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London West Learning & Skills Council

Measure 5.1 Improving Women's Access to Learning and Employment

'WRENS' 40+ (WOMEN RETURNERS' EMPLOYMENT (K)NOWLEDGE SKILLS) Project

01 June 2006 – 31 May 2008

Final Evaluation

Commissioned by

THIRD AGE FOUNDATION



from

GLOBAL GATEWAYS LIMITED

Author: Gina Glicenstein

Telephone/Fax 020 8993 7865

Mobile 07786 545300

**E Mail : ginaglicenstein@globalgateways.co.uk
www.globalgateways.co.uk**

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1. Evaluation Methodology

- 1.1** Evaluation methodology has been used 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 WRENS 40+ Project model including its exit strategy and sustainability.
- 1.2** 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 staff (1).
- 1.3** Beneficiary level quantitative and qualitative monitoring data capture was recorded from an 8% sampling of WRENS 40+ completers who were on the project between June 2007 and April 2008. Face to face and telephone questioning has been included:

<ul style="list-style-type: none">⇒ Gender⇒ Age⇒ Borough of residence⇒ Outreach participation⇒ Ethnicity⇒ Disability⇒ ESF beneficiary groups⇒ Work background⇒ Educational background⇒ Barriers to learning/training⇒ Access to the project⇒ Reasons for project start⇒ Beneficiary financial support	<ul style="list-style-type: none">⇒ Attendance dates/times/durations⇒ Project induction⇒ Training modules completed⇒ In-project attitudinal changes⇒ Qualifications gained⇒ Client assessment of employability⇒ Further learning opportunities⇒ Completers/early leavers⇒ Type of work preferences⇒ Recommendation to the project⇒ Case study consent⇒ Client recommendations
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- 1.4** Additionally, strategic level West London documentation and the project fit with the LWLSC's *Co-Financing Plan*, the *ESF Objective 3 London Regional Development Plan*, the *London Skills Commission Regional Skills Prospectus* and *London Skills and Employment Board Strategy* for London have been evaluated.

2. General Overview

- 2.1** The London West Learning & Skills Council (LWLSC) European Social Fund (ESF) Co-financed WRENS 40+ (WOMEN RETURNERS' EMPLOYMENT (K)NOWLEDGE SKILLS) Measure 5.1 Project started on 01 June 2006 and finished on 31 May 2008
- 2.2** The delivery organisation Third Age Foundation (TAF) based in Hammersmith since 1993, is an experienced and specialist older persons 40+ training provider that delivers holistic ICT and Personal Development, Life Mapping & Networks and Neuro-Linguistic Programming (NLP) for confidence, motivation and orientation 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, 27% of the London West sub-region's population is 40+ and this group is growing faster than any other (*LSC London West 2007/8 Annual Plan*). Moreover, this under-employment of older workers is estimated to be costing the country some £25 billion (*DTI data*).

- 2.3** TAF focuses on upskilling sensitively and non-judgementally the 40+ in essential Personal Development and information technology skills (ICT), also job brokerage for current work practices to facilitate their progression back into full and part-time work and also, self enterprise and volunteering. Progression into next stage learning and training is an important outcome, too, subject to identified funding.
- 2.4** TAF clients bring with them strong educational backgrounds and much experience that ranges from extensive 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; their 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.
- 2.5** TAF seeks to empower its often long-term unemployed learners (6 months+ as a result of being made redundant-50% of those interviewed); forced into early retirement; or as a result of illness. Its already proven and successful holistic personal development programme (delivered to some 5,000+ participants to date), is designed to equip participants to progress into sustainable ICT specialist and related employment within West London's labour market, with particular application to target sectors such as Retail. Importantly, TAF aims to help women returners into the ICT sector (80%) and indeed, this was a key driver for the women only WRENS 40+ Project.
- 2.6** 100 females 40+ were to be empowered and helped to move from former low paid and non-sustainable employment into accessing new work opportunities, with emphasis on supervisory and management roles. Thus, in addition to 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 Level 2), a bespoke management training module was piloted and delivered for the first time.
- 2.7** The WRENS 40+ Project had 9 central aims and objectives. Firstly, it sought to tackle social exclusion, labour market disadvantage and age discrimination for disaffected and hard-to-reach 40+ women, with emphasis on those from BAME backgrounds. The profile was to support 35% of clients in this category. In fact, actual delivery totalled 49%, an area of success that was achieved inter-alia, through new community outreach working across Brent, Ealing and Hayes.
- 2.8** The second was to offer *matrix* standard information, advice and guidance (IAG), also accreditation of prior learning. TAF obtained matrix in September 2002 and they have been reviewed successfully in 3 year cycles in September 2005 and will be again

in September 2008. Indeed, TAF was one of the first London Voluntary Sector Organisations in the UK to achieve matrix and has since become a case study. Additional partnership working to build capacity for client engagement was to be with nextstep, Jobcentre Plus (JCP) and CIPD-TASIG. This joint working has been realised throughout, with JCP increasingly taking over the IAG and referral of potential project beneficiaries. Indeed, 75% of those interviewed had been signposted to TAF by their JCP local offices.

