Project final evaluation for '**FORCE**'
Fifty+ Opportunities for Re-(Skilling) Carers/Former Carers in E (Technology)

Funded by the London Councils
ESF Co-financing Programme 2008-10

Organisation name: Third Age Foundation
Project ID: 6403
Target boroughs: 10
Specification: 1.1.11 & 1.1.10
Target group(s): Carers and Former Carers
Project start and end date: 01 April 2008– 31 March 2010)
Actual project start date: 22 September 2008

Evaluation conducted by:	Project manager:
Global Gateways Limited	Sylvia Francis
Evaluator: Gina Glicenstein	
Signature: *Gina Glicenstein*	Signature:
Date: 30/06/2010	Date: 30/06/2010

European Union
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Investing in jobs and skills

LONDON COUNCILS

1. Executive summary

This section should give **all stakeholders** a brief summary of what is in the report. It should provide an overview of the project's achievements, lessons learnt and what is being taken forward to future projects.

Suggested length: 1 page

1.1 This final evaluation will assess how well the 'FORCE' project has succeeded: its overall performance and achievements, impacts realized and good practice and innovation delivered. Equally, the evaluation will identify weaknesses and areas for improvement that are likely to be of relevance to future projects and of interest to a wide spectrum of stakeholders.

1.2 The evaluation begins with an outline of methodology used and progresses to the project rationale, management, significant changes made, activities, participants enrolled, outputs delivered, target groups, participant hours and weeks, follow up and tracking, soft outcomes realised, publicity, cross-cutting themes, lessons learnt, Greater London Enterprise (GLE) management and concludes with two case studies.

1.3 The 'FORCE' Project delivered five achievements, of note. Firstly, despite the economic downturn and reduction in jobs, 16% of participants progressed into employment on leaving the project and 23% sustained that employment six months after - The application profile targets were 17% and 20% respectively including self employment. However, the supported work trials on project completion for 40% of participants in the business sector and 40% in the voluntary sector could not be realised, due primarily to the continuing recession and its impacts on employers.

1.4 Secondly, the application profile for participants moving into further job search or training, was met fully at 63%. To be noted, here is that 48% of participants accessed higher level progression training in-house at TAF, after agreement was reached with GLE.

1.5 Thirdly, 85% of project participants gained Level 1 qualifications, 8% reached Level 2 and 57% achieved Entry Level Basic Skills - The application profiles were 35%, 15% and 50% respectively. In addition, 5% gained Basic Skill Level and 13% Level 1 Individual Learning Units – additional outcomes not specified in the application.

1.6 Fourthly, the number of project completers reached 17% above profile, with early leavers recorded at 19%.This 81% retention rate compared favourably with the 80% stated in the project application. Results have been realized inter-alia, through the delivery of underpinning soft skills and 'distance travelled.'

1.7 Fifthly, project priority, 'hard-to-reach' client groups supported included those with disability, women, learners from BAME communities and females from

these groups with low labour market participation rates. Project targets were exceeded in all cases at 232%, 146%, 126% and 123% respectively and new groups were supported, also such as single parents (28%), people with mental illness (8%) and drug dependency (2%). Part of this success is due to the sustained use of Boroughs' centrally located community outreach centres (also those located in high workless ward 'hotspots'), especially in the first part of the project.

1.8 Three key lessons were learnt. Firstly, unlike other older people client groups supported by Third Age Foundation (TAF), some carers and former carers emerging from or still in a period of caring, were found to have rather fixed mindsets towards a future move into work. Indeed, only 28% of interviewees considered themselves to be ready to begin a job, whether part or full-time.

1.9 Secondly, this indicated a need for an extended period of one to one support and personal development beyond the provision of the available 12 week course, in order to further build self confidence, deliver employability skills and complete upskilling to a transferable NVQ Level 2.

