

**LDA Skills and Employment Programme
(Co-financed with ESF Objective 3) 2006-08**

Measure 2.2

**‘IMPACT’ 40+
(Innovative Motivational Project And Computer Training for the
40+) Project**

01 June 2006 – 31 August 2008

**Actual Start 1 January 2007 Following Delayed Contracting*

Final Evaluation

Commissioned by

THIRD AGE FOUNDATION



from

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TABLE OF CONTENTS:

1.	Executive Summary	Page
		3
2.	Methodology	
		4
3.	Project Background, Context and Rationale	
		4
4.	Project Aims and Objectives	
		6
5.	Project Outputs and Spend	
	<i>Project Outputs, Participants, Equalities, Spend, Management & Administration Costs and Conclusions On Output and Spend</i>	7
6.	Assessment of Impact by Objective and Outcome	
	<i>Achievement Against Project Aims and Objectives, Outcomes and Strategic Added Value</i>	12
7.	Trends and Issues	
	<i>Key Barriers To Achievement, Key Opportunities, Management and Delivery Processes, Added Value, Value For Money and Exit Strategy</i>	15
8.	ESF Cross Cutting Themes	
	<i>Equal Opportunities, Sustainable Development, Environmental Sustainability, Information and Communication Technology and Health</i>	21
9.	Key Conclusions and Lessons Learnt	
		25
10.	Using and Sharing Results from the Evaluation	
		25

	Appendices	Page
1.	Management Questionnaire	27
2.	Delivery Staff Questionnaire	34
3.	Beneficiary Questionnaire	40
4.	Financial Staff Questionnaire	46
5.	Administration Staff Questionnaire	49
6.	Listing of All Persons Spoken to During the Evaluation	51

1. Executive Summary

- 1.1 The IMPACT 40+ Project has succeeded in meeting a current gap in training services for older learners and addressing their individual needs and barriers. TAF starts where the client is positioned at the point of entry be this with basic or no ICT skills; never having worked before; having failed in business; coming off long-term unemployment; overcoming periods of illness; and/or needing financially to return to paid work.
- 1.2 The Project addressed the *Catch 22* situation whereby the 40+ from hard-to-reach and/or low educational attainment communities needing less training generally, are less likely to be taken on by employers. Transferable ICT skills were delivered to 239 unemployed men and women, resident in 13 Boroughs across North, South, East, West and Central London. Of note are the number of learners who are 50+ (48% against the 20% profile), also their range of varied professional backgrounds and rich life experiences.
- 1.3 TAF's tried and tested OCR accredited ICT Skills for Life, New CLAiT Level 1 and CLAiT Plus Level 2 ICT upskilling training was packaged to deliver skills and assertiveness training, also ageism and gender equality strategies.
- 1.4 One-to-one client led, diagnostic assessment, Accreditation of Prior Learning, Information/Advice/Guidance, confidence building, Skills for Life, Personal Development (Neuro-Linguistic Programming), life and networking skills, team building, action planning, curriculum vitae development, job search, interview skills, enterprise training and limited employer liaison services (from April 2008), were used to prepare for entry into the ICT and allied sectors of Leisure/Retail, Hospitality, Business Services and Health & Social Care, with on-going support.
- 1.5 Project areas that worked well have included high retention levels (84% against an 80% profile); the support given to clients who were long-term 2 years+ unemployed (83%), those with disabilities (24% against the 20% profile), members of BAME communities (55% against the 50% profile) and lone parents too (20%); also progression into third sector volunteering (2%).
- 1.6 Provision has been delivered successfully using new community outreach facilities across 7 boroughs (and servicing a further 2) that in turn, have generated new voluntary and statutory partnerships. Also, the 'distance travelled' by participants with 100% feeling more confident/positive/responsible for their own learning and better equipped for employability and to be 'job ready.'
- 1.7 Areas that worked less well have included progression into employment at 9%, originally to have been taken forward by the Wise Owls Employment Agency- *please see Section 3.1*. Also, the profile target of 35% was considered ambitious in view of the changed economic climate; cutbacks in supervisory/management level work; a lack of formal work experience within the training; and TAF's finite employer liaison staff resources.
- 1.8 Key lessons learnt have been to aim to change client mindsets about moving into work on project completion, using sustained confidence building; also support in the transition into and during the first stages of work (26 weeks), using the model of a recently engaged employment liaison officer.
- 1.9 Project sustainability realised includes the new London Councils *FORCE 50+* Project (running until March 2010), to support 85 former carers 50+ across 10 London

Boroughs who lack confidence and relevant work skills to access specialist ICT sector and other computer based job opportunities.

2. Methodology

- 2.1 The evaluation methodology used has been to measure actual performance against the profiled outputs, outcomes, milestones and targets. It has sought to capture the added value realised and the lessons learnt; also to make recommendations towards developing the IMPACT 40+ Project model to include its exit strategy and sustainability.
- 2.2 Research methodology employed has been to analyse key primary project quantitative and monthly submitted data, also secondary qualitative data recorded by management (1), delivery (8) including 2 volunteers, financial (1) and administrative (1) staff.
- 2.3 Beneficiary level quantitative and qualitative monitoring data capture was recorded from a 12% sampling of IMPACT 40+ completers who were on the project between June 2007 and August 2008. Face-to-face group and individual interviewing and questioning was conducted from 23-26 June with telephone follow-up, where needed:
- 2.4 Also, pan London strategic documentation and the project fit with the London Development Agency's *Co-Financing Plan*, *ESF Objective 3 London Regional Development Plan*, *London Skills Commission Regional Skills Prospectus* and *London Skills and Employment Board Strategy* for London have been evaluated.

3. Project Background, Context and Rationale

- 3.1 The IMPACT 40+ Project was to have been delivered in partnership with Wise Owls Recruitment Agency Ltd, the 45+ specialist job brokerage/training provider in East London. However subsequently, the London Development Agency (LDA) asked Third Age Foundation (TAF) to carry out the project itself, cutting the funding in half to £300,000 and negotiating outputs to 233 people 40+, to be helped over the lifetime of the project.
- 3.2 The European Social Fund (ESF) Co-financed IMPACT 40+ (Innovative Motivational Project And Computer Training for the 40+) Measure 2.2 Project had been approved to run from 01 June 2006 to the 31 July 2008. However, due to delayed contract negotiations, the Project actually started on 1 January 2007 but was extended by one month to 31 August 2008.
- 3.3 TAF based in central Hammersmith since 1993, is an experienced and specialist older persons 40+ training provider that delivers holistic Information and Communications Technology (ICT) and Personal Development, Life Mapping & Networks and Neuro-Linguistic Programming (NLP) for confidence, motivation and orientation building to disadvantaged, hard-to-reach clients. Its central mission is to evidence the employment potential of older clients and importantly, to change employers' mindsets. Currently, this under-employment of older workers is estimated to be costing the country some £25 billion. Additionally, the 40+ are identified now as an under-utilised pool of labour (16% of the population increasing to 20%+ by 2016), at a loss of some £31 billion annually to the UK economy (*DTI/BERR data*).

- 3.4** Employer need is clear to measure in a climate when businesses require personnel with ICT competences, team working and customer skills; also problem solving, numeracy, oral communication competences and the ability to work flexibly in a changing environment to meet current workforce development needs.
- 3.5** Up-to-date ICT skills that can be transferred and applied across a variety of work roles demanded by today's labour market but this remains a principal skills gap faced by people 40+. If left unsupported, older people especially women face workplace inequality, compounded further by an ICT sector that is traditionally male-dominated at 80% and younger person staffed at 30%.
- 3.6** The IMPACT 40+ Project sought specifically to address the *Catch 22* situation whereby older people from hard-to-reach and/or low educational attainment communities who need less training generally, are less likely to be taken on by employers.
- 3.7** TAF focuses on the 40+ upskilling sensitively and non-judgementally in essential Personal Development and ICT, also providing orientation for current work practices to facilitate their progression back into full and part-time work, also self enterprise and volunteering. Progression into next stage learning and training is an important outcome too, subject to identified funding for delivery by TAF.
- 3.8** TAF clients bring with them strong educational backgrounds and much experience that ranges from professional and managerial jobs and roles (including from self employment) to little formal work as a result of childcare responsibilities and/or a lack of work opportunities in countries of origin. Common denominators for all, are a lack of self-confidence; experience of and/or perception of age discrimination barriers; a desire to take control of life and work options; financial necessity of securing paid work; and a recognition of the vital role of ICT and its new applications in the workplace needed to take on work, including non-remunerated activities such as volunteering.
- 3.9** The IMPACT 40+ Project targeted a total 93 (40%) men and 140 women (60%), unemployed and resident in 13 Outer and Inner London Boroughs and originating from 19 of the highest rated wards for unemployment. TAF's tried and tested work up- skilling training package was honed to deliver 100% ICT skills and assertiveness training (to counter ageism and gender inequality), using one-to-one, client led holistic diagnostic assessment, Accreditation of Prior Learning (APL), Information, Advice & Guidance (IAG), confidence building, Skills for Life (SfL), Personal Development (NLP), life and networking skills, team building, action planning, curriculum vitae development, job search, interview skills, enterprise training, employment brokerage and on-going support for up to 26 weeks. OCR accredited Skills for Life at Entry Level 3 (45%), New CLAiT at Level 1 (35%) and CLAiT Plus at Level 2 (20%) qualifications were key outputs.
- 3.10** This training intervention was targeted at 100% economically inactive clients. They were expected to be suffering from debilitating access and progression barriers ranging from low self-esteem and confidence to return to paid employment and real and/or perceived age discrimination from employers and businesses; also lone parenthood; needing to return to work for financial reasons; made redundant or having failed in business; overcoming periods of illness and/or temporary/permanent

disability such as sight and/or hearing impairment, also mobility problems (20%) and shortfalls in Skills for Life (45%).

- 3.11** The IMPACT 40+ Project sought to address these above barriers to learning and employment by addressing the specific needs of the 40+ to maximise inclusion; by promoting age and gender equality within the workplace and labour market; by providing tailored packages for upskilling; and by equipping future labour market entrants with ICT transferable workforce skills;
- 3.12** In particular, TAF sought to empower its often long-term 6 months+ unemployed learners (83%) and those made redundant- 22% of those interviewed; also clients forced into early retirement, or as a result of illness. It's already proven and successful holistic personal development programme is designed to equip participants to progress into sustainable ICT specialist and related employment within London's labour market, with particular application to the application identified sectors of importance such as Retail, Hospitality, Health & Social Care and Business Services.
- 3.13** The IMPACT 40+ Project beneficiaries were profiled to complete an average 12 hours weekly over 12 weeks. Delivered, flexible training packages, as detailed in the approved application, have ranged from 5/6 to 10/12 weeks and offered up to 15 hours per week on 2-2½ days per week, both on TAF premises and at the 7 borough outreach centre premises used.
- 3.14** The 239 project clients 40+ actually recruited, were personally mentored and empowered to move from unemployment and former low paid jobs towards new work cross-sector opportunities, using up-to-date and transferable ICT skills. Accessing TAF's holistic core programme of advice and guidance; confidence building; motivational training; life skills; job search assistance; action planning; curriculum vitae preparation; self employment preparation and ICT accredited training (up to OCR Level 2), clients were upskilled effectively and well-equipped to access and retain sustainable employment.