- 2.9** Thirdly, the project was to offer ICT Skills for Life training for up to 50% of beneficiaries, according to individual need. This target was fully met, with 53% of clients completing and gaining full OCR Entry Level 3 ICT Skills for Life.
- 2.10** The fourth aim/objective was for 25% of clients to achieve the OCR New CLAiT Office/Media ICT upskilling training at Level 1. Achievement levels were exceeded at 33%, although for CLAiT PLUS Office/Media at Level 2, this fell short at 8% instead of the 25% targeted, due in part to a lack of funding - £1,000 vs £1,500 for one course. However, to be recorded here are an additional 20% of participants who were successful in achieving Additional Units towards full qualification, this reflecting their individual needs to stage and consolidate learning over a longer time-frame. To be noted, too is that clients progressing from Level 1 to Level 2 training cannot be counted twice, according to ESF Co-Financing monitoring requirements.
- 2.11** Fifthly, a specialist management module was to be offered to all project beneficiaries. TAF devised and piloted their own in-house module which was delivered to participants either in 2x3 hour sessions or in 3-4 hours at outreach centres. Results obtained were somewhat mixed. Whilst 50% of clients interviewed had derived clear benefit from this module, the remaining 50% felt that it was not relevant to their own work ambitions. Recommendations here, are to undertake more intensive marketing of the added value of this management module to secure interested clients; to involve the specialist tutor more actively in mapping courses, if possible; and to extend the range of suitable management training materials.
- 2.12** The sixth aim/objective was to progress a total of 32 beneficiaries into full-time work and 18 into part-time roles. To date, 20 participants have recorded their progression into work, 6 into full-time and 14 into part-time. Although this is below profile, the perennial difficulty of obtaining a confirmation letter from the employer on headed paper (experienced by all training providers), is to be noted. In fact, TAF achieves a 30%+ return rate which is significantly more than the 10% usually achieved. Also, it is expected that additional project beneficiaries will secure work within 6-13 weeks of completion, allowing for the current adverse and prevailing employment conditions and faltering economy.
- 2.13** Seventhly, the WRENS 40+ Project sought to support 10% towards self-employment and setting up micro-businesses, (of 25% undertaking the Self-Enterprise Module). This is again difficult to quantify and amongst clients interviewed, none recorded an intention to pursue this route. It was noted, though that there were some popular misconceptions about running a business and a lack of contact with those who had successfully achieved this. Perhaps in the future, female directors/entrepreneurs might be invited to participate or talk to clients in the self-enterprise training to explain how to set up and run a business first hand.

- 2.14** The eighth aim/objective was to progress up to 50% of participants into volunteering activities. The volunteering was designed to act as a springboard into later employment. In fact, 11% have progressed already into a range of both local and regional roles within national organisations such as the *Marie Curie Cancer Charity* and the *St. John Ambulance*, also private sector based work that has led subsequently to paid employment for example as a legal secretary.
- 2.15** The final aim was to support up to 40% of beneficiaries into next stage, higher level progression routes within Further Education or with other ICT specialist training providers such as LWLSC approved work-based learning providers, for example the Gateway Technology Centre that can provide C++ and *Cisco* accredited training, as well as Computer Maintenance. However once again, the difficulty of obtaining confirmation of college/training organisation enrolments from continuing trainees is to be mentioned.
- 2.16** To be emphasised is that the 'WRENS' 40+ Project has delivered effective sub-regional coverage of the 6 West London boroughs, due in part to the effective outreach provision delivered. For example in Brent where 3% of clients were targeted, 13% were engaged on the 2 mornings weekly use (8 hours) of the Dudden Hill Centre much used by its local Indian community; also at the nearby Women's Asian Centre (which supports battered Indian/Pakistani wives) that unfortunately, did not achieve as well because of on-going Internet connection problems. Other high borough participation levels recorded in Hillingdon were at the Hayes Centre at 17% against a 10% profile and in West Ealing at the newly opened Ealing Community Resource Centre, The Lido Centre at 12%.
- 2.17** A particular area of success of the WRENS 40+Project has been the flexibility of the ICT and one-to-one personal development training delivered that has been tailored to individual training needs and personal availability. Individually negotiated learning plans with agreed targets have maximised attendance (80% for first courses and 86% for second courses) and has secured completion and accreditation numbers realised - *please see 2.1.19*. Indeed of participants interviewed, study packages have included an Introduction to Computers & Computing and a choice of 3 (for Certificate qualification) and 5 (for Diploma qualification) ICT modules from Word Processing, Spreadsheets, Graphs and Charts, DataBase, DeskTop Publishing, Powerpoint, Website Design, PhotoShop, E-Mail for Business and Internet (for On-Line Research). Similarly, training packages had ranged from 8 to 15 hours weekly on 2-2½ days per week over 12 weeks, both on TAF premises and in the 4 outreach centre premises used.
- 2.18** To further evidence the individual support levels delivered by the project, it is to be recorded that 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 by TAF support and tracking at quarterly intervals for up to 12 months, using job search assistance (now strengthened through a newly April 2008 appointed Employer Liaison Officer); also referrals into work via specialist website and employer events such as borough job fairs and related events

such as the *White City Jobs West* activities and the *Imperial Healthcare* whereby clients progress into hospital work.