1.10 Thirdly, regarding the progression into work, paid or voluntary, there has been an on-going need for experienced staff to deliver job brokerage in house, that could supplement other Borough and London based resources such as *Relay London Jobs.*

2. Methodology

Please describe the ways that you have obtained the information used in the evaluation. We would expect to see a combination of quantitative (any numbers) and qualitative (e.g. interviews) techniques. For example you should seek feedback from participants, partners, and employers on your project. You should also consider the target outputs and results listed in your contract as a baseline against which to measure actual performance (quantitative measurement).

Suggested length: ½ page

2.1 The evaluation methodology used for this final evaluation has measured actual project performance against the total outputs, outcomes, milestones and targets profiled in the London Councils approved project.

2.2 The evaluator has provided an assessment of how well the project has met its contract outputs and delivered a quality learning experience for participants. Focus has been on performance, achievement, good practice, and impacts realized, also any innovation achieved. Weaknesses have been identified equally and areas for improvement suggested, with a view to informing the future development of similar projects.

2.3 Research methodology used has been to analyse primary project quantitative and quarterly submitted monitoring participant and financial reports, also secondary qualitative data recorded by the TAF Director of Projects and former and current project participants across an 11% sampling. This work was carried out on 30 March 2010.

2.4 Client level quantitative and qualitative monitoring data capture was recorded in group and one-to-one settings using a questionnaire that covered:

Part 1: About You	Part 2: About the Project

⇨ Gender
⇨ Age
⇨ Borough of residence
⇨ Outreach participation
⇨ Ethnicity
⇨ ESF beneficiary groups
⇨ Work background
⇨ Barriers to learning/training
⇨ Educational background
	⇨ Access to the project
	⇨ Reasons for project start
	   Participant financial support
	⇨ Attendance dates/hours/days
	⇨ Training modules completed
	⇨ In-project attitudinal changes
	⇨ Qualifications gained
	⇨ Client assessment of work
	   prospects/employability
	⇨ Type of work preferences
	⇨ Project recommendation
	⇨ Case study consent
	⇨ Client summary opinions

2.5 In addition, the project fit with the *2007-10 London Councils Co-Financing Plan*, the *ESF Objective 3 London Regional Development Plan 2007-13* and the Mayor's *Skills and Employment Strategy for London* 2009-2014 have been reviewed.

3. Rationale for the project

Please describe the original rationale and the main reason for developing the project, explain why this project exists and was funded. This should be documented in your original application.

Information to supply:

- What were the project's aims? (i.e. what were you planning to achieve?)
- What were its objectives? (i.e. how were you planning to meet your aims?)
- How were the aims linked to the target group?
- How were the aims linked to the London Councils ESF prospectus and plan?
- How did project activities add value to employment and skills priorities in London? Please refer to the regional ESF framework found via http://www.lda.gov.uk/server.php?show=nav.00100l003002
  Added value can be when you are providing something that was not asked for. How do you meet the objectives and add something on top of these?
- Did the project help respond to any significant or local economic or labour market shocks? Please describe the project's contribution.
- Describe how the project complemented and added value to other regional or area-based initiatives such as City-Strategy Pathfinders and Working Neighbourhood Fund. Has the project been working in an area with a programme like this? What links did the project have with it? Was the project duplicating work going on elsewhere?
- Describe how the project added value to existing provision and how they were being mainstreamed.
- Complementarity with other EU funding (describe any links to activities funded by other Co-financing organisations or other EU programmes such as ERDF, if applicable)

Suggested length: 1 – 1 ½ pages

3.1 The approved project sought to deliver 8 central aims and objectives. Firstly, it was to address the hidden potential of economically inactive carers aged 50 and over, with emphasis on carers and former carers from hard-to-reach and/or workless backgrounds. They were recorded as much less likely to be taken on by employers due to having little or no prior work experience and erroneously, limited availability. Some may have have failed in business or self employment, too.The starting point was expected to be either rusty, out of date work skills, and/or little or no experience of computer skills, in particular.

