



Final Report

INTERIM EVALUATION OF THE ESF PROGRAMME IN THE SOUTH EAST 2007-2010 South East England Development Agency

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INPLACE

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Executive Summary

Background

1. South East England Development Agency (SEEDA) commissioned Consulting Inplace to undertake an interim evaluation of the European Social Fund (ESF) programme in the South East 2007-2010. The overall strategic objective of the programme is to support sustainable economic growth and social inclusion in England by contributing to policies to increase the employment rate (Priority 1) and to develop a skilled and adaptable workforce (Priority 2). The evaluation activity was designed to measure the impact of the ESF programme in the South East.
2. The evaluation methodology included a desk-based review of background programme and project documentation; analysis of monitoring information and programme performance indicators; strategic consultations with each of the Co-financing organisations (CFOs) and other members of the evaluation working group; analysis of regional data from the ESF Cohort Study undertaken by the National Centre for Social Research (NatCen); and, in-depth case studies with nine ESF projects.

Key Findings

3. The delivery of the ESF Programme in the South East (and nationally) between 2007 and 2010 has coincided with unprecedented changing economic and labour market conditions. Whilst funding has been redirected to support those affected by the recession, the economic downturn has undoubtedly impacted upon programme targets and the contribution to regional economic growth.
4. The number of Priority 1 participants moving into employment is performing well despite the impact of the recession (74% of target to 2013), whilst the number of participants moving from NEET to EET has significantly exceeded the target to 2012 already. The target for the number of Priority 2 participants gaining full qualifications at Level 2+ have already been achieved, whilst they have almost been achieved for participants gaining full qualifications at Level 3+. There is still some way to go in relation to the target for basic skills qualifications, although performance has started to improve after a slow start.
5. ESF is seen as an effective tool to add value to mainstream provision by targeting those at disadvantage who may not have access to mainstream provision, or who may benefit from mainstream provision but with additional ESF support. The case studies have highlighted the value of ESF in targeting people and communities who require the additional support that mainstream does not provide. There are examples where ESF allows specialised one-to-one support over a sustained period of time, which allows for a far better understanding of customer needs and a personalised step-by-step approach to achieving their aims and objectives.
6. The shift in focus from addressing the needs of the long-term unemployed to support those individuals who have recently lost their jobs as a result of the recession (via the Response to Redundancy programme) demonstrates the flexibility of ESF in engaging with changed economic and labour market conditions. The Response to Redundancy programme has been successful in providing advice, guidance and re-training opportunities to those at risk of redundancy, or who have recently been made redundant.

7. The ESF programme has been valuable in supporting Priority 1 participants into employment. For those Priority 1 participants not in work, ESF has been valuable in developing their confidence in relation to finding employment and in improving their skills for the type of work they are looking for. ESF has also helped to improve the skills and prospects of Priority 2 participants who are already in work, with a significant proportion improving their qualifications and receiving a pay-rise and many taking on higher skilled work or responsibility for supervising or managing other people.
8. ESF has also helped to facilitate new and improved partnership working with key delivery organisations. The support to, and work with, community organisations and the third sector has been particularly beneficial at a time when current economic circumstances are asserting more pressure on existing services.

Learning Points

9. Further contraction in employment levels is expected in 2010, while redundancy notifications continue. With fewer job opportunities available and employers reluctant to release staff for training, the programme continues to be delivered in challenging economic circumstances. The effects on the economy of the Government's recent Spending Review is also likely to impact upon programme targets and interventions, with the possibility of increased unemployment and further reductions in available job vacancies (at least in the short to medium term) as a result of public sector job losses and associated impacts in the private sector.
10. The abolition of the Regional Development Agencies and the move away from regions to more localised arrangements under the new coalition government is likely to have implications for ESF delivery and focus in the future. A localised approach to ESF and mainstream delivery, via Local Enterprise Partnerships, or other means, will present different delivery challenges, although there are clearly advantages in connecting organisations and transferring knowledge and capacity across different geographical locations.
11. The sustainability of projects going forward is however a concern. ESF has provided valuable 'pump priming', but the future of some ESF projects is unclear, particularly in an environment where funding will be scarce. New institutional arrangements for the management and match funding of ESF provision are still unclear, while policy on welfare reform, employment and skills is continuing to evolve.
12. The Spending Review has made clear that there will be a greater responsibility on all benefit claimants to actively seek work. This will bring mainstream services closer to the most disadvantaged beneficiaries which the ESF programme has traditionally served. This questions the extent to which ESF can fill gaps in future provision or as is more likely adds value to emerging mainstream delivery, through the Work Programme and the SME programme.

Recommendations

13. **Recommendation 1:** There will be a requirement to refocus ESF to reflect the changing marketplace, (i.e. the introduction of the Work Programme and the SME Programme) political change and the significant cuts in resources to reduce the threat of disadvantaged groups being at further exclusion from the labour market.
14. **Recommendation 2:** Key ESF delivery organisations should be encouraged to develop effective working relationships with LEPs in order to understand and clarify roles and responsibilities, and to agree action to ensure that ESF provision meets demand and effectively dovetails with mainstream provision.
15. **Recommendation 3:** ESF provision going forward should continue to be directed towards those with greatest need whilst retaining the flexibility to respond to changing economic and labour market conditions and innovate new approaches. There is a possibility this will be limited if ESF is too closely integrated (i.e. at source through DWP, BIS) with mainstream provision.
16. **Recommendation 4:** Statutory, voluntary and community agencies in the South East (as across the rest of the UK) will need to look at how to effectively target their resources and work together to avoid duplication, ensure the greatest impact and to maximise the benefits of partnership working. The programme needs to maintain the facility to incorporate additional sources of match funding levered through the local statutory organisations and the charitable sector (e.g. Big Lottery and Foundations).
17. **Recommendation 5:** The evaluation has identified that much of the provision is considered 'too basic' for the needs of ESF beneficiaries. Training providers need to ensure that training courses are pitched at the right level to ensure that they more effectively meet the needs of participants, particularly in Priority 1. This will require more effective beneficiary profiling and diagnostics.
18. **Recommendation 6:** Whilst meeting the needs of individuals, there is also a need to ensure that ESF provision is meeting the needs of employers in the South East to drive economic growth. Flexible and relevant training delivery is vital to ensuring that provision is in line with employer demand.
19. **Recommendation 7:** Providers should be encouraged to adopt an innovative and proactive approach to employer engagement in continued challenging economic circumstances. The evaluation has identified a need to provide greater levels of assistance in job search and brokerage. This will be critical moving forward.
20. **Recommendation 8:** The evaluation has highlighted the difficulty for providers of keeping track of people who have accessed ESF support. It will be important for providers to have robust and effective systems in place to track the outcomes of ESF participants. This will take on even greater prevalence for mainstream providers with the move to an outcomes-based payment system.
21. **Recommendation 9:** The Spending Review has identified a greater need for employers and individuals to invest in their own skills. Where viable, the sustainability of ESF projects should be explored via the delivery of chargeable courses and provision for industry professionals and businesses. Additional private sector match funding should be considered.

22. **Recommendation 10:** There are a number of areas where gaps in provision may emerge and which the ESF programme should target, including:

- Those economically inactive and outside of the benefits system. This group should continue to be a priority for the programme since they will not be addressed by the Work Programme.
- Those aged 24 and above and looking to gain an NVQ level 2 and those aged over 25 looking to seek a NVQ level 3 should be supported. Plans to remove the entitlement to free training should be addressed by the ESF programme, particularly those in low paid work least able to afford training.

1. Introduction

1.1 Context

Consulting Inplace was commissioned in April 2010 by the South East England Development Agency (SEEDA) to undertake an interim evaluation of the European Social Fund (ESF) Programme in the South East, 2007-2010. This report presents the key evaluation findings.

1.2 Overview of the European Social Fund

The European Social Fund (ESF) is one of the Structural Funds designed to strengthen economic and social cohesion in the European Union. The current programme runs from 2007 to 2013 and geographically covers England and Gibraltar. The programme supports EU, national and regional strategies to tackle weaknesses in the labour market. These include: low employment rates and high inactivity rates amongst disadvantaged groups; and, poor basic skill levels and a high number of individuals who lack level 2 qualifications.

The overall strategic objective of the programme is to support sustainable economic growth and social inclusion in England by contributing to policies to increase the employment rate and to develop a skilled and adaptable workforce. ESF is delivered as a single programme in England with three priorities for Regional Competitiveness and Employment funding. These priorities focus on:

- **Priority 1:** extending employment opportunities for unemployed and inactive people (62%)
- **Priority 2:** developing a skilled and adaptable workforce (34%)
- **Priority 3:** technical assistance (4%)

The 2007-2013 England ESF programme is investing £5 billion over seven years of which £2.5 billion is from the ESF and £2.5 billion is national matched funding. The South East region received £188 million in ESF funding which is distributed by Co-financing organisations (CFOs). The original CFOs were SEEDA, the Skills Funding Agency (which replaced the Learning and Skills Council from April 2010), and the Department of Work and Pensions (DWP), for which Jobcentre Plus are the delivery arm. The National Offender Management Services (NOMS) became a CFO in 2009. SEEDA decided not to act as a CFO beyond 2010.

1.3 Evaluation aims and objectives

The evaluation activity was designed to measure the impact of the ESF programme in the South East. The key aims and objectives are highlighted in Figure 1.1 below.

Figure 1.1: Evaluation aims and objectives

- Evaluate the progress of the South East ESF Programme 2007-10 towards delivering the targets and activities set out in the ESF Framework
- Evaluate the extent to which the programme has achieved alignment between the ESF Framework and domestic employment and skills programmes
- Identify any lessons learnt and opportunities for improvement to inform future provision
- Evaluate the impact of ESF funding on the beneficiaries and on the providers
- Evaluate the impact of the regional programme on the economy, e.g. employment, economic activity, skills and even GDP
- Evaluate the effectiveness of ESF in engaging with the changed economic and labour market conditions since the ESF Framework 2007-10 was written
- Capture national evaluation work on ESF

The evaluation activity also provided an opportunity to:

- Capture and analyse the beneficiaries' and providers' experience to measure impact of funding on the lives of those disadvantaged and unable to participate in mainstream provision
 - Identify examples of good practice
 - Prepare qualitative case studies
 - Highlight opportunities to mainstream successful approaches funded by ESF in assisting individuals to secure employment and their skills
 - Capture the impact of the ESF programme on regional and local labour markets and participant groups
 - Assess project sustainability in the light of future public spending constraints
-

1.4 Evaluation methodology

The following methodology informed the development of this interim report:

- **Desk-based review** of background programme and project documentation
- **Analysis of monitoring information and programme performance indicators**
- **Strategic consultations** with each of the CFOs and other members of the evaluation working group. Consultations were undertaken with Government Office South East (GOSE); SEEDA; the Skills Funding Agency; Jobcentre Plus, the National Offender Management Service (NOMS); Alliance of Sector Skills Councils; SkillsActive; the Association of Learning Providers; Regional Action and Involvement South East (RAISE); University of the Creative Arts; Surrey County Council and the Equality and Human Rights Commission.
- **Analysis of regional data from the ESF Cohort Study** undertaken by the National Centre for Social Research (NatCen).

In our original methodology we had planned to undertake a separate survey of participants from the South East. However, the evaluation working group agreed that to ensure the most effective utilisation of resources we should use data on South East participants from the ESF Cohort Study being undertaken by the National Centre for Social Research (NatCen). The ESF Cohort Study involved a large-scale longitudinal survey with two waves of interviews. Wave 1 took place between April and September 2009. In wave 2, which took place between January and March 2010, all respondents from the first wave were contacted again. It was planned that Consulting Inplace would have access to the full anonymised dataset of ESF participants from the South East to inform the final analysis. However, subsequent discussions with DWP identified that this transfer of data would not be possible due to data protection issues. Consequently, NatCen provided an analysis of Wave 2 data for us, with the cross-tabulations produced based on criteria agreed with the Evaluation Working Group. A summary of the survey findings is provided as Annex I.

- **Case studies with nine ESF projects identified** by the Evaluation Working Group. Case studies involved interviews with the Project lead, other key staff and project beneficiaries where possible. Summaries of each individual case study are included as Annex II.

1.5 Report structure

The subsequent sections of this report are structured as follows:

- in **Section 2** we provide the economic and political context to the delivery of the ESF Programme 2007-2010
- in **Section 3** we provide an assessment of programme performance
- in **Section 4** we examine the outcomes and impacts of the ESF Programme in the South East
- in **Section 5** we present our conclusions and recommendations.

2. A changing economic and political landscape

2.1 Background: Worklessness and skills in the South East in 2007

The South East Regional ESF Framework set out how ESF spending could support regional employment and skills priorities in the context of the agreed ESF Operational Programme for England. The programme was closely aligned to the employment and skills challenges identified in the South East Regional Economic Strategy (RES) and by the Regional Skills for Productivity Alliance (RSPA). The South East Regional ESF Frameworks enabled the CFOs to develop their plans so that ESF provision contributed to regional employment and skills priorities, and thus would guide DWP/Skills Funding Agency/NOMS plans for the duration of the current programme.

2.1.1 Priority 1

The objective of Priority 1 is to increase employment and to reduce unemployment and inactivity. It is intended to help tackle barriers to work faced by disadvantaged groups such as people with disabilities and health conditions¹, lone parents and other disadvantaged parents², older workers³, ethnic minorities, and people with low or no qualifications. It also aims to help young people make a successful transition to the world of work, in particular those not in education, employment or training (NEET), or at risk of becoming NEET.

By tackling and preventing worklessness, this priority is designed to help improve social inclusion and social mobility. In particular, by helping unemployed and inactive parents to enter sustainable jobs and make progress at work, it aims to help alleviate child poverty. This priority also contributes to the skills strategy by helping unemployed and inactive people to gain the skills they need for employability and to make progress in the workplace. The priorities for worklessness support in the South East in 2007 and hence the rationale for ESF provision is highlighted in Figure 2.1 below:

¹ All references to people with disabilities include people with mental health conditions and learning difficulties or disabilities.

² Disadvantaged parents include unemployed and inactive parents other than lone parents, who face barriers to work

³ 'Older workers' are people aged 50 and over

Figure 2.1: Worklessness issues in the South East

Participant Group	Issues	Geographical concentrations
Young People not in education, employment or training (NEET)	Young people who are NEET between 16 and 19 are more likely to offend, be homeless and fall into a poverty trap. There are specific issues faced by vulnerable young people at points in transition, including: looked after children; those with learning difficulties and disabilities; and teenage mothers.	Geographical 'hotspots' in line with LSC research and methodology, including; Gosport, Portsmouth, Southampton, Test Valley, Reading, Folkestone, Swale, Thanet, Brighton & Hove and Hastings.
People with disabilities (including learning difficulties and disabilities and health conditions)	People with disabilities face greater barriers to securing employment. A significant proportion could and would work under the right circumstances, with the right support.	Stark intra-regional variations in economic activity rates amongst people with disabilities. Eastern and coastal areas have higher concentrations of people with disabilities.
Lone parents and teenage parents and carers	Increasing participation by individuals with family and care commitments will involve tailored support and promoting enhanced flexible working opportunities.	Region-wide.
Older people (50+)	77,000 economically inactive people aged over 50 want to work. Raising economic activity rates amongst older people will help to counter the general decline in activity rates caused by an ageing population.	Concentrated areas of inactive older people across South East.
Ethnic Minorities	Most BME groups suffer higher than average economic inactivity and unemployment rates despite tight labour market conditions.	Concentrations of BME unemployment in some urban areas present an opportunity to increase labour supply in tight labour markets.
Gender	Whilst the national female inactivity rate continues to fall, in the South East the downward trend has stopped and the ratio of female to male workers remains below the UK average. Segregation occurs for men and women in non-traditional sectors and occupations, and there are pay-gaps for women.	The highest levels of male inactivity occur in some coastal areas. The highest level of female inactivity occurs in some coastal and urban areas.
Young offenders, offenders and ex-offenders	There are 23,500 offenders in 28 establishments in the region. Ex-offenders face significant barriers to securing employment and fully re-integrating in to society.	Region-wide.

Source: European Social Fund South East Framework 2007-2010

2.1.2 Priority 2

The objective of Priority 2 is to develop a skilled and adaptable workforce by: reducing the number of workers without basic skills; increasing the number of workers qualified to level 2 and, where justified, to level 3; reducing gender segregation in the workforce; and developing managers and workers in small enterprises. There is a particular focus on the low skilled and on addressing skills shortages.

By developing a skilled and adaptable workforce, this priority is intended to help improve productivity, innovation, enterprise and competitiveness. It will help workers to develop the skills needed by business in a knowledge-based economy. By focusing on those who lack basic skills and level 2 qualifications, this priority is also designed to promote sustainable employment and social inclusion. By improving the qualifications of low skilled and part-time women workers, it also aims to help promote gender equality and reduce gender gaps in the workforce. Figure 2.2 below provides the rationale for priority 2 ESF funding in the South East in 2007:

Figure 2.2: Skills issues in the South East

Priority group	Issues	Geographic concentration
People with disabilities	National evidence suggests that people with disabilities are less likely to hold formal qualifications	Eastern and coastal areas have higher proportions of people with disabilities
Older People (50+)	Older people require specific support in updating their skills and qualifications	Region-wide
Ethnic minorities	Whilst the majority of BME groups are generally well-qualified to level 2, attainment is lower amongst some sub-groups (e.g. Pakistani and Bangladeshi Women)	Concentrations of BME groups in some urban areas
Gender	There is potential to promote progression for around 12 per cent of women who are estimated to be under-employed	Region-wide
Young offenders, offenders and ex-offenders	There are 23,500 offenders in 28 establishments in the region, characterised by a high incidence of basic skills needs and low qualifications	Region-wide
Workforce	Skill gaps are reported at all levels. Rapid technological and economic change requires more frequent re-skilling and up-skilling. There is a lack of support for individuals without a relevant or current qualification	Region-wide
Small businesses	The South East has the largest number of small businesses of all English regions with high levels of reported recruitment difficulties, skills gaps and labour shortages. There is evidence of low levels of participation in training and a need to support greater engagement in workforce development and management and leadership training	Small enterprises in rural and coastal areas face specific barriers to accessing training

Source: European Social Fund South East Framework 2007-2010

2.2 The economic recession

The delivery of the ESF programme coincided with a global financial crisis and subsequent downturn in the real economy. The UK economy went into recession in the second quarter of 2007 and continued to contract for six consecutive quarters until the final quarter of 2009 - the longest period since quarterly figures were first recorded in 1955. The UK economy is still operating below its pre-recession and trend levels of output.

The impacts of the recession have been felt throughout the UK and the South East is no exception to this. Latest ONS data suggests that the South East GVA growth rate from 2007 to 2008 (2.95%) was the lowest of all the regions, and well below the UK average of 4.06%. Despite these figures, it is difficult to assess with any certainty how the South East economy is performing relative to other regions during the recessionary period. Experian forecasts suggest that in the period to early 2009, GVA contracted at a slower pace than in most of the other UK regions. This can be linked to the lower concentration of manufacturing and construction in the South East compared to elsewhere. In the period since spring 2009, however, it is expected that the South East will have been impacted on a similar scale to other regions, due to a sharp contraction in service activities during that period.⁴

The South East Framework 2011-2013 reports that in September 2009, unemployment in the region had increased by 1.5 percentage points (3,990 people) since spring 2008, whilst the claimant count rate had increased by 1.4 percentage points (2,071 people) since mid 2008. People from higher skilled occupations have accounted for a growing proportion of new JSA claimants in the South East and as such a significant amount of unemployment in the South East is likely to be characterised by highly skilled professional workers. The Framework also suggests that male unemployment in the South East has risen faster than the female unemployment rate during the recessionary period.

A recent report by SEEDA also cites a concern that a significant number of people in the South East may be losing jobs and moving straight into economic inactivity rather than registering as unemployed. This is known as 'hidden unemployment' and presents a real challenge with the group moving outside the labour market and further away from mainstream employment and skills support.⁵

The Framework also highlights that in early 2008 and in early 2009, the coastal areas of the region experienced the sharpest increases in unemployment. More recently, however, the impact of the recession seems to have been more severe across the Inner South East. This is likely to be linked to increased levels of redundancy in service activities, and the fact that the London labour market began to turn down quite sharply in certain sectors in spring/summer of 2009, having held up comparatively well earlier on in the recession.

⁴ South East Framework 2011-2013

⁵ South East Economy Review (2009), South East England Development Agency

The recession is seen by stakeholders and project leads as having impacted on ESF programme performance in the South East, with fewer job opportunities available (affecting Priority 1) and companies being reluctant to release staff for training (affecting Priority 2). Effective employer engagement was seen to be of paramount importance in order to meet the programme performance targets. The recession inevitably impacted upon employer engagement however, with employers, and SMEs in particular, being in 'survival mode'.

2.2.1 A changing focus

The unprecedented scale of the economic downturn has therefore impacted on the priorities and outcomes for the ESF programme. This has necessitated a change in focus by partners in order to respond to the challenges of the recession. This has, however, highlighted the flexibility of the ESF programme in engaging with the changed economic and labour market conditions since the ESF Framework 2007-2010 was written. This is particularly demonstrated through the Response to Redundancy Programme which we have analysed as part of this evaluation. A key challenge for partners here has been to maintain a dual focus on those most disadvantaged in the labour market while supporting those individuals who have recently lost their jobs.