2.19 Individual success rates recorded by the WRENS 40+ interviewed beneficiaries were spread across the menu of ICT and personal support modules, much valued by clients to support their individual needs, interests and job aspirations including self employment options:

TRAINING MODULE		ICT MODULE	
Personal development	100%	Word processing	100%
Motivation/orientation training	100%	Spreadsheets	100%
Individual action plans	100%	Database	60%
Key skills assessment	100%	Graphs & charts	60%
Work advice/guidance	100%	Powerpoint	
Curriculum vitae development	100%	Desk top publishing	
Work advice/guidance	100%	Website design	
Interview techniques	100%	Photoshop	20%
Job search skills & assistance	100%	E mail for business	100%
Enterprise induction	25%	Internet for online research	100%
Management module	100%		

2.20 High levels of beneficiary satisfaction have been recorded throughout by this evaluation. 100% of the participants interviewed would recommend the WRENS 40+ Project to others and indeed, some had already done so stating that TAF provision was much preferred to other provision experienced such as self-learning through library distance learning resources. Clients praised the supportive and caring approach and especially the high calibre, skills levels and expertise of the specialist ICT staff. Dorect comments made 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 too!*

2.21 TAF's staff are indeed well-qualified. The ICT Tutors all hold 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. All staff hold NVQ Level 4/5 equivalent qualifications and have 5-10 year service records with the organisation.

2.22 To be recorded, too is TAF's high level of commitment to quality assurance. The organisation obtained *Investors in People* in 2000 and underwent successful reviews in 2001, 2003 and 2006. In addition to matrix- *please see 2.8, Customer*

First was awarded in May 2004 and was re-accredited in August 2007 and *PQASSO* at Levels 1/2/3 TAF achieved by November 2004.

2.23 Additionally, TAF has completed preparation for full ALI inspection (supported by LWLSC and Quantica). Provisional grades awarded are overall effectiveness (2); leadership and management (2); equality of opportunity (2); ICT (2); and quality improvement (2/3). This work was led by a former staff member with recent adult learning inspectorate skills and experience. Also, TAF has taken part in prior ALI inspections of IAG services and LearnDirect, as a service provider.

3. Soft Outcomes

- 3.1** The WRENS 40+ Project has been instrumental in supporting clients with disabilities. TAF expected to support a profile of 10% but in fact, they have delivered meaningful training experiences to 22%. This is perhaps indicative of the level of special need that older persons bring. For example of participants interviewed, 75% stated that they had on-going conditions such as dyslexia, dispraxia, visual and mobility impairments. In this context, a recommendation that this evaluation would make is that consideration is given to the provision of increased software support resources such as *Texthelp* and the *Dragon* Word package, subject to available budget.
- 3.2** Lone parents have been supported positively by the project, too. 38% of participants were in this category (against the 40% profiled) and once again, delivery through community outreach centres identified these hard-to-reach, often time-constrained clients. For parents who attended the Hammersmith training premises, there were some small concerns expressed such as the high cost of travelling, for example affecting one client living in Hounslow. However, to be noted is that project beneficiaries have been reimbursed for travel where possible, on production of the required receipts although difficulty has arisen with the use, eligibility and evidence provided regarding *Oyster* cards.
- 3.3** Another outcome of note, has been the direct project support delivered to the 50+ and 60+ age groups, alongside provision for 40-50 year old beneficiaries. Of project participants interviewed, 20% were aged 50-60 and 40% were 61+. Moreover, 80% stated their intention to re-enter the labour market as soon as possible, 60% into full-time and 40% into part-time work. This is attributable not only to the 80% financial need expressed but also, is reflective possibly of the changes in attitudes and mindsets following the October 2006 and the to-be announced June 2008 Age Legislation.
- 3.4** Here, it should be recorded that TAF provides input as a respected research ‘Think-Tank’ for older people by raising awareness of age-related issues and leading good practice for strategic level decision makers at Regional, National and European levels, for example the TAF dissemination event held at the House of Commons hosted by Andrew Slaughter MP with keynote speakers Minister James Purnell and Shadow Minister Philip Hammond in October 2006. Also, the organisation has initiated research such as *Past it at 40, A Grassroots View Of Ageism & Discrimination In Employment (2002)* which documented the age-related barriers faced and the lack of up-to-date ICT skills amongst older people and training needed to secure progression into sustainable and meaningful work roles.