3.2 Secondly, the project was to tackle social exclusion, labour market disadvantage and age discrimination for the 102 disaffected and hard-to-reach carers and former carers across the 10 identified 'hotspot' workless boroughs. A project area of success has been the use of well-located community outreach facilities.These have included the Ealing Resource Community Centre (The Lido Centre), the Duddenhill Centre in Brent, the RAKAT Centre in Kingston-

upon-Thames (serving clients from Richmond also); and the Westminster Abbey Community Centre (providing access to Kensington & Chelsea participants, too).

3.3 Thirdly, the project was to ensure *matrix* accredited Information, Advice and Guidance (IAG), also Accreditation of Prior Learning (APL) for all clients. TAF achieved *matrix* in September 2002 (from when it was used as a case study), with successful reviews in 2005 and 2008.This service has proved essential across all client referrals, especially those from Jobcentre Plus (JCP) -TAF holds intermediary contracts for West, South, Central and East London.

3.4 Fourthly, the project was to deliver the important soft skills needed for work, using external standards such as the *Rickter and DWP approved indicators*– '*Measuring Soft Outcomes & Distance Travelled.*' Impact areas that have been assessed weekly and monthly by TAF personal tutors have included improved appearance/-engagement, better timekeeping, positive attitudinal skills to training/lifelong learning, increased confidence; higher motivation levels, development of self-esteem/worth; inter-personal skills, team working, raised basic ICT skills, employment skills/ capabilities and for some, how to be a team leader.

3.5 Fifthly, 50% of clients were to achieve the OCR ICT Skills for Life (Entry Level) qualification; 35% the OCR New CLAiT Level I and 15% the OCR CLAiT Plus Level 2. By late April, with delivery activities ended at the 31st March 2010, 85% of clients had gained Level 1 qualifications and 8% of learners had reached Level 2. Additionally, 57% had gained Entry Level Basic Skills Qualifications and Individual Learning Units: 13% at Level 1 and 5% at Basic Skill Level.

3.6 Sixthly, the project sought to realise 17% of participants moving into full-time and part-time work, with an increase to 22% after 6 months. This included 5% into self employment. (Up to 25% of participants undertake TAF's in-house Self-Enterprise Module). At the end of Quarter 8 and on project closure based on the revised project profiles, 16% had progressed into employment on leaving the project, with 23% remaining in employment six months after leaving.

3.7 Seventhly, the project was to offer supported work trials on project completion-40% based in businesses and 40% in the voluntary sector. This target has proved challenging and largely undeliverable in today's economic downturn, although 2% have been able to move into work trials and 5% into volunteering.

3.8 Eightly, the project was to support participants into further job search or training (FJT), including at TAF, for example by undertaking the Level 2 qualification. 63% of clients have progressed against a contract profile of 63%.

3.9 Project activities that have added value to regional employment and skills priorities as set out in the *London Regional ESF Framework* have been the delivery of up-to-date Information Communication Technology (ICT) skills that potentially, can be transferred to most other work roles and functions. Indeed, the *e Skills UK 2008 Sector Skills Agreement* stated that 90% of new jobs required ICT user skills, reinforced by 1 in 4 employers reporting inadequate ICT user skills amongst employees. Moreover, ICT remains a principal skills gap

faced by large numbers of those aged 50 years and over and if left unsupported, these older people will face increasing workplace inequality.

3.10 Project activities have been designed to be in synergy with and to add value to, wider regional initiatives. These have included the *West London Working City Strategy Pathfinder*, the *Working Neighbourhood Fund, Relay London Jobs* and *Local Employment Partnerships* (LEPs) in South, West, East and Central London. By upskilling older carers with ICT and 'work ready' skills including team working and customer skills, problem solving, numeracy and literacy, capacity has been built to meet documented local and regional business needs, both current and future.

3.11 The project has evidenced added value through its successful outreach delivery at the heart of the communities- *please see Section 3.2-* which in turn, has established new networks and partnerships for future development and projects aimed at hard-to-reach clients aged 50 and over, especially female.

3.12 Indivdual client case studies have been collated, designed to evidence the added value of employing older persons including carers. These are being moved up horizontally to strategic policy makers such as the London Councils, the London Development Agency and London Boroughs subject to participants' permission, in order to promote the potential of investing in older often 'hidden' clients, such as former carers.