2.2.2 Looking to the future

Economic forecasts from early 2010 suggest the region will recover more quickly than others, with GVA rising by around 2.6% from 2011, though this rate falls significantly short of growth achieved in recent years. Recovery of employment levels is expected to lag behind productivity, with further contraction expected in 2010 and slow return to pre-recession levels of employment by 2013. However, recent evidence suggests that in some parts of the region vacancy levels are increasing only slowly, redundancy notifications continue and access to finance remains a problem. This is likely to continue to impact on the ability of the programme in the South East to hit targets.

2.3 The changing political landscape

The delivery of the ESF programme between 2007 and 2010 was also taking place in a period of political change, with Britain electing its first coalition government for more than 60 years in May 2010.

The learning infrastructure itself has changed since April 2010, with the creation of the Skills Funding Agency and the Young People's Learning Agency, and an increased role for local authorities in the funding of 16-19 learning in addition to their current remit for schools. These changes reflect a move towards provision of services at the local level and decentralising power away from Whitehall. This commitment to localism under the new Coalition Government is likely to have implications for the programme going forward. There remains, however, a level of uncertainty about the existing institutional arrangements for skills, with most organizations, including the new Young People's Learning Agency, the UK Commission for Employment and Skills and the Sector Skills Councils, currently under review.

Further changes are currently taking place in the delivery of welfare and support to people who are out of work. The new DWP Work Programme will be introduced as part of these reforms in 2011. This will create a single welfare to work programme for all benefit claimants and will have far reaching consequences for how employment and skills services are delivered and funded. The shape of the new Work Programme is still unclear, but there will be a need to re-focus provision in the future to reflect the changing marketplace. One aspect of this change, from a beneficiary perspective, will include a greater focus on the relationship between health and work as more people on health related benefits are mandated to mainstream provision.

Whilst no specific references to ESF in the Comprehensive Spending Review (CSR) on 20 October 2010 were made, the announcements, and those made in the run-up to the CSR, will have implications for ESF delivery. Wider eligibility and earlier access to employment services will bring mainstream provision closer to those most distanced from the labour market and more typically associated with ESF programmes, including those previously inactive in their job searching and those on health related benefits. At the same time the Government also plans to remove the entitlement to free training for a first full level 2 qualification for those aged over 25. Those aged over 24 wishing to gain a Level 3 qualification will be asked to pay fees.

This is an area where future ESF resources may need to be applied, particularly for low paid / low skilled employees whose employers are not investing in employment on their behalf. The government has announced that it will replace Train to Gain with a SME-focused training programme. But it is not clear how the new life long learning accounts covered in the Skills White Paper (July 2010), but not mentioned in the CSR, will relate to this new SME programme. Partners will have to wait for more detail before assessing the implications here.

However, the Government will also continue to support provision in basic numeracy and literacy skills and support Adult and Community Learning, although the funding of English for Speakers of Other Languages (ESOL) for people not in settled communities will be abolished in 2012. Again this presents a potential gap in future provision which the ESF may choose to prioritise for intervention.

The abolition of the Regional Development Agencies and a potential localised approach to ESF and mainstream delivery, via Local Enterprise Partnerships (LEPs), or other means, will present different funding and delivery challenges. The role of government and its institutions in managing and match funding ESF is still unclear, particularly with regard to geographical programmes, be that at regional, sub-regional or local levels. The White Paper published on 28 October 2010 announced a number of LEPs which are either wholly or partly within the South East Region. These are: 'Coast to Capital'; 'Oxfordshire City Region'; 'South East Midlands'; 'Thames Valley Berkshire'; 'Kent, Greater Essex & East Sussex'; and, 'Solent'.⁶ However it is still far from clear as to whether they will have a role in relation to future ESF delivery, and what that role will be. There is a need to clarify this role going forward.

⁶ Local growth: realising every place's potential, Department for Business, Innovation and Skills, 28 October 2010.

The Spending Review also announced plans to reform the way European Regional Development Funding is delivered in England, with plans to link it to the Regional Growth Fund to maximise impact. Achieving alignment between ERDF and ESF programme has never been straightforward. EC regulations currently prohibit joint ERDF-ESF projects, and so alignment of resources requires organisational flexibility and effective communication. This will take on even greater significance for ESF if ERDF delivery is to be reformed in the current challenging political and economic circumstances.

3. Programme performance

3.1 Performance data

Both Priority 1 and 2 are ahead of profile (2007-2010) in relation to the number of participants engaged on the programme as there has been significant over-recruitment.

3.1.1 Priority 1

The number of Priority 1 participants to 2013 has already been exceeded (Figure 3.1). The numbers of Priority 1 participants who are unemployed or NEET are significantly over the target, whilst substantial progress has been made towards the target in relation to the economically inactive (78%).

Figure 3.1: Priority 1 output information (to August 2010)

Indicators	Target 2007-13	Cumulative achievement
Outputs:		
Participants – TOTAL	70,200	89,468 (127%)
Unemployed	29,400	42,032 (143%)
Economically Inactive	24,000	18,662 (78%)
NEET	14,000	25,180 (180%)
Disabled	22%	37%
Aged 50 plus	18%	19%
Ethnic minorities	11%	10%
Female	51%	38%
Results:		
In work on leaving	15,400	11,386 (74%)
14 – 19 NEET into EET	6,300	15,988 (253%)

Source: GOSE

The number of participants moving into employment is performing well against the target (74%), despite the impact of the recession. The number of people moving from NEET to EET has significantly exceeded the target to 2013 already. This would indicate that the initial fears with regard to the impact of the recession on young people have not been realised.

3.1.2 Priority 2

The target number of participants under Priority 2 has nearly been achieved already (98%). The target for the number of participants without a level 3 qualification has already been exceeded. The target for numbers of participants with basic skills needs is performing well (68%), whilst just over half of the intended target for individuals without a level 2 qualification has been achieved to date.

Figure 3.2: Priority 2 output information to August 2010

Indicators	Target 2007-13	Cumulative achievement
Outputs:		
Participants – TOTAL	65,300	63,955 (98%)
Basic skills needs	26,600	18,174 (68%)
Without level 2	26,700	14,110 (53%)
Without level 3	8,000	10,474 (131%)
Disabled	15%	8%
Aged 50 plus	20%	17%
Ethnic minorities	9%	18%
Female	50%	50%
Results:		
Gained basic skills	12,000	5,322 (44%)
Gained full qual at level 2+	10,700	15,364 (144%)
Gained full qual at level 3+	2,400	2,271 (95%)

The targets for the number of Priority 2 participants gaining full qualifications at level 2+ have already been achieved, whilst they have almost been achieved for participants gaining full qualifications at level 3+. There is still some way to go in relation to the target for basic skills qualifications, although performance has started to improve following a slow start.

3.1.3 Equality targets

The ESF Programme 2007-2013 has a particular objective to support people with a disability or long-term limiting illness. Priority 1 is ahead of profile (37% against a target of 22%), although Priority 2 is not performing as well (8% against a target of 15%). The Skills Funding Agency perceive that this underperformance is largely due to the reluctance of those employed to state whether they have a disability.

The second targeted group under the programme is participants aged 50+. Performance under Priority 1 is slightly ahead of target (20% against a target of 18%), but below target under Priority 2 (17% against a target of 20%).

The ESF programme aims to promote employment among people from ethnic minority groups, where there can be high rates of unemployment and economic activity. Priority 1 is just below profile (10% against a target of 11%), whereas Priority 2 is ahead of profile (18% against a target of 9%).

The final equality target is to support women in the labour market. The specified target is for at least 51% of Priority 1 participants, and at least 50% of Priority 2 participants to be women. Priority 2 (49%) is performing to target, while Priority 1 (38%) is some way below target. This can be explained by the fact that Priority 1 aimed to help a high proportion of unemployed and economically inactive people, of whom a disproportionately high percentage are male. High numbers of referrals have come from Jobseekers Allowance claims, which have continued to include a higher proportion of males.

3.2 Delivery Issues

Whilst the programme has been successful in delivering its outputs to date, there were a number of fundamental issues aside from the economic recession that could have adversely affected delivery. These included:

- the replacement of the LSC by the Skills Funding Agency as a Co-Financing Organisation (CFO) in April 2010.
- the arrival of the NOMS as a national CFO with the potential for duplication of effort and output data.
- the lengthy DWP procurement process which meant that their Response to Redundancy activity trailed that of the other CFOs
- the implementation of new national management information and claims systems which were delayed and which also diverted staff from their normal activities whilst they were being inducted into the new systems.

Nevertheless, stakeholders have reported that the programme was able to manage these transitions with success. Other delivery issues are outlined below.

3.2.1 Provider Management

Effective provider management was an important factor in ensuring effective project performance. CFOs had systems in place to ensure projects run as smoothly as possible. ESF contract managers within the CFOs had responsibility for overall project monitoring, performance and the gathering of Management Information. Initial project engagement meetings in order to set priorities and outline reporting expectations and deadlines, along with on-going project monitoring visits, were all designed to ensure projects delivered on time. There were also examples of CFOs setting up provider engagement meetings, where the purpose was to look at trends and review performance, rather than being a 'naming and shaming' exercise.

Difficulty with provider management tended to occur when individuals and project teams changed within the provider. This resulted in the CFO having to chase MI with subsequent delays in provider payment. Generally however, the extensive and stringent ESF monitoring procedures and effective project management systems resulted in few problems with provider management.

3.2.2 Alignment with mainstream provision

The ESF programme in the South East was seen by stakeholders to effectively dovetail with national mainstream provision. ESF was seen as providing more 'informal', 'innovative' courses and thus more flexible provision that mainstream provision was perceived to be lacking.

Priority 1:

At the start of ESF (pre-recession), there was a cohort of unemployed people who were disengaged from the education system, yet mainstream provision through DWP/Jobcentre Plus is not focused on enabling people to acquire skills that would help them move into sustainable employment. ESF was therefore used to run pre-employment training courses, with there being strategic alignment with Jobcentre Plus mainstream provision. In some cases, the length of the ESF provision, providing specialised one to one support was seen as the added value of ESF. The sustained support allows for better understanding of the customer's needs and a personalised, step-by-step approach to achieving their aims and objectives. This was evident from one of the case study projects (Figure 3.3)

Figure 3.3: 'Reach Out'

Reach out provides (free) personalised support and development opportunities for people who are looking to improve their skills and work towards finding and keeping work. It is funded by the Department for Work and Pensions through the European Social Fund, with its geographical focus being on Hampshire and the Isle of Wight.

Key workers provide tailored and personalised packages of support by providing pathways to employment, such as:

- Mentoring and advocacy
- Personal development training opportunities
- Job-related training
- Work experience
- Work trials
- Support in employment

The project targets disadvantaged people who are furthest from the labour market. Around 20% of client referrals come from Jobcentre Plus. The other 80% of referrals are as a result of their networks and links with other organisations such as the probation service, charities, volunteer groups and community bodies.

The key success of the project is that it is personalised and needs-led, with activity tailored to meet the needs of the individual. It is very much a 'softly-softly' approach, with there often being a period of support for the individual before any activity is delivered. The length of the programme (up to 40 weeks) is also seen to be beneficial to the client.

The alignment of ESF with mainstream provision and the flexibility of the programme to engage with the changed economic and labour market conditions since the ESF Framework 2007-2010 was written is perhaps best illustrated in the **Response to Redundancy** initiative. This offered advice, guidance and re-training opportunities to those at risk of redundancy, or who had been made redundant in the past six months. The programme provided early support to certify existing skills, and provided appropriate training to improve opportunities in the job market for when workers were made redundant. This has been highlighted by many stakeholders as a key success of the programme. Further detail is provided in Figure 3.4 below.

Figure 3.4: Response to Redundancy

The Response to Redundancy programme is a nationally funded programme commissioned by the Skills Funding Agency in response to the economic downturn and subsequent recession in 2008. The programme, partly financed through ESF and Train to Gain, was designed to provide flexible training provision to support people under threat or consultation of redundancy as well as people recently made redundant. Prior to the national commissioning of the Response to Redundancy Programme Oxford and Cherwell Valley College had been working in partnership with Oxford County Council and the Ethnic Minority Business Service to respond to local redundancies in Oxford. This partnership started building strong relationships with local Jobcentre Plus offices including undertaking outreach advice sessions in JCP offices. This existing partnership enabled OCVC to successfully apply for Response to Redundancy funding when it was released.

The expected outcomes of the programme were to move people who were facing redundancy or had been made redundant into sustainable employment as a result of targeting and relevant training support. Part of the programme's aims was to move people quickly to new employment opportunities, helping to prevent people from having to move onto the benefits system.

There are a number of elements to programme delivery, some of which are core funded through the Response to Redundancy budget, whilst others are provided through other services that are being used to 'join up' activity. These included:

1. Training delivery and support offered through Response to Redundancy funding
2. Job Finder service offered through LSIS funded support
3. Tracking and follow up offered through Economic Challenge Investment Fund and Oxford Brookes University

Early on pre-employment training courses were identified as being appropriate to the client group. These courses would focus on employability issues including basic skills and CV development, confidence building, interview preparation and job search. Although many of the early courses focused on pre-employment support other, industry specific courses were also offered. These included courses in retail, security and construction. Often a key barrier to working in these industries is not having the right permits / approvals and by providing access to these through Response to Redundancy these careers have potentially opened up to a wider number of people.

The target groups were recruited through two main routes, Jobcentre Plus referring their clients as well as through the businesses they were working with and supporting. People could also refer themselves onto the provision, something that was promoted by all of the delivery partners. Different marketing materials and approaches were developed for both target markets and the results have proven successful with the participants having already exceeded 800.

The benefits of the Response to Redundancy programme can be seen in Figures 3.5 and 3.6 below:

Figure 3.5: Participant journey: Response to Redundancy

Mark was working in manufacturing in Oxford when he was made redundant at the end of his contract. Despite numerous conversations with Jobcentre Plus he felt that he wasn't getting the support he needed. He went to 'Next Step' and was referred to Learn direct and the Response to Redundancy programme.

As Mark has a family with three children he was keen to get back into work as soon as possible although he wanted to explore different career options as well. He had always had an interest in social work and talked to the college about this. He was offered a 12 week course that provided an introduction to social work. The course took place between March and May 2010 and the course had 8-10 people on it.

Mark found the course to be extremely beneficial with an excellent course tutor guiding all participants through an interesting and hands on course. He felt that his confidence had increased drastically and was even told this by his course tutor. There was a strong team ethos within the course and Kenneth is still in touch with a number of people on the course. Upon completion Kenneth found a job with a local care agency where he now supports a number of clients with Aspergers and other needs. He really enjoys this job and will soon be taking up a new job as a cook in a care home for children. He feels like the programme has given him the confidence to work again and has enabled him to move into a new career, one that he really enjoys. He would recommend the college and the programme to other people in the same situation as him.

Figure 3.6: Participant journey: Response to Redundancy

Victor was employed at Oxford County Council in the HR department and had been employed there since he arrived from Nigeria in January 2007. He had skills in IT and understanding the requirements of HR IT systems. He enjoyed his job but due to changes to the Council's HR department he was told he was at risk of redundancy in mid 2009.

Although he was Masters Level qualified he knew he needed some additional support to find new employment. This was a priority given that he had a family to support. He joined a course, run by the Council, to help refine his CV and make it more relevant to the local labour market. The course ran over two three day blocks. He felt that this helped as he started getting job interviews including one with a chemical company near Oxford, where he now works.

Victor felt that the course was very good, as were the tutors. He thought that they were trustworthy and helpful. He would recommend the course to other people although felt that the course could have been tailored better to individual needs. The people on the course were of varying skills levels, especially on computers, and this was difficult at times during course delivery. He thought the course could focus more on online job applications as well, and not just focus on CV development for paper based applications.

The intervention has, however, raised the issue about a shift in programme focus from addressing the needs of the long term unemployed to support those individuals who have recently lost their jobs.

One argument is that this shift in focus to redundancy has left those furthest away from the labour market more vulnerable to the effects of long term unemployment. The counter argument is that by responding to and addressing the immediate need the programme has been able to prevent a greater problem down the line and return to the task of helping the most disadvantaged sooner.

It is difficult to assess the direct impact of the Response to Redundancy on the JSA claimant count in the South East, and we return to this issue in our case study later in the report. However, an analysis of the JSA count (Figure 3.7) identifies patterns that suggest the sharp increase in JSA claimants have indeed started to work their way through the stock into a higher proportion of longer term unemployment in the Region.

While this progression is not a positive one, we can assume that the number and proportion of claimants still unemployed for 52 weeks or more would be greater had the Response to Recession intervention not been taken. In this sense the alignment of ESF with mainstream provision has helped to mitigate the worst labour market affects resulting from the downturn in the economy.

Figure 3.7: Percentage of JSA claimants by duration of claim

Date	Less than 4 weeks	Over 4 and under 13 weeks	Over 13 weeks and under 26 weeks	Over 26 weeks and under 52 weeks	More than 52 weeks
September 2007	20.4	30.0	19.3	10.3	20.0
September 2008	24.1	33.9	19.4	9.3	13.2
September 2009	17.5	29.3	22.4	14.4	16.6
September 2010	19.4	28.3	17.6	10.5	24.3

Priority 2:

Linkages between Priority 2 provision and mainstream provision were also identified. The Skills Funding Agency highlighted that mainstream funding through the adult learner responsiveness and employer responsiveness funds does not permit short-term investment in skills that ESF support. Train to Gain for instance, was restricted by previous qualifications and sectors, whereas ESF is not necessarily qualification-bound, and thus would support people who already have a level 2 qualification. ESF was also seen as providing the flexibility to support skills development at level 3 and above, since the SEEDA priority for skills was only up to level 3+. An example, from one of the case studies, is highlighted below.

There were some concerns with the lack of flexibility of ESF provision however. For example, the SEEDA ESF programme had already been agreed when Train to Gain was launched. Subsequently the ESF programme had to be amended slightly in order to avoid duplication of activity. However, once Train to Gain was over-subscribed due to an increase in demand from employers there was not the flexibility to change the ESF specification to fill the gap in provision. This issue over the scope of Train to Gain meant that the LSC (as it was at the time) also suffered.

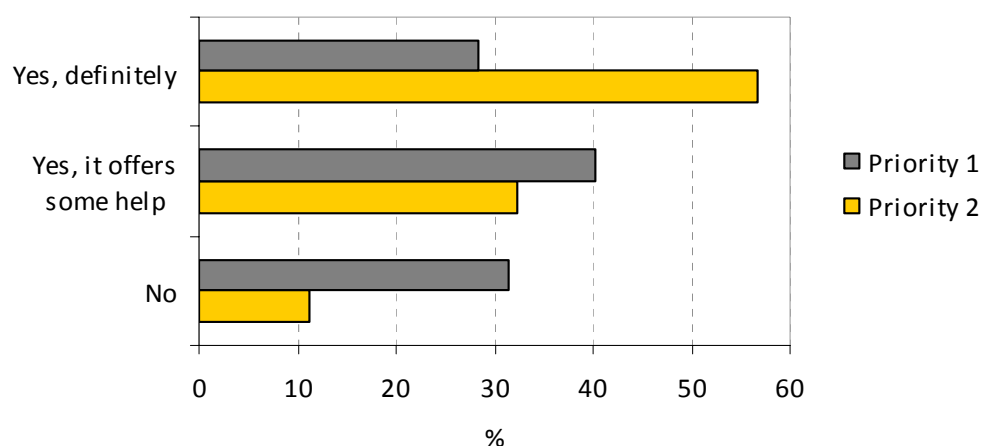
ESF provision also created some auditing difficulties for one project. Jobcentre Plus has had some difficulties in auditing the project in line with the ESF requirements. This was in relation to the classification of 'meaningful activity'. For some individuals, the support they had accessed was a huge step, prior to any specific training activity, yet the ESF audit procedures did not necessarily allow for this 'customer journey' to be recognised (despite Jobcentre Plus acknowledging the importance of this 'journey').

3.3 Course delivery

3.3.1 Course relevance

ESF participants were largely positive with regard to the relevance of ESF support they have accessed. The vast majority of Priority 1 (69%) and Priority 2 participants (89%) were of the view that the support was relevant to their needs (Figure 3.8).