- 3.5** Project clients as a whole, were found to be suffering from a mix of barriers and progression issues that had affected their learning and training to date. Of those interviewed, 100% identified their urgent need to upskill in ICT; 80% the difficulty finding out about relevant ICT training; and 20% stated that they did not fully understand the range of courses on offer. Of particular concern, was the feedback given on some JCP Advisors who did not seem to have the relevant information to hand on suitable training providers, including TAF's age-specific packages.
- 3.6** Of the WRENS 40+ participants interviewed, they brought with them a range of professional and managerial backgrounds. 20% described themselves as skilled; 20% as professional; and 10% as managerial. This was borne out by the level of qualifications held before project start. 60% were qualified to degree level and 40% to post-graduate level. Quite clearly, these project beneficiaries were eminently suitable for the strong management and gender focus of the project which aimed inter-alia, to assist clients to break through the 'glass ceiling.' Women still earn less than men and for every £1.00 earned, they receive only £0.80 in comparison to male colleagues- *BBC News 26 May 2008*.
- 3.7** The potential for women to become managers and supervisors was confirmed by beneficiaries interviewed, with 60% recording that they felt sufficiently prepared. The other 40% were of the opinion that they would have benefited from a longer duration training, taster sessions and for some, on-going mentoring (for example through positive role models and peer mentors), once management work roles were secured. This area of support would need building into and resourcing within any future projects, as it would for the self enterprise support suggested, *please see 2.13*, subject to increased unit cost funding becoming available.
- 3.8** The 'distance travelled' by beneficiaries on the project is of particular note. Amongst interviewees, 100% felt more confident than at the start of the course; 80% 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 80% stated that they were ready to begin employment. One interviewee only stated her future intention to work, once her caring responsibilities for elderly parents had been reduced.
- 3.9** This evaluation has measured other additional benefits delivered by the WRENS 40+ Project at the partner delivery level. Local JCP offices and a range of Job Seeker Allowance, Income Support and Disability Advisors have worked in increasing partnership with TAF *please see 2.8*, to refer suitable 40+ female clients. This consolidated partnership together with the intermediary contract held by TAF, has realised good capacity building strategic and voluntary sector interface, although further development is possible whereby the JCP Advisor of any walk-in client might be notified, too.
- 3.10** At community level, the project again can evidence measurable added value. The success of delivering outreach provision at the heart of the community *please see 2.16*), has established both new networks and partnerships that can be rolled out for future projects.

4. Biggest Challenges or Barriers in the Delivery of the Project

- 4.1** This evaluation found that an increase in opportunities for students to practise their acquired ICT skills was needed both during and after course provision, either because they had missed modules as a result of absence, or they felt that they needed more practice time. Currently though teaching rooms and space are at a premium, as is access to TAF specialist staff who do their best to provide some additional support such as job search skills on Tuesdays and ESOL/ICT on Wednesdays.
- 4.2** It is recommended that additional funding needs to be secured to provide extra ICT facilities either in existing classrooms or in current office accommodation, also to complete a curriculum vitae and to undertake wider internet job search skills. Currently, this reduced extra ICT access is being aggravated further by a significant number of students who do not have access to a computer at home or indeed, the extra finance needed to use libraries at a average cost of £0.50 per hour.
- 4.3** Progression into employment- *please see 2.12*, was an area of some under-delivery. The profile target of 50% into jobs was considered too ambitious by TAF, based firstly on the now changed economic climate; secondly, on the progression into management level work which is an area that has seen particular cut-back; and thirdly on reduced delivery times at restricted unit cost. However, TAF did address this as soon as possible, with the appointment of an Employment Liaison Officer- *please see 2.18*. However due to ease of access, client willingness, time and capacity constraints, the Employment Liaison Officer prioritised current and not past clients, which in turn, affected the numbers of beneficiaries able to progress into work from earlier intakes.
- 4.4** Further recommendations here are to develop and market further joint working with employers, such as by providing direct vacancy posting facilities on the TAF website and access to anonymous client case studies. Also, TAF might review working with Chambers of Commerce who run specialist employer events already such as breakfast meetings, when details could be given of available WRENS 40+ course completers, also. This would serve to heighten further the primary employment goal of the ICT training.
- 4.5** Additionally, work trials, (paid if possible), might need to be integrated into the basic training package, or become an entitlement on project completion to prepare project beneficiaries for the much ICT changed world of work. As a number of participants already volunteer- *please see 2.14*, perhaps the voluntary sector could be used in addition to private sector employers, also opportunities in the public sector such as those based in Local Authorities.
- 4.6** Amongst the 100 WRENS 40+ beneficiaries, there have been just a few who have had levels of ESOL needs that required addressing before benefit could be derived from the specialist ICT training. TAF has done its best to address these needs which were not resourced in the profiled project budget, for example by working with former student volunteers, who could offer expertise in this area, such as one lady who is a trained and experienced ESOL tutor, with experience of working with adult students. Whilst this solution has been able to supply a temporary response, it is recommended that for future projects sufficient resourcing needs to be included within budgets to

deliver ESOL support, in addition to the referral routes already in place for these clients into Further Education Colleges such as the Ealing, Hammersmith & West London College, where there is already a lack of funded programmes.