3.13 Since 1993, TAF has amassed much experience in delivering assertiveness training to counter ageism (recorded by 37% of interviewees), also how to empower those aged 40 and over using Personal Development training. Moreover, TAF has aimed to reach those older clients most unlikely to self-present and engage with statutory learning providers, for example at a Borough Further Education College.This is due inter-alia, to the age of learning peers; study approaches used; a lack of intensive focus on age-related barriers/needs and the confidence building needed to secure development.

3.14 Of particular note, here is the range of educational, professional and managerial backgrounds that this project's participants have brought with them. Of those interviewed, 28% described themselves as skilled; 19% as professional and 28% as managerial. This was borne out by the level of qualifications held before project start. 37% were qualified to GCE Advanced Level or equivalent; 28% held vocational qualifications; and 47% were graduates. Such trainees have clear potential to progress into team leading and supervisory roles.

3.15 It is to be recorded that this project has succeeded in delivering complementarity with other European Union (EU) funded and European Social Fund (ESF) Co-financing Programmes. This is evidenced through the potential transferability of the bespoke and holistic older persons' training which could be targeted at further specialist groups of learners other than carers such as single mothers and fathers. In addition at wider EU level, these ICT and work ready upskilling activities have potential synergy with EU Programmes such as GRUNDTVIG (specialising in non-formal adult learning) and already achieved from 2004-7, also LEONARDO DA VINCI (specialising in vocational training).

4 Project management

It is recommended that you refer to section C5 of your original tender to help you complete this section.

Please provide a commentary on the following aspects of your project:

a) Project management

- To what extent was the structure of your staff appropriate for the project (e.g. were there the right amount of people in the right roles)?

- How well did the staff members fit their roles?

- How well did the systems used in the administration of the project work?

- What worked particularly well?

- What changes (if any) were made in terms of processes, systems, staff or administration?

b) Partnership working

- Describe the partnership (including names, roles and responsibilities).

- How well did the partnership agreements work? Did they contain the right information to complete the project and minimise confusion about roles and responsibility of partners?

- What changes (if any) did the project make to the partnership?

- Describe any social partner activities (e.g. training, networking, communication between employers and trade unions) if applicable.

c) Innovative approaches taken

- What innovative approaches has the project taken (e.g. in the fields of participant recruitment, employer engagement, training offered, participant tracking)?

- What have the benefits of these been?

Suggested length: 1 page

4.1.a All TAF's teaching staff hold a minimum NVQ Level 4 or Level 5 equivalent qualifications.The ICT Delivery Tutors have specialist City & Guilds 7307 or 7407 Stage 1 and/or Stage II, also. The Personal Development Tutor is Advanced Neuro-Linguistic Programming (NLP) trained.The Business Advisor has run her own business successfully over a number of years, too.

4.2.a The 10 TAF members of staff offer long service records with the organisation of between 5 and 10 years. The Director of Projects has been with the organisation since its inception. Tutors' job descriptions and person specifications are comprehensive, facilitating the delivery of this specialist carers' project. Also, on-going reviews throughout project delivery have ensured the appropriateness of teaching methodologies and training materials used.

4.3.a Day-to-day project administration systems have continued to be co-ordinated by 2 experienced Office Administrators, in order to provide full cover from Monday

to Friday. The London Councils project quarterly participant and financial monitoring documentation has been used throughout, although it was recorded during management level interviews, that reporting requirements had increased steadily during the project's lifetime, by up to 50%.

4.4a These quarterly returns and the feeder monthly reporting have been sampled regularly by the Director of Projects, further supported by TAF's financial accountant, in attendance 2 days per month. Both monitor actual performance against contract profile, making interventions as and when required, to keep the project outputs and spend on track.

4.5a *Excel* documentation, backed up by '*Quickbooks*' systems are used. On-going monitoring of all project spend and participant data is maintained in both electronic form and hard copy. Forrmative monthly reporting feeds smoothly into the London Councils' quarterly summative returns.