4. Project Aims and Objectives

- 4.1** The 'IMPACT 40+' Project was designed to respond pan-London to the multiple need for intensive ICT vocational upskilling training, identified increasingly by the Local Authority public sector; also SME employers across the 4 targeted business services/ leisure & retail/health & social care/hospitality sectors.
- 4.2** 'Mature' beneficiaries 40+ only, were to be mentored, (20% intensively), through a bespoke and accredited programme of information, advice and guidance, confidence and motivational training, Skills for Life, team building, budgeting, action planning, curriculum vitae preparation, job search and work readiness, interview skills practice, employability and enterprise training.
- 4.3** Importantly, the Project was designed to promote age equality in the workplace, by including key strategies and activities and working with clients in groups and one-to-one to address any real and/or perceived bias.

- 4.4** Also, IMPACT 40+ was designed to deliver the wider soft skills needed for work, using the externally standardised *Rickter and DWP approved indicators– ‘Measuring Soft Outcomes & Distance Travelled.’* Impact areas assessed monthly were improved appearance and engagement; communication competences; positive attitudinal skills to training and lifelong learning; raised basic ICT skills; increased confidence; timekeeping; higher motivation levels; development of self-esteem and worth; inter-personal skills; team working; understanding work skills; ability to work with others; and/or how lead a team.
- 4.5** Additional ‘distance travelled’ by beneficiaries on the project was a particular objective. IMPACT 40+ aimed for 100% to feel more confident than at the start of the course; 100% more positive and responsible for their own learning; and better equipped to continue their own learning. Above all, TAF aimed to improve personal employability and enhance work prospects by creating ‘job ready’ clients.
- 4.6** To achieve this, training was to be bespoke and start where ‘the student was positioned at start.’ For example, TAF aimed to address and change mindsets about a timebound move back into employment, often from a position of extended economic inactivity. Confidence building was a key objective, as was sustained support in the transition into and during the first vulnerable stages of employment.

5. Project Outputs and Spend

5.1 Commentary on Project Outputs

5.1.1 Project output table 1

Qualification Output	Target/Profile Output	Actual Output Full Qualifications	Actual Output Unit Qualifications	Anticipated Full & Unit Qualifications
Basic Skills 3 ICT Skills for Life	90	53	20	
NVQ 1 or equivalent – Level 1 NEW CLAiT	70	46	18	
NVQ 2 or equivalent – Level 2 CLAiT PLUS	40	5	2	5

- 5.1.2** The reasons for the above variance between profile and actual outputs are outlined in *Sections 4.4 and 4.5*. Principally, they relate to a growing need to deliver *Units Towards* on the way to full qualifications, in order to support individual client needs to consolidate ‘bite-size’ learning over a longer time-frame.
- 5.1.3** Also, it is to be recorded, here that clients who progress from Level 1 to Level 2 training cannot be counted or funded twice, according to ESF Co-Financing monitoring requirements and this has affected TAF’s recorded completion rates. To be noted, too is that there are still 5 CLAiT PLUS qualifications to be confirmed. Additionally, it is clear that TAF has experienced negative impacts from shortened project durations and linked financial constraints, the result of inter-alia, delayed LDA contracting coupled with poor recruitment and referral levels from our additional partner, Jobcentre Plus (JCP).

5.1.3 Project output table 2

Progression Output	Target/Profile Output & Percentage	Actual Output & Percentage
Full time employment	45 (15%)	10 (5%)
Part time employment	60 (20%)	9 (4%)
Self-employment	30 (10%)	0 (0%)
Voluntary work	15 (5%)	2 (1%)
Progression into training, Further or Higher Education, or a return to the education system	90 (30%)	21 (10%)
Unemployment	30 (10%)	39 (17%)
Higher level vocational ICT courses including at TAF	30 (10%)	18 (8%)

5.1.4 Outcome/Output profiles which have varied significantly relate to jobs obtained and to date, 9% have progressed into employment. Reasons for this shortfall include inter-alia, the removal of the proposed job brokerage delivery partner Wise Owls Employment Agency- *please see Section 3.1*. Also, the downturn in the economic climate and the difficulty of obtaining a headed letter signed by the employer stating that there is a reasonable expectation that the job will last for 13 weeks. Nevertheless, TAF anticipates that additional project beneficiaries will secure work but always allowing for the current adverse and deteriorating employment situation.

5.1.5 10% were to have been supported towards self-employment and setting up micro-businesses. This was an ambitious target and progression is again difficult to quantify, with none recorded, yet as having progressed into self-enterprise although amongst clients interviewed, 30% recorded an interest to become self-employed. Nevertheless, there were some popular misconceptions about running a business noted by this evaluation. This is an aspect which TAF might care to address.

5.1.6 With regard to progression into volunteering, 5% of participants were to have progressed into Third Sector based activities, designed to act as a springboard into onward employment. To date, 2% have secured a position within some well-known national organisations- *please see Section 6.1.9*. Once again, the lack of documentary evidencing has an impact, as has onward progression of project completers over the 6 weeks after project end, until mid-October.

5.1.7 IMPACT 40+ was to have supported up to 40% of beneficiaries into next stage, higher level progression routes within Further Education or with other education providers including TAF. Once again, the difficulty of obtaining evidence from college and training organisations' enrolments is to be recorded, as is the short length of the project training (at 12 weeks). Nevertheless, it is to be noted that to date, 9% of clients have progressed into Further/Higher/Other Education, with a further 8% undertaking higher level ICT courses including at TAF, for example to complete CLAiT PLUS Office and Media at Level 2. Others are looking currently into further ICT specialist courses with Learning & Skills Council approved work-based learning providers.

5.1.8 10% of project beneficiaries were expected to remain unemployed. In fact, 17% early leavers were recorded, although some of them may well be in work. The on-going

difficulty of obtaining hard copy evidence is of relevance again, as is TAF's quarterly follow-up of project completers (for up to 12 months), that usually achieves a 30%+ return rate, significantly more than the 10% usually achieved by other training providers.

5.2 Commentary on Participants

5.2.1 Project participant table

Number of participants supported from the following backgrounds	Target/Profile number of participants		Actual number of participants	
	Male	Female	Male	Female
Young people (aged 13-17) not in education, employment or training (NEET)	0	0	0	0
<i>People from BME groups (including migrants/refugees)</i>	42	28	72	59
Men/Women	93	140	140	99
Disabled People	18	28	38	19
Older People 40+	93	140	140	99
Ex-offenders	0	0	0	0
Economically inactive people	93	140	140	99
Employees of SMEs	0	0	0	0

5.2.2 The number of project starters was re-profiled from 300 to 233 and reached 239. Recruitment varied across intakes according to inter-alia, the number of the JCP and other additional partner referrals, compounded further by an increasing range of additional beneficiary needs, individual client circumstances and barriers to progression such as illness and incapacity, clinical depression and increasing levels of mental health. Additionally, other factors played a part such as the reduced project duration and linked financial constraints, the result of a delayed contracting process.

5.2.3 To be recorded is the number of 50+ clients undertaking this training- 48% against the profile of 20%. Similarly, men were well-recruited well above the 40% profile at 59%. Nevertheless, demand exceeded supply although this could be explained on the basis that the other two LWLSC *WRENS* and LC *LONDON WRENS* ESF Projects delivered by TAF concurrently, were for women only.

5.3 Equalities information

5.3.1 TAF operates to service-wide equal opportunity operational delivery targets including for marketing, publicity, interviewing, recruitment, monitoring, evaluation and quality assurance. Also, quarterly targets are set in line with Borough and Census level baseline data to inform participation, retention and completion levels of BAME community members, disabled people, women and older learners 40+, also lone parents.

5.3.2 Original equalities targets proved appropriate to the project. Clients from BAME communities were well supported at 55% against a 30% profile, as were those with disabilities at 24% against a 20% profile. Success is attributable inter-alia, to newly developed community outreach facilities across 7 boroughs (serving a further 2) that reached additional hard-to-reach, disconnected clients who would have found it challenging to attend TAF’s central training premises in Hammersmith.

5.3.3 Of note, too is the project’s additional success in supporting 20% of clients who were lone parents. With the incidence of older mothers increasing, it is expected that this cohort will increase, although the children are often of school age and so requirements for childcare support do not increase.

5.3.4 To be recorded, also is that training intakes have elected group representatives to attend and provide beneficiary input into quarterly Management Group meetings. (Importantly, there are 2 BME members acting as positive role models within this Management Group). Similarly, TAF has encouraged positive role models from all previous training cohorts, using the 3 times yearly, external award, high profile ceremony events that attract distinguished audiences of politicians, councillors, employers and LSC/LDA/LC regional managers, sometimes in prestigious locations for example, the House of Commons/Lords.

5.3.5 Project promotional materials have sought to use positive client images representative of the targeted 40+ clients. We have also screened project level documentation for evidence of cultural bias and/or Euro-centricity and seek active feedback from users. For example, requests have been made for the use of larger font in printed materials.

5.4 Commentary on project spend

5.4.1 Project Spend Table

	Approved Budget (£)	Actual (£)	Variance (£)
Total LDA Grant	£300,000	£274,867.46	8.34%
Additional Income	£0	£0	£0
Total Spend	£300,000	£274,867.46	8.34%

5.4.2 Actual Staff Costs have underspent by 9.8% against profile. This is due to increased spending needed against other overspent budget headings such as Administration, External Evaluation and Audit.

5.4.3 Beneficiary Costs underspent by 90.2%. A larger than anticipated reduction in the profile demand for travel (12) and child/eldercare (0) has resulted in modest spend only under these budget headings. This is due in part to the IMPACT 40+ Project clients not having young pre school aged children for whom care was required and/or not requiring eldercare- *please see Section 5.3.3.*

5.4.4 Total Other Costs have overspent by 5.3%. This is due to additional spend needed to meet increased Project Manager costs (an increase of 35.7%), Administration costs (62.3%), Audit expenditure (266.3%) and External Evaluation charges

(332.9%). Publicity/Marketing/Functions expenditure has risen too, with a 17.5% overspend that happened after an LDA requested initial reduction under this budget heading. Lastly, a small overspend was recorded in staff expenditure for beneficiary level delivery of Personal Development (1.25%).