Figure 3.8: ESF support seen as relevant to participants' needs

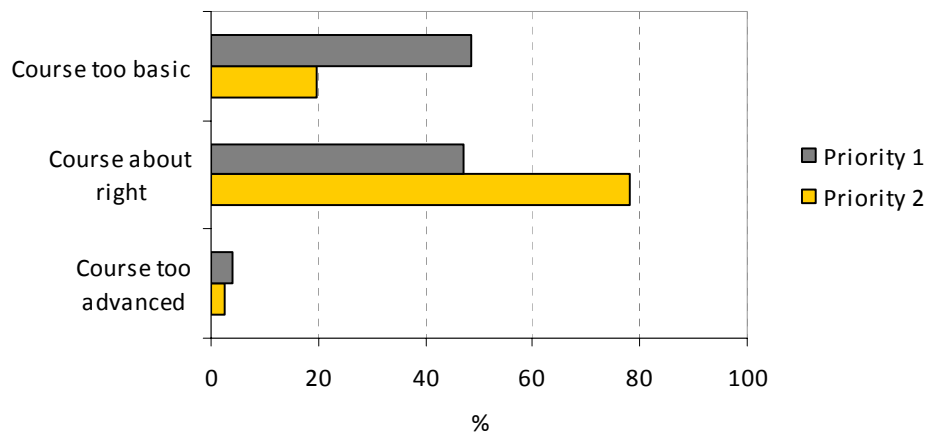


Source: NatCen Survey of ESF Participants 2009/10
 Base: Priority 1 = 269 Priority 2 = 228

There were mixed views from participants on the appropriateness of the course level however (Figure 3.9). Over three quarters (78%) of Priority 2 participants and just under half (47%) of Priority 1 participants felt that the course they had accessed under ESF was pitched at the right level. However, half (49%) of Priority 1 participants and one fifth (20%) of Priority 2 participants were of the view that their course was too basic. Around two-fifths (38%) of Priority 1 participants who said that the course was too basic were qualified to below Level 2, whilst over half (54%) had not been in full time paid work for 12 months or more. The courses should be more effectively meeting the needs of these individuals to support them into employment.

This feedback on the training/courses accessed highlights the importance of ESF provision (and difficulties) in addressing the needs of participants and employers in the South East region. Flexible and relevant training provision is vital to meeting the needs of employers and driving regional economic growth.

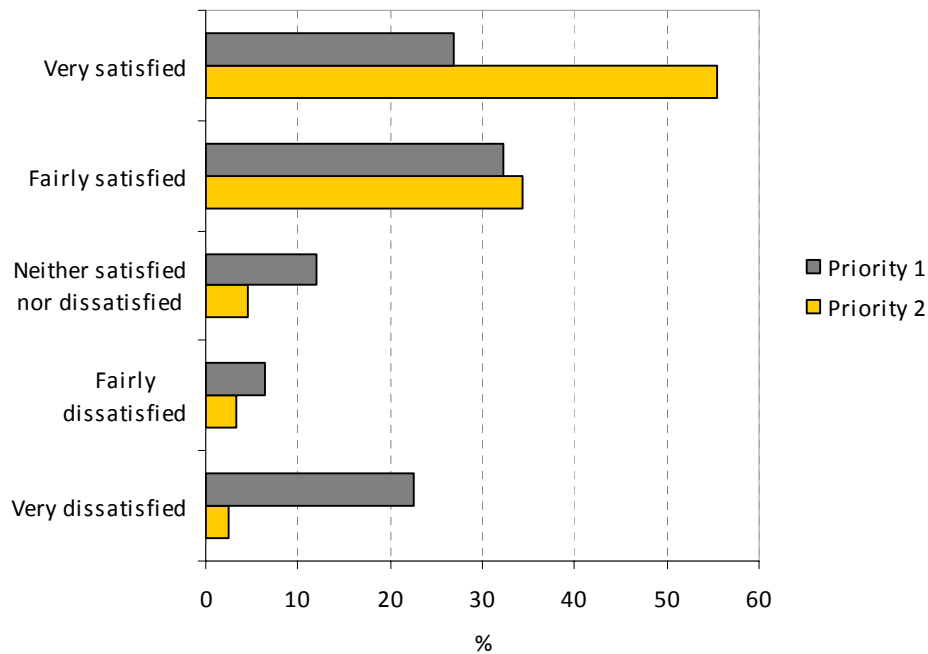
Figure 3.9: Mixed views on the appropriateness of the course level



Source: NatCen Survey of ESF Participants 2009/10
 Base: Priority 1 = 266 Priority 2 = 228

Participants were satisfied with the overall quality of the course (Figure 3.10), despite the above concerns with regard to course level. As above, satisfaction levels were slightly higher amongst Priority 2 participants. 90% of Priority 2 participants and Three fifths (59%) of Priority 1 participants were very/fairly satisfied with the quality of their course.

Figure 3.10: High levels of overall satisfaction with ESF provision



Source: NatCen Survey of ESF Participants 2009/10
 Base: Priority 1 = 271 Priority 2 = 229

3.4 Sustaining and mainstreaming ESF

The sustainability of ESF projects will be a key issue going forward, particularly in economic circumstances where funding will be scarce. The future of current ESF projects, post 2010, was far from clear and this was understandably a real concern for case study project leads. One project lead stated that no funding was available to continue with the project in its current form. Their only option therefore would be to seek an extension of ESF funding from 2011-2013. There were however some positive examples from the case studies (Figure 3.11).

Figure 3.11: Sustainability

Gateway to Suscon is in a unique position in that it has the potential to become a commercially sustainable enterprise. The model of providing training to industry as well as new entrants and the unemployed has proved to be successful. In order to take the programme forward, the Suscon steering group is finalising a business plan which will focus on further developments of appropriate courses and funding of the course through charging industry professionals and businesses for the CPD and other courses on offer. The challenge facing the programme is how to go from fully funded provision to commercially funded provision overnight. Access to transition funding would support the growth of SusCon and reduce any risk of failure as it moves to a commercially-funded model.

The Suscon case study demonstrates one route to sustainability, via private sector investment and increased revenues. This approach may need to become more viable as the private sector, which already invests significantly greater resources in training than the public sector, is encouraged to contribute more. However, the extent to which the ESF programme, post 2010, can increase private sector leverage at the expense of public sector match may not be so easy to achieve given state aid and de minimis rules.

Issues surrounding sustainability are clearly not confined to ESF. Many providers are also delivering mainstream provision and some have sights on delivering the Work Programme, either as prime or sub-contractors. Changes to current policy will enable a wider scope of ESF provision to be mainstreamed, as eligibility criteria changes. There will be limits, however, on supply chain opportunities for mainstream contracts (Co-financed through DWP) and available match funding for non-mainstream provision (Co-financed through other remaining organisations).

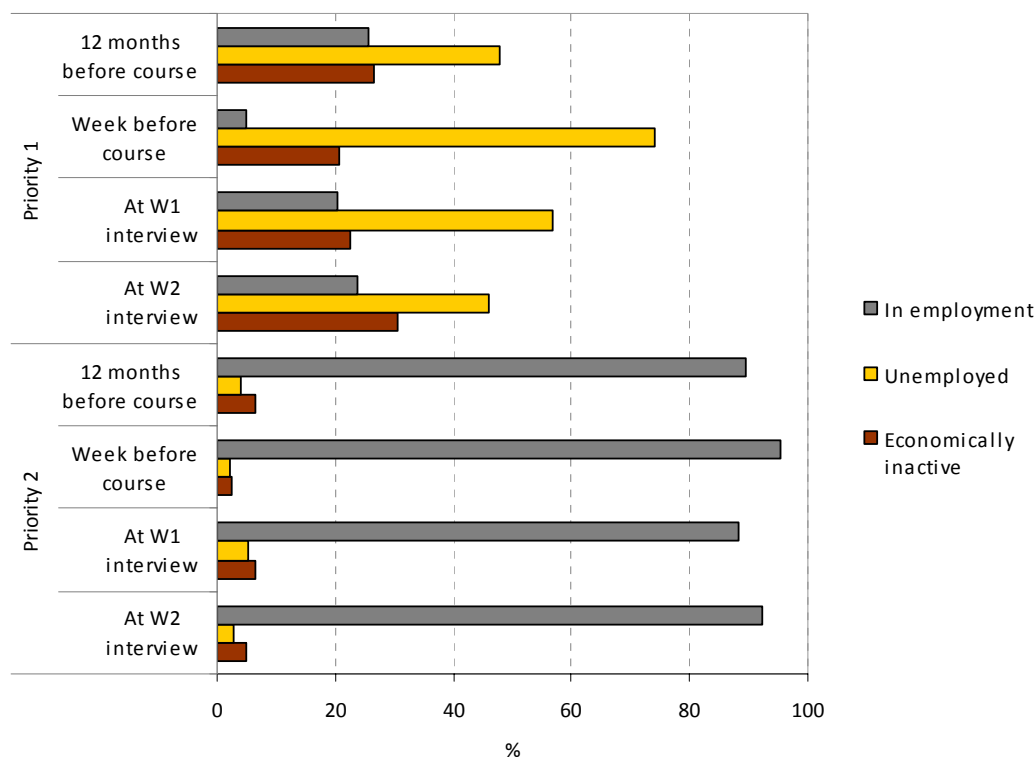
4. Outcomes and impacts

4.1 Impact on employment

ESF support has had a positive impact upon the number of Priority 1 participants moving into employment, all other things being equal (Figure 4.1).

The number of Priority 1 participants moving into employment has increased by nearly 20 percentage points in the period between the start of the ESF training course and the time of the Wave 2 interview. 5% of Priority 1 participants stated that they were in employment one week before their ESF training course, increasing to 24% at the time of the Wave 2 interview.

Figure 4.1: An increase in Priority 1 participants moving into employment



Source: NatCen Survey of ESF Participants 2009/10
 Base: Priority 1 = 271 Priority 2 = 229

The number of Priority 2 participants in employment has fallen by 3 percentage points over the same period, no doubt due to the impact of the economic downturn. This still points to a net increase in employment amongst ESF participants of 16%.

Over three-fifths (62%) of Priority 1 respondent stated that the course they had undertaken through ESF had helped 'a lot' in relation to finding employment. Three-fifths (62%) of priority 1 participants felt that their ESF course had provided them with greater confidence in getting a job, while two-fifths (43%) felt that they were better skilled for the types of employment they were looking for. Improved self-confidence and improved motivation were common benefits identified from ESF participants in the case studies. This is highlighted in Figure 4.2:

Figure 4.2: Participant journey

Ben, a 20-something male, was introduced to the Personal Best programme. Following family deaths and personal health problems he was in need of a boost in self-esteem and a friend recommended the programme to him. Through Personal Best, Ben was able to meet other people in similar situations who were 'on the same wavelength' which particularly helped.

During the course, Ben found the mock interviews on the course very useful, as many of the group hadn't been in this situation before and it helped to set the scene. There were also very good opportunities for team bonding through interactive sessions and role play with other learners of varying abilities. A site visit to a shop also provided a very insightful customer relations role play, and helped Ben with his confidence.

Ben had previously engaged in some coaching qualifications and social care and health work and is now motivated to engage in new courses moving forward. He hopes this will help him in his search for employment, as he has been looking for work for almost a year.

The benefit of personalised, one-to-one support was also highlighted by ESF participants in the case studies. Mainstream provision was not seen as providing this level of support, which is often required by the client group, and thus highlights the added-value of ESF. Such support can also help in improving motivation and self-esteem, as seen in the following participant quotes

- *Jobcentre Plus staff demand that you do stuff. The workers here (at Reach-Out) treat you with respect"*
- *"At Jobcentre Plus courses there are often only 8/9 computers for up to 40 people"*
- *"The workers (at Reach Out) mean what they say and they do what they say"*
- *"My advisor broke his back for me. That wouldn't happen at Jobcentre Plus"*

Further evidence of this 'personal support is provided in Figure 4.3 below.

Figure 4.3: Participant journey

Paul is quite a pro-active individual and before engaging with Working Links had self-financed a number of courses to enhance his employment options following time in prison. For example he'd completed training such as a forklift driving qualification. However his experience of mainstream employment and benefits agencies was negative. He felt the personal support was limited and Paul himself admitted he lacked a clear direction.

Paul's prison background had also made him wary of placing too much trust in people, who from experience often let him down, or haven't delivered against expectations. However, in contrast to other agencies that Paul has dealt with, at Working Links Paul found a supportive environment where "they actually listen to you." As such he began to visit the office on a weekly basis, and enjoyed meeting with his consultant to discuss how he was getting on and test ideas with her. The realistic and honest approach to his unemployment helped foster a sense of trust and encourage him to take advice. In particular, against his initial inclination, he disclosed his criminal record when applying for a voluntary position with an organisation helping people with addiction problems. This was particularly significant for Paul, as he'd previously been sacked from a well-paid job for similar disclosure.

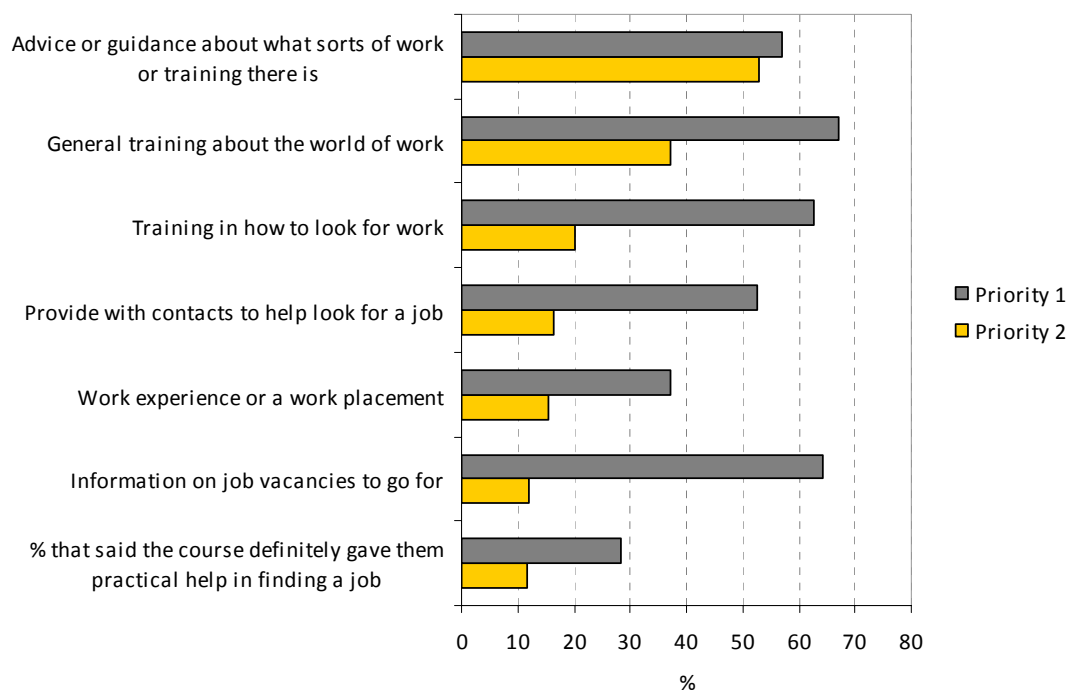
Paul's impressive application and his positive attitude at the interview meant that he was asked to start within the week, despite significant demand for the position. Furthermore, it wasn't long before the manager approached Paul about the possibility of applying for a full-time vacancy. Paul was not at all keen on this offer initially. He was a little scared about committing to an office job, in a management role, as this was something he'd never done and couldn't envisage himself doing, compared to manual work, for example. He talked it through with his consultant and she convinced him that this was actually a really interesting personal opportunity, and clearly from his voluntary experience something he was doing well at. Paul eventually decided to apply for the role, and beat another 25 candidates to the position.

He has now been in this job for almost 3 months and is enjoying it so much that his son recently commented that it was so positive to see his dad had found a job that he was passionate about. Since moving into work Paul has also found that he has become in demand, and has received a number of other offers. He finds this ironic but is happy he's now in a position to better support his children.

4.1.1 On-going support in finding employment

ESF provision is seen to be beneficial in providing information and advice to help individuals find employment, particularly for Priority 1 participants (Figure 4.4).

Figure 4.4: Valuable support in helping participants find work



Source: NatCen Survey of ESF Participants 2009/10
 Base: Priority 1 = 271 Priority 2 = 228

The main support highlighted by Priority 1 participants was general training about the world of work (67%), information on job vacancies (64%) and training in how to look for work (63%). One of the case study projects provides such support to disadvantaged people who are furthest from the labour market. 'Reach Out' provides (free) personalised support and development opportunities for people who are looking to improve their skills and work towards finding and keeping work. The key success of the project is that it is personalised and needs-led, with activity tailored to meet the needs of the individual. There are also examples of ESF provision providing support for individuals who are looking for a career change at the same time as re-entering the labour market. This can be seen in Figure 4.5:

Figure 4.5: Participant Journey

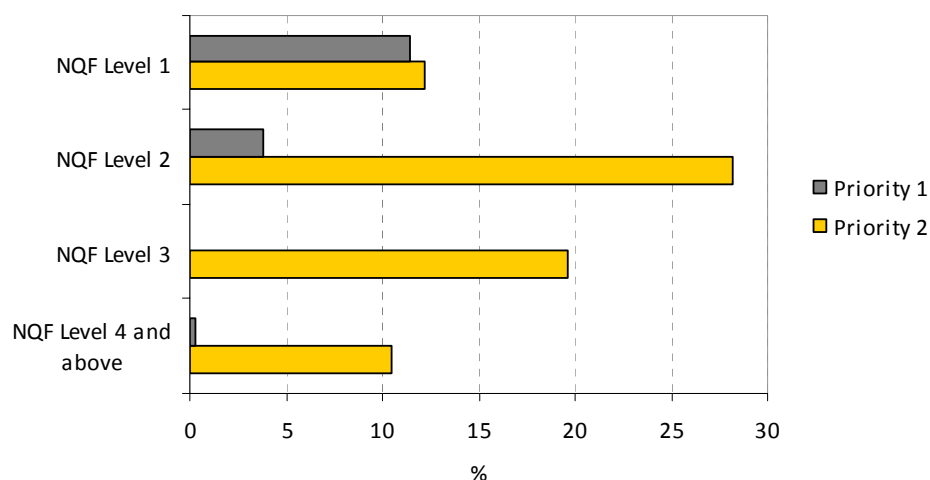
Mary was an experienced project manager working in London when she was made redundant. She has found it difficult to find new employment and she decided to explore different career options. Mary has always had an interest in sustainable development and heard about the Gateway to SusCon through some friends of hers. Mary approached SusCon and was invited to attend one of their introductory courses. The course really suited Mary's needs and confirmed her interest in sustainable construction. She approached Jobcentre Plus about funding for courses and to explore her options further. Currently Mary is looking to undertake a BTEC National Award in Construction. Once she has completed the course she will be looking to work in the sustainable construction sector.

Gateway to SusCon provided her with an introduction to the sector that has helped her to focus her future career development.

General advice and guidance about work/training (53%) and general advice about the world of work (37%) were the main benefits highlighted by Priority 2 participants.

4.1.2 Qualifications

Qualifications were far more likely to be gained by Priority 2 participants (70% of participants gained a qualification) than Priority 1 participants (16%) via ESF provision in the region (Figure 4.6). Priority 2 participants most commonly gained qualifications at Level 2 (28%), with qualifications also gained at Level 3 (20%), Level 1 (12%) and Level 4 and above (4%).

Figure 4.6: Qualifications gained at all levels by ESF participants

Source: NatCen Survey of ESF Participants 2009/10
Base: Priority 1 = 251 Priority 2 = 206

What is really of significance, however, is whether participants were gaining higher levels of qualifications. The South East Skills Priorities Statement identifies that raising the proportion of people in the South East with at least a level 2 qualification and raising the proportion of the population with level 3 skills are key goals for the region. Figure 4.7 identifies that one fifth (22%) of participants in the South East gained a higher level qualification as a result of ESF support. At least 10% of participants gained a qualification at either level 2 or 3, thus highlighting the contribution of ESF to meeting regional skills priorities.

Figure 4.7: Higher level qualifications

Qualification level before ESF	% gaining a higher level qualification
Level 4 and above	-
Level 3	1.2
Level 2	2.8
Below Level 2	7.6
No qualifications	10.3
TOTAL	21.9

ESF support has also had a positive influence on participants undertaking additional training. Over a quarter of both Priority 1 (29%) and Priority 2 (27%) participants had studied for other qualifications since the support they had accessed from ESF, thus contributing to the lifelong learning agenda. The vast majority (89% Priority 1; 84% Priority 2) of these participants stated that they would not have gone on these training courses if it hadn't been for ESF. Learning is not just about developing skills for employment; learning also helps create a better society. There is a wealth of evidence that engaging in learning brings a wider range of benefits in enriching lives, developing communities, health benefits and the promotion of well-being.⁷ The role of ESF in encouraging lifelong learning is therefore important.

⁷ Skills for Sustainable Growth: Consultation on the future direction of skills policy, July 2010

Over one third (35%) of Priority 1 participants and two-fifths (42%) of Priority 2 participants stated that they were likely to go on to do further training in the next two years. This is highlighted in Figure 4.8 below:

Figure 4.8: Participant Journey

Sarah was approached by Groundwork to be involved in a new local training course, Green Doctor, which was taking place in her area. Sarah thought the course sounded interesting as it would help her to make her house more energy efficient and provide her with tips on how to make her home more environmentally friendly. Following the Green Doctor House visit from Groundwork Sarah decided that she wanted to know more about sustainability issues. She felt that the time was right to look at her career options and Groundwork directed her to Gateway to SusCon.

Sarah is now enrolled on a water efficiency course and is hoping to do other relevant introductory courses through SusCon that will lead onto higher qualifications and possibly a career in teaching, based around sustainable construction techniques.

4.1.3 Skills Development

The World Class Skills Ambition is for the UK to become a world leader in skills by 2020. The first Ambition 2020 report warned that the skills gaps with competitors will not be closed unless employers (and individuals) both place a high value on skills.⁸ At a regional level, the region's diverse economy, knowledge base and skilled workforce means that it is well placed for long term sustainable economic growth. However, continued skills development at all levels will be essential to achieving the productivity gains and creating jobs as the economic recovery continues.