- 4.7** Day-to-day management of the project, together with the other 2 funded (the London Development Agency (LDA) funded IMPACT 40+ Project and the London WRENS 40+ London Councils Project), have resulted in a much expanded workload for the Office Manager/Administrator, who has increased her days to 4 per week, supplemented by ex-student volunteers. However, allowing for the 3 Co-Financing Organisations' individual and differing reporting systems, also the central TAF database needed, it is recommended that additional administration resources are required. Also, it is suggested that selected volunteers could be trained and supported to deliver some of the more routine data entry work, thus freeing up Manager/Administrator time to undertake the more complex and confidential areas of work.
- 4.8** Another aspect of shortfall to be recorded is staff development. The WRENS 40+ Project had only a modest allocation for this budget heading (£220) which has resourced just a small range of training activities, such as updating courses. Regular staff meetings seek to identify training needs and staff development remains a standing item for all scheduled staff meetings.
- 4.9** This evaluation found some lack of awareness on the part of delivery staff, of cross-organisational client handling procedures. It is suggested, therefore that the 2007 newly-revised staff handbook and related referral and progression documentation might be promoted more actively as part of the regular staff meetings.
- 4.10** With regard to early leavers, only 5% have not completed the WRENS 40+ Project in full. This has been for reasons such as poor health, a move away from the area, insufficient basic skills and level of ESOL support needed- *please see 4.5*. Indeed, an on-going challenge logged by tutors was the need to address such client barriers as soon as they appear for example access problems due to childcare responsibilities, benefits issues and increasingly, mental health needs. Nevertheless, it is to be recorded that TAF does achieve high retention and completion rates- *please see 2.17*, undoubtedly due to the bespoke, holistic training delivered and the one-to-one underpinning support provided.
- 4.11** A barrier identified by this evaluation, was what was described as the inflexible approach and negative client handling evidenced by some JCP local offices. Both clients and staff identified this issue, with one beneficiary being told that even if a job was available for one week only, she 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.
- 4.12** Finally, an on-going and sensitive barrier is the perceived marginalisation of male clients, in particular those originating from White British backgrounds. Indeed, it is be recorded, here that TAF as a training organisation has been unable to support a growing number of male applicants due to the situation whereby just one of their 3

ESF Co-financed projects (the LDA funded IMPACT Project), is open to both women and men.

5. Cross Cutting Themes

5.1 Equal Opportunities

- 5.1.1** Equal opportunities as driven in the *London European Programmes' Equal Opportunities Mainstreaming Action Plan*, has been incorporated and integrated into the design, delivery and management of the WRENS 40+ Project for project beneficiaries and also for delivery staff, managers and specialist administrative and financial personnel. The Director of Projects has led a quarterly review of all aspects of delivery to ensure equal access to services for all across initial publicity (for example by using non-traditional, older female positive visual images); also of recruitment, interviewing, selection, induction, beneficiary support measures, retention, completion and achievement rates and onward progression.
- 5.1.2** The WRENS 40+ Project's active strategy has been to address the issue of equality of opportunity at its heart, by seeking to empower 40+ women to challenge ageism in all its forms and settings, with particular focus on progression into management levels- promoted particularly at induction. The Project has set quarterly performance indicators to measure impact and progress for example the percentage of female clients recruited from BAME groups- now culminatively 54%, delivered against a 49% profile.
- 5.1.3** WRENS 40+ has ensured that project beneficiaries have understood the importance of equality and TAF's internal practices to bring this about. They have been briefed about the organisation'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 originating from hard-to-reach communities such as BAME, have been actively engaged with new beneficiaries. This work has taken place, too during TAF's 3xyearly external awards ceremony functions involving distinguished audiences such as Members of Parliament; LSC Local/Regional Directors; Ministers of State; and Councillors pan London. Project staff are required to undertake updating equal opportunities training, too.
- 5.1.4** TAF adopts a continuous improvement approach in the implementation of equal opportunities strategies and they have actively targeted those clients with particular needs such as with disabilities or with lone parent status. *As detailed in 3.1*, 22% of clients with disabilities against a profile of 10% have been supported. Conditions have ranged from Addison's Disease to post stroke conditions. Similarly, 38% of lone parents have been supported against the 40% profiled, due often to delivery in easily accessible community centres located in close proximity to these clients' homes- *please see 3.2*.
- 5.1.5** WRENS 40+ has endeavoured to promote equality and access through the provision of beneficiary support measures. The approved, yet modest budget allowed for 20

clients to be supported with travel costs and for 5 to receive child/elder care costs. Travel costs were given to beneficiaries most in need, (with the exception of a few using *Oyster* cards who could not or would not get the correct evidence in order to be reimbursed- *please see 3.2*). With regard to childcare, there was no demand logged, due perhaps to the older client group being supported.