- 5.4.5** Actions taken to get the project back on profile have been to revise the delivery profile from 6 project intakes for 25 clients each in September, January and April of each year to 5 project intakes in July–September 2007; October–December 2007, January–March 2008, March to May 2008 and June to August 2008. The increased beneficiary intake numbers and re-timed intakes were due in part, to initial contracting delays over 6 months. However, a 1 month project extension was given to the end of August 2008 to compensate for this, with a reduced number of beneficiaries down from 300 to 233- 239 were recruited actually.
- 5.4.6** Added value impacts of these rescheduled delivery timings have been to move away from the traditional academic year cycle with clients; also to secure increased flexibility from TAF delivery staff.
- 5.4.7** Two Significant Changes were made, firstly following the Project’s extension to 31 August 2008 and secondly, when Beneficiary and Other Rent Costs were re-profiled over to meet the increased Administration, External Evaluation and Audit budget heading costs.

5.5 Management and administration costs

- 5.5.1** The increased actual costs for project management, administration, marketing, audit and external evaluation- *as given in Section 5.4.4-* were required to meet significant extra monitoring and reporting requirements and supporting documentation, over that which was profiled in the approved application.
- 5.5.2** However, this additional expenditure could be balanced by a 34.1% underspend in direct teaching delivery costs, made possible firstly by reduced outreach hours delivered across 7 boroughs- *please see Sections 6.1.1 and 7.2.5-* and secondly, by re-negotiated advice and guidance delivery only.

5.6 Conclusions on outputs and spend

- 5.6.1** LDA negotiated with TAF to agree a low and challenging unit cost of £1,287.5536 per beneficiary. Despite the financial challenges *already recorded in Section 5.4*, the organisation succeeded in delivering this and to be recorded, better than target at £1,150.07. Also, to be stressed is that there were an extra 6 beneficiaries supported over profile.
- 5.6.2** However, this has presented TAF with difficulties, as costs were higher in real terms at £1,600+ and as a consequence, clients did not progress to the anticipated higher levels which in turn, affected job outcomes.
- 5.6.3** When compared with similar provision from other providers, at an average £2,000 unit cost, the delivered unit cost represents exceptional value for money. Moreover, other training organisations do not offer the age-specific, personal skills development and

technical ICT training uniquely for older learners 40+, also the added value holistic Personal Development integrated in the ICT programme.

6. 1 Assessment of Impact by Aim/Objective and Outcome

- 6.1.1** The IMPACT 40+ sought to tackle social exclusion, labour market disadvantage and age discrimination for disaffected and hard-to-reach 40+ men and women, with 50% emphasis on those from BAME backgrounds. Actual delivery reached 55%, an area of success that was attributable inter-alia, to new community outreach facilities established and developed in Brent (Dudden Hill Centre); Ealing (Ealing Community Resource Centre - Voluntary Service - Lido Centre); Hillingdon (Hayes Centre and Barra Hall serving Hounslow residents); Hackney (The Print House); Kingston (RAKAT Centre also serving Richmond clients); and Westminster (Abbey Community Centre).
- 6.1.2** The second aim and objective was to offer *matrix* standard IAG, also accreditation of Prior Learning (APL). TAF was one of the first London Voluntary Sector Organisations to achieve *matrix* in September 2002 and was reviewed successfully in September 2005 again on 1st October 2008. Indeed, the organisation has been used as a case study since 2002. TAF built capacity for *matrix* IAG delivery through its partnership working with nextstep, JCP and CIPD-TASIG to secure client referrals. To be recorded is that over the lifetime of the project, JCP has taken over the referral of potential project beneficiaries increasingly, with 60% of clients signposted to TAF by their JCP local offices.
- 6.1.3** Thirdly, IMPACT 40+ was designed to deliver the wider soft skills needed for work, using the externally standardised *Rickter and DWP approved indicators*—‘*Measuring Soft Outcomes & Distance Travelled*.’ Impact areas assessed monthly by TAF tutors have included improved appearance/engagement; positive attitudinal skills to training/lifelong learning; raised basic ICT skills; increased confidence; higher motivation levels; development of self-esteem/worth; inter-personal skills; team working; understanding work skills; ability to work with others; and/or how lead a team—*please see Section 4.4*.
- 6.1.4** The fourth aim was for the project to offer OCR ICT accredited Skills for Life training at Entry Level 3 for up to 45% of beneficiaries. Specialist ICT SfL sessions were delivered at different days and times during the week and individually tailored to clients' needs/availability, resulting in 53 participants gaining full qualifications and a further 20, *Units Towards*. This reflected their individual needs to both stage and consolidate ‘bite-size’ learning over a longer time-frame.
- 6.1.5** Fifthly, 35% of clients were to achieve the OCR New CLAiT Office ICT upskilling award at Level 1. 46 project beneficiaries gained full qualifications and a further 18, *Units Towards*. With regard to progression on to Level 2 CLAiT PLUS Office and Media, this was profiled at 20%. This aim was under-delivered with 5 clients reaching full qualification level and 2 gaining *Units Towards*, due partly to a shortened project duration and linked financial constraints—*please see Section 5.6.1*. (However, there are a further 5 qualifications anticipated from the last beneficiary intake). Also, it is to be recorded, here that clients who progress from Level 1 to Level 2 training cannot be counted or funded twice, according to ESF Co-Financing monitoring requirements and this has affected TAF’s recorded completion rates.

- 6.1.6** The sixth aim was to progress a total of 15% of beneficiaries into full-time work and 20% into part-time roles. To achieve this, TAF has engaged employers and London boroughs (its additional informal partners) and encouraged them to forward suitable ICT specialist and related jobs, (put on TAF's website weekly), also sending them quarterly newsletters 3 times per year. Additionally, through the appointment of an Employer Liaison Officer in April 2008, clients have had recent support towards referrals into work, also via specialist employer events such as Borough Job Fairs and related events such as the *White City Jobs West* activities and the *Imperial Healthcare* for those wishing to progress into hospital work. To date, 9% have progressed into jobs, with 1% on work trials. This is below profile, although the perennial difficulty of obtaining a letter signed by the employer stating that there is a reasonable expectation that the job will last for 13 weeks, is to be noted. In fact, TAF achieves a 30%+ return rate on written job confirmation which is significantly more than the 10% usually achieved. Also, it is anticipated that additional project beneficiaries will secure work, always allowing for the current adverse and prevailing negative employment and economic conditions.
- 6.1.7** Seventhly, the IMPACT 40+ Project sought to support 10% towards self-employment and setting up micro-businesses, (of the 25% undertaking the Self-Enterprise Module). TAF offers specialist staff expertise through its Business Advisor who has specialist qualifications and has run her own business successfully for a number of years. This is again difficult to quantify with 0% recorded as self employed, although some clients may well be in the process of moving towards this. However amongst beneficiaries interviewed, none stated an intention to become self-employed and it was noted further that there were some popular misconceptions about running a business, also a lack of contact with those who had successfully achieved this. Perhaps in the future, directors/entrepreneurs might be invited to participate in the self-enterprise training as positive role models and/or mentors- *please see Section 5.1.5*.
- 6.1.8** The eighth aim was to progress 5% of participants into volunteering activities, designed to act as a springboard into onward paid employment. To date, 2% have progressed into both local and regional roles within well-known national organisations such as the *Marie Curie Cancer Charity* and the *St. John Ambulance* service. Once again, the lack of documentary evidencing is relevant, also the later progression of project completers over the first 6 weeks until mid-October 2008.
- 6.1.9** Ninthly, IMPACT 40+ was to support up to 40% of beneficiaries into next stage, higher level progression routes within further education or with other training providers including TAF. Once again, the difficulty of obtaining evidence from college and training organisations is to be recorded, with 9% logged to date. However, it is to be noted equally that 8% of clients have extended their study at TAF for example to complete CLAiT PLUS Office and Media at Level 2. Additionally, TAF has referred clients wishing to follow further ICT specialist courses to LSC approved work-based learning providers, for example the Gateway Technology Centre, (now the London Skills Academy) that can provide C++ and *Cisco* accredited training, as well as Computer Maintenance.
- 6.1.10** Finally, it was estimated that 10% would remain unemployed due to dominant SfL needs, family commitments and other external factors such as a move out of the area. However, 17% were recorded as early leavers, although some will have moved into jobs. Of note, here is that TAF addressed early leaving from the Project actively by providing one-to-one interventions across each 12 week block of training to the most disadvantaged 20% of clients and from April to August 2008, additional advocacy through its newly appointed Employer Liaison Officer.

6.2 Achievement against project outcomes

- 6.2.1** TAF has succeeded in meeting a current gap in training services by providing and adding value for older learners through its intensive and exclusive focus on their complex needs, always starting where the beneficiary is at the point of entry: be this with only basic or no ICT skills; never having worked before; having failed in business; coming off long-term unemployment; as a lone parent or person with disability or mental health issues; or just needing to return to paid work for financial reasons. To be noted, too is that the IMPACT 40+ Project has brought forward areas of innovative and creative activity such as personal mentoring that are sustainable subject to the securing of additional, external funding.
- 6.2.2** Of interest, also is the range of skilled backgrounds that project beneficiaries brought with them to speed their re-training on the project. Indeed of those interviewed, 60% self designated as skilled, with 20% stating professional and 20% managerial. This was borne out, too by the level of qualifications held before project start, with 20% identifying degree level status and 40% at GCE Advanced standard or equivalent but all in need of ICT upskilling training.
- 6.2.3** Project impacts have included a proven and successful holistic personal development programme (delivered to some 5,000+ participants to date from 1993), designed to equip participants to progress into sustainable ICT specialist and related employment within London's labour market, with particular application to target sectors such as Retail/Leisure, Hospitality, Health & Social Care and Business Services.
- 6.2.4** It is to be recorded that TAF works increasingly at the heart of the community with clients unlikely to self-present and engage with learning providers at Borough-based Further Education Colleges for reasons of the age of learning peers; study approaches used; a lack of focus on their age-related barriers/needs; and the intensive confidence building needed to improve their key skills levels. Additionally, the location of provision is key and TAF can measure its sustainable impacts through the outreach centres used across 7 of the target boroughs in Brent, Ealing, Hillingdon (also servicing Hounslow), Hackney, Kingston (also servicing Richmond) and Westminster - *please see Section 6.1.1.*
- 6.2.5** Whilst the average number of hours spent per week on the project has been recorded at 12.2 hours, the number of average weeks attended has reduced to 9.96, due in part to reduced financial support. This is attributable, also to the increased use of outreach provision which has delivered more concentrated provision to fit in with clients' personal commitments such as school hours. Another consequence relates to certain referred clients whose pattern of attendance proved erratic and uncommitted, for example those with mental illness issues.