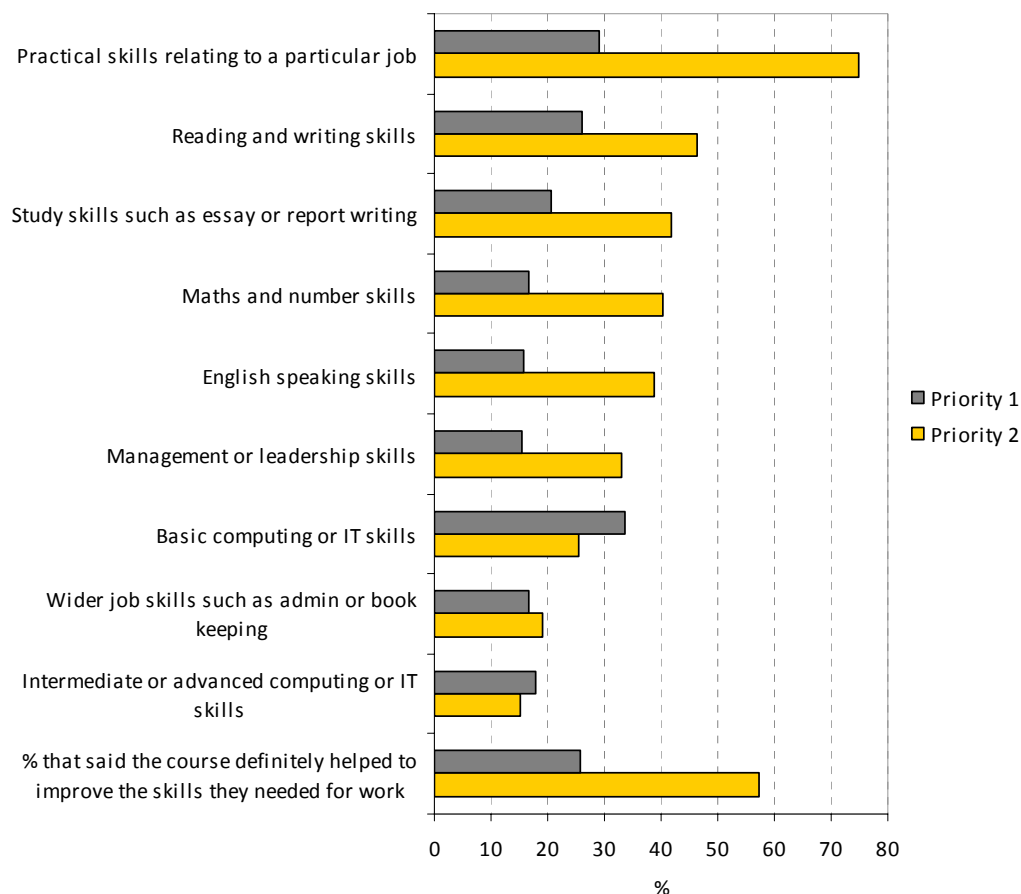
Job-related skills

ESF provision in the South East has had a positive impact on job-related skills gained or improved by programme participants. Skills development was more prevalent amongst Priority 2 participants however.

Over a quarter (26%) of Priority 1 participants and nearly three fifths (57%) of Priority 2 participants stated that ESF support had definitely helped them to improve the skills they needed for work (Figure 4.9).

⁸ The UK Commission for Employment and Skills (2009a), Ambition 2020: World Class Skills and Jobs for the UK, the 2009 report

Figure 4.9: ESF support helped in the development of job-related skills



Source: NatCen Survey of ESF Participants 2009/10
 Base: Priority 1 = 269 Priority 2 = 229

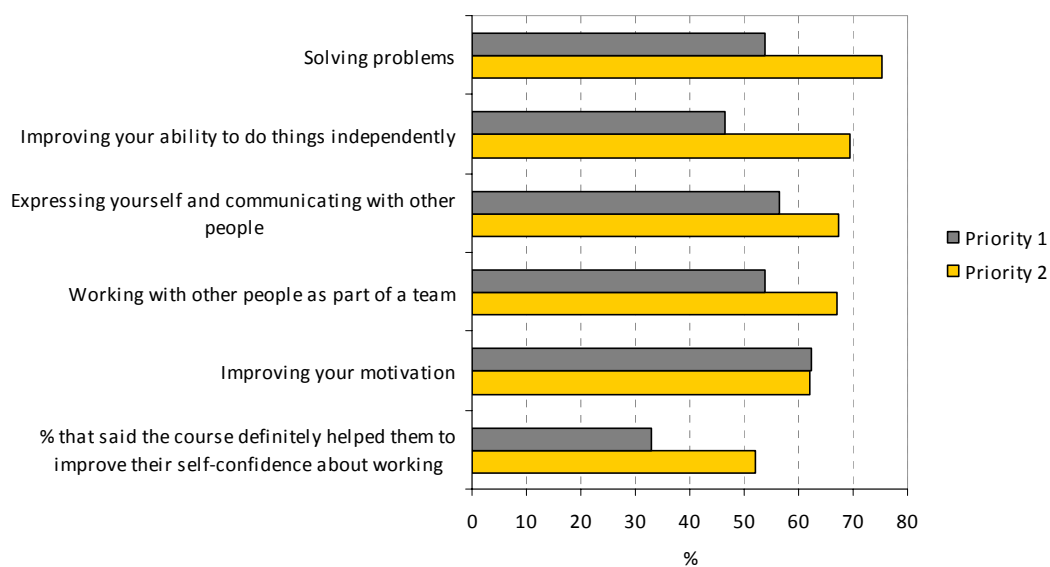
ESF has also been beneficial in helping to develop more specific skills. ESF provision for Priority 1 participants has helped to improve job-specific practical skills (29%) and those key skills (basic computing and IT skills – 34%; and reading and writing skills – 26%) which are likely to improve their prospects of finding employment. Ensuring that the needs of the population who lack these basic skills are addressed is a key priority for the South East region. ESF provision can be seen to be contributing to this basic skills development.

ESF Priority 2 participants have also most commonly developed job specific practical skills (75%), reading and writing skills (46%), maths and number skills (40%) and study skills (42%) as a result of ESF provision. Interestingly, one third (33%) of Priority 2 respondents stated that their leadership and management skills had improved. This is a key goal for the South East region, as leadership and management skills need to improve to meet the changing needs of businesses and drive economic growth across almost all employment sectors and all levels

Personal skills

ESF provision in the South East has also had a positive impact on the personal skills development of programme participants. At least one third of Priority 1 participants and at least half of Priority 2 participants indicated some form of personal skills development as a result of ESF provision (Figure 4.10).

Figure 4.10: ESF provides support for personal skills development



Source: NatCen Survey of ESF Participants 2009/10
 Base: Priority 1 = 271 Priority 2 = 229

Motivational skills (63%), communication skills (56%), problem solving (54%) and team working (54%) are the personal skills that have most commonly been developed by Priority 1 participants. These are again skills that will be valuable in helping these people move into, and sustain, employment.

Personal skills developed by Priority 2 participants were wide-ranging, but most common were problem solving (75%), an improved ability to do things independently (70%), communication skills (67%) and team working (67%). Likewise, such skills will contribute to improving their productivity in the workplace.

4.1.4 Support for those in employment

ESF has also provided benefits to Priority 2 participants who are already in work. Over half (51%) indicated that their job security had improved, nearly half (46%) had received a pay-rise, one third (35%) had taken on responsibility for supervising or managing other people (35%) whilst over a quarter (27%) had taken on higher skilled work with their existing employer. Such skill developments will hopefully improve their prospects in the future.

4.2 Improved partnership working

ESF has not just resulted in benefits for participants. There have been wider positive benefits too, particularly in relation to improved partnership working. For example, the Reach Out case study project stated that 80% of client referral is as a result of their networking and linkages with other organisations, including the probation service charities, volunteer groups and community bodies. ESF was therefore seen to have improved relationships and partnership working with such organisations.

The Gateway to Suscon programme has also been very successful in bringing together key players in the sustainable construction field to promote techniques to the industry to help meet the emerging sustainability and climate change agenda. Some additional partnerships and outcomes occurred that were not expected. These included joint working and delivery of training with Southampton, Portsmouth, Greenwich and Reading Universities. The courses and contact base of the partnership have also grown beyond expectations with the majority of growth attributable to word of mouth. The project has made links with government and industry which has seen interest in the model expand to other regions within the UK. Such partnership working will be invaluable to future growth and development.

4.2.1 Support to community organisations and the third sector

ESF has also provided support to community organisations and the Third Sector. The Community Grants and Capacity Building Project was designed to support local community groups engage with people who were out of work and disengaged from the labour market. 207 projects were funded altogether. The Community Grants Project was deemed to be valuable as there are clear benefits to supporting community organisations at a time when pressure is on them to provide more and more services in a fiscally tight climate. The danger however is that smaller, less formal voluntary organisations are less likely to survive the cuts to voluntary sector funding and the risks associated with outcomes-based payments.

A further example, is INVOLVE South East, which is a partnership initiative supported by The Learning Curve and involving third sector organisations across the region. Ladder4learning is a resource which has been re-introduced to the South East and provides a dedicated helpline and website tailored to the training and development needs of third sector organisations. The service includes information and guidance about courses and learning materials available to the sector to help improve capacity and capability and achieve quality standards. The project has also helped to develop a comprehensive database of third sector activity in the South East. And via the Customer Relationship Management approach, which the Learning Curve has initiated, different organisations have been able to form collaborative partnerships to bid for funding and deliver services.

5. Conclusions and Recommendations

5.1 Key conclusions

5.1.1 Delivery in challenging economic circumstances and uncertainty:

The delivery of the ESF Programme in the South East (and nationally) between 2007 and 2010 has coincided with unprecedented changing economic and labour market conditions. Whilst funding has been redirected to support those affected by the recession, the economic downturn has undoubtedly impacted upon programme targets and the contribution to regional economic growth.

Further contraction in employment levels is expected in 2010, while redundancy notifications continue. With fewer job opportunities available and employers reluctant to release staff for training, the programme continues to be delivered in challenging economic circumstances. The economic reaction to the government the recent Spending Review is also likely to impact upon programme targets and interventions, with the possibility of increased unemployment and further reductions in available job vacancies (at least in the short to medium term) as a result of public sector job losses and associated impacts in the private sector.

5.1.2 A period of political change:

The abolition of the Regional Development Agencies and the move away from regions to more localised arrangements under the new coalition government is likely to have implications for ESF delivery and focus in the future. A localised approach to ESF and mainstream delivery, via Local Enterprise Partnerships, or other means, will present different delivery challenges, although there are clearly advantages in connecting organisations and transferring knowledge and capacity across different geographical locations.

5.1.3 Targeted provision:

ESF is seen as an effective tool to add value to mainstream provision by targeting those at disadvantage who may not have access to mainstream provision, or who may benefit from mainstream provision but with additional ESF support. The case studies have highlighted the value of ESF in targeting people and communities who require the additional support that mainstream does not provide. There are examples where ESF allows specialised one-to-one support over a sustained period of time, which allows for a far better understanding of customer needs and a personalised step-by-step approach to achieving their aims and objectives.

5.1.4 Flexibility to engage with changing economic circumstances:

The shift in focus from addressing the needs of the long-term unemployed to support those individuals who have recently lost their jobs as a result of the economic recession (via the Response to Redundancy programme) demonstrates the flexibility of ESF in engaging with changed economic and labour market conditions. The Response to Redundancy programme has been successful in providing advice, guidance and re-training opportunities to those at risk of redundancy, or who have recently been made redundant.

5.1.5 Outcomes and impacts:

The ESF programme has been valuable in supporting Priority 1 participants into employment. For those Priority 1 participants not in work, ESF has been valuable in developing their confidence in relation to finding employment and in improving their skills for the type of work they are looking for. ESF has also helped to improve the skills and prospects of Priority 2 participants who are already in work, with a significant proportion improving their qualifications and receiving a pay-rise and many taking on higher skilled work or responsibility for supervising or managing other people.

ESF has also helped to facilitate new and improved partnership working with key delivery organisations. The support to, and work with, community organisations and the third sector has been particularly beneficial at a time when there is pressure on them to provide more and more services in current economic circumstances.

5.1.6 Sustainability:

The sustainability of projects going forward is however a concern. ESF has provided valuable 'pump priming', but the future of some ESF projects is unclear, particularly in an environment where funding will be scarce. New institutional arrangements for the management and match funding of ESF provision are still unclear, while policy on welfare reform, employment and skills is continuing to evolve.

The Spending Review has made clear that there will be a greater responsibility on all benefit claimants to actively seek work. This will bring mainstream services closer to the most disadvantaged beneficiaries which the ESF programme has traditionally served. This questions the extent to which ESF can fill gaps in future provision or as is more likely add value to emerging mainstream delivery, through the Work Programme and the SME programme.

5.2 Recommendations

Recommendation 1: There will be a requirement to refocus ESF to reflect the changing marketplace (i.e. the introduction of the Work Programme and the SME Programme), political change and the significant cuts in resources to reduce the threat of disadvantaged groups being at further exclusion from the labour market.

Recommendation 2: Key ESF delivery organisations should be encouraged to develop effective working relationships with LEPs in order to understand and clarify roles and responsibilities, and to agree action to ensure that ESF provision meets demand and effectively dovetails with mainstream provision.

Recommendation 3: ESF provision going forward should continue to be directed towards those with greatest need whilst retaining the flexibility to respond to changing economic and labour market conditions and innovate new approaches. There is a possibility this will be limited if ESF is too closely integrated (i.e. at source through DWP, BIS) with mainstream provision.

Recommendation 4: Statutory, voluntary and community agencies in the South East (as across the rest of the UK) will need to look at how to effectively target their resources and work together to avoid duplication, ensure the greatest impact and to

maximise the benefits of partnership working. The programme needs to maintain the facility to incorporate additional sources of match funding levered through the local statutory organisations and the charitable / social enterprise sector (e.g. Big Lottery and Foundations).

Recommendation 5: The evaluation has identified that much of the provision is considered 'too basic' for the needs of ESF beneficiaries. Training providers need to ensure that training courses are pitched at the right level to ensure that they more effectively meet the needs of participants, particularly in Priority 1. More effective beneficiary profiling and diagnostics will be required to achieve this.

Recommendation 6: Whilst meeting the needs of individuals, there is also a need to ensure that ESF provision is meeting the needs of employers in the South East to drive economic growth. Flexible and relevant training delivery is vital to ensuring that provision is in line with employer demand. Providing training promptly in response to identified needs; flexible delivery of training in a way that minimises disturbance to the business; providing initial assessment and guidance to learners; and, supporting progression are all ways of helping to ensure training meets employer needs.

Recommendation 7: Providers should be encouraged to adopt an innovative and proactive approach to employer engagement in continued challenging economic circumstances. The evaluation has identified a need to provide greater levels of assistance in job search and brokerage. This will be critical moving forward.

Recommendation 8: The evaluation has highlighted the difficulty for providers of keeping track of people who have accessed ESF support. It will be important for providers to have robust and effective systems in place to track the outcomes of ESF participants. This will take on even greater prevalence for mainstream providers with the move to an outcomes-based payment system.

Recommendation 9: The Spending Review has identified a greater need for employers and individuals to invest in their own skills. Where viable, the sustainability of ESF projects should be explored via the delivery of chargeable courses and provision for industry professionals and businesses. Additional private sector match funding should be considered.

Recommendation 10: There are a number of areas where gaps in provision may emerge and which the ESF programme should target, including:

- Those economically inactive and outside of the benefits system. This group should continue to be a priority for the programme since they will not be addressed by the Work Programme.
- Those aged 24 and above and looking to gain an NVQ level 2 and those aged over 25 looking to seek a NVQ level 3 should be supported. Plans to remove the entitlement to free training should be addressed by the ESF programme, particularly those in low paid work least able to afford training.
- The withdrawal of the Education Maintenance Allowance may also impact on the programmes success with NEET groups. Additional focus may be required here.

APPENDIX I:
Technical Appendix

1. Technical appendix

This data has been taken from the Wave 2 interviews of the ESF Cohort Study undertaken by the National Centre for Social Research (NatCen) between January and March 2010. All figures given are percentages, apart from the base numbers which indicate how many people from each category answered the question.

The ESF Cohort Study uses weights to correct for the varying selection probabilities. The data has also been weighted to correct for non-response. The population distributions used for matching were priority, funding stream, sex, age (over 50), disability, ethnicity and region. In other words, calibration weighting ensured that the weighted sample matched exactly the population on these variables. Some interactions were also used for weighting. For example, as well as ensuring that the weighed sample matched the population distribution, it ensured that the regional, sex, age, disability and ethnic distribution was exact within each of priorities 1 and 2. It should be noted that some of the sub-groups are very small, and thus have wide confidence levels.

Background

Figure A.1: Whether course had been completed – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	210	290	44	50	254	151
Still on the course	3	6	1	0	4	8
Finished the course	97	94	99	100	96	92
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.2: Whether course had been completed – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	425	38	25	5	4	382	113
Still on the course	3	19				1	9
Finished the course	97	81	100.0	100.0	100.0	999	91
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.3: Whether course had been completed – by priority, CFO and Lone Parent Status (LPS)

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	271	229	148	352	451	42
Still on the course	4	7	3	7	4	1
Finished the course	96	93	97	93	96	99
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.4: Living with children – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	209	287	44	50	252	150
Lives with children aged 16 or under	19	25	2	16	36	3
Does not live with children aged 16 or under	81	75	98	85	64	97
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.5: Living with children – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	422	38	25	5	4	379	113
Lives with children aged 16 or under	21	20	17		54	22	18
Does not live with children aged 16 or under	79	81	84	100	46	78	82
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.6: Living with children – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	269	227	148	348	451	42
Lives with children aged 16 or under	19	40	19	31	16	100
Does not live with children aged 16 or under	81	60	81	69	84	
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.7: Number of children in household – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	36	98	2	10	110	12
One	36	61	55	76	37	97
Two	61	31	45	24	56	3
Three	1	6			3	
Four	2	3			3	
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.8: Number of children in household – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	109	12	11	0	2	115	18
One	44	82	54		46	55	24
Two	51	14	26	100	49	38	75
Three	3	5	6		3	4	1
Four	3		15		3	4	
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.9: Number of children in household – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	49	85	28	106	91	42
One	46	47	46	46	42	56
Two	51	40	51	40	52	38
Three	1	9	1	10	3	3
Four	2	4	2	4	3	2
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.10: Caring responsibilities – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	208	287	44	50	251	150
Has caring responsibilities	5	11	2	3	5	16
Does not have caring responsibilities	95	89	98	97	95	84
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.11: Caring responsibilities – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	421	38	25	5	4	379	113
Has caring responsibilities	8	0	1			5	11
Does not have caring responsibilities	92	100	99	100	100	95	89
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.12: Caring responsibilities – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	269	226	148	347	451	42
Has caring responsibilities	7	12	6	11	7	15
Does not have caring responsibilities	94	88	94	89	93	85
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.13: Location of caring responsibilities – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	16	38	2	2	27	23
Member of household	49	47	53	7	69	42
Live outside household	52	53	47	93	31	58
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.14: Location of caring responsibilities – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	52	1	1	0	0	34	20
Member of household	48					49	47
Live outside household	52	100	100			51	53
Total	100	100	100			100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.15: Location of caring responsibilities – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	26	28	14	40	48	6
Member of household	48	46	48	46	43	90
Live outside household	52	55	52	54	57	10
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.16: Nature of own disability or health problem – by age and gender

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	52	60	5	3	60	44
Physical disability	58	48	11	42	50	73
Learning disability	1	6			5	
Mental health problem	15	10			17	15
Another type of disability	0	1			1	1
Long term illness/health problem	54	47	93	58	49	47
Something else	0					0

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.17: Nature of own disability or health problem – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	97	8	5	1	0	0	112
Physical disability	56	55					55
Learning disability	3						3
Mental health problem	16	1	16				14
Another type of disability	1						1
Long term illness/health problem	52	48	85	100			52
Something else	0						0

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.18: Nature of own disability or health problem – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	89	23	63	49	107	5
Physical disability	56	42	56	45	57	13
Learning disability	3		3		3	
Mental health problem	14	14	13	19	11	78
Another type of disability	1	5	0	5	0	7
Long term illness/health problem	51	58	52	47	50	81
Something else	0			1	0	

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.19: Accommodation ownership – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	207	284	44	50	247	150
Accommodation owned/rented by you	45	43	13	18	52	66
Accommodation owned/rented by you and someone else	17	27	1	14	25	23
Accommodation owned/rented by someone else	38	30	86	68	23	11
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.20: Accommodation ownership – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	418	38	25	5	4	377	113
Accommodation owned/rented by you	46	36	34	23	46	38	56
Accommodation owned/rented by you and someone else	21	11	36	3	54	19	23
Accommodation owned/rented by someone else	34	53	31	74		43	22
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.21: Accommodation ownership – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	268	223	147	344	448	41
Accommodation owned/rented by you	46	33	47	31	42	83
Accommodation owned/rented by you and someone else	17	54	16	41	21	4
Accommodation owned/rented by someone else	38	13	37	28	37	14
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.22: Accommodation occupancy – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	144	227	5	18	210	138
Own property outright	5	8			3	13
Buying property with help of mortgage/loan	10	19	11		14	16
Rent property	86	73	89	100	83	71
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.23: Accommodation occupancy – by ethnicity and disability