4.6b Throughout the project, joint working with referral partners has expanded, due in part to the intermediary contracts that TAF holds in West, South, Central and East London. JCP Centres in Hammersmith (Danny Shepherd, Personal Adviser), Twickenham (Uwe Bazuaye, Personal Adviser) and the West London District Office (Marianne McCaskell, Manager West London) have been particularly effective. Additionally, Reed in Partnership in Ealing (Shirley Allen, Business Manager) and the West London Office (Jodie Amponsa-Banson); Borough Regeneration Teams in Hammersmith & Fulham (Rosemarie Hayden, Regeneration Officer) and Ealing (Imogen Hughes, Regeneration Officer); the West London Network (John Carlin, Development Manager) and Relay London Jobs (Constantine Constantouris, Business Manager West London) have ensured recruitment.

4.7b Key partners were those Borough organizations charged with supporting carers. Initial recruitment proved slow, until these agencies became more involved to ensure that carers and former carers could be reached. This was achieved via regular newsletters, resulting in good recruitment in Ealing, Hammersmith & Fulham, Hounslow, Richmond and especially Brent. However, there were fewer learners identified in Westminster, Hillingdon, Kensington & Chelsea, with Kingston and Hackney proving unsuccessful – *please see Section 6.12*.

4.8b To be recorded, here are certain inconsistencies in practice across Boroughs and territorial boundaries encountered. Common partnership working proved challenging and Borough level meetings could not be continued, due partly to changes in personnel and changed strategic and operational priorities.

4.9c Innovative project approaches evidenced during this final evaluation have included the recruitment of both carers and former carers aged 50 and over (20% of those interviewed being over 60); high levels of support for people with illness and/or disability (46% of interviewees); the number of male carers (36%) and lone parents (12%). Clearly, the added value of these key approaches has been to widen project reach and this has been featured in the two case studies recorded.

4.10c A further area of innovation has been the breaking of mindsets of older, carers and former carers and the development of their personal aspirations. By undertaking TAF's holistic assertiveness training designed to counter ageism and

secure empowerment, 63% of clients have been able to progress into job search and training, rather than returning to a life of economic inactivity.

5. Significant change

Has the project made any significant changes and/or re-profiled any of the outputs/results? (Please see page 22 of the Project Handbook for more details) Please provide a description of the following, where applicable:

- What were the significant changes?
- Was the project re-profiled? If yes, how many times?
- Why were the changes made? Why was the re-profiling carried out?
- What difference did this make?

Suggested length: 1 page

There have been 2 London Councils, GLE managed project-wide dispensations given and 4 Significant Changes made:

5.1 On project start, the participant age limit was extended from 64, in line with the removal of compulsary retirement at 65, also the new ESF directives.

5.2 In addition, it was no longer required to record project participants by faith groups and sexual orientation, in line with the Human Rights Act

5.3 In October 2008, project participant numbers were raised from the application approved 85 to 114 participants, representing an increase of 28%. This was due to an amalgamation of part-provision of a 1.1.10 Specification current carer project, after one organization had to pull out of delivery.

5.4 Simultaneously, new Borough targets covering the 114 participants were agreed. However prior to the Quarter 7 claim at the end of September 2009, the number of total learners was reduced back to 102 (a 10% reduction), following a period of difficult recruitment. This had occurred because of a requirement to meet specific Borough targets, a situation that subsequently, was relaxed in January 2010.

5.5 The project had been designed to support participants into further training with with other providers but also at TAF. Authorisation was given to allow second stage progression training delivered at TAF to be counted, also. In total, 49 of the 102 participants (48%) have been supported.

6. Activities

In this section, you need to think about the activities you have delivered, in relation to those you proposed in your tender.