6.3 Strategic Added Value

- 6.3.1** Key additional project partners were nextstep, Jobcentre Plus and CIPD-TASIG to take forward client engagement and referral. Although no formal service level agreement was in place, this joint working which was already in place proved effective with JCP increasingly taking over the IAG and referral of potential project beneficiaries. Indeed,

60% of project beneficiaries interviewed had been signposted to TAF by their JCP local offices.

- 6.3.2** This evaluation identified also, a number of local JCP offices and range of Job Seeker Allowance, Income Support and Disability Advisors working in increasing partnership with TAF to refer suitable 40+ clients such as in Kingston. This consolidated joint working together with the intermediary JCP contract held by TAF, have realised good capacity building and strategic and voluntary sector interface. Further development good practice areas are emerging, too such as immediate notification by JCP Advisors resulting in TAF seeing most clients within 1 hour of referral.
- 6.3.3** TAF has co-worked, too with the 6 application identified Boroughs- Hammersmith & Fulham, Ealing, Hounslow, Hillingdon, Hackney and Haringey, also Hackney, Kingston and Westminster, to promote borough level identification of vacancies and job brokerage and recruitment, wherever these possibilities occurred.
- 6.3.4** Additionally, TAF has increased working with its network of strategic mainstream agencies and regeneration partnerships such as the Ealing Community Network/Ealing Community Voluntary Services steering group; the Ealing Community Resource Centre; on the Ealing Local Strategic Partnership Economy, Enterprise and Housing Board; the sub-group 3rd Tier Skills & Employment Group; and the London Borough of Ealing Worklessness and Skills Specialist Scrutiny Panel.
- 6.3.5** It is to be recorded, here too that TAF's Director of Projects represents the West London Network Steering Group (6 Community Voluntary Services and Voluntary Sector) on the IAG Strategic Board and on the West London Business Borough Partnership; the Voluntary Sector on the West London City Strategy Partnership (West London Working) and that these networks have raised the profile of the project substantially.

7. Trends and Issues

7.1 Key Barriers to Achievement

- 7.1.1** External factors included beneficiaries' debilitating access and progression barriers that ranged from low self-esteem and confidence to real and/or perceived age discrimination from former employers and businesses; also lone parenthood; needing to return to work for financial reasons; made redundant or having failed in business; overcoming periods of illness (e.g. mental) and/or temporary/permanent disability such as sight and/or hearing impairment also mobility problems. These were overcome frequently through personal development mentoring, intensified for the 20% most in need.
- 7.1.2** Amongst these external beneficiary level factors, there remains an on-going level of ESOL need that required addressing before benefit could be derived from the specialist ICT training. TAF did its best to address these needs (which were not resourced in the approved project budget), by working with a former student who could offer expertise in this area being a trained and experienced adult ESOL tutor. Whilst this solution supplied a temporary resource, it proved insufficient without wider referral routes into Further Education Colleges such as the nearby Ealing, Hammersmith & West London College.

- 7.1.3** An external factor to be recorded is what interviewed clients referred to as the inflexible approach and negative handling evidenced by some JCP local offices. Both clients and 3 interviewed staff identified this issue, with one beneficiary being told that even if a job was available for one week only, he would be required to leave the training immediately. Moreover, the position regarding signing on whilst undergoing training seemed to vary across a number of JCP local offices and clearly, this is unhelpful to older clients who are often heavily dependent on benefit payments.
- 7.1.4** Internal factors relate to an on-going shortfall in funding affecting key areas of operation such as onward support towards employment and the vital support needed during the first 26 vulnerable weeks. Although TAF was able to appoint an Employment Liaison Officer in the latter stages of the project (April 2008) as Wise Owls Recruitment Agency was no longer a partner to fulfil this role, she had to prioritise current and not past clients due to her time and capacity constraints. This shortfall seriously affected the progression into work rates realised- *please see Section 1.7 and 5.1.3*, affected increasingly by the downturn in the economy.
- 7.1.5** Additionally, a lack of formal work experience opportunities beyond those voluntary sector placements facilitated by TAF- *please see Section 6.1.9*- has constrained the project's success in relation to progression into employment. However, it is to be recorded here that as a number of participants already volunteer, for example with national organisations, perhaps the voluntary sector could be used further to supplement private and public sector work opportunities.
- 7.1.6** Linked to this, is a shortfall in direct employer notification of vacancies. TAF does post vacant positions on its website, also anonymous client positive case studies to transfer good practice. However, TAF might need to review increased working with employer facing organisations and networks such as Chambers of Commerce and business representation services to supplement the number of job opportunities for project beneficiaries.

7.2 Key Opportunities

- 7.2.1** TAF's 9 staff are notably well-qualified and all hold NVQ Level 4/5 equivalent qualifications. Additionally, the ICT Tutors have City & Guilds 7307 or 7407 Stage 1 and/or Stage II and the Personal Development Tutor is Advanced NLP qualified. The Business Advisor has specialist qualifications and has run her own business successfully over a number of years, too. As a team offering long and stable service history records with TAF of between 5 and 10 years, they represent a proven internal success factor.
- 7.2.2** Indeed, high levels of beneficiary satisfaction were recorded for staff delivery throughout this final evaluation. Consistently, clients praised the supportive and caring approach and especially the high calibre, skills levels and expertise of the specialist ICT staff. Direct comments from project beneficiaries included:

-  *Patient staff*
-  *Outstanding teacher*
-  *Training is excellent*
-  *The quality of tuition is outstanding*
-  *Such experienced professional tutors*
-  *Tutors keep classes utterly engrossed*

- *They promote the excitement of learning*
- *Makes students feel good about themselves*
- *I wouldn't have lasted on the course without the tutor*
- *He makes me believe that I can do it*

7.2.3 To be noted, too is that 100% of the participants interviewed would recommend the IMPACT 40+ Project to others and indeed, a significant number had already done so. Some stated that TAF provision was much preferred to other training provision such as self-learning through library distance learning resources and many praised the care with which they had been handled and cared for by all TAF staff.

7.2.4 Project areas that have worked well have included the 'distance travelled' by beneficiaries. Amongst interviewees, 100% felt more confident than at the start of the course; 100% more positive and responsible for their own learning; and 100% better equipped to continue their own learning. Moreover, 100% believed that the project had improved personal employability and work prospects and felt that they were approaching being 'job ready' to return to the labour market.

7.2.5 A particular area of success of the IMPACT 40+ Project has been the flexibility of the ICT delivered that has been tailored to personal training needs and personal availability. Individually negotiated learning plans with agreed targets have maximised attendance and have secured completion and accreditation numbers realised. Indeed of participants interviewed, study modules have followed clients' areas of interest and they have been delivered over 8 to 15 hours weekly, on 2-2½ days per week, over 12 weeks, both on TAF premises and in the 7 outreach centre premises used- *please see Section 6.1.1.*

TRAINING MODULE		ICT MODULE	
Personal development	30%	Word processing	100%
Motivation/orientation training	100%	Spreadsheets	100%
Individual action plans	100%	Database	50%
Key skills assessment	100%	Graphs & charts	50%
Work advice/guidance	100%	Powerpoint	50%
Curriculum vitae development	100%	Desk top publishing	20%
Work advice/guidance	100%	Website design	30%
Interview techniques	100%	Photoshop	15%
Job search skills & assistance	100%	E mail for business	100%
Enterprise induction	25%	Internet for online research	100%

7.2.6 This vocational ICT training has been underpinned by the individual holistic support levels delivered. Each completing client has received 2 personal development one-to-one interviews, with access to 2 extra guidance meetings to appraise suitable progression opportunities and options for higher level progression routes into further education and other employment support programmes. Additionally, work signposting advice has been delivered and maintained, with tracking at quarterly intervals for up 12 months; also referrals into work via specialist employer events such as borough job fairs and related events for example the *White City Jobs West* activities and the *Imperial Healthcare* whereby clients can progress into hospital work.

7.3 Management and Delivery Processes

- 7.3.1** Day-to-day administration of the IMPACT 40+ Project has been delivered together with 2 other ESF Co-financed Projects - the London Councils LONDON WRENS 40+ Project and the WRENS 40+ London West Learning & Skills Councils Project, both targeted at women only. A dedicated Office Manager/Project Co-ordinator/Administrator has worked 4 days per week, supplemented by a couple of ex-student volunteers to carry out routine, non-confidential work; also an ex-student appointee employed to do administration on a further 2 days per week (in place for the past two months). However, it is to be recorded that the 3 London Co-Financing Organisations have individual and differing reporting systems and so this has resulted in a much expanded workload, also in order to maintain TAF's central and other databases, too.
- 7.3.2** Throughout the project, allocated LDA officers worked closely with TAF's Director of Projects, Office Manager/Project Co-ordinator/Administrator and retained Accountant to provide support to delivery and to the realisation of funded outputs. TAF found this co-working helpful and productive both in the tasks of monthly monitoring and quarterly claims, also for on-going project management. Positive changes recorded relate to improved systems and streamlined reporting procedures.
- 7.3.3** The required LDA documentation was used intensively by the Office Manager/Project Co-ordinator/Administrator. Although the principal overview spreadsheet was relatively manageable and compatible with TAF's internal cross-project database, (with information added and extracted), a practical difficulty was that the spreadsheet could not be viewed on screen, in its complete form.
- 7.3.4** A specific area of pressure which has occurred, too relates to post project ESF closure requirements such as documentation storage and the additional financial and administrative work needed. It is suggested that these costs need to be built into future projects' profiled and approved budgets to avoid additional costs once delivery is complete.
- 7.3.5** With regard to alternative models of activity, it is to be noted that TAF's proven and successful holistic personal development programme has been delivered to some 5,000+ participants to date (from 1993) and it has been recognised as an effective model of personal empowerment for disadvantaged older clients- *please see Section 10.4.*

7.4 Added Value

- 7.4.1** IMPACT 40+ has met a growing, largely unmet gap in training and upskilling services through its added value provision targeted exclusively at older learners 40+. Other general training providers do not offer this age-specific focus and one-to-one support delivered through personal mentoring and client empowerment. TAF always begins where the beneficiary is positioned at the point of entry onto the project, be this with or without prior work experience. They then tailor bespoke provision to fit individual needs and life requirements, evidenced through the flexibility of the provision. Thus, the IMPACT 40+ Project has provided innovative ICT specific training and underpinning personal development activities that could not have taken place without ESF support- *please see Section 6.2.1.*

- 7.4.2** To be emphasised, is that apart from ICT upskilling cross sector specific training, project beneficiaries have received Personal Development, Job Search & Life Skills and Business Advice for Self-Employment and vitally, assertiveness training to counter ageism facilitated throughout by one-to-one tailored sessions (2 personal development one-to-one interviews, with access to 2 extra guidance meetings), also the services of the April 2008 appointed Employer Liaison Officer delivering additional advocacy.
- 7.4.3** IMPACT 40+ can evidence further measurable added value through its outreach delivery programme across 13 boroughs at the heart of communities- *please see Section 6.2.4*- which in turn has established both new networks and partnerships that can be further developed and rolled out further for future projects aimed at hard-to-reach 40+ clients.
- 7.4.4** Additionally, the Project resulted in TAF re-scheduling the 12 week training delivery timings and moving away from the traditional academic year pattern. This added value to clients by maximising their access and availability. It also introduced a model of increased flexibility amongst staff to fit in with patterns of enrolment. However, this also introduced some pressures and few breaks.
- 7.4.5** Individual client case studies has been realised, too in order to evidence and measure the added value of employing older persons 40+. These case studies have been moved up horizontally to other existing local and regional providers at Borough level such as Regeneration and Local Area Agreement Partnerships. Importantly too, case studies have been transferred vertically to key strategic policy makers such as the Government Office for London, the London Development Agency, London Boroughs and the London Councils. These recipients have been supportive and pro-active in recognising and promoting the potential of investing in older clients as future employees- *please see Section 10.4*.