	White	Asian/ Asian/ British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	316	26	23	2	4	275	96
Own property outright	6	3	2	10	14	5	8
Buying property with help of mortgage/loan	13	16	24		48	12	14
Rent property	81	81	74	90	38	83	78
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.24: Accommodation occupancy – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	175	196	103	268	331	38
Own property outright	5	13	5	13	6	1
Buying property with help of mortgage/loan	9	39	8	37	12	33
Rent property	86	48	87	51	82	66
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.25: Benefits received – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	207	285	44	50	247	151
Any benefit received	84	70	66	81	86	69
Child Tax Credit	18	19	2	15	32	3
Working Tax Credit	8	14	1	8	13	8
Income Support	14	14	1	14	20	8
Job Seekers Allowance	51	26	64	50	44	28
Housing Benefit	34	39	14	18	52	30
Council Tax Benefit	32	39	12	10	49	35
Incapacity Benefit	11	11			12	24
Disability Benefit	13	12	1	2	18	17
Child Benefit	18	22	2	16	34	3
Employment and Support Allowance	5	1		7	1	5
JSA and HB	22	17	12	6	31	16
JSA, HB and CTB	21	17	12	6	29	16

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.26: Benefits received – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	418	38	25	5	4	377	113
Any benefit received	80	84	88	93	16	74	91
Child Tax Credit	20	14	11		16	19	18
Working Tax Credit	11	4	6		16	8	14
Income Support	13	26	15	23		8	27
Job Seekers Allowance	43	41	61	69		54	23
Housing Benefit	37	31	38			34	40
Council Tax Benefit	37	12	20			32	40
Incapacity Benefit	12	5				2	29
Disability Benefit	12	30		23		1	35
Child Benefit	20	17	12		16	21	18
Employment and Support Allowance	4					0	9
JSA and HB	21	11	30			23	16
JSA, HB and CTB	21	11	2			22	16

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.27: Benefits received – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	266	229	144	351	449	40
Any benefit received	83	43	85	45	78	99
Child Tax Credit	19	26	18	21	15	96
Working Tax Credit	9	18	9	15	9	34
Income Support	15	3	16	6	12	57
Job Seekers Allowance	47	2	49	8	45	3
Housing Benefit	38	9	39	14	35	59
Council Tax Benefit	37	8	38	13	32	87
Incapacity Benefit	12	1	13	3	10	27
Disability Benefit	13	4	14	5	13	2
Child Benefit	18	33	18	26	16	97
Employment and Support Allowance	4	1	4	1	3	2
JSA and HB	22	0	23	3	21	3
JSA, HB and CTB	21	0	22	3	20	3

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.28: Participation in other programmes – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	207	288	44	49	252	149
New Deal for Lone Parents		0			0	
New Deal for Disabled People	1				1	
New Deal for Young People	4	5	11	14		
New Deal for 25+	6	1			10	1
New Deal 50+	3	3				12
New Deal for Partners	1	0			2	
Pathways to Work	9	5	9	7	10	2
Entry to Employment	0	0	2		0	
Train to Gain	3	2		10	1	1
None of these	77	83	78	72	80	85

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.29: Participation in other programmes – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	421	38	25	5	4	379	113
New Deal for Lone Parents	0					0	
New Deal for Disabled People		10					2
New Deal for Young People	3		25	69		5	3
New Deal for 25+	4	10				6	2
New Deal 50+	3		3			3	3
New Deal for Partners	0	10				0	2
Pathways to Work	7	12		23		2	18
Entry to Employment	0					0	
Train to Gain	2	1	27			4	1
None of these	80	88	70	8	100	81	75

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.30: Participation in other programmes – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	266	229	144	351	447	41
New Deal for Lone Parents	0	0	0	1		4
New Deal for Disabled People	1		1		1	
New Deal for Young People	5		5	0	4	
New Deal for 25+	5	2	5	1	5	1
New Deal 50+	3		3	1	3	
New Deal for Partners	1	1	1	1	1	
Pathways to Work	8		9	1	8	2
Entry to Employment	0			1	0	1
Train to Gain	3	6	3	4	3	2
None of these	78	92	77	91	78	90

Source: ESF Cohort Study data, 2010, National Centre for Social Research

The Programme

Figure A.31: Skills gained or improved as a result of course – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	210	288	44	50	252	151
% that said the course definitely helped to improve the skills they needed for work	23	41	42	23	24	38
Practical skills relating to a particular job	29	42	41	46	32	23
Basic computing or IT skills	34	31	67	36	29	25
Intermediate or advanced computing or IT skills	20	13	34	21	18	9
Study skills such as essay or report writing	19	30	37	30	23	11
Reading and writing skills	27	31	40	31	36	7
Maths and number skills	18	22	33	16	22	12
English speaking skills	15	25	38	15	22	8
Wider job skills such as admin or book keeping	18	16	35	22	15	10
Management or leadership skills	18	15	25	9	23	12
None	41	25	22	36	38	37

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.32: Skills gained or improved as a result of course – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	423	38	25	5	4	381	112
% that said the course definitely helped to improve the skills they needed for work	29	32	45	8	84	33	20
Practical skills relating to a particular job	31	59	51	74	68	40	22
Basic computing or IT skills	32	51	14	98	62	38	24
Intermediate or advanced computing or IT skills	17	21	14	74	16	22	9
Study skills such as essay or report writing	21	35	15	89	100	27	15
Reading and writing skills	24	70	74	28	100	31	24
Maths and number skills	17	40	45	28	100	21	15
English speaking skills	14	61	49	8	100	22	12
Wider job skills such as admin or book keeping	16	25	36		54	22	7
Management or leadership skills	16	28	44	8	52	17	19
None	38	6	19			36	34

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.33: Skills gained or improved as a result of course – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	269	229	147	351	449	42
% that said the course definitely helped to improve the skills they needed for work	26	57	25	53	28	35
Practical skills relating to a particular job	29	75	27	71	34	20
Basic computing or IT skills	34	26	32	36	34	17
Intermediate or advanced computing or IT skills	18	15	17	20	18	4
Study skills such as essay or report writing	21	42	20	40	21	46
Reading and writing skills	26	46	25	46	27	52
Maths and number skills	17	40	15	44	19	21
English speaking skills	16	39	14	39	18	28
Wider job skills such as admin or book keeping	17	19	16	21	18	8
Management or leadership skills	16	33	15	32	17	31
None	39	7	40	9	37	22

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.34: Personal skills gained or improved as a result of course – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	210	290	44	50	254	151
% that said the course definitely helped them to improve their self-confidence about working	30	45	46	33	38	27
Expressing yourself and communicating with other people	55	63	66	73	54	49
Working with other people as part of a team	53	59	76	56	58	42
Solving problems	53	62	63	68	54	46
Improving your motivation	61	64	67	79	61	48
Improving your ability to do things independently	45	57	55	56	49	39
None	30	16	23	16	24	36

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.35: Personal skills gained or improved as a result of course – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	425	38	25	5	4	382	113
% that said the course definitely helped them to improve their self-confidence about working	35	45	21	5	100	40	25
Expressing yourself and communicating with other people	56	91	76	31	100	66	43
Working with other people as part of a team	55	67	47	31	84	62	43
Solving problems	56	62	47	97	68	63	44
Improving your motivation	61	80	60	98	100	67	55
Improving your ability to do things independently	47	80	51	34	100	53	42
None	27	5	9			20	32

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.36: Personal skills gained or improved as a result of course – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	271	229	148	352	451	42
% that said the course definitely helped them to improve their self-confidence about working	33	52	32	50	33	58
Expressing yourself and communicating with other people	57	67	56	68	58	60
Working with other people as part of a team	54	67	53	69	55	61
Solving problems	54	75	53	71	56	56
Improving your motivation	62	62	62	68	62	75
Improving your ability to do things independently	47	70	45	70	48	71
None	27	13	27	12	26	3

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.37: Training opportunities given as a result of course – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	210	289	44	50	253	151
% that said the course definitely gave them practical help in finding a job	25	31	50	30	28	16
Work experience or a work placement	36	33	63	51	29	23
General training about the world of work	66	60	67	84	65	44
Advice or guidance about what sorts of work or training there is	57	57	73	71	53	45
Training in how to look for work	58	60	96	63	58	44
Provide with contacts to help look for a job	50	49	74	49	50	41
Information on job vacancies to go for	64	50	89	69	58	42
None	13	18	1	4	14	29

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.38: Training opportunities given as a result of course – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	424	38	25	5	4	381	113
% that said the course definitely gave them practical help in finding a job	28	28	9	8	70	31	20
Work experience or a work placement	35	34	9	66	38	39	28
General training about the world of work	64	77	62	98	86	68	60
Advice or guidance about what sorts of work or training there is	57	65	52	34	70	59	54
Training in how to look for work	57	75	70	98	70	61	56
Provide with contacts to help look for a job	49	57	45	98	70	51	48
Information on job vacancies to go for	60	58	29	98	32	62	56
None	15	19	6		14	11	23

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.39: Training opportunities given as a result of course – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	271	228	148	351	450	42
% that said the course definitely gave them practical help in finding a job	29	12	28	20	26	45
Work experience or a work placement	37	15	38	20	37	9
General training about the world of work	67	37	67	51	64	68
Advice or guidance about what sorts of work or training there is	57	53	56	59	57	61
Training in how to look for work	63	20	63	36	58	64
Provide with contacts to help look for a job	53	17	53	27	51	23
Information on job vacancies to go for	64	12	65	27	60	51
None	12	37	12	26	14	20

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.40: Support with childcare – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	42	104	2	10	118	16
Support with childcare	5	14	100	24	5	3
Financial support to cover the costs of childcare	5	5	100	3	5	3
Access to childcare facilities	5	2	55		4	
Any other support with childcare	5	9		21	4	3
None	95	86		76	95	97

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.41: Support with childcare – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	116	14	13	0	3	122	22
Support with childcare	6	62			9	8	10
Financial support to cover the costs of childcare	2	56			5	3	10
Access to childcare facilities	1	50			4	1	9
Any other support with childcare	4	53			7	5	10
None	95	38	100	100	91	92	90

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.42: Support with childcare – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	56	90	32	114	102	42
Support with childcare	10	4	4	8	11	3
Financial support to cover the costs of childcare	5	3	4	4	5	3
Access to childcare facilities	4	3	9	1	5	
Any other support with childcare	8		92	91	9	
None	90	96	79	24	90	97

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.43: Did the course give support relevant to your needs? – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	208	289	44	50	252	150
Yes, definitely	23	47	42	30	27	26
Yes, it offers some help	43	32	33	38	43	36
No	34	21	25	32	30	28
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.44: Did the course give support which is relevant to your needs? – by ethnicity and disability

	White	Asian/Asian British	Black/Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	423	37	25	5	4	379	113
Yes, definitely	32	30	18	26	84	37	21
Yes, it offers some help	38	64	61	8	16	35	50
No	30	7	21	66		29	29
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.45: Did the course give support which is relevant to your needs? – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	269	228	147	350	448	42
Yes, definitely	28	57	28	51	31	31
Yes, it offers some help	40	32	40	36	39	52
No	31	11	32	13	30	17
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.46: Views on level of course – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	205	289	44	50	251	148
Course too basic	49	39	39	55	44	43
Course about right	47	58	59	44	52	49
Course too advanced	4	3	2	1	4	8
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.47: Views on level of course – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	419	38	25	5	4	379	110
Course too basic	46	37	52	71	14	49	38
Course about right	51	61	12	29	48	49	56
Course too advanced	3	2	36		38	3	7
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.48: Views on level of course – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	266	228	144	350	445	42
Course too basic	49	20	50	24	47	25
Course about right	47	78	46	74	49	73
Course too advanced	4	2	4	3	4	3
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.49: Satisfaction with quality of the course – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	210	290	44	50	254	151
Very satisfied	26	37	49	18	31	31
Fairly satisfied	29	39	14	37	34	32
Neither satisfied nor dissatisfied	14	6	12	21	7	10
Fairly dissatisfied	5	8	2	14	6	1
Very dissatisfied	26	11	23	10	22	26
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.50: Satisfaction with quality of course – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	425	38	25	5	4	382	113
Very satisfied	30	26	17	23	68	31	28
Fairly satisfied	30	53	74	77	32	34	31
Neither satisfied nor dissatisfied	12	15	6			9	16
Fairly dissatisfied	7	1				6	6
Very dissatisfied	22	5	3			21	18
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.51: Satisfaction with quality of course – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	271	229	148	352	451	42
Very satisfied	27	55	26	52	28	52
Fairly satisfied	32	34	32	36	33	28
Neither satisfied nor dissatisfied	12	5	12	5	12	6
Fairly dissatisfied	6	3	6	4	6	15
Very dissatisfied	23	2	24	3	22	
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Qualifications gained

Figure A.52: Qualification level before course c.f highest qualification achieved on course

	Qualification level before course					
	Level 4 and above	Level 3	Level 2	Below Level 2	Foreign and other	No qualifications
Base:	76	67	142	101	42	71
None	62	72	80	77	60	90
NQF Level 4 and above	4	1	1	2	4	0
NQF Level 3	4	3	2	2	3	1
NQF Level 2	3	11	9	4	30	3
NQF Level 1	28	12	9	15	3	6
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.53: Qualification level before training – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
	Base:	209	290	44	50	253
Level 4 and above	7	13		5	10	10
Level 3	18	9	30	14	14	13
Level 2	32	29	43	45	26	26
Below Level 2	13	27	19	19	13	17
Foreign and other	4	7		0	8	4
No qualifications	27	15	8	16	28	30
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.54: Qualification level before training – before ethnicity and disability

	White	All ethnic minority groups	No disability	Has a disability
	Base:	425	71	381
Level 4 and above	8	10	10	7
Level 3	16	11	12	21
Level 2	32	19	37	18
Below Level 2	17	22	15	23
Foreign and other	3	24	5	6
No qualifications	24	15	22	25
Total	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.55: Qualification level before training – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	271	228	148	351	450	42
Level 4 and above	8	17	8	15	9	3
Level 3	15	12	16	12	16	4
Level 2	32	27	31	29	32	17
Below Level 2	17	20	17	21	16	47
Foreign and other	4	14	4	10	5	2
No qualifications	24	10	24	14	23	28
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.56: Qualifications gained on course – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	197	260	40	47	226	143
NQF Level 4 and above	0	3	2		2	1
NQF Level 3	1	4	1	1	3	2
NQF Level 2	6	7	15	1	9	3
NQF Level 1	11	12	9	8	18	4
None	82	74	74	90	68	90
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.57: Qualifications gained on course – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	388	36	23	3	4	346	106
None	90	62	42	96	32	78	81
NQF Level 4 and above	1	3	7			2	0
NQF Level 3	2	4	6		14	3	1
NQF Level 2	6	15	4	4	38	5	8
NQF Level 1	11	16	41		16	13	9
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.58: Qualifications gained on course – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	251	206	142	315	411	40
None	84	30	86	38	79	82
NQF Level 4 and above	0	11	0	8	1	5
NQF Level 3	0	20		14	2	4
NQF Level 2	4	28	3	23	6	6
NQF Level 1	11	12	11	18	12	4
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.59: Partial qualifications gained on course – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	210	290	44	50	254	151
NQF Level 4 and above	0	2	2		2	1
NQF Level 3	0	1	1		1	
NQF Level 2	0	1	1		1	
NQF Level 1	4	5	2	3	6	3
None	95	91	94	97	91	97
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.60: Partial qualifications gained on course – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	425	38	25	5	4	382	113
None	95	96	70	11	100	92	98
NQF Level 4 and above	1	2	3			1	0
NQF Level 3	0					0	0
NQF Level 2	0	2				1	0
NQF Level 1	3	1	28	89		6	1
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.61: Partial qualifications gained on course – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	271	229	148	352	451	42
None	95	83	96	83	94	93
NQF Level 4 and above	0	9		7	1	3
NQF Level 3	0	3		2	0	1
NQF Level 2	0	3		2	0	
NQF Level 1	5	2	4	5	5	4
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.62: Still studying towards qualification – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	99	172	26	17	157	71
Not still studying qualification	77	82	89	94	73	91
Still studying qualification	23	19	11	6	27	9
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.63: Still studying towards qualification – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	232	19	16	3	1	224	46
Not still studying qualification	83	73	59	11	100	77	84
Still studying qualification	17	28	41	89		23	16
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.64: Still studying towards qualification – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	85	186	26	245	243	24
Not still studying qualification	75	87	75	85	78	93
Still studying qualification	25	13	25	15	22	7
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.65: Stopped studying towards qualification – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	97	170	25	17	155	70
Did not stop studying qualification	94	87	84	96	90	94
Stopped studying qualification	6	13	16	4	10	6
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.66: Stopped studying towards qualification – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	229	18	16	3	1	220	46
Did not stop studying qualification	89	95	98	100	100	92	86
Stopped studying qualification	11	5	2			8	14
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.67: Stopped studying towards qualification – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	82	185	26	241	239	24
Did not stop studying qualification	92	88	95	85	91	75
Stopped studying qualification	8	12	6	15	9	25
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.68: Training attended since the course – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	200	268	43	48	233	143
Basic computer or IT skills	13	11	5	10	19	5
Intermediate or advanced computing or IT skills	5	4	2	9	5	2
How to look for a job	5	4	4	9	5	0
Reading or writing skills	4	5	7	11	3	1
Maths or number skills	6	4	7	7	6	3
General training in the world of work	9	7	8	11	6	10
Personal skills (confidence, communication, working with other people)	10	15	10	23	8	6
How likely is it that you will do further training in the next two years?	35	37	34	33	46	19
Those who have been on training since course:						
Do you think that going on your original course helped you to find this/these training course(s)?	14	14	10	23	14	8
Do you think you would have gone on this/these training course(s) if you had not been on the original course?	12	6	7	8	16	2

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.69: Training attended since the course – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	399	34	25	5	4	360	105
Basic computer or IT skills	13	2	32	5	32	16	4
Intermediate or advanced computing or IT skills	5	3	1	3		6	2
How to look for a job	4	9	6	23		6	2
Reading or writing skills	4	21	2			5	4
Maths or number skills	6	2	2			7	3
General training in the world of work	7	21	8		70	7	11
Personal skills (confidence, communication, working with other people)	9	31	37		38	10	14
How likely is it that you will do further training in the next two years?	33	69	48	69	68	33	43
Those who have been on training since course:							
Do you think that going on your original course helped you to find this/these training course(s)?	12	32	36	26	70	13	16
Do you think you would have gone on this/these training course(s) if you had not been on the original course?	9	5	33		38	11	8

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.70: Training attended since the course – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	255	213	143	325	422	41
Basic computer or IT skills	13	5	13	9	12	19
Intermediate or advanced computing or IT skills	5	3	5	5	5	1
How to look for a job	5	3	5	5	5	2
Reading or writing skills	5	2	4	6	4	15
Maths or number skills	6	4	5	8	5	5
General training in the world of work	8	13	7	15	9	2
Personal skills (confidence, communication, working with other people)	11	15	10	18	11	18
How likely is it that you will do further training in the next two years?	35	42	35	40	34	64
Those who have been on training since course:						
Do you think that going on your original course helped you to find this/these training course(s)?	14	14	14	18	15	8
Do you think you would have gone on this/these training course(s) if you had not been on the original course?	9	16	9	16	10	7

Source: ESF Cohort Study data, 2010, National Centre for Social Research

What participants did after course/are doing now

Figure A.71: Employment status before and after course

	In employment before course	Unemployed before course	Economically inactive before course
Base:	229	169	77
In employment at W2	88	21	21
Unemployed at W2	4	56	21
Economically inactive at W2	9	23	58
Total	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.72: Employment status 12 months before course – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	210	290	44	50	254	151
In employment	29	39	45	42	29	23
Unemployed	49	33	17	31	49	53
Economically inactive	23	29	38	27	22	24
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.73: Employment status week before course – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	210	290	44	50	254	151
In employment	9	24	24	7	15	14
Unemployed	77	49	68	86	61	62
Economically inactive	15	28	8	8	24	25
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.74: Employment status at W1 interview - by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	175	222	39	43	192	122
In employment	21	37	18	28	30	22
Unemployed	63	31	57	47	56	51
Economically inactive	16	32	25	26	14	27
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.75: Employment status at W2 interview - by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	210	290	44	50	254	151
In employment	22	47	42	28	32	26
Unemployed	54	18	51	51	49	34
Economically inactive	24	36	7	21	28	41
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.76: Change in employment status – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	125	121	34	32	98	82
Status not changed	85	65	75	76	79	83
Now in employment	15	35	25	24	22	17
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.77: Employment status 12 months before course – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	425	38	25	5	4	382	113
In employment	32	42	24	3	52	35	26
Unemployed	44	36	39	23		45	38
Economically inactive	24	23	38	74	48	19	36
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.78: Employment status week before course – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	425	38	25	5	4	382	113
In employment	14	10	28	8	84	18	7
Unemployed	67	71	69	66		73	55
Economically inactive	19	18	12	26	16	9	39
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.79: Employment status at W1 interview – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	342	29	18	4	2	308	86
In employment	28	10	19	5	31	28	22
Unemployed	51	51	71	71	69	59	35
Economically inactive	21	40	10	24		12	43
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.80: Employment status at W2 interview – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	425	38	25	5	4	382	113
In employment	32	20	21	8	100	34	23
Unemployed	42	39	63	26		50	27
Economically inactive	26	42	17	66		16	50
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.81: Change in employment status – by ethnicity and disability