- Describe the activities that have been undertaken. How well did these fit with the activities detailed in your tender? If they are different, what are the reasons for this? Think about activities in the following areas:
    - Target groups
    - Identifying needs
    - Enrolment and retention
    - Activities delivered and results
- To what extent have you been able to draw participants from the borough or wards specified in your contract?
- What support have you received from the local Boroughs and/or other organisations?
- How did you make sure that your project remains relevant to the needs of your target group? How did you obtain feedback from participants, employers and referral agencies?
- Describe a participant's journey throughout the project from enrolment to completion, including services offered, activities delivered and progression routes.
- How did project activities help you to achieve your contracted outputs and results?

Suggested length: 1 ½ – 2 pages

6.1 The target group was to be carers and former carers aged 50 years and over- *please see Section 5.4 -* who lacked both confidence and relevant work skills. The participant's journey from enrolment to completion and project activities delivered have centred on addressing his/her individual needs and barriers.

6.2 These staged interventions started always from wherever the carer was placed at the point of entry be this with no or low ICT skills; poor Skills for Life (SfL) competences; never having worked before; having failed in business; coming off long-term unemployment; emerging from an extended period of care responsibilities; with few or rusty work skills; and/or needing to return to paid work for financial reasons.

6.3 Across participants interviewed, this final evaluation found that 82% lacked relevant ICT skills and that 28% were under financial pressure to return to paid work. Of note, too was that 37% identified illness including mental health issues and a further 37% referred to limiting current caring responsibilities, for example being a lone parent.

6.4 Project areas that have worked well have included the recruitment of female participants (43% over profile) and of BAME learners (25% over recruitment). Significantly, those with a disability and/or a health condition have exceeded profile by 132% - *please see Table 2 Section 8 .*

6.5 Other project areas that have worked well are the delivery of soft skills and the 'distance travelled' by participants. Amongst interviewees, 82% felt more confident than at the start of the course, 73% believed themselves to be more responsible for their own learning and 64% more positive.

6.6 Additionally, 55% stated that the project had improved their personal employability and work prospects, yet only 28% said that they were ready to begin work. This is clearly an indication of the level and length of support need that some older carers require, after sometimes lengthy periods of intensive caring. Indeed, a staff perception recorded is that this client group needs markedly more one to one support, in comparison with other client groups progressed. Unfortunately though, only 2 sessions of NLP personal development per client, could be funded through this project.

6.7 An evidenced area of success has proved to be the flexibility of the ICT 'pick and mix' training. Study packages have included an Introduction to Computers & Computing and a choice of 3 ICT modules (for Certificate Level 1 & 2 qualification) and 5 (for Diploma Level 1 & 2 qualification), chosen from Word Processing, Spreadsheets, Graphs and Charts, DataBase, DeskTop Publishing, Powerpoint, Website Design, PhotoShop, E-Mail for Business and Internet for On-Line Research.

6.8 With regard to enrolment only Income Support, Income Capacity, Employment and Support Allowance (ESA) claimants and non-claimants have been eligible for the project. Job Seeker Allowance (JSA) claimants have been exempt. However, these welfare system changes did cause difficulties for some carers who presented for interview. For example, lone parents, those with disabilities and formerly suffering from long-term sickness, had been moved from Income Support onto JSA. – *please see Section 14.6.*

6.9 Additionally, there has been the existence of some large, private, pan London providers that had been pre-contracted by JCP to deliver services to former Incapacity Benefit and Income Support claimants that reduced TAF's recruitment.

6.10 By the end of Quarter 8, the number of project completers had reached 17% above contract profile, with a total of early leavers recorded at 19%. This 81% retention rate compares favourably with the 80% application profile and evidences TAF's strong track record of delivery.

6.11 TAF was to work jointly with JCP to identify potential carers from 10 Boroughs across West, Central, South and East London, also 10 'hotspot' workless Index of Multiple Deprivation (IMD) high rated wards and Super Output Areas (SOAs). The extent to which participants have been drawn from these areas has been variable.

6.12 Nevertheless, good recruitment has been realised across the Boroughs of Ealing (28%), Brent (10%), Hammersmith & Fulham (23%) Hounslow (18%) and Richmond (10%). Fewer learners were identified in Westminster (6%), Kensington

& Chelsea (4%) and Hillingdon (1%), with Kingston and Hackney proving largely unsuccessful (both 0%). This has been partly, as a result of the varying project promotion activities across Boroughs' carer organizations and the continuing issue of territorial boundaries.