7.5 Value for Money

- 7.5.1** TAF has run direct Government Office for London ESF programmes since 1997 and today is an experienced and respected 40+ age-specific, training organisation managing a range of ESF Co-Financed LDA, LSC, LC and Borough projects. Over 11 years, the organisation has delivered consistently a quality service at low unit cost, realising a range of innovative client empowerment strategies that have included intensive interventions, small holistic groupwork and priority one-to-one sessions.
- 7.5.2** At the onset of training activities, TAF costed its specialist, bespoke programme for older people 40+ competitively when compared with other training provision, for example that delivered by private ICT training providers at an average unit cost of (£2,000); also with a small number of London age-specific training organisations such as Wise Owls Recruitment Agency Ltd offering job brokerage/training for the 45+.
- 7.5.3** TAF is committed to delivering efficient and effective projects that can evidence value for money in the usage of public funds. Monthly specialist accountancy input has measured this systematically across 10 ESF funded projects delivered since 1997.

7.5.4 The unit cost realised for this IMPACT 40+ Project has once again been delivered at a highly competitive actual figure of £1,254.6755 against the profile £1,287.5536 per beneficiary. Of note, here is that an additional 6 beneficiaries were supported over profile- 239 against 233. However, there have been negative impacts such as the reduced progression into employment- *please see Section 5.6.1.*

7.6 Exit Strategy

7.6.1 In line with the approved project application's exit strategy, TAF has applied for further ESF funding from the 4 ESF London Co-financing Organisations to meet an increasing demand from 40+ clients.

7.6.2 Over the lifetime of the IMPACT 40+ Project, TAF has been successful in securing the 3 following ESF project awards:

- The Learning & Skills Council London West ESF Co-Financing Measure 5.1 *WRENS 40+* Project delivering IAG, Personal Development, ICT&OCR qualifications, ICT SfL, CLAiT 1&2, Job Search, Self-Employment and Management Module for 100 older women returners 40+ into work – This project ran from 1 June 2006 to 31 May 2008.
- The London Councils *LONDON WRENS 40+* Project targeting 100 women on Income Benefit/Income Support aged 40-59 in 10 Outer and Inner London Boroughs for employer informed ICT skills and assertiveness training (to counter ageism), using diagnostic assessment, accreditation of prior learning, information, advice & guidance confidence building, Skills for Life, Personal Development (NLP), life networking skills, team building, action planning, curriculum vitae, job search, interviews, self enterprise, work placements, job brokerage and on-going support for up to 6 months- This project ran from 1 April 2007 and finished on 30 June 2008.
- The London Councils *FORCE 50+* Project supporting 85 workless and former carers/carers who are 50+ in 10 London Boroughs, lacking confidence and work skills. They access a bespoke and holistic personal development (NLP), Skills for Life and ICT employer-led upskilling package of information, advice & guidance; diagnostic assessment; confidence, motivation, assertiveness, action plan building; employability and enterprise training; work placements and aftercare for up to 6 months- This project has just begun and will run until March 2010

7.6.3 The securing of ESF funding for specialised client groups such as carers in the *FORCE 50+* Project has opened up new possibilities of supporting other under-provided for, disaffected and often marginalised clients, such as lone parents. Indeed, the current IMPACT 40+ Project has supported this group actively (20%) and so provides a platform for future project focus.

7.6.4 TAF intends to bid for further LDA funding support in the forthcoming Autumn/Winter ESF bidding round, also the Opportunities Programme (when available) and the Open and Competitive Tendering managed by the Learning & Skills Council, for mainstream provision such as Skills for Jobs – the next round expected in early 2009. Local Authority grant funding is being pursued, as are

London Councils ESF revaluation funding possibilities, also Charitable Trust and Big Lottery support.

- 7.6.5** To be recorded, too is that TAF has scoped the potential to develop its older persons ICT upskilling model as one that could become potentially self-sustaining, for example through social enterprise. Also, consideration is being given to making ICT training packages available to employers and employees and to providing consultancy services on older persons' issues, especially in the context of newly introduced age-related legislation.
- 7.6.6** Additionally, TAF intends to market its ICT training to Borough Regeneration Heads where recruitment has been good and to give consideration to targeting of additional specific London growth sectors of importance to provide further preparatory future workforce upskilling.
- 7.6.7** Also, TAF will continue to engage in Local Area Agreement activities and initiatives in order to disseminate and transfer the good practice of its older person upskilling model, also seeking wider multiplier effects. TAF intends to concentrate on boroughs where the project has recruited well such as Hammersmith & Fulham (24%), Richmond (15%), Kensington & Chelsea (9%), Ealing (7%), Westminster (6%) and Hillingdon (5%).
- 7.6.8** With regard to project specific relationships developed with other organisations, TAF can evidence closer joint working with Jobcentre Plus through increased client referrals (60%) and a now well-established intermediary contract which the organisation can seek to expand. Similarly, increased capacity has been realised through strengthened co-working in place with nextstep and borough level information, advice and guidance services; also with the 7 borough based outreach centres used.
- 7.6.9** Lastly, following the success of the EU *GRUNDTVIG* Programme 2 funding with TAF acting as the lead partner in a 6/7 country project delivering 'trial tank' activities to advance the learning and training of older persons at European level, the organisation is reviewing further EU Programme support to deliver its innovative work focussed at older learners. Consideration is being given, also to other EU Programmes such as *LEONARDO DA VINCI 2* specialising in vocational training, with direct employer participation that will promote the delivery, dissemination and mainstreaming of its successful 40+ preparation for work model transnationally.

8. ESF Cross-cutting themes

8.1 Equal Opportunities

- 8.1.1** Equal opportunities as driven in the *London European Programmes' Equal Opportunities Mainstreaming Action Plan*, was incorporated and integrated into the project design, delivery and management for beneficiaries and also for delivery staff, managers and specialist administrative and financial personnel. A project-specific

equal opportunities action plan, with operational delivery targets ensured common levels of service delivery.

- 8.1.2** The Director of Projects led quarterly impact reviews involving clients and staff, to ensure equal access to services for all across initial publicity (for example by using non-traditional, older learner positive visual images); also across recruitment, interviewing, selection, induction, beneficiary support measures, retention, completion and achievement rates and onward progression.
- 8.1.3** The IMPACT 40+ Project's strategy has been to deliver equality of opportunity by empowering older learners to challenge ageism in all its forms and settings. The Project has set quarterly performance indicators to measure impact and progress for example the percentage of clients recruited from BAME groups- now culminatively 55%, delivered against a 50% profile. Staff have been offered diversity and ageism training, too although it is to be noted that of current trainers, 5 are female; 2 BAME and 1 has a disability. Also, 2 members of TAF's Management Group are from BAME communities.
- 8.1.4** Project beneficiaries have been empowered for example, via direct user involvement during group and individual feedback; through focus group meetings and as representatives at the quarterly Management Committee Meetings. Suggestions made to date, have included the use of larger format course information materials and assistive technology for those with chronic disabilities.
- 8.1.5** Participants have been briefed about TAF's equal opportunities policy and the aim to meet everyone's learning and training needs by realising each person's full potential. Positive role models from previous training intakes often originating from hard-to-reach communities such as BAME and those with disabilities, have been actively engaged with new beneficiaries. This work has taken place during TAF's 3xyearly external awards ceremony functions- *please see Section 5.3.4.*
- 8.1.6** TAF has adopted a continuous improvement approach in the implementation of equal opportunities strategies and there has been active targeting of clients with particular needs such as lone parents. Other challenges have included those older people with a range of visual, hearing and motor impairments such as dyslexia, dispraxia and Addison's Disease. However, current budgetary constraints have been limiting although it is planned to make some future provision for specialised needs, subject always to available funding.
- 8.1.7** IMPACT 40+ has endeavoured to promote equality and access through the provision of beneficiary support measures. The modest budget has allowed for 12 clients to be supported with travel costs, although none needed child/elder care costs. Travel costs were given to those beneficiaries most in need. With regard to the absence of childcare provision, there was negligible demand logged, due perhaps to the older client group being supported- *please see Section 5.3.3.*

8.2 Sustainable Development and Environmental Sustainability

- 8.2.1** In line with the *London Environment Centre* recommendations on sustainable development, the IMPACT 40+ Project has sought to make a measurable contribution to environmental protection and enhancement. TAF's practice has been to recycle paper, toner and print cartridges, switch off lights whenever possible and to use fairtrade products such as tea/coffee and bio-degradable cleaning products.
- 8.2.2** TAF has encouraged beneficiaries to care for the environment by focusing on the prudent use of finite resources such as electricity (particularly pertinent to their ICT training for example by using computer standby modes); also promoting increased use of electronic resources to cut down on paper and ink wastage; and leading by example when recycling old computers and items of office furniture.
- 8.2.3** Awareness of environmental concerns has been integrated into course content, for example at induction when TAF promoted protective strategies such as clients walking, cycling and/or using group transport preferably public, (wherever individual health circumstances allowed). Noted by this evaluation, too was the number of clients who pursued sustainable development actions such as both internal and external recycling of used paper that already had been used double-sided.
- 8.2.4** IMPACT 40+ sought to tackle social exclusion and to help overcome barriers by reaching out to hard-to-reach older learners at increasing disadvantage in today's labour market through prejudice and misconception and importantly, to equip them with the skills and strategies to address and overcome enduring ageist barriers.
- 8.2.5** Equally, the Project has strived to provide the economic skills that businesses both demand and require, now and in the future; also to change mindsets and stereotyping about older people and to break down the erroneous myths that exist amongst employers, including the 40+ potential for supervisory and management roles.
- 8.2.6** The primary aim of IMPACT 40+ has been to provide upskilling and transferable cross-sector ICT training to build measurable potential to address specific skills shortages; to meet future upskilling needs; and to progress 40+ clients towards sustainable employment by being 'job ready.' Also, TAF has sought to combat the well-documented male bias of the ICT sector (80%) and the recurring ageist practices prevalent across the industry, too (30%).
- 8.2.7** The Project has contributed towards realising an adaptable and flexible labour market of help to maximise business sustainability by equipping beneficiaries with the essential, transferable ICT and personal development tools for a sustainable working life in London's labour market.
- 8.2.8** Additionally, TAF has used individual client positive role model case studies to measure the added value of employing older persons, moving these vertically to strategic policy makers- *please see Section 7.4.5*, who in turn have recognised TAF as an organisation of essential 'trial tank' research for the 40+ - *please see Section 10.4*.