	White	All ethnic minority groups	No disability	Has a disability
Base:	210		162	81
Status not changed	77		78	80
Now in employment	23		22	20
Total	100		100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.82: Employment status 12 months before course – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	271	229	148	352	451	42
In employment	26	90	26	68	33	17
Unemployed	48	4	49	10	45	18
Economically inactive	27	7	25	22	23	65
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.83: Employment status week before course – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	271	229	148	352	451	42
In employment	5	95	4	68	13	16
Unemployed	74	2	75	21	70	17
Economically inactive	21	3	20	12	16	67
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.84: Employment status at W1 interview – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	220	177	121	276	361	31
In employment	21	88	20	67	27	14
Unemployed	57	5	58	20	54	19
Economically inactive	23	7	23	13	19	68
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.85: Employment status at W2 interview – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	271	229	148	352	451	42
In employment	24	92	23	75	30	33
Unemployed	46	3	47	12	44	3
Economically inactive	31	5	31	14	26	64
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.86: Changes in employment status – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	236	10	139	107	222	23
Status not changed	79	11	80	59	79	74
Now in employment	21	89	20	41	21	26

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.87: Income of respondents – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	89	162	14	20	149	68
Under £5,000	19	16	52	12	11	20
£5,000-£9,999	27	41	11	34	42	27
£10,000-£14,999	30	31	32	52	19	34
£15,000 or more	24	13	5	2	28	20
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.88: Income of respondents – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	218	15	11	2	4	211	39
Under £5,000	19	11			16	16	23
£5,000-£9,999	35	12	23	67	38	31	42
£10,000-£14,999	28	64	30		46	31	27
£15,000 or more	18	14	47	33		23	7
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.89: Income of respondents – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	73	178	37	214	233	17
Under £5,000	23	4	23	7	18	13
£5,000-£9,999	38	24	37	28	31	80
£10,000-£14,999	29	32	30	30	31	3
£15,000 or more	10	40	10	36	19	4
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.90: Respondents that have left a job – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	209	290	44	50	254	150
% that have left a job since last interview	14	9	4	22	9	12
If yes, reasons why:						
To start another job	3	1	1	8	1	0
To do more education and training	0	1	2	0	1	
Health reasons	0	3		3	1	1
Pregnancy		0		0	0	
Caring responsibilities	0	1			1	
Other personal reasons	3	2	1	2	4	
Made redundant	1	1	1	1	1	0
Other reason	7	4		11	2	11

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.91: Respondents that have left a job – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	425	38	25	5	4	382	113
% that have left a job since last interview	13	13	4			16	5
To start another job	3	2				4	0
To do more education and training	0	3				1	0
Health reasons	1					1	1
Pregnancy	0					0	0
Caring responsibilities	0	1				0	0
Other personal reasons	2	5				4	0
Made redundant	1		1			1	1
Other reason	7	4	3			8	3

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.92: Respondents that have left a job – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	270	229	147	352	450	42
% that have left a job since last interview	12	12	12	13	13	5
To start another job	2	6	2	4	2	2
To do more education and training	0	1	0	2	0	
Health reasons	1		1	0	1	
Pregnancy		1		1	0	1
Caring responsibilities	1	2	0	1	0	
Other personal reasons	2	2	2	2	2	
Made redundant	1	3	0	3	1	1
Other reason	7	2	7	2	7	1

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.93: Changes in job since W1 interview – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	74	150	5	13	143	62
Moved from a temporary to a permanent contract	15	11	80	25	11	6
Received a pay rise	52	51	79	41	46	62
Taken on higher skilled work with your existing employer	43	30	79	8	31	45
Taken on higher skilled work with another employer	7	7		8	9	2
Taken on responsibility for supervising or managing other people	26	32	21	25	38	15
Improved your job security	67	49	80	56	53	57
Increased hours of work	38	23	79	28	19	45
None	17	24		29	22	18
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.94: Changes in job since W1 interview – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	192	14	14	1	3	199	24
Moved from a temporary to a permanent contract	13	20	6			14	9
Received a pay rise	52	53	33		62	47	68
Taken on higher skilled work with your existing employer	35	40	43			31	55
Taken on higher skilled work with another employer	6	15	12			8	2
Taken on responsibility for supervising or managing other people	26	47	62	100	45	31	25
Improved your job security	55	56	62		62	51	76
Increased hours of work	30	43	8			22	59
None	21	27	14		38	23	13

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.95: Changes in job since W1 interview – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	14	210	3	221	203	16
Moved from a temporary to a permanent contract	17	12		14	14	
Received a pay rise	79	46	89	47	51	40
Taken on higher skilled work with your existing employer	76	27	89	29	36	22
Taken on higher skilled work with another employer	4	8	7	7	6	10
Taken on responsibility for supervising or managing other people	4	35		33	32	6
Improved your job security	80	51	89	52	57	28
Increased hours of work	78	20	82	22	31	
None	12	23	11	22	19	49

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.96: How course helped changes in job – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	13	15	4	3	16	5
Move from a temporary to a permanent contract	51	55	100	31	43	39
Receive a pay rise	31	24	24	31	29	21
Take on higher skilled work with your existing employer	33	36	74		31	21
Take on higher skilled work with another employer		8			8	
Take on responsibility for supervising or managing other people	15	25			38	
Improve your job security	3-	51	50	31	42	39
Increase hours of work	6	21			26	
None	49	33		69	44	61

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.97: How course helped changes in job – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	24	3	1	0	0	25	3
Move from a temporary to a permanent contract	50	100				50	76
Receive a pay rise	20	100				31	
Take on higher skilled work with your existing employer	29	100				40	
Take on higher skilled work with another employer		44				5	
Take on responsibility for supervising or managing other people	13	100				15	58
Improve your job security	37	100				44	24
Increase hours of work	8	71				16	
None	43		100			46	

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.98: How course helped changes in job – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	2	24	0	28	28	0
Move from a temporary to a permanent contract	100	41		53	53	
Receive a pay rise	24	28		27	27	
Take on higher skilled work with your existing employer	74	24		35	35	
Take on higher skilled work with another employer		5		4	4	
Take on responsibility for supervising or managing other people		26		21	21	
Improve your job security	59	49		42	42	
Increase hours of work		18		14	14	
None		51		40	40	

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.99: Looked for another job – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	73	140	5	10	135	62
Looked for another job	16	27		48	29	7
Haven't looked for another job	84	73	100	52	71	93
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.100: Looked for another job – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	183	14	12	1	3	190	22
Looked for another job	22	7	41		100	24	18
Haven't looked for another job	79	93	59	100		76	82
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.101: Looked for another job – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	12	201	1	212	197	11
Looked for another job	7	25		25	23	28
Haven't looked for another job	93	75	100	75	77	72
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.102: How course helped to work better in job – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	73	139	5	10	135	61
Helped a lot	38	48	41	52	48	33
Helped a little	53	33	59	32	37	50
Not at all	9	19		16	15	17
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.103: How course helped to work better in job – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	183	14	12	1	2	189	22
Helped a lot	41	62	60	100	100	46	34
Helped a little	44	23	24			37	63
Not at all	15	15	16			18	4
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.104: How course helped to work better in job – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	12	200	1	211	196	11
Helped a lot	16	49		48	42	72
Helped a little	80	35	100	35	43	10
Not at all	5	17		17	15	19
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.105: Job at W2 compared to W1 – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	73	140	5	10	135	62
Same job with the same firm/organisation	79	72	59	61	72	85
Different job with the same firm/organisation	2	8			9	1
A completely new job with a new firm/organisation	10	18	40	40	15	7
Self employed	9	2			5	6
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.106: Job at W2 compared to W1 – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	183	14	12	1	3	190	22
Same job with the same firm/organisation	74	72	93	100	100	74	80
Different job with the same firm/organisation	6	6				7	3
A completely new job with a new firm/organisation	16	7	7			15	11
Self employed	4	15				4	7
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.107: Job at W2 compared to W1 – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	12	201	1	212	197	11
Same job with the same firm/organisation	80	74	100	72	74	100
Different job with the same firm/organisation		7		6	6	
A completely new job with a new firm/organisation	18	14		16	15	
Self employed	2	5		5	5	
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.108: How course helped to get new job – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	11	35	2	4	32	8
Helped a lot	27	31	100		29	22
Helped a little	27	31		52	31	28
Or not at all	46	38		48	41	51
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.109: How course helped to get new job – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	43	2	1	0	0	40	5
Helped a lot	28	100				24	63
Helped a little	32					30	37
Or not at all	40		100			46	
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.110: How course helped to get new job – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	6	40	0	46	44	0
Helped a lot	62	25		30	29	
Helped a little		35		30	31	
Not at all	38	40		40	40	
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.111: Occupation of respondents – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	64	137	5	10	128	57
Higher/lower managerial professions	16	25		10	25	17
Intermediate occupations/small employers	3	17	42	9	11	9
Lower supervisory & technical/Semi-routine	60	52	39	54	56	56
Routine occupations	21	7	19	28	8	18
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.112: Occupation of respondents – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	173	12	12	1	3	182	19
Higher/lower managerial professions	21	20	24	100		24	10
Intermediate occupations/small employers	13					12	9
Lower supervisory & technical/Semi-routine	53	80	60		62	50	77
Routine occupations	13		16		38	14	4
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.113: Occupation of respondents – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	11	190	1	200	186	11
Higher/lower managerial professions		25		24	21	15
Intermediate occupations/small employers	19	10		13	12	8
Lower supervisory & technical/Semi-routine	74	52	100	50	55	68
Routine occupations	7	13		14	13	10
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.114: Size of firms where respondents worked – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	44	75	14	14	63	28
1 to 9	17	18	2	2	37	1
10 to 24	25	28	13	1	24	78
25 to 249	45	38	81	75	27	8
250 to 499	6	4		6	6	6
500 or more	6	12	4	16	8	7
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.115: Size of firms where respondents worked – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	109	5	2	1	0	91	26
1 to 9	19					14	26
10 to 24	27	27	41	100		19	43
25 to 249	42	66	60			56	12
250 to 499	5					2	13
500 or more	8	8				9	7
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.116: Size of firms where respondents worked – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	71	48	35	84	109	7
1 to 9	18	18	18	17	18	5
10 to 24	27	21	27	27	25	65
25 to 249	42	39	44	35	44	
250 to 499	5	6	4	9	4	20
500 or more	8	16	8	13	8	10
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.117: Type of work – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	45	80	15	15	67	28
A permanent job	59	54	16	65	69	44
A temporary or casual job	19	15	56	3	17	9
A job done under contract for a limited period of time	5	24	25	26	8	3
It depended on performance in a probationary period	17	5		6	6	44
Other		1	2			
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.118: Type of work – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	113	6	2	1	1	97	26
A permanent job	58	37	100	100	100	58	54
A temporary or casual job	18	10				22	7
A job done under contract for a limited period of time	15					16	10
It depended on performance in a probationary period	9	54				5	29
Other	0					0	
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.119: Type of work – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	77	48	39	86	114	8
A permanent job	57	55	57	55	58	25
A temporary or casual job	16	29	15	28	15	63
A job done under contract for a limited period of time	15	6	16	7	14	10
It depended on performance in a probationary period	12	10	12	9	12	3
Other	0			2	0	
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.120: Using contacts from course in applying for new job – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	45	79	15	15	66	28
Someone on the course suggested apply for new job	7	17	2	17	13	8
Used contacts from course to apply for new job	11	29		16	32	8

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.121: Using contacts from course in applying for new job – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	113	6	2	1	1	96	26
Someone on the course suggested apply for new job	11				12	6	25
Used contacts from course to apply for new job	19	4				15	30

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.122: Using contacts from course in applying for new job – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	76	48	39	85	114	8
Someone on the course suggested apply for new job	12	7	13	6	11	19
Used contacts from course to apply for new job	21	7	22	5	19	19

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.123: Length of time since last in full time job – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	123	176	32	36	143	88
Less than 3 months	4	3	2	1	3	8
Between 3 and less than 6 months	7	4	2	12	5	2
Between 6 and less than 12 months	4	2	15	1	2	6
Between 12 months and less than 2 years	27	11	2	36	25	8
2 years or more	55	62	45	36	61	76
Never had a (full-time) job	4	18	35	15	5	0
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.124: Length of time since last in full time job – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	259	23	12	3	2.0	208	90
Less than 3 months	4	3	5			4	3
Between 3 and less than 6 months	6	1				9	1
Between 6 and less than 12 months	3	16			54	4	3
Between 12 months and less than 2 years	21	36	32			24	18
2 years or more	59	21	57	100	46	49	71
Never had a (full-time) job	8	23	6			11	4
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.125: Length of time since last in full time job – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	229	70	130	169	263	34
Less than 3 months	4	3	4	4	4	1
Between 3 and less than 6 months	6	6	6	7	6	2
Between 6 and less than 12 months	3	17	3	13	3	3
Between 12 months and less than 2 years	22	6	23	11	22	16
2 years or more	57	65	58	51	57	66
Never had a (full-time) job	9	3	8	15	8	13
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.126: Looking for full time work – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	122	175	32	36	142	87
Looking for full time work	75	50	78	80	65	55
Not looking for full time work	25	50	22	20	35	45
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.127: Looking for full time work – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	257	23	12	3	2	206	90
Looking for full time work	66	70	83	100	46	81	43
Not looking for full time work	34	31	17		54	19	57
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.128: Looking for full time work – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	228	69	130	167	261	34
Looking for full time or paid work	69	19	69	45	70	25
Not looking for full time or paid work	31	81	31	55	30	75
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.129: Where respondents are looking for jobs – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	118	82	28	31	68	73
Looking at adverts	99	95	97	100	97	99
Going to Job Centre Plus	96	92	93	100	93	93
Using the internet	89	87	96	95	93	69
Asking friends or relatives	87	70	86	84	87	72
Contacting employers directly	86	60	80	76	78	87
Going to recruitment agencies	73	33	72	54	69	58
Any other ways	9	4	5	0	14	7

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.130: Where respondents are looking for jobs – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	168	18	8	3	0	142	56
Looking at adverts	98	97	98	96		99	96
Going to Job Centre Plus	95	95	95	93		96	92
Using the internet	90	73	96	100		89	89
Asking friends or relatives	84	76	92	89		82	88
Contacting employers directly	82	57	44	89		78	83
Going to recruitment agencies	63	50	44	93		61	64
Any other ways	9		1	7		8	9
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.131: Where respondents are looking for jobs – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	189	11	107	93	194	4
Looking at adverts	98	91	99	86	98	89
Going to Job Centre Plus	95	64	96	69	95	96
Using the internet	89	72	89	79	89	100
Asking friends or relatives	83	54	84	70	83	89
Contacting employers directly	80	39	81	53	79	81
Going to recruitment agencies	63	48	64	41	63	
Any other ways	8		7	17	8	
None						

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.132: Respondents not looking but wanting a regular paid job – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	37	97	10	12	79	33
Want a regular paid job	51	35	79	35	62	12
Do not want a regular paid job	49	65	21	65	38	88
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.133: Respondents not looking but wanting a regular paid job – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	125	5	3	0	1	85	48
Want a regular paid job	44	51				21	56
Do not want a regular paid job	56	49	100		100	79	44
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.134: Respondents not looking but wanting a regular paid job – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	78	56	44	90	110	23
Want a regular paid job	46	21	46	28	43	47
Does not want a regular paid job	55	79	54	73	57	53
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.135: Problems making it difficult to find work – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	100	100	24	28	82	66
Do not have right qualifications, training or skills	61	56	87	62	60	47
Problems with reading, writing or maths skills	10	21	24	10	19	1
Skills are out of date	28	32	27	24	33	29
Problems with understanding or use of English language	3	15	4	9	8	0
Aren't any jobs where you live	55	63	61	60	55	55
Age	26	32	45	14	20	53
Lack of recent experience of working	55	50	89	55	55	38
Cannot find suitable/affordable childcare	4	5	1	1	9	0
Problems with transport or cost of transport	52	42	84	46	49	43
Disability or problems with health	29	41	1	5	45	44
Care for elderly, ill or disabled relative or friend	1	6			2	6
Citizenship or visa status		0			0	
Criminal convictions	10	1	1	10	10	3
Alcohol	1	1		0	1	
Drugs						
None of convictions, alcohol or drugs	89	98	99	90	89	97
Other	23	28	3	41	16	30

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.136: Problems making it difficult to find work – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	166	19	12	3	0	132	68
Do not have right qualifications, training or skills	58	96	47	29		63	53
Problems with reading, writing or maths skills	11	41	3			10	17
Skills are out of date	29	36	11	25		35	19
Problems with understanding or use of English language	3	55				2	14
Aren't any jobs where you live	57	63	13	100		54	62
Age	28	31	9	29		20	42
Lack of recent experience of working	52	72	36	100		55	51
Cannot find suitable/affordable childcare	4	5	5			6	2
Problems with transport or cost of transport	50	35	76			56	38
Disability or problems with health	29	53	50	25		5	80
Care for elderly, ill or disabled relative or friend	2					2	2
Citizenship or visa status	0						0
Criminal convictions	9		8			12	1
Alcohol	1	1				1	
Drugs							
None of convictions, alcohol or drugs	91	99	92	100		88	99
Other	26	2	21	72		23	27

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.137: Problems making it difficult to find work – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	180	20	104	96	178	21
Do not have right qualifications and skills	60	30	61	42	62	18
Problems with reading, writing or maths skills	13	10	13	12	13	9
Skills are out of date	29	26	30	24	30	13
Problems with understanding or use of English language	6	4	6	7	7	
Aren't any jobs where you live	57	45	56	69	59	19
Age	28	13	27	36	29	8
Lack of recent working experience	54	30	54	50	56	14
Cannot find suitable or affordable childcare	4	32	4	12	4	15
Problems with transport or costs of transport	59	16	51	39	51	10
Disability or problems with health	32	20	33	21	31	44
Take care of elderly, ill or disabled relative or friend	2	10	2	5	2	2
Citizenship or visa status		5		1	0	
Criminal convictions	8		8	6	8	
Alcohol	0	10	0	2	1	2
Drugs						
None of convictions, alcohol or drugs	92	85	92	91	91	99
Other	25	16	25	20	24	33

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.138: Impact of course on finding new job – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	77	64	21	21	53	46
More confident about getting another job	61	64	48	67	60	65
Better skilled for type of job you're looking for	42	47	43	55	38	39

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.139: Impact of course on finding new job – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	114	15	9	3	0	106	35
More confident about getting another job	60	82	63	100		63	58
Better skilled for type of job you're looking for	40	65	92	29		42	46

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.140: Impact of course on finding new job – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	133	8	76	65	130	10
More confident about getting another job	62	75	61	76	62	94
Better skilled for type of job you're looking for	43	75	42	72	43	61

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.141: Respondents applying for jobs – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	101	104	26	29	83	67
Applied for jobs since last interview	78	57	92	81	78	49
Haven't applied for jobs since last interview	22	43	8	19	23	51
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.142: Respondents applying for jobs – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	170	20	12	3	0	134	70
Applied for jobs since last interview	71	76	78	100	72	82	55
Haven't applied for jobs since last interview	29	25	22		28	18	45
Total	100	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.143: Respondents applying for jobs – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	185	20	107	98	182	22
Applied for jobs since last interview	73	55	73	66	75	18
Haven't applied for jobs since last interview	27	45	27	34	25	82
Total	100	100	100	100	100	100

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.144: Using contacts from course in applying for jobs – by gender and age

	Male	Female	16 to 19	20 to 24	25 to 49	Over 50
Base:	79	59	20	21	53	44
Someone on course suggested to apply for job	27	26	22	28	20	45
Used contact from course when applying for job	28	27	21	17	27	51
Attended job interview since last interview	63	40	53	62	60	53

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.145: Using contacts from course in applying for jobs – by ethnicity and disability

	White	Asian/ Asian British	Black/ Black British	Mixed	Chinese or other	No disability	Has a disability
Base:	114	14	7	3	0	101	37
Someone on course suggested to apply for job	25	22	40	100		25	30
Used contact from course when applying for job	24	23	91	97		26	33
Attended job interview since last interview	55	85	50	100		61	51

Source: ESF Cohort Study data, 2010, National Centre for Social Research

Figure A.146: Using contacts from course in applying for jobs – by priority, CFO and LPS

	Priority 1	Priority 2	DWP	Skills Funding Agency	Not Lone Parent	Lone Parent
Base:	127	11	72	66	127	10
Someone on course suggested to apply for job	27		27	14	27	
Used contact from course when applying for job	28		28	14	28	17
Attended job interview since last interview	59	45	58	59	59	51

Source: ESF Cohort Study data, 2010, National Centre for Social Research

APPENDIX II:

Project Case Studies

Project: Third Sector Support – The Learning Curve

Lead Provider: INVOLVE South East

Project Background

INVOLVE South East is a partnership initiative supported by The Learning Curve and involving third sector organisations across the region. INVOLVE South East aims to maximise the contribution of the third sector in the South East region to engage with the skills, learning and employability agenda.