5.1.6 Project beneficiaries have been empowered actively, for example through 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 assistive technology for those with chronic disabilities, also new actions to deliver more sustainable development practices on TAF premises such as the external recycling of double-sided used paper.

5.1.7 To be recorded is the effective 6 West London borough coverage realised by the project which is broadly in line with Boroughs' baseline data- *please see 2.16*. WRENS 40+ has recorded above profile recruitment levels in 50% of boroughs targeted, realised through the effective development of outreach training provision; close joint working with centres' staff; tailored training materials; and flexible tutors starting where 'the student is at.'

5.2 Sustainable Development

5.2.1 To date, TAF has prioritised opportunities for everyone to reach their full potential, based on important in-house research such as in 2002 with the publication of *Past It at 40?* and *Impact Reports*. Also, the organisation has used individual client case studies to measure the added value of employing older persons, moving these horizontally up to strategic policy makers such as the Government Office for London, the London Development Agency (LDA) and the London Councils who have all recognised TAF as an organisation of essential research for the 40+. This can be evidenced by past inputs and future ones to be made by TAF's Director of Projects at high profile good practice dissemination events such as the *London ESF Story* organised by the LDA celebrating the legacy of the European Social Fund 2000-2006 London Programme on 4 June and the Greater London Enterprise (GLE) London Councils *ESF Celebration Event* on 26 June 2008.

5.2.2 The WRENS 40+ Project has 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 society through prejudice and misconception and to equip them with the skills and strategies to address and overcome enduring ageist barriers. To achieve this, new areas of joint working have been consolidated such as that with the 6 Boroughs' Voluntary Services Councils. It is of note here 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 the Ealing Community Network/Ealing Community Voluntary Services steering group on the

Ealing Local Strategic Partnership Economy, Enterprise and Housing Board and sub-group 3rd Tier Skills & Employment Group.

5.2.3 WRENS 40+ has aimed to make a measurable contribution to environmental protection and enhancement through project delivery. TAF's environmental practice is always to recycle paper, toner and print cartridges; to switch off lights whenever possible; and to use fair trade products e.g. tea/coffee/bio-degradable products. They also provide beneficiaries with initial encouragement to care for the environment by focusing on the prudent use of finite resources such as electricity, (particularly pertinent to their ICT training); also promoting increased use of electronic resources to cut down on paper and ink wastage; and leading by example through the recycling of old computers and items of office furniture.

5.2.4 Awareness of environmental concerns are integrated into course content, for example at induction when TAF encourages protective strategies such as clients walking, cycling or using group transport preferably public, wherever individual health circumstances allow. Noted by this evaluation, was the number of clients who pursued sustainable development strategies actively such as the external recycling of double-sided used paper- *please see 5.1.6.*

5.2.5 A primary aim of the WRENS 40+ Project has been provide the economic skills that businesses both demand and require, now and in the future.WRENS 40+ has sought to change mindsets and stereotyping about older people and to break down the erroneous myths that exist amongst employers, including the 40+ potential for management. To achieve this, TAF has focused on delivering the wider soft skills needed for work, using the externally standardised *Rickter and DWP approved indicators– 'Measuring Soft Outcomes & Distance Travelled.'* So impact areas realised and promoted to employers have included improved appearance/engagement; positive attitudinal skills to training/lifelong learning; up-to-date ICT skills; increased confidence; higher motivation levels; inter-personal skills; team working; ability to work with others and importantly, how to lead a team in group workshops and one-to-one tailored sessions.

5.2.6 Another key aim of the project has been to provide upskilling ICT training to build the potential to address specific skills shortages, to meet future upskilling needs and to progress 40+ women into management; also to gain entrance into the ICT sector (80% male) and ageist practices prevalent across the industry. This is more difficult to quantify but qualitative feedback from the 20 employing organisations to date, has proved positive.

5.2.7 WRENS 40+ aims to contribute to adaptable and flexible labour market that can be of help to maximise business sustainability. To achieve this, TAF has endeavoured to equip project beneficiaries with the essential tools for a sustainable working life and in the case of these potential female managers, to begin to address the shortfall in female pay levels- *please see 3.6.*

5.3 Use of ICT

5.3.1 TAF offers a range of comprehensive ICT resources to address clients' barriers to ICT skills development. A total of 38 networked computers and 12 laptops with Windows XP and Office XP software and whiteboards, flipcharts, projectors, scanners, printers and other relevant office equipment/resources are available across 3 training rooms. However, in recognition of the speed of change in ICT equipment today, it is recommended that priority is given to the continued regular updating of hardware, subject to the identification of sufficient finance.