8.3 ICT

- 8.3.1** Above all, IMPACT 40+ offered a specialist ICT upskilling package. The OCR ICT Skills for Life, New CLAiT Level 1 and CLAiT Plus Level 2 training modules provided Introduction to Computers & Computing and a choice of 5 modules from Word Processing, DataBase, Spreadsheets/Graphs & Charts, Powerpoint, DeskTop Publishing, Website Design, Photoshop, e-mail for business communication and Internet for on-line research, (in addition to learning mouse/keyboard skills).
- 8.3.2** Beneficiaries were to have benefited from a 70% ICT driven programme of Personal Skills Development, with 100% completing ICT-based Curriculum Vitæ and action plans; also to deliver the OCR accredited ICT Skills for Life, New CLAiT and CLAiT Plus qualifications. Actual delivery reached 100% ICT usage, with clients extending their ICT skills both at TAF and outside, for example in libraries and internet cafés.
- 8.3.3** ICT technical training was delivered in group and one-to-one sessions facilitated by experienced tutors well-skilled in removing ICT barriers and phobias for clients. Staff interviewed emphasised the 100% successful usage which had occurred and cited numerous examples of ‘distance travelled’ by project beneficiaries.
- 8.3.4** ICT was used to design the IMPACT 40+ Project too, in the production of publicity leaflets, delivery materials and monitoring materials. This was achieved, due to TAF’s dedicated ICT design, production and website manager who takes this specialist work forward. Indeed, he is pro-active for example with the design of some course leaflets, induction materials and the website under review, with a view to increasing font sizes and presentational styles, in recognition of an increasing number of clients with visual impairment difficulties; also the inclusion of the *plain English Crystal Mark* is being appraised.
- 8.3.5** Importantly, ICT was viewed as essential to the Project’s implementation and management, to be used 100% in day-to-day monitoring of the TAF centralised beneficiary database; in monthly and quarterly financial and beneficiary returns to the LDA including Significant Changes via centralised client database and financial Quickbooks systems; Excel usage to efficiently manage recording of funded project outputs and outcomes; equality, disability, sustainable development and ICT targets; and also to deliver a back-up system of all project level beneficiary and financial data.

8.4 Health

- 8.4.1** Health promoting activity was integrated into project delivery based on the *Leitch Review-Prosperity for All In The Global Economy-World Class Skills 2006* that recognised worklessness as the key indicator of health inequalities and associated mental and physical health problems. Moreover, it recommended the health benefits of employment and prosperity as a route to good and sustained personal health.
- 8.4.2** IMPACT 40+ sought to widen participation to more marginalised groups in society and to increase self esteem and heighten confidence; also to develop personal empowerment skills, offer improved life patterns and a healthier lifestyle by developing transferable skills and competences, for example by working with others and problem solving.

- 8.4.3** TAF used a project-specific health action plan with activities and performance indicators used to measure quarterly progress, for example supporting those with chronic health conditions and/or disability such as mental illness and Addison's Disease.
- 8.4.4** Full quarterly health & safety reviews have been carried out, too with an Incidents Book in place to record accidents and to action improvements. The quarterly Management Committee has overall responsibility, with day-to-day health & safety management falling to the Director of Projects.

9. Key Conclusions and Lessons Learnt

- 9.1** A key lesson learnt was the continued importance of starting wherever the student was positioned at the point of entry, often having to address and change mindsets about a timebound move into employment, frequently from a position of extended economic inactivity.
- 9.2** Confidence building and personal empowerment remained paramount needs especially for many of the 60% of clients referred from JCP offices. They often brought with them a range of allied physical and mental health conditions, some of which demanded specialised handling which extended beyond TAF's in-house expertise.
- 9.3** Delivery staff recorded a growing need to extend support to the point where clients become fully 'job ready.' Additionally, they were cognisant that project beneficiaries needed on-going support in the initial transition into work and then sustained during the first vulnerable stages of employment (up to 26 weeks). Currently, TAF does not have the resources to deliver this service, beyond the quarterly follow-up of project completers for up to 12 months. However, the organisation will appraise future viability, using the April 2008 introduced delivery model of an appointed Employment Liaison Officer to provide one-to-one support and advocacy- *please see Section 6.1.7.*
- 9.4** It is to be recorded, therefore that progression into employment was under-delivered- *please see Section 5.1.3.* Whilst the lack of specialist job brokerage staff is relevant, the difficult economic climate and cutbacks in employment affecting organisations and businesses alike pan London, have to be recorded.
- 9.5** An allied lesson learnt, too in the progression towards employment has been the absence of formal work experience as part of the training. This could take place on completion of the 12 weeks and private and public sector work opportunities could be supplemented by openings in the third voluntary sector, also. However, this would be remunerated ideally, in recognition of the financial constraints that mature students on benefits face.
- 9.6** With regard to the progression into Further or Higher Education or returning to the education system, the viability of setting up formal referral routes to both gain access to specialised, underpinning provision such as ESOL teaching; also to capture progression into higher levels of training both ICT and other will be reviewed.
- 9.7** In conclusion, TAF's bespoke ICT upskilling model for older learners (honed over 15 years), does remain relevant in today's society with an increasingly ageing workforce (20% in the next decade). It can offer areas of good practice such as personal empowerment (NLP) and effective, proven strategies to address the ageist and gender

barriers that are still prevalent today, subject always to the securing of external funding traditionally from ESF Co-Financing monies.

10. Using and Sharing the Results from the Evaluation

- 10.1** TAF always posts project evaluations on its website to make available the key findings to all interested parties. Also, evaluations can be distributed on request, to regeneration teams and borough level partnerships.
- 10.2** TAF's Director of Projects is actively involved in evaluation result dissemination and she has been requested as a keynote speaker at ESF good practice events such as the recent:
- London ESF Story - Celebrating the legacy of the European Social Fund 2000-2006 Programme held on the 4th June 2008
 - *GLE European Social Fund Co-Finance Celebration Event* held on 26 June 2008.
- 10.3** Additionally, the Director of Projects was asked to present a TAF case study at the recent *GOL – LVSTC Conference* also in June 2008, to celebrate the successes of the ESF Programme 2000-2006 and to promote the launch of the new ESF 2007-13 Programme.
- 10.4** Also at European level, the Director of Projects has been requested to speak at international conferences in Brussels, Lisbon and Berlin on the cutting-edge work undertaken by TAF with older people.
- 10.5** To be recorded here, too is that TAF has been cited as an exemplar of good practice on a range of strategic Pan-London websites including GOL, DfES and the DWP, also on the matrix website (as one of the first London voluntary sector organisations to achieve the preferred information, advice and guidance quality award). These links provide further and valued platforms for sharing results of TAF's ESF funded projects- *please see Section 6.1.2.*
- 10.6** It is to be noted, also that the Director of Projects has been asked to undertake best practice dissemination at European level at British Council led events in Brussels/Lisbon/Berlin.

APPENDIX 1: MANAGEMENT STAFF QUESTIONNAIRE



Leading learning and skills



- **WRENS 40+ (London West Learning & Skills Council)**
- **LONDON WRENS 40+ (London Councils)**
- **IMPACT 40+ (London Development Agency)**

Introduction

This final external evaluation has been commissioned by Third Age Foundation from Global Gateways Limited to assess project achievements, successes and areas of good practice/innovation. Also, it will detail lessons learnt to inform future ESF Co-financed programmes.

The results and recommendations will be made available to Third Age Foundation management and delivery staff, also to external organisations including the 3 funding bodies and other relevant London organisations.

May we ask you to contribute to this evaluation by completing this questionnaire and by taking part in an interview, either in a group or one-to-one. (Telephone interviews are available, too).

QUESTIONNAIRE 1: MANAGEMENT STAFF

Name : _____ Job
Title _____

Strategic Relevance of the Projects

1. What were the 3 projects' rationale, aims, objectives and outcomes for 40+ & 50+ clients?

2. How have the projects added value to TAF's core service delivery?

3. Have any outstanding needs and/or unmet ICT development arisen? If so, how have they been addressed?

Project Publicity/Marketing and Recruitment

4. What have been the most successful publicity and marketing strategies used?

5. How effective has publicity, marketing and recruitment been in the targeted boroughs, also in those earmarked for outreach provision ?

6. Were areas identified for improvement? How?

7. Which of the following groups have been recruited successfully?

ESF Beneficiary Groups	2006	2007	2008
People 40+			
People 50+			
People with disabilities			
People with illness			
Refugees and/or asylum seekers			

People from black and ethnic minorities			
People with basic skills needs			
People made redundant			
Returners to the labour market			
Economically inactive			
Long term unemployed people (2 years+)			
Ex-offenders			
Homeless			
Drug and alcohol misusers			
Women from ethnic minorities-low labour market participation			
Women with basic/key skills needs			
Women returning to the labour market			

8. What has been the profile of recruitment over the 3 years?

Boroughs	2006	2007	2008
	Barnet		
Brent			
Ealing			
Hackney			
Hammersmith and Fulham			
Haringey			
Harrow			
Hillingdon			
Hounslow			
Kensington & Chelsea			
Kingston			
Newham			
Richmond			
Tower Hamlets.			
Westminster			
OTHER			

Staff Induction/Training/Management

9. How have the 3 projects been managed day-to-day? What problems/issues have arisen?

10. How have the 3 projects managed the following?

Beneficiary Records	
Financial Monitoring Including Claims	

Have any operational difficulties arisen?