The partnership provides technical assistance to the ESF programme in the South East and has been active in this capacity since 2009. Technical Assistance had previously been provided in the South East by SAVAGE. However, the introduction of Co-Financing Arrangements in the ESF programme in the 2000-07 programme based particular pressures on the match funding capability of this TA organisation and they subsequently ceased to operate. There had not been technical assistance available to the voluntary and community sector prior to the involvement of the consortia. The technical assistance project provides:

- Advice and guidance to the sector – including distance and face-to-face contact
- Information – via e-news bulletins
- Events – to promote new funding opportunities, policy developments and to help broker new delivery partnerships
- Advocacy and sector representation – on behalf of the sector within the ESF programme structure (e.g. RPG; PMC; TSEN).

In the absence of a fit for purpose vehicle the Learning Curve, who have an established delivery record in the South West, were invited by the Learning and Skills Council to form a consortia to provide services in the South East. The Learning Curve agreed to act as the accountable partner for INVOLVE.

Project Delivery

The consortia approach has been able to lever additional resources on behalf of the sector in the South East. For example, the Learning Curve has provided the Lantra Level 3 Award in Volunteer management funded via Capacity Builders. There are 104 bursaries across the region.

Ladder4learning is another resource which has been re-introduced to the South East and provides a dedicated helpline and website tailored to the training and development needs of third sector organisations. The service includes information and guidance about courses and learning materials available to the sector to help improve capacity and capability and achieve quality standards.

Outcomes and impacts

While it is possible to assess the outputs that have been delivered through technical assistance it is more difficult to measure the outcomes and impacts that this activity has achieved. One indicator of success may be the proportional increase by third sector organisations in the ESF programme, or the increased number of third sector organisations that are currently delivering mainstream training and employment contracts. It is also possible to evidence the number of organisations assisted that have subsequently achieved various quality standards or invested in their own workforce development needs. However, what is less transparent is the impact of these outputs in relation to the impact on the ultimate beneficiaries of the ESF programme, and whether more service users are achieving outcomes as a direct consequence. These linkages can not be measured at present.

Lessons Learned

- The project has helped to develop a comprehensive database of third sector activity in the South East. And via the Customer Relationship Management approach, which the Learning Curve has initiated, different organisations have been able to form collaborative partnerships to bid for funding and deliver services.
- Opportunities for organisations to be involved in the ESF programme, and to become sub-contracting organisations for ESF Co-financing bodies, have also been greatly enhanced through improved information services and events.
- The issues of match funding and eligible expenditure have been raised as a challenge which the consortia have had to overcome. There have been instances where sources of potential match funding activity have not been enabled. For example, lottery funding available in the South West and South East regions had been suggested as a source of match for Technical Assistance in the South East. However, Government Office for the South East on behalf of the ESF programme was unable to allow this level of flexibility across two different, albeit adjoining, regions. The implication was that not all funding and activity could be sufficiently ring fenced and allocated for the exclusive use in either region. There are lessons here for the future localisation of ESF.
- For all the problems that have been experienced with match funding – and it will continue to be an issue going forward – partners are confident that this will not be a ‘showstopper’ and at worst it will limit the scale of a proposal for the next stage of ESF Technical Assistance, rather than prevent it altogether.
- A key concern for the Learning Curve has been to minimise the financial risks which they may be exposed to in delivering the Technical Assistance service; the support provided by Government Office in ensuring that the service was compliant with the European financial and auditing requirements has been invaluable in minimising these risks.

Legacy and sustainability

- The legacy of the TA service will be evidenced through the work of the third sector organisations assisted by the ESF programme. The database of third sector activity in the South East and supporting CRM system has been developed and this will form an important management tool for any successor body working across the region. The Learning Curve will also produce a quality manual for third sector organisations wishing to be subcontractors for ESF and a published report analysing and promoting the contribution of the third sector to ESF programmes.
- There are, however, a number of issues that threaten the sustainability of this service for the remainder of the ESF programme and beyond. The current service is funded up until March 2011. It is unclear at this stage how Technical Assistance will be match funded and therefore how the activity will be sustained. The Learning Curve, on behalf of the consortia, is exploring how individual members may be able to contribute to the continuation of the service.
- Further, with the abolition of the RDA and the move away from regions to more localised arrangements, it is unclear how the programme will be managed and by whom. The consortia is developing its response to the new policy environment and working alongside local authorities in relation to the localised young peoples agenda for 14-19 year olds. However, a localised approach to ESF and mainstream delivery, via Local Enterprise Partnerships or other means, will present different challenges to the sector. This may counter the need for an over-arching regional support, although there are clearly advantages in connecting organisations and transferring knowledge and capacity across different geographical locations.
- The effects of the Government's public spending cuts are already being felt within the third sector. A number of funding programmes, like Capacity Builders, have been either severely cut or withdrawn and are unlikely to be replaced with successor initiatives. While the new government has placed an important emphasis on the role of the voluntary and community sector in service delivery, the Big Society clearly articulates the need for citizens to freely volunteer their time as opposed to the Government to grant fund the activity of organisations in the third sector.
- In recognition of these challenges the Learning Curve has had, from the outset, a regional/local duality built into its operation in the South East. Local partners and networks are an essential part of the architecture of the project, as are inter-regional links and links with national networks, providing a communications loop directly from local to national. However, alongside localism, there is still a need to 'scale-up' as contracts for learning, skills & employability programmes are increasing in size. This Technical Assistance project has been trying to set the foundation for these developments.

Project: South Eastern Enterprise Development (SEED) Lead Provider: Chichester College

Project Background

The SEED project began delivery in February 2009. The lead delivery partner is Chichester College, who have a wide network in the South East region.

The aim of the project is to help those who are economically inactive to consider setting up their own business. Recognising the variety of barriers facing the various communities in the South East, the project is designed to ensure that participants receive focused and tailored support. The project set out to 'do something different' and offer a much more 'personal' approach to coaching. The project focuses on the most deprived areas in the South East.

Engagement and Project delivery

Engagement

In order to ensure a local, tailored approach, coaches were recruited into the chosen areas on the basis of their local knowledge and networks. Coaches were recruited using networks through partner organisations and all were interviewed to ensure they had the appropriate skill set.

A core value of this approach is the ability of the project to respond to local community challenges. Some examples are given below:

Figure 1: Examples of unique ways of working

Slough – the coach understands the needs of the BME community

Isle of Wight – deals with many *Jobcentre Plus* referrals and long term out of work people. The coach has a 'hand holding' role. Recognises the 'long term' needs of participants

Brighton – 2 part time coaches have been recruited to focus on different localities. They have adopted a creative approach. The approach was very informal and although take up was poor at first it quickly improved due to word of mouth.

Canterbury – this area has a number of rural challenges. Set up a 'hub' using community café

One of the methods for referring participants to the project is through *Jobcentre Plus*. In Portsmouth this is working very well. However, the extent to which Job Centre Plus is referring participants to the project differs from area to area and has been problematic in some cases.

The project has also actively targeted participants such as Sussex College graduates who might be exploring the possibility of self employment.

Once participants have been allocated a coach, they are invited to complete a 'Skills for Life Assessment'. This proved challenging in some areas due to the fact that the assessment highlighted areas of perceived 'weaknesses' amongst some participants.

Equalities

A key KPI of the project is the number of women taking part in the project. To support this, Women's Wisdom, a not-for-profit organisation based in the South East, is on the project Steering Group. The coaches in the Hampshire area have the skills to support people with disabilities and are extending this work to other areas.

Outcomes and impacts

- The project has recently asked coaches to track beneficiaries for 6 months after their involvement to note any changes. At time of writing it is too soon to report any longer term outcomes
- The number of actual business start ups is higher than expected
- The projects have had to turn some participants away because they were not 19. This demonstrates an appetite amongst young people
- There are some examples of a multiplier effect as some of the participants have recruited staff within 6 months
- The 'word of mouth' effect demonstrates the wider impact on families and friends. Anecdotal evidence suggests that the project has impacted more people 'indirectly' by raising the aspirations of individuals in participants' social networks
- There is minimal leakage – approximately 4 participants have been identified as ineligible (and are therefore not included in the figures)
- There are no other projects providing this level of support. There are other enterprise support projects but they require the participant to 'go to' the service. The SEED project, however, 'goes to' the participant and is therefore unique

Challenges to achieving impact

- The project has taken place during a recession which has presented some challenges. However, the project has responded to this by promoting the opportunities associated with a recession for those who want to set up business. For example things are cheaper to buy, spaces have been cheaper to rent. The recession is thought to have impacted on the types of beneficiaries engaging with the project.
- Attracting lone parents and demonstrating work with lone parents has been a challenge. Chichester College have requested coaches to find out if the clients are lone parents. Also tried recruiting from Sure Starts. Currently at 14%.

Lessons Learned

- The project has found that the Disability Employment Advisors (DEAs) and Lone Parent officers at *Jobcentre Plus* are good at referring participants to the project as they have more time to spend with participants
- The project has set up an internal audit of all paperwork so that all members of the project team are aware of the necessities of the monitoring requirements - has been very successful and resulted in few queries from SEEDA's ESF team
- The fact that the project has had to 'turn away' young people under the age of 19 suggests that there is an appetite for such support amongst younger people
- The project is an excellent model for promoting equality and ensuring access as a result of its tailored approach

Project: Gateway to SusCon

Lead Provider: North West Kent College

Project Background

Gateway to SusCon was formally established two years ago although the ideas and principles behind the wider SusCon project were developed over a much longer period of time. The idea behind SusCon was to develop a way of promoting sustainable communities alongside the low carbon agenda through supporting the up-skilling and education of the construction sector. Part of the overall SusCon objectives was to deliver this step change to the construction industry and so Gateway to SusCon was created.

Gateway to SusCon is delivered by North West Kent College in partnership with Dartmouth Borough Council, Prologis, Institute for Sustainability, Kent County Council, Thames Gateway and Business Link Kent. The steering group is supported by a number of businesses and groups representing the construction industry.

Engagement and Project delivery

The project was required to develop training programmes to meet industry need. The target group involves both employed and unemployed individuals and thus course development was tailored to both engage unemployed people who may be new to the industry as well as professionals who are undertaking continuing professional development (CPD). As a result of this the courses developed were generally 3 hours in length, with a few extending up to five days.

The different courses that have been delivered include overview courses such as 'Carbon Literacy – climate change and CO2 footprints' as well as more specialist courses like 'Existing building retrofit for energy efficiency and LZC technologies' and 'Greywater, blackwater systems and systems integration'.

The target groups were recruited through two main routes; via business contacts and working with Jobcentre Plus and other local agencies supporting unemployed people or working in the community. Different marketing materials were developed for both target markets and the results have proven successful with the unemployed participant target having already been exceeded and overall project outputs on target to be achieved.

When beneficiaries are referred to the programme they are all required to fill out enrolment forms which act as evidence to SEEDA and ESF. This process is generally straightforward although professionals attending CPD courses will often ask why so many forms need to be completed and question how the information will be used.

The programme's focus was on delivering specific training courses to meet the needs of the industry, whether the participants were currently employed within the industry or not. As such, there were no employment outcomes attached to courses although IAG and job search support was offered to unemployed participants.

Outcomes and impacts

Beneficiaries reported a general increase in awareness of relevant issues and those that were unemployed at the time of the programme did express an increase in confidence with many of them looking to explore the options for further training in the field as a result of undertaking a Gateway to SusCon course. Both participants and strategic partners felt that one of the key successes of the programme was the fact that courses were grounded in facts and evidence and were objective in the way that they were delivered. This helped to increase the credibility of the training as it was not seen as being delivered as part of a 'green warrior' agenda.

Comments from course participants are generally very positive. Comments include:

"The course was useful and informative. It should be made available for every individual and compulsory for offices and industries"

"I am interested in building development – I found this training very useful as an introduction for sustainable development"

"The course was very well and clearly presented and was able to explain how to use a complex but important and valuable software package (PHPP) for designing ultra-low energy and low carbon buildings"

Strategic Added Value

The project has led to improved partnership working; for example, joint working and delivery of training with Southampton, Portsmouth, Greenwich and Reading Universities. The partnerships with universities were developed after the commencement of the programme and are indicative of the popularity and growth of the initiative. The courses and contact base of the partnership have also grown beyond expectations with the majority of the growth attributable to word of mouth. The project has made links with government and industry which have seen interest in the model expand to other regions within the UK. This has included interest being shown by government ministers resulting in meetings with government departments and ministers to explore the ability to replicate the model in other parts of the UK.

Other

The programme developed an equality of access project plan and impact assessment to ensure that all courses were accessible to all members of the community. The programme has not encountered any significant issues around access to the courses. Considerable effort has been put into ensuring that course venues were appropriate for the training and accessible to programme participants.

Lessons Learned

The Gateway to SusCon programme has been very successful in bringing together key players in the sustainable construction field to promote techniques to the industry to help meet the emerging sustainability and climate change agenda. The programme has recruited successfully and developed a number of training programmes that have been well received by both construction professionals and potential new entrants to the industry. Despite this success there are a number of lessons for future delivery:

- Due to funding regulations the project was not able to support the re-training of public sector/local authority employees. This resulted in only part of the sector being able to receive the training, preventing a holistic approach from being taken to the industry. Future programmes will need to consider how best to support all sectors of the market and should be structured so that courses can be chargeable.
- Although the programme did successfully engage with a number of different customer types it would be beneficial in future to develop different customer journeys to take account of different customer needs (e.g. IAG services may be offered to unemployed participants and not professionals).
- When courses are developed in future more attention should be paid to linking the courses together so that they can be delivered as a package. Currently courses are delivered in silos with participants only able to enrol on one course. This has partly come about because of the nature and structure of ESF funding.
- To ensure the future credibility of the programme it is important that SusCon delivery remains grounded in fact and the programme does not become a 'green warrior'.
- When developing the programme the steering group understood the need to develop a plan for sustainability and undertook to devise an ongoing business plan as soon as possible. This approach to early planning has enhanced the chances of SusCon being sustainable in the future.
- Gateway to SusCon is in a unique position in that it has the potential to become a commercially sustainable enterprise. The model of providing training to industry as well as new entrants and the unemployed has proved to be successful. In order to take the programme forward the SusCon steering group is finalising a business plan which will focus on further development of appropriate courses and funding of the courses through charging industry professionals and businesses for the CPD and other courses on offer. The challenge facing the programme is how to go from fully funded provision to commercially funded provision overnight. Access to transition funding would support the growth of SusCon and reduce any risk of failure as it moves to a commercially funded model.

Project: Reach Out

Lead Provider: Babcock Enterprise

Project background

Reach Out provides (free) personalised support and development opportunities for people who are looking to improve their skills and advance towards finding and keeping work. Key workers provide tailored and personalised packages of support by providing pathways to employment, such as:

- Mentoring and advocacy
- Personal development training opportunities
- Job-related training
- Work experience
- Work trials
- Support in employment

The project targets disadvantaged people who are furthest from the labour market. The unique element of Reach Out is that individuals can access support for up to 40 weeks. It is funded by the Department for Work and Pensions through the European Social Fund, with its geographical focus being on Hampshire, the Isle of Wight, Portsmouth and Southampton.

The origin of the project was in 2007 before there was any hint of an economic recession. The original concept was that the project should focus on those disengaged individuals in specific post-codes and wards in Portsmouth. However, the actual project took on a much broader geographical focus.

Project delivery and engagement

Reach Out is delivered by Babcock Enterprise (formerly VT Enterprise) as the lead partner, plus eight sub-contracted partner organisations.

The long-term unemployed and those individuals with multiple barriers are eligible for support. Around 20% of client referrals come from Job Centre Plus. The other 80% of referral is as a result of their networks and links with other organisations such as the probation service, charities, volunteer groups and community bodies.

Following referral the candidate has an initial assessment to establish whether they are eligible for Reach Out, or not. The candidate is provided with background information and asked to think about whether they wish to participate. There has to be a high level of commitment from the candidate.

Once committed and registered, the candidate has a first meeting which takes the form of a meaningful IAG session. This could involve revamping or re-writing a CV, looking at their social situation and support required, looking at training needs, their job search ability, IT skills etc. Support is completely tailored to the needs of the individual. The candidate then moves on to the Job Search Programme, which is done at the candidate's own pace. This may include the funding of short-term training. Candidates can be provided with financial support for clothing for interviews/travel expenses, where necessary.

Outcomes and impacts

Reach Out has a target for 21% of candidates to progress into work. They are exceeding this target. Candidates all highlighted the benefits of the personalised one-to-one support and the length of time over which they can access the programme. Specific comments included the following:

- "Jobcentre Plus staff demand that you do stuff. The workers here (at Reach-Out) treat you with respect"
- "The workers (at Reach Out) mean what they say and they do what they say"
- "My advisor broke his back for me. That wouldn't happen at Jobcentre Plus "

Lessons Learned

- The key success of the project is that it is personalised and needs-led, with activity tailored to meet the needs of the individual. It is very much a 'softly-softly' approach, with there often being a period of support for the individual before any activity is delivered. The length of the programme (up to 40 weeks) is also seen to be beneficial
- Reach Out has helped to develop partnership working with other agencies in relation to client engagement
- There are also benefits to the key workers themselves. The aim was for workers to get to NVQ Level 3 in IAG, which links to the quality of the support that they are offering. All key workers are either working towards, or have achieved this
- Jobcentre Plus has had some difficulties in auditing the project in line with the ESF requirements in relation to what is classed as 'meaningful activity'. Yet for some individuals, the support they had accessed was a huge step, prior to any specific training activity. Jobcentre Plus are however very positive about the 'customer journey' that individuals take
- Take-up of the 13 weeks 'in-work support' by participants has been poor. This may be linked to the 'stigma' surrounding accessing such support
- Sustainability – as yet, there is no funding available to continue with the project in its current form. They will be seeking an extension of ESF funding from 2011-2013

Project: Community Grants and Capacity Building

Lead Provider: Surrey Community Action

Project Background

Surrey Community Action (SCA) successfully applied to manage the Community Grants programme in the South East. SCA managed a partnership delivering the grants across the region. The region was split into five sub-regions, Surrey; East and West Sussex and Brighton and Hove; Hampshire, Portsmouth, Southampton and Isle of Wight; Kent and Medway; and, Berkshire, Buckinghamshire, Oxfordshire and Milton Keynes. Each sub-region was managed by a local rural community council partner, who reported to SCA as the umbrella body.

Community Grants were designed to support local community groups (charities or not for profit organisations) and support people who were out of work and disengaged from the labour market. Grants could be for a maximum of £12,000 with a total regional budget of £2,286,000 between 2008 and 2010.

The Capacity Building funding was distributed via the five sub-regional networks. The funding (total £254,000 over three years) was to be used to support community group capacity building projects.

Engagement and Project delivery

The distribution of Community Grants took place over four rounds. It was important to ensure that the programme was well publicised to ensure interest and reach as early as possible. A number of campaigns were undertaken including radio, email marketing, leaflets, newsletters and displays at conferences/events. This publicity programme proved to be successful with 136 applications submitted in the first round. SCA initially checked all applications, along with their managing partners in each sub-region. This process would ensure that only those applications that met the criteria would go to award panels.

During the first round award panels were held across the region on a daily basis to ensure that the process was completed as quickly as possible as the overall programme had started late due to delays in contracting with the Learning and Skills Council (now Skills Funding Agency). This was seen as a priority to ensure monies were contracted to maximise delivery.

Following the first round and the successful establishment of guidelines for and appointment of award panels a number of revisions were made to the application process to make the process more straightforward for applicants and award panels. This included the introduction of an executive summary at the start of applications to make it easier for panel members to get an overview of applications. In addition, partner organisations took greater responsibility to sift applications and ensure criteria were met (e.g. correct signatures etc) which helped accelerate the process.

The capacity building funding was used in different ways across the region. One programme focused on providing support and training to organisations who wanted to become a social enterprise, one supported organisations with general business advice whilst another provided support to organisations for bid writing and grant applications.

The relationship between SCA and the Skills Funding Agency (Co-financing organisation) has remained strong throughout the programme with SCA passing all Skills Funding Agency audits without any significant issues reported. SCA has undertaken to provide support to organisations to complete ILR's and other reporting requirements thus ensuring that the administrative burden on small organisations is as small as possible. One way they have done this is only requiring ILR's and project reports/receipts to be sent to them at the end of the project.

Outcomes and Impacts

Over the lifetime of the programme there were 207 projects funded with an average grant of just over £10,000. The variety of projects supported was very diverse and ranged from offering basic skills support to people at a horticultural day centre to training young people with substance abuse and offending issues in horse care and language and citizen skills offered to Bengali women to help move them into training and employment.

All projects are due to end between September and December 2010 to enable the overall Community Grants Programme to be closed down accurately and on time. Due to the way in which the programme was established, each project is not required to submit final returns and learner records until the end of their programme, as such only an estimate of the number of beneficiaries supported can be given. Currently over 7,000 people have been supported although this number is expected to rise at final reconciliation.

The capacity building funding will close at the same time as the community grants and it is expected that all £254,000 will be spent. It is difficult to ascertain at this stage what impact the capacity building funding has had on the sector. Future Community Grants programmes may reap the rewards of the existing capacity building work.