5.3.2 ICT remains the primary gap in skills faced by 40+ clients especially female, who are unable to access a much changed labour market meaningfully and entrance as managers. Throughout this specialist training, ICT has been prioritised and used on a 100% basis to deliver the OCR accredited Skills for Life, New CLAiT and CLAiT Plus qualifications, also in Personal Development workshops and during one-to-one sessions. Should further funding be made available in the future, consideration might be given to the siting of additional computers at all delivery points, using the model of the current computers available for job search skills and ESOL/ICT - *please see 4.1.*

5.3.3 ICT has been used throughout in the design and production of project specific learning materials for direct beneficiary use, in the form of leaflets, publicity, delivery and monitoring materials. Also, TAF has a dedicated ICT design, production and website manager who works to take forward this specialist and evolving area of work. Currently the design of some course leaflets, induction materials and the website are under review with a view to increasing the font size in recognition of an increasing number of clients with visual impairment difficulties; also the inclusion of the *plain English Crystal Mark*.

5.3.4 ICT is used widely to improve the efficiency and quality of the project, for example in the day-to-day and weekly monitoring of the TAF centralised beneficiary database; in monthly returns to the LWLSC, (ILRs, CMRs and Short Event Records) for financial monitoring including Significant Changes (*Excel* and *Quickbooks*), delivered by a retained FCA accountant monthly and quarterly; and to deliver a back-up system of all project beneficiary and financial data. Similarly all project outputs and outcomes, as well as the equality targets have maximised the applications of ICT.

5.3.5 A further recommendation this evaluation would make is to review the possible purchase of *In View* software which would facilitate the scanning and easy retrieval of stored documents, (identified by financial staff), subject to extra funding.

6. Exit Strategy

6.1 In line with the original tender exit strategy, TAF has applied for sustained external funding from mainstream funders such as ESF London Co-financing Organisations to meet a sustained demand from 40 + clients, predominately female. To date, the organisation has been successful in securing 3 further programmes:

-  The London Development Agency Regional Skills and Competitiveness Measure 2.2 *IMPACT 40+* Project delivering IAG, Personal Development, ICT and OCR qualifications, Skills for Life, New CLAiT Level 1 and CLAiT Plus Level 2, Job

Search and Self-Employment for 233 unemployed 40+ older people into work-finish on 31 August 2008.

● The London Councils *LONDON WRENS 40+* Project targeting 100 women on Income Benefit/Income Support in 10 Outer/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 (Neuro-Linguistic Programming), life networking skills, team building, action planning, curriculum vitae, job search, interviews, self enterprise, work trials, job brokerage and on-going support for up to 6 months- which finished on 30 June 2008.

● The London Councils *FORCE* Project supporting 85 workless and 50+ former carers 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 trials and after-care for up to 6 months-running until March 2010.

6.2 Additionally, TAF has been successful in attracting EU *Grundtvig* Programme 2 funding to act 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- which finished 30 September 2007. The organisation is seeking further EU Programme support to deliver more widely transnationally, to promote its innovative work focussed at older learners and consideration has been given to other EU Programmes such as LEONARDO DA VINCI 2 focussing on vocational training, with direct employer participation.

6.3 TAF intends to bid for LDA Opportunities Programme & ESF CF support, through a yearly bidding round expected in the Autumn 2008, also Open and Competitive Tendering as managed by the Learning & Skills Council, for mainstream provision such as Skills for Jobs. Local Authority grant funding is being pursued, and Charitable Trust and The Big Lottery support, too.

6.4 To be recorded 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 recently introduced age-related legislation.

6.5 Additionally, TAF intends to market its ICT training to Borough Regeneration Heads where recruitment has been good and to give consideration to targeting specific sectors, such as retail to provide further preparatory future workforce upskilling.

- 6.6** With regard to relationships developed with other organisations, TAF can evidence closer joint working with Jobcentre Plus through increased client referrals (75%)- *please see 2.8*, through an intermediary contract. Similarly, increased capacity has been realised through strengthened co-working in place with nextstep
- 6.7** TAF ensures that project completers are tracked quarterly over 3, 6 and 12 months, with on-going support made available, also next stage ICT training and volunteer opportunities within the organisation. Additionally, referrals into work through employer facing job brokerage structures such as the LDA funded Hammersmith & Fulham *White City JobsWest* Programme, (in preparation for the new Westfield Shopping Centre).