11. What staff training has taken place to date?

Project Delivery

12. To what extent have profiled project outputs been realised?

Project Outputs	2006	2007	2008
Personal development			
Motivation and orientation training			
Key skills assessment			
Personal action plans			
Work advice and guidance			
C/V development			
Job search skills & assistance			
Interview techniques			
OCR ICT Skills for Life			
OCR New CLAiT Level 1			
OCR CLAiT Plus Level 2			
TAF Enterprise Induction <i>(for self-employment)</i>			
TAF Management Module <i>(WRENS40+ only)</i>			
Work experience & volunteering			
Other <i>(e.g. partnership working with employer/the statutory sector)</i>			

13. To what extent have the 3 projects been able to deliver job outputs and client next stage progression?

Project Milestones	2006	2007	2008
Full-Time Employment			
Part-Time Employment			
Self Employment			
Voluntary Work			
Temporary Work			
Further/Higher Education (<i>to include TAF</i>)			
Training On Other Government Programmes, <i>e.g. 50+ New Deal</i>			
Unemployment			
Other (<i>Please specify</i>)			

14. What intervention/remedial actions have been used to address project shortfall/under-performance?

15. What has been the post-project support delivered to project completers, also early leavers?

16. How can TAF evidence employer interest/engagement/ownership and specific sector targeting?

17. How have TAF's internal monitoring/evaluation procedures been aligned with its external quality marks?

Quality Mark	
PQASSO Levels 1/2/3	
Investors in People	
Matrix	
Customer First	

Self Assessment Reporting	
---------------------------	--

18. Do you have examples of how Equal Opportunities has been evidenced in the following project areas, both for beneficiaries and staff?

Marketing/Publicity	
Recruitment	
Interviewing/Selection	
Induction	
Service Delivery Training	
Quality Assurance	
Progression/Empowerment e.g. for BAME learners (<i>case studies</i>)	
Health & Safety/Risk Assessment	
Follow-Up on Completion/At the Point of Early Leaving & Exit Interviews	
On-going Support In Training and In Work	
Staff Development	
Employment/Redundancy/Retirement	

19. To what extent was ICT been used on the 3 projects? – Please specify the %

Publicity/Marketing	<input type="checkbox"/>
Delivery	<input type="checkbox"/>
Management	<input type="checkbox"/>
Staff Training	<input type="checkbox"/>
Quality Assurance	<input type="checkbox"/>
Other – Please specify	<input type="checkbox"/>

20. How have the 3 projects succeeded in delivering Sustainable Development?

i. Environmental sustainability?

ii. Economic sustainability?

iii. Social sustainability?

Project Lessons Learnt & Recommendations

21. What have been the key project lessons learnt and impacts realised?

22. What have been the main successes and exemplars of good practice and innovation?

**23. What have been the weaknesses, failures and areas for future improvement?
What would you do differently?**

24. How have you planned for exit strategy? How have you disseminated results/end products to stakeholders and funding bodies?

25. Any other information, which you would like to add? (e.g. value for money achieved?)

THANK YOU FOR YOUR TIME IN COMPLETING THIS QUESTIONNAIRE.	E-mail: gina.glicenstein@globalgateways.co.uk Telephone: 020 8993 7865 Mobile: 07786 545300	
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APPENDIX 2: DELIVERY STAFF QUESTIONNAIRE



Leading learning and skills



- **WRENS 40+ (London West Learning & Skills Council)**
- **LONDON WRENS 40+ (London Councils Final Evaluation)**
- **IMPACT 40+ (London Development Agency)**

Introduction

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The results and recommendations will be made available to Third Age Foundation management and delivery staff, also to external organisations including the 3 funding bodies and other relevant London organisations.

May we ask you to contribute to this evaluation by completing this questionnaire and by taking part in an interview, either in a group or one-to-one. (Telephone interviews are available, too).

QUESTIONNAIRE 2: DELIVERY STAFF

Name : _____ Job
Title _____

1. **In your opinion, what has been the added value of the 3 delivered projects?**

2. Do you think that the projects have met any gaps/shortfalls in TAF's mainstream provision?

3. How have the projects contributed to the progression of older learners 40+ and 50+ ?

4. Did clients have any remaining training needs? *Please specify.*

5. In your opinion, how effective has the publicity and marketing been for the projects?

6. Have you been involved in outreach delivery? If so, where and how?

7. Which ESF priority groups have you seen an increase in, to date?

ESF Beneficiary Groups	2006	2007	2008
	People 40+		
People 50+			
People with disabilities			
People with illness			
Refugees and/or asylum seekers			
People from black and ethnic minorities			
People with basic skills needs			
People made redundant			
Returners to the labour market			
Economically inactive			
Long term unemployed people (2 years+)			
Ex-offenders			
Homeless			

Drug and alcohol misusers			
Women from ethnic minorities-low labour market participation			
Women with basic/key skills needs			
Women returning to the labour market			

8. Which boroughs have been most represented amongst the 3 projects, to date?

Boroughs	2006	2007	2008
Barnet			
Brent			
Ealing			
Hackney			
Hammersmith and Fulham			
Haringey			
Harrow			
Hillingdon			
Hounslow			
Kensington & Chelsea			
Kingston			
Newham			
Richmond			
Tower Hamlets.			
Westminster			
OTHER			

9 Which of the following barriers have affected project clients?

- Difficulty finding out about study/training?
- Not understanding training courses on offer?
- Negative past experience of education/training?
- Age Discrimination?
- Focus on younger learners at traditional learning establishments, e.g. FE Colleges?
- Lack of Key Skills, e.g. Literacy/Numeracy?
- Skills that are out of date?
- Lack of qualifications, especially ICT skills?
- Financial pressure of needing to return to work?
- Having been made redundant?
- Few opportunities to retrain/undertake lifelong learning?
- Lack of confidence/self esteem?
- Care Responsibilities?
- Little family support?
- Cultural barriers?
- Illness?

Other Problems/Obstacles: _____

10. What project outputs have been realised to date? How does this compare with previous projects?

Project Outputs	2006	2007	2008
Personal development			
Motivation and orientation training			
Key skills assessment			
Personal action plans			
Work advice and guidance			
C/V development			
Job search skills & assistance			
Interview techniques			
OCR ICT Skills for Life			
OCR New CLAiT Level 1			
OCR CLAiT Plus Level 2			
TAF Enterprise Induction (for self-employment)			
TAF Management Module (WRENS40+ only)			
Work experience & volunteering			
Other (e.g. partnership working with employer/the statutory sector)			

11. Do you feel that offering more of the following types of support to project clients would bring increased success?

Actions	
Travel support	
Subsistence (food/refreshments)	
Child/Dependent Care	
Literacy/numeracy/basic skills support	
ESOL support	
Specialist provision for those with disabilities/mental health needs	
Other? <i>Please specify</i>	

12. What have been the progression routes and destinations for clients, to date? How does this compare with previous projects?

Milestones	
Full-Time Employment	
Part-Time Employment	
Self Employment	
Temporary Work	
Work Shadowing	
Further Education, including at TAF (higher training provision)	
Training On Other Government Programmes e.g. 50+ New Deal	
Unemployment	
Other (<i>Please specify</i>)	

13. Have you been involved in the onward support of clients once they have completed the project, or with early leavers?

14. Can you provide any examples of how Equal Opportunities has been included in project activities?

Marketing/Publicity	
Recruitment	
Interviewing/Selection	
Induction	
Service Delivery Training	
Quality Assurance	
Progression/Empowerment e.g. for BAME learners <i>case studies</i>)	
Health & Safety/Risk Assessment	
Follow-Up on Completion/At the Point of Early Leaving & Exit Interviews	
On-going Support In Training and In Work	
Staff Development	
Employment/Redundancy/Retirement	

15. To what extent has ICT been used on the 3 projects? – Please specify the %

Publicity/Marketing
 Delivery
 Management

Staff Training

Quality Assurance

Other – *Please specify*

16. In your opinion, have the 3 projects succeeded in delivering Sustainable Development?

i. Environmental sustainability?

ii. Economic sustainability?

iii. Social sustainability?

17. What do you believe are the main successes of the projects and examples of good practice achieved, to date?

18. Also, have there been failures and/or areas for improvement?

19. What lessons have you learnt personally that might add value to future projects?

20. Any other information, which you would like to add? (e.g. soft outputs realised?)

<p>THANK YOU FOR YOUR TIME IN COMPLETING THIS QUESTIONNAIRE.</p>	<p>E-mail: gina.glicenstein@globalgateways.co.uk Telephone: 020 8993 7865 Mobile: 07786545300</p> <div style="text-align: right;"></div>
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APPENDIX 3: PROJECT BENEFICIARY QUESTIONNAIRE



Leading learning and skills

- **WRENS 40+ (London West Learning & Skills Council)**
- **LONDON WRENS 40+ (London Councils)**
- **IMPACT 40+ (London Development Agency)**

Introduction

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The results and recommendations will be made available to Third Age Foundation management and delivery staff, also to external organisations including the 3 funding bodies and other relevant London organisations.

May we ask you to contribute to this evaluation by completing this questionnaire and by taking part in an interview, either in a group or one-to-one. (Telephone interviews are available, too).

QUESTIONNAIRE 3: PROJECT BENEFICIARIES

Part 1: About You

(For the IMPACT 40+ Project Only)

1. Are you Male? Female?

2. To which of the following age groups do you belong?

40-50?

51-60?

61+?

3. Which London Borough do you live in?

Barnet	
Brent	
Ealing	
Hackney	
Hammersmith and Fulham	
Haringey	
Harrow	
Hillingdon	
Hounslow	
Kensington & Chelsea	
Kingston	
Newham	
Richmond	
Tower Hamlets.	
Westminster	
OTHER	

4. Did you attend an outreach centre? If so which?

Brent	
Ealing	
Hayes	
Other	

5. Which of the following ethnic groups do you consider you belong to?

White – British	<input type="checkbox"/>	White - Irish	<input type="checkbox"/>	White – Any Other White Background	<input type="checkbox"/>
Mixed – White and Black African	<input type="checkbox"/>	Mixed – White and Black Caribbean	<input type="checkbox"/>	Mixed – White and Asian	<input type="checkbox"/>
Mixed – Any other mixed background	<input type="checkbox"/>	Asian or Asian British - Indian	<input type="checkbox"/>	Asian or Asian British - Pakistani	<input type="checkbox"/>
Asian or Asian British – Bangladeshi	<input type="checkbox"/>	Asian or Asian British – Any Other Asian Background	<input type="checkbox"/>	Black or Black British - Caribbean	<input type="checkbox"/>
Black or Black British – African	<input type="checkbox"/>	Black or Black British – Any Other Black Background	<input type="checkbox"/>	Chinese	<input type="checkbox"/>
Other	<input type="checkbox"/>	Not Known/Not Provided	<input type="checkbox"/>	Prefer Not To Say	<input type="checkbox"/>

6. Which of the following would you use to describe yourself?

Over 40	
Over 50	
From a black and ethnic minority community	
With a disability	
With an illness	
Refugee	
Economically inactive	
Long term unemployed	
Made redundant	
Ex-offender	
Drug/alcohol user	
Homeless	
Lone parent	
Woman from an ethnic minority with low participation in the labour market	
Woman with basic/key Skills for Life needs	
Woman re-entering the labour market	
Woman working in non-traditional occupations and under-represented	

7. If you have worked previously or are doing so now, how would you describe your job?

- Unskilled?
- Semi-Skilled?
- Skilled?
- Craft or Related?
- Professional?
- Managerial?
- Volunteer?