6.13   TAF has sought to ensure that this two year project has remained relevant to carers and former carers' needs, by securing regular feedback from participants, supplemented by the Borough Carer Referral Agencies. Client satisfaction questionnaires are completed always at the interim and final stages of the 12 week training courses and these are supplemented by weekly, tutor driven group and one to one evaluation.

6.14   Throughout this evaluation, strong levels of participant satisfaction were recorded. 100% of interviewees stated that they would recommend the project to others and indeed, some had already done so. Clients consistently singled out the supportive and motivating skills of TAF staff, also the expertise of specialist ICT tutors.

6.15   Direct comments included:

- *The project is excellent for those with the right attitude*
- *Relevant training and exceptional staff*
- *The tutors are very good and patient*
- *The teachers make the work easy to do and it's not frightening*
- *The staff are patient and give you plenty of time*
- *The one to one support is invaluable*
- *The learning is well-paced*
- *The work goes at your own pace*
- *There's a nice, supportive atmosphere*
- *It has been enjoyable to learn the right computer skills*
- *There is nowhere for older people to learn computer skills except at TAF*
- *The project gave me some meaning after my Mother's death*
- *Now I can surprise my kids on the computer now!*
- *It has put a spring into my step!*

7. Participants enrolled and outputs delivered

Please fill in Table 1 before writing the narrative for this section. Table 1 contains information on the participants in each borough. This information can be found in the project's final reporting database and the tender form.

Once you have filled in the tables, please provide some description of the following for each table:

- How did the project perform against profile?
- Can you describe why the project met its targets/ overachieved against targets/ underachieved against targets?
- To what extent has the project been successful at engaging participants in the contracted boroughs/ target groups? To what extent has the project been successful at delivering results in each borough/ target group?
- What activities have been delivered for the specified target groups to support your progress against targets (e.g for older people activities to promote access such as travel subsidies; for homeless people activities which prepare them for entry to the workplace)?
- Please provide details of successes and challenges the project has faced.

Suggested length: 2 pages

Table 1

Borough	Starters		Jobs within six weeks		Jobs six months after leaving project		Further jobsearch or training	
	Profiled*	Actual**	Profiled	Actual	Profiled	Actual	Profiled	Actual
Barking & Dagenham								
Barnet								
Bexley								
Brent	11	10	2	2	2	0	6	1
Bromley								
Camden								
City of London								
Croydon								
Ealing	28	29	2	1	4	3	15	11
Enfield								
Greenwich								
Hackney								
Hammersmith & Fulham	18	23	3	0	5	0	9	11
Haringey								
Harrow	0	1	0	0	0	0	0	0
Havering								
Hillingdon	3	1	0	0	0	0	2	0
Hounslow	14	18	2	0	2	0	7	9
Islington								
Kensington & Chelsea	5	4	3	1	3	1	2	2
Kingston-Upon-Thames	4	0	1	0	1	0	2	0

Lambeth								
Lewisham								
Merton								
Newham								
Redbridge								
Richmond-Upon-Thames	14	10	4	0	4	1	16	5
Southwark								
Sutton								
Tower Hamlets								
Waltham Forest								
Wandsworth								
Westminster	5	6	1	0	2	1	5	4
Total	**102**	**102**	**18**	**4**	**23**	**6**	**64**	**43**

7.1 Across the 10 targeted London Boroughs, recruitment was healthy in 6: Brent (91%), Ealing (104%); Hammersmith & Fulham (128%); Hounslow (129%), Richmond-upon-Thames (72%) and Westminster (120%). However, the intake fell in Hillingdon (34%) and substantially, in Kensington & Chelsea and Kingston-upon-Thames where no learners were recruited, although 1% were recruited in the untargeted Harrow – *please see Section 6.12*.