7. Publicity/Case Studies

- 7.1** Over the lifetime of the WRENS 40+ Project, TAF has extended its statutory sector networks and built on its voluntary sector agency links across the 6 West London Boroughs which can be evidenced by both the recruitment levels delivered- *please see 2.1.6*) and TAF's increasing strategic positioning through its Director of Projects- *please see 5.2.2*.
- 7.2** To be recorded, too is that TAF has been recognised as an organisation of essential research for the 40+ by a range of pan London specialist ESF strategic level organisations such as the Government Office for London, the London Development Agency and the London Councils, with the organisation included on their websites as an older people facing organisation of best delivery practice and respected research 'trial think-tank.'
- 7.3** Indeed, the Director of Projects has been asked regularly to input into ESF and other good practice events, using TAF as a dissemination model of good practice. For example, the *London ESF Story* and the *ESF Celebration* Events in June 2008, where TAF's innovative older persons' ICT training will be showcased- *please see 5.2.1*.
- 7.4** Of note, too is TAF's positioning as one of the first London Voluntary Sector Organisations to achieve the now Learning & Skills Council preferred information, advice and guidance quality *matrix* award- *please see 2.8*; also TAF's current status as a multiplier case study as featured on the *matrix* website at www.matrixstandard.com
- 7.5** As a 15 year established organisation, TAF has built up a 100+ employer database that includes both SMEs and larger organisations such as Marks & Spencer, Charing Cross Hospital and the Novotel Hotel Group. Project publicity is promoted through these channels, also through Chambers of Commerce and sub-regional business representation organisations such as West London Business.
- 7.6** TAF uses a formal and actively delivered publicity policy for its own delivery and that of partners which is reviewed quarterly and annually. Impact areas assessed by individual target client group, include advertising materials used (for example reviewed for Anglo and Euro Centricity); outreach provision; recruitment procedures; selection methodologies; induction practices; in-course and post training contact with clients.

- 7.7** TAF carries out targeted project publicity routinely and effectively using inter-alia a quarterly/bi yearly newsletter and website promotion. Of particular note, are the high-profile student graduation award functions delivered 3 times per year. These events attract press coverage and engage statutory mainstream organisations and private sector employer audiences, sometimes in prestigious locations such as the House of Commons and Lords.
- 7.8** Attendees have included industry representatives such as Digby Jones; Ministers of State for example James Purnell, (Shadow) Philip Hammond and the Right Honorable Andrew Smith); Learning & Skills Council Local and Regional Directors; and Borough and pan-London Councillors such as Dame Sally Powell and Andrew Slaughter. All speakers demonstrate high levels of commitment to and support for TAF's cutting-edge work with older persons.
- 7.9** This evaluation found that TAF well understands and delivers the necessary and required ESF and LSC publicity requirements. Thus, all project level documentation and publicity materials carry the ESF Objective 3 and LWLSC logos clearly with approved text, also the other logos of funding agencies supporting TAF and Disability Discrimination Act statements.
- 7.10** It is suggested too that to raise further awareness of ESF support, all TAF computers could have an ESF display page as a screensaver; also a direct link to the TAF ESF-logged and DDA compliant website. This would have added advantage for project beneficiaries to access current job vacancies (taken from the West London site www.jobswestlondon.com and updated up to 3 times per week); also for TAF to track daily usage- currently logged as 69% for first-time users and 31% for repeat users.
- 7.11** A recommendation of this evaluation is to give consideration to the course leaflet layout to avoid heavy text concentration and to increase font size, as is suggested for the website. A suggested addition is to use the the addition of the plain English *Crystal Mark*, too- *please see 5.3.3*.
- 7.12** With regard to the compilation of anonymous case studies, much recommended by all London ESF Co-Financing Organisations, it is suggested that these should be produced at least quarterly and included on the TAF website. They would serve additionally as promotion material to employers, perhaps as part of an employer-specific linked page that could be tailored to the labour market needs of the West London sub-region.
- 7.13** Beneficiaries are briefed thoroughly on the mission and function of European Social Fund Objective 3 training support, as part of a comprehensive induction delivered personally by the Director of Projects. Additionally, ESF promotional posters and other visual items such as the approved ESF wall plaque are displayed on TAF premises. Also, all delivery, administrative and financial staff receive full briefing on the underpinning, strategic level support that ESF funding delivers

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
- Delivery
- Management
- Staff Training
- Quality Assurance
- Other – Please specify

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?)

<p>THANK YOU FOR YOUR TIME IN COMPLETING THIS QUESTIONNAIRE.</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 2: DELIVERY STAFF QUESTIONNAIRE



Leading learning and skills



EUROPEAN COMMUNITY
European Social Fund

- **WRENS 40+ (London West Learning & Skills Council)**
- **LONDON WRENS 40+ (London Councils Final Evaluation)**
- **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 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 <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>			

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

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> 
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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

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 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



Leading learning and skills



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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 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?

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

6. 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 Weisweiler	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