8. Which of the following factors do you think affected your learning prior to starting the project?

- Difficulty finding out about study/training?
- Not understanding training courses on offer?
- Negative past experience of education/training?
- Age Discrimination?
- Focus on younger learners at traditional learning establishments, e.g. FE Colleges?
- Lack of Skills for Life, e.g. Literacy/Numeracy?
- Out of date skills?
- Lack of qualifications, in particular ICT skills?
- Financial pressure of needing to return to work?

- Having been made redundant?
 - Few opportunities to retrain/undertake lifelong learning?
 - Lack of confidence/self esteem?
 - Care responsibilities, e.g. as a lone parent or as an adult carer?
 - Little family support?
 - Cultural barriers?
 - Illness?
- Any other problems whilst on the project? _____
- _____

9. Which qualifications did you have before starting the project?

- GCE Ordinary Level/GCSE?
 - GCE Advanced Level?
 - Degree?
 - Post-Graduate Level?
 - Vocational Qualifications e.g. City & Guilds/RSA/NVQ?
 - No formal qualifications?
- Other e.g. qualifications from your country of origin?
Please state which _____

Part 2: About the Project

10. How did you find out about the project you took part in?

- Through information received from JobCentre Plus?
 - Through nextstep or other information, advice and guidance advisors, e.g. at Op*Shop?
 - Through a display, exhibition, fair, road show _____
 or outreach centre ? *Please state which*
 - Through a TAF press advertisement or open day?
 - Through a TAF course leaflet door drop?
 - Through the TAF website?
 - Other (e.g. word-of-mouth)?
- Please state* _____

11. What made you do this Project?

- To develop self-confidence?
- To take more control of life and work options?
- To benefit from motivational/orientation training?

- To improve key skills, (e.g. literacy, numeracy)?
- To acquire ICT skills?
- To access further education/training e.g. at TAF or a further education college?
- To benefit from work advice/guidance?
- To use job search and brokerage assistance?
- To progress away from short-term or temporary work?
- To receive help towards self employment and enterprise?
- To progress into management?
- Other-Please state _____

12. Did you use any of the following extra support offered?

- Travel Support
- Child/Dependent Care
- Other, (e.g. disability support equipment); also any you would like to have received?
Please specify _____

13. When did you attend TAF, in:

- 2008?
- 2007?
- 2006?

In which month did you start?

Did you receive a project induction?-How long did it last?

14. How many hours a week have you studied and for how many weeks? How much one-to-one individual tutor support did you receive?

Hours per week: _____

Number of days per week: _____

Hours of tutor contact per week: _____

15. Which of the following training modules have you completed?

- Personal development?
- Motivation and orientation training?
- Personal action plans?
- Key Skills assessment?
- Work advice and guidance?
- Curriculum vitae development?

- Interview techniques?
- Job search skills & assistance?
- OCR ICT Skills for Life?
- OCR New CLAiT Level 1?
- OCR CLAiT Plus Level 2?
- TAF Enterprise Induction (for Self Employment)?
- TAF Management Module?
- Work Experience & Volunteering?
- Other? - *Please specify* _____

16. Which of the following ICT modules have you taken?

- Work Processing
- Spreadsheets
- Database
- Graphs & Charts
- PowerPoint
- DeskTop Publishing
- Website Design
- Photoshop
- E mail for Business
- Internet for On-Line Research
- Media
- Other - *Please specify* _____

17 Based on your experience, how do you think your approach to learning, training and work has changed during the project?

- More confident approach?
- More positive attitude?
- More responsible for your own learning?
- Better equipped to continue your own learning?
- Ready to begin work?
- Other? (e.g. still needing support)–*Please specify what if any, your remaining needs are*

18 Which qualifications have you gained?

- OCR ICT Skills for Life?

- OCR New CLAiT Level 1?
- OCR CLAiT Plus Level 2?
- TAF Enterprise Induction (for self-employment)?
- TAF Management Module?
- Other?–Please specify _____

19. Do you think you have improved your employability and prospects for work? Yes No

Have you started:

- | | | | | |
|------------------|-----|--------------------------|----|--------------------------|
| Full-time work? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Part-time work? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Temporary work? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Self-employment? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Voluntary work | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

Other? - Please specify _____

20. Would you recommend this Project to others? Yes No

Please state why/why not?

21. Would you be willing to act as an individual case study? Yes No

22. Any other information that you would like to add (e.g. recommendations to improve the client experience in future projects?):

<p>THANK YOU FOR YOUR TIME IN COMPLETING THIS QUESTIONNAIRE.</p>	<p>Global Gateways Limited </p> <p>e-mail : gina.glicenstein@globalgateways.co.uk</p> <p>Telephone : 020 8993 7865</p> <p>Mobile: 07786 545300</p>
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APPENDIX 4: FINANCIAL STAFF QUESTIONNAIRE



Leading learning and skills



- **WRENS 40+ (LWLSC Final Evaluation)**
- **LONDON WRENS 40+ (London Councils Final Evaluation)**
- **IMPACT 40+ (LDA Final Evaluation)**

Introduction

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May we ask you to contribute to this evaluation by completing this questionnaire and by taking part in an interview, either in a group or one-to-one. (Telephone interviews are available, too).

QUESTIONNAIRE 4: FINANCIAL STAFF

1. **How have the 3 projects succeeded in managing Financial Monitoring & Claims?**

2. **Have any operational difficulties arisen?**

3. Have Significant Changes been made and why? What re-profiling has been necessary?

4. In your opinion, what are the successes of the projects to date?

5. And any failures and/or areas for improvement, also lessons learnt?

6. Any other information, which you would like to add? (e.g. value for money achieved?)

THANK YOU FOR YOUR TIME IN COMPLETING THIS QUESTIONNAIRE.	E-mail: gina.glicenstein@globalgateways.co.uk Telephone: 020 8993 7865 Mobile: 07786 545300	
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APPENDIX 5: ADMINISTRATION STAFF QUESTIONNAIRE



EUROPEAN COMMUNITY
European Social Fund



Leading learning and skills

- **WRENS 40+ (LWLSC Final Evaluation)**
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- **IMPACT 40+ (LDA Final Evaluation)**

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May we ask you to contribute to this evaluation by completing this questionnaire and by taking part in an interview, either in a group or one-to-one. (Telephone interviews are available, too).

QUESTIONNAIRE 5: ADMINISTRATION STAFF

1. **How have the 3 projects succeeded in managing beneficiary records?**

2. **Have any operational difficulties arisen?**

3. How has ICT been used to manage beneficiary records?

4. What have been the main project administration successes for you?

4. And the failures and any areas for improvement, also lessons learnt?

5. Any other information which you would like to add, e.g. recommendations to improve project administration?

THANK YOU FOR YOUR TIME IN COMPLETING THIS QUESTIONNAIRE.	E-mail: gina.glicenstein@globalgateways.co.uk Telephone: 020 8993 7865 Mobile: 07786 545300
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APPENDIX 6
ALL PERSONS SPOKEN TO DURING THE EVALUATION



- **WRENS 40+(London West Learning & Skills Council)**
 - **LONDON WRENS 40+ (London Councils)**
 - **IMPACT 40+ (London Development Agency)**

FINAL EXTERNAL EVALUATION – INTERVIEW SCHEDULE

1. CLASS INTERVIEWS

DATE	CLASS	STAFF	ACTIVITY	TIME
Monday 23 June 2008	New CLAiT Group A	Sally Marshall	Beneficiary Questionnaire 3 Group & 1 to 1	11.00-1.00
Monday 23 June 2008	CLAiT Plus Media	Stephen Alway	Beneficiary Questionnaire 3 Group & 1 to 1	2.00-4.00
Tuesday 24 June 2008	ICT SFL	Mark Price	Beneficiary Questionnaire 3 Group & 1 to 1	11.00-1.00
Tuesday 24 June 2008	New CLAiT Group B	Sally Marshall	Beneficiary Questionnaire 3 Group & 1 to 1	2.00-3.30
Wednesday 25 June 2008	(Use of R 501 as interviewing space)	WRENS 40+ & LONDON WRENS 40+	Beneficiary Questionnaire Group & 1 to 1 sessions	10.00 – 12.00
Wednesday 25 June 2008	New CLAiT Media	Stephen Alway	Beneficiary Questionnaire Group 1 to 1	2.00 – 4.00
Thursday/Friday 25/26 June 2008	LWLSC WRENS 40+ & LONDON WRENS 40+		Telephone Interviews	10.00-5.00

2. TEACHING STAFF AND VOLUNTEER INTERVIEWS

Monday 23 June 2008		Sylvia Francis Davida Levine	Management Questionnaire 1	10.00- 11.00
Monday 23 June 2008		Volunteer 1 (Linda Whitehouse)	1 to 1	1.00-1.30
Monday 23 June 2008		Sally Marshall	Delivery Questionnaire 3	4.00-4.30
Monday 23 June 2008		Stephen Alway	Delivery Questionnaire 3	4.30-5.00
Tuesday 24 June 2008		Mark Price	Delivery Questionnaire 3	10.00- 10.30
Tuesday 24 June 2008		Sally Abingdon	Administration Questionnaire 5	10.30- 11.00
Tuesday 24 June 2008		Yvonne Wilson	Delivery Questionnaire 3	4.00-4.30
Wednesday 25 June 2008		Veronika Weisweiller	Delivery Questionnaire 3 (by telephone)	12.30-1.00
Wednesday 25 June 2008		Mary Casson	Delivery Questionnaire 3 (by telephone)	1.00-1.30
Wednesday 25 June 2008		Tony Shaw	Financial Questionnaire 4	2.00-2.30
Wednesday 25 June 2008		Volunteer 2 (Annie Sedgwick)	Telephone	4.00-4.30