Lessons Learned

There were a number of positive lessons and achievements from the Community Grants and capacity building programmes in the region. These included:

- Establishment of award panels early on was crucial to project delivery. Ensuring consistency of attendance also meant the award process was clear and transparent
- The inclusion of an executive summary in Community Grants applications made the initial sifting and overall scoring process much faster
- Establishing clear selection criteria from the outset was important. As the grant programme continued the success rate of applicants rose from 27% to 71% as organisations got used to the consistent criteria

- Agreeing on and providing clear feedback to unsuccessful applicants meant that the programme only received one appeal during its lifetime
- SCA asked organisations receiving grant money to only send in completed ILR's and supporting project documentation at the end of the project to help ease the administrative burden on small organisations
- Sub-regional partners undertook initial screening of applications to ensure basic criteria were met before they were forwarded to SCA. This helped to minimise applications rejected at award panel stage due to not meeting basic criteria
- The types of projects and initiatives funded could only be done so via a small community grant route. Although all of the outcomes and impacts are not yet known from all projects there are clear benefits to supporting community organisations at a time when pressure is on them to provide more and more services in a fiscally tight climate.

Project: Personal Best

Lead Provider: Albion in the Community

Project Background

Personal Best is a national programme. It is a level 1 qualification of 120 guided learning hours, including a volunteering at local sporting, cultural or community organisations or events, which can act as a stepping stone to new work opportunities. On successful completion of the programme, participants could have the chance to become a Games Time Volunteer (GTV) at the London 2012 Olympic and Paralympic Games. All providers follow the nationally approved Personal Best manual to deliver the programme. Albion in the Community is one of five providers delivering the Personal Best Programme in the South East.

Engagement and Project delivery

Referral issues

- Albion in the Community have a well established network of organisational contacts across Sussex – never had course low in numbers as a result
- Established useful relationship with Probation Service in Portsmouth

Recruitment issues

- Advertised via local press – expensive and very poor response. Many of the target audience don't read the local paper.
- Albion communications an excellent route.
- Word of mouth a significant contributor.
- Olympics Games supposed to act as a magnet for the Personal Best programme but for many this is simply too far ahead in the future
- By contrast, the football club itself acts as a very significant magnet for the programme in the local area
- Did not achieve diversity targets for women (51%)
- Recruitment of committed learners can actually become more difficult as the programme progresses. Perception that those with greatest commitment, personal urgency and drive join the programme during the first few cohorts

Course Content

- Had to adapt course content as it was quite boring – developed a sports-focused delivery approach – one of the trainers said they wouldn't have stayed for the course content in its original form.
- In future, such course content needs to be made much more interactive – after all, the course attendees have often failed/struggled with more traditional forms of training. 'Many feel they've been let down.'
- 'Understanding equality and diversity' was a particularly challenging unit to inject life into – ended up designing an exercise where people looked through newspaper articles
- Some of the units were particularly challenging as they required the course to cover subjects that placed attendees in situations that were sensitive to manage – e.g. conflict resolution with a group of young offenders.

Course Engagement

- First session was all about gaining respect and trust of those attending
- Ex-player mentors were instrumental in maintaining participation from participants (e.g. Guy Butters, an ex Brighton and Portsmouth player). They earned the respect of participants
- The players who've been part of the programme are all ex club captains and have brought a sense of real leadership to the learning. A lot of the learners like them however because they're down to earth and humorous.
- Role play and team building exercises essential. Sometimes, engagement facilitated simply through a break out session to play football.
- Tutors often had to adapt their styles and implement highly individualised approaches to learners.
- Written work was kept to a minimum in order to try to maintain participants' interest. Written work was especially avoided at the beginning of a course, as this would disengage many learners immediately.
- Important to start sessions with fun exercises
- Very quickly learnt what wasn't working, especially as learners under no obligation to turn up.
- Providing access to the training was also important as a means of reducing barriers to learning.

Outcomes and impacts

Comments from course participants are generally very positive. Comments include:

- Improved self confidence
- Enjoyable approach to learning
- Greater sense of motivation to do more following course
- New ideas

Strategic Added Value

- LSC provided advice and guidance to course tutors on how to evidence impact. For example, tutors started to record discussions rather than take written notes.
- Open College Network a delight to work with
- Brighton & Hove Albion FC able to offer post-Personal Best voluntary opportunities directly related to sport, in particular stewarding and event management

Lessons Learned

- Assistance is required in targeting certain demographic groups – in particular women.
- When working with vulnerable groups, such as offenders, it would be useful for tutors and mentors to have access to, and engagement with, the young person's guardian. This would enable greater mutual understanding about course and individual.
- Greater emphasis is probably required on getting to truly understand individual's often dysfunctional experiences with school and home. Self-worth amongst learners was often poor and work around improving negative perceptions is difficult and complex but absolutely crucial.

Project: Response to Redundancy

Lead Provider: Oxford and Cherwell Valley College

Project Background

The Response to Redundancy programme is a nationally funded programme commissioned by the Skills Funding Agency in response to the economic downturn and subsequent recession in 2008. The programme, partly financed through ESF and Train to Gain, was designed to provide flexible training provision to support people under threat or consultation of redundancy as well as people recently made redundant. Prior to the national commissioning of the Response to Redundancy Programme Oxford and Cherwell Valley College had been working in partnership with Oxfordshire County Council and the Ethnic Minority Business Service to respond to local redundancies in Oxford. This partnership started building strong relationships with local Jobcentre Plus offices including undertaking outreach advice sessions in JCP offices. This existing partnership enabled OCVC to successfully apply for Response to Redundancy funding when it was released.

The expected outcomes of the programme were to move people who were facing redundancy or had been made redundant into sustainable employment as a result of targeting and relevant training support. Part of the programme's aims was to move people quickly to new employment opportunities, helping to prevent people from having to move onto the benefits system.

The project formally started in April 2009 and will be funded through ESF until March 2011 although delivery will depend on funding for training support still being available within the budget.

Engagement and Project delivery

There are a number of elements to programme delivery, some of which are core funded through the Response to Redundancy budget, whilst others are provided through other services that are being used to 'join up' activity. These included:

- 1) Training delivery and support offered through Response to Redundancy funding
- 2) Job Finder service offered through LSIS funded support
- 3) Tracking and follow up offered through Economic Challenge Investment Fund and Oxford Brookes University

When the programme was initially established the available funding was split between the five delivery partners so that they could tailor provision in their local areas. During this phase the delivery partners worked together to ensure that the mix of provision was adequate and that they kept duplication to a minimum.

Early on pre-employment training courses were identified as being appropriate to the client group. These courses would focus on employability issues including basic skills and CV development, confidence building, interview preparation and job search. Although many of the early courses focused on pre-employment support other, industry specific courses were also offered. These included courses in retail,

security and construction. Often a key barrier to working in these industries is not having the right permits / approvals and by providing access to these through Response to Redundancy these careers have potentially opened up to a wider number of people.

The target groups were recruited through two main routes, Jobcentre Plus referring their clients as well as through the businesses they were working with and supporting. People could also refer themselves onto the provision, something that was promoted by all of the delivery partners. Different marketing materials and approaches were developed for both target markets and the results have proven successful with the participants having already exceeded 800.

Following course delivery participants were supported by the Job Finder Service. This service was funded through LSIS and also supported apprentices within the college. The service worked proactively with Jobcentre Plus and also sourced their own employment opportunities through direct engagement with employers. If required, one to one advice would be supplied to participants to help them access employment.

Outcomes and Impacts

Beneficiaries reported a general increase in awareness of employment opportunities and confidence to search for and gain employment. Both participants and strategic partners felt that one of the key successes of the programme was the fact that courses were grounded in the local jobs market and provided valuable resources and information that could help people into work. This applied to both industry specific training courses but also to the pre-employment support programmes.

Strategic Added Value

The project has led to improved partnership working. At the start of the programme a strong partnership existed between a number of the partners, which was only strengthened as a result of adding further delivery partners. All delivery partners felt that the programme led to a more co-ordinated and effective approach to providing support to people facing redundancy within the area.

Other

The programme developed an equality of access project plan and impact assessment to ensure that all courses were accessible to all members of the community. The programme has not encountered any significant issues around access to the courses. Considerable effort has been put into ensuring that course venues were appropriate for the training and accessible to programme participants.

Lessons Learned

The Response to Redundancy programme has been very successful in bringing together key players within the Oxford area to provide a co-ordinated service to people facing unemployment or who have recently been made unemployed. The programme has recruited successfully and developed a number of training

programmes that have been well received by programme participants. Alongside this success there are a number of areas that emerged as lessons for future delivery;

- Gaining support at senior level within the college was crucial to the success of the programme. The nature of the programme requires flexible delivery which is not always straightforward for colleges. Senior buy-in ensured flexible delivery was implemented quickly and effectively.
- The delivery partnership had an unintended consequence in that it resulted in three delivery partners jointly planning health and social care provision. This was the first time this had been done and has resulted in a more streamlined offer across the sub-region. It is expected that this joint planning will continue.
- Through joining up with other programmes and initiatives the support on offer has increased. This has been demonstrated with the links to the LSIS Job Finder service. Ongoing exploration of links to other suitable support programmes has been crucial to success.
- The OCVC partnership did struggle to keep up with demand at times during the contract. This was due to funding shortages. Although further funding was received from the Skills Funding Agency there were still some gaps in funding. Different funding bodies need to consider continuity of provision when assessing requests for additional funding.
- Tracking job outcomes was a challenge for the contract. It is likely that a dedicated resource is needed to successfully follow up and track outcomes. To support this the funding model may need to be revised to provide additional investment and incentive for providers.
- Getting Next Step involved in the provision was an excellent outcome as quality IAG could be provided to all programme participants. The programme met the targets for both sets of provision and complemented each other.
- The partnership established a central spreadsheet to track people's involvement on the programme. This approach helped all partners to ensure that they did not undertake too much training, going over their funding limits.
- The partnership reported that there were a number of people who accessed some training and then found employment but unfortunately were made redundant. Some of these people wanted to access further training but this was not allowed under funding rules. Some additional flexibility here may have been beneficial.
- The partnership welcomed the flexibility of extending the timescale to claim a job in instances where acquiring industry badges took longer than hoped. This often happened with security badges.

Sustainability

The sustainability of a programme like Response to Redundancy is difficult in a time when budget cuts are being implemented across the public sector. Despite this the programme has shown a value to the local community by providing a flexible and responsive service.

Project: Encouraging employers to recruit the hardest to help **Lead provider: Working Links (Sussex)**

Project Background

The purpose of this project is to increase recruitment opportunities for those individuals considered to be the hardest to help into employment, namely:

- Those who are aged 50 and over
- Offenders and ex-offenders
- Those with learning difficulties or a disability

The project particularly focuses on assisting these individuals by engaging them in volunteering roles or other development roles that will contribute towards an improvement in their employability. This project also built on a previously run pilot scheme called Skills for Jobs.

Common personal barriers that the project seeks to address are those associated with a lack of confidence and engagement, the challenges often associated with disclosure of criminal behaviour when applying for work and motivational issues. Some of this client group may have “lost the get up and go” required to actively seek work due to experiences which act as a personal barrier.

A significant amount of monitoring information is gathered to evidence different phases of client engagement and to monitor progress. For example, clients have to complete a learning styles assessment which enables the training team to identify the most appropriate means of communicating lesson content. Literacy and numeracy tests are also conducted and an over-arching employability skills check-list compiled. From this, highly personalised training and support plans can be drafted and implemented. Some of this training will be delivered in-house, utilising components of the pre-employment training delivered by the Stepping Stones project. Additional specialist training may be purchased from third party providers, such as electrical installation, fork lift driving, IT and CSCS (for construction).

Once an individual is successful in finding work, they are tracked for a period of 6 months. During this time occasional contact will be attempted with the individual to check how they are progressing.

Engagement and Project Delivery

Referrals to the project are received from a number of different sources, such as the Probation Services, RBLI, Jobcentre plus and Progress2Work (another Working Links delivery contract). On occasions a few individuals refer themselves through drop-in to the Working Links office. Within the Brighton community, a network of training and employment organisations, called the Engage Forum, also provided a very useful tool for knowledge sharing and exchange of clients into the most appropriate training programmes. This had been supported by a range of local and national providers, such as A4e, RBLI and Maximus. Throughout the project there has been a

client case load of approximately 50-60 active clients, and since the first cohort a regular tracking client group of a similar size.

Due to the wide-ranging personal issues faced by those individuals participating in this scheme, Working Links tend to focus session training delivery on a specific client group. Very often the session training plans need to be assessed at the point of delivery, to ensure the greatest level of engagement and a variety of backup lesson plans have been implemented to ensure that participants gain the most from their experience. Group work is considered to be very important within this scheme, as a means of encouraging interaction and confidence building.

Outcomes and Impacts

The Encouraging Employers project has successfully delivered against all but one of its capped targets. 240 individuals have been engaged and entered into a training programme, with 93% completing their training (significantly above the target of 80%). Over a quarter of these individuals were assisted into employment, although the only area in which the project did not deliver against its target was in evidencing those clients who were in-work within six months of completing the programme.

In addition to providing clients with training, a key element of the programme is the continual one-to-one support provided by personal consultants. They play a crucial role in promoting Working Links as a welcoming and supportive environment in which people can come and discuss their aspirations, challenges and approaches to accessing employment opportunities. Individuals are therefore encouraged to visit the office regularly and spend a few hours at a time working with their consultant on job searches and review of other useful placements. Throughout the process of engagement 'soft outcomes' forms are completed to monitor progress against personal attributes such as confidence and motivation. In addition, the Working Links team have implemented a call log to monitor contact with clients. Should an individual have disengaged from the scheme, this document will clearly identify them and enable staff to chase this up. This has proven successful in re-engaging certain individuals.

Whilst internal computer systems (Adept) can be used to adequately manage case file data, a key issue raised by the delivery team was that the ESF/Skills Funding Agency requires that all materials to be paper-based. Although this is simple enough to administer, it does mean that documentation is not readily searchable, as would be possible using computer systems.

Lessons Learned

- Significant client facing time is considered to be invaluable in engaging and assisting individuals. It is questionable that future provision through the Work Programme will be able to offer such in-depth support
- Some staff turnover during the project may have contributed to a lack of continuity for clients, potentially undermining their experience of one-to-one consultant support

- The level of engagement is very mixed dependant on the individual, especially as the scheme is voluntary. Therefore, ensuring the environment is as open and welcoming as possible is critical to building trust relationships that encourage people to return. Honesty and managing expectations is also essential
- Evidencing outcomes once an individual has left the training element of the scheme is very challenging, and despite repeated attempts to contact individuals, it was often not possible to achieve this and evidence outcomes
- Some evidence documentation, such as 'soft outcomes' forms could be completed more regularly in order to fully document the client journey – often beneficial that these are completed immediately after completing a session
- Specialist training is usually sourced either by internet searches or networks built up over time in the role. However, there could be an opportunity for a network of providers to use larger purchasing power to obtain better rates or identify a greater range of provision

Project: Stepping Stones

Provider: Working Links (Sussex)

Project Background

The Stepping Stones project is aimed at providing focused support to help target beneficiaries return to employment. Those eligible include those who have been on Jobseekers Allowance for over six months, people with a black and minority ethnic (BAME) heritage, people with disabilities or those with basic skills needs. Stepping Stones has a number of distinct delivery approaches:

- Pre-employment training with an employer focus
- Pre-employment training with a community focus, particularly volunteering
- Easing the transition of lone-parents back into work
- Mentoring
- Job shadowing

The pre-employment training (PET) has consisted of a range of standard training modules considered appropriate (such as team working, customer services, interview techniques) and additional content specific to a particular local employer's needs. For example, an increasing number of businesses are now operating online-only job application portals. For many individuals this presents a significant barrier, due to their lack of basic computing skills. Subsequently, computer skills and introductions to specific job application processes have been a necessary component of the PET. For example, during a recruitment exercise for Asda over 80 individuals were specifically invited to sessions (conducted over 4 days) to “get people online” ensuring they could access the available opportunities available.

The lone parent strand to Stepping Stones takes a bespoke approach to individual needs, and draws together a programme based on improving generic skills, as previously covered within the PET, but with additional focus on removing additional barriers, such as confidence and advice regarding childcare (with assistance from the Family Information Service). The lone-parent course is delivered over a 4 week period (up to 16 hours per week) to also help engage lone parents in the time commitment required of a return to employment. This course is conducted in a variety of locations across Sussex and Jobcentre Plus has previously offered the use of their offices for this purpose. The course is scheduled around school hours and was particularly well received due to the ‘safe environment’ to open up and discuss personal experiences.

A number of elements to the Stepping Stones project have also been sub-contracted. For example, an organisation called Creating Futures (who recently ceased operations) helped to support individuals through work-placements. In-work mentoring was also delivered by Business Community Partnerships (BCP). BCP works with individuals who have a very specific target sector they are seeking employment within, and would help to provide up to 12 weeks of intensive specialist support in work shadowing placements.

Once helped into employment, the project provides up to 13 weeks of in-work support through telephone based consultation. Should an individual be unsuccessful in entering employment through their engagement with Stepping Stones after 26 weeks, then they are sign posted to the next tier of employment support. Depending on personal circumstances, individuals may be able to re-enroll with Stepping Stones after an appropriate interim period if they have entered unsustainable employment.

Engagement and Project Delivery

Stepping Stones is a voluntary scheme and ensuring that individuals remain engaged has continually been a challenge for Working Links staff. Fortnightly appointments (ideally in person, or by telephone if necessary) are set-up to continue dialogue between project staff and those clients needing support. Most clients are referred via Jobcentre Plus (other than a few drop-ins). Jobcentre Plus have also found particular benefits engaging with the Stepping Stones project, in particular due to its greater flexibility regarding eligible referrals when contrasted with other schemes. Working Links has also adopted a highly flexible and responsive approach to delivering training programmes for local employers. This is another key reason attributed to the willingness of Jobcentre Plus to engage with this project. Following requests from employers seeking an appropriate recruitment solution, Working Links have been credited with “grasping the important aspects of what's needed”

Clear mutual understanding is considered to be a key in the positive working relationship between Working Links and Jobcentre Plus. This has been facilitated by regular contact between the organisations, mostly by telephone, but also face-to-face as and when time and diary commitments have allowed. The good personal relationships developed have helped to establish strong understanding concerning the other's objectives and limitations.

It has however been suggested that some of the partnership arrangements at the beginning of the project were not established as quickly as could have been the case. This may have been due to some inexperience in project management. Nonetheless, this was quickly rectified.

Outcomes and Impacts

The Stepping Stones project has exceeded its target of 1000 'client starts' and has also succeeded in placing over 440 clients into employment of at least 16 hours per week. The overall target has been to ensure that 40% of those receiving PET are moved into employment. However, work to place individuals within the different (sub-contracted) elements of the Stepping Stones project has not been so successful. It is considered that this is reflective of the weaker direct relationship between Working Links delivery staff, contrasted with that of Jobcentre Plus. For example, there has been very limited face-to-face engagement with those delivering sub-contracted elements.

A very significant success of Stepping Stones in engaging individuals has been the focus on tangible job opportunities with specific employers. In particular, this has been assisted by the fact that many employers have offered guaranteed interviews to those on the Stepping Stones project. This has been cited as invaluable in

securing and retaining client interest. Furthermore, certain employers have also attended PET conducted by Working Links, which has helped to engage participating learners with employers and opportunities at an early stage. A significant number of key local employers such as Asda, Butlins, Care UK, Hastings Direct, Sainsbury and Waitrose have established strong trust relationships with Working Links resulting in pro-active engagement concerning future recruitment campaigns.

The bespoke approach to training provision has also helped to secure new employer interest. In Brighton, Working Links approached Krispy Kreme once they became aware of a new retail outlet opening within the city. The business were keen to take-up the offer of support through the Stepping Stones project, but had a very tight time scale in which to recruit staff. Nonetheless, Working Links ran a half-day course specific to catering retail with seven of their clients. Five of these seven were subsequently accepted through to the group assessment stage, of which one individual gained employment within a matter of weeks.

Lessons Learned

- Jobcentre Plus often find it challenging to refer individuals to training courses. However, the guarantee of an interview, and employer specific focus of the Stepping Stones project has provided a significant incentive for many individuals to engage with the programme.
- Greater engagement between main Stepping Stones delivery agent, Working Links, and sub-contracting partners may help foster closer working relationships and encourage increase in the referrals made between internal strands.
- The successful lone parent training which was occasionally run from Jobcentre Plus offices, appears to have resulted in Jobcentre Plus now offering their own version of this course across Sussex. Whilst this could be recognised as duplication, it is also an example of a successful approach being mainstreamed. Working Links and Jobcentre Plus now communicate where and when they are running their courses, so not to compete.
- During the introduction of the Future Jobs Fund there was a period of uncertainty over who could claim a placement towards their targets. Clarity should be provided from the outset.
- Within the Brighton community, a network of training and employment organisations, called the Engage Forum, had provided a very useful tool for knowledge sharing and exchange of clients into the most appropriate training programmes. This had been supported by a range of local and national providers, such as A4E, RBLI and Maximus. However, when this Forum's funding ceased this activity stopped, which was considered detrimental to employment and training related activities. There is also a view that knowledge sharing across the region as a whole has been limited.

- Communities
- Economies
- Skills
- Enterprise