7.2 The continuing difficulty of reaching carers who are often 'hidden' prevails, also their availability outside of care responsibilities and in some cases, their rather fixed mindsets regarding employment. Compounding this further were the rather variable promotion services used by Boroughs' specialist Carer Organizations and their approach to territorial boundaries.

7.3 With regard to target groups and as evidenced in Table 2- *please see Section 8,* female participants were recruited 43% over profile, BAME learners 25% over and participants with a disability and/or a health condition 32% over - *please see Section 6.1.*

7.4 At project delivery end at 30 April 2010 and final reporting by 09 August 2010, Borough level recruitment of jobs was positive in 3 out of 10 Boroughs within 6 weeks of project end and in 5 out of 10 Boroughs after 6 months. The breakdown is as follows:

BOROUGH	JOBS WITHIN 6 WEEKS	JOBS 6 MONTHS AFTER LEAVING PROJECT
Brent	100%	0%
Ealing	50%	75%
Hammersmith & Fulham	0%	123%
Harrow	0%	0%
Hillingdon	0%	0%
Hounslow	0%	0%
Kensington & Chelsea	34%	34%
Kingston-Upon-Thames	0%	0%
Richmond-Upon-Thames	0%	25%
Westminster	0%	50%

7.5 Progression into employment has been an on-going challenge faced by the project. There are a number of explanations: firstly, the continuing economic downturn (considered to be the worst since the 1920s) and the cutbacks made by employers; secondly, the low aspirations of some carers who have been in long and extended periods of inactivity; thirdly, capacity problems encountered in some previously successful outreach centres such as in Kingston-Upon-Thames and fourthly, age

discrimination encountered by those aged 50 years and older – verbalised by 37% of interviewees – *please see Section 3.13.*

7.6 In addition, TAF has had to replace its previous employer broker and it has proved difficult to secure the specialist, experienced resources needed within the available project budget. It is recommended that for future projects, this important service be costed in at the current market level.

7.7 However at the end of Quarter 8 at project closure and based on the London Councils' revised profiles, a total of 16% had progressed into jobs on leaving the project and this rose to 23% at the six month monitoring point.

7.8 Further jobsearch and training proved to be needed alongside the focus on job outcomes, especially for current carers.This was a reflection of their need for extended upskilling and confidence building, whilst coping with the often emotional and physical problems of caring. Indeed, this was evidenced by those project participants interviewed: 28% only ready to take up work but a further 10% interested in volunteering – *please see Section 6.6.*

BOROUGH	FURTHER JOBSEARCH AND TRAINING
Brent	17%
Ealing	74%
Hammersmith & Fulham	123%
Harrow	0%
Hillingdon	0%
Hounslow	129%
Kensington & Chelsea	100%
Kingston-Upon-Thames	0%
Richmond-Upon-Thames	32%
Westminster	80%

7.9 However, particular successes in the progression into further job search and training are to be recorded across 4 Boroughs, in particular Hounslow and Hammersmith & Fulham, where targets were exceeded significantly.

7.10 Added value activities delivered have included OCR accredited, NVQ equivalent qualifications at Individual Learning Unit and full Basic, 1 and 2 Levels. The breakdown is as follows:

Number of qualifications gained		Profiled	Actual	Percentage
1.	Basic Skills Qualification	46	26	57%
2.	Basic Skills Units	0	6	n/a
3.	NVQ Level 1 (or equivalent)	32	30	94%
4.	NVQ Level 1 Units	0	13	n/a
5.	NVQ Level 2 (or equivalent)	14	1	8%
6.	NVQ Level 2 Units	0	0	n/a
		92	76	

7.11 However it is to be included, here that the individual level of need was higher for this previously unsupported carer group than for other TAF clients aged 50 years and over.There were capacity and financial constraints encountered, with just two sessions of personal development each funded by this project.Yet clearly, some

clients needed increased levels of sustained one to one support which TAF did its best to meet. It is recommended that future projects extend this important provision.

8   Target groups

Please fill in Table 2 before writing the narrative for this section. Table 2 contains information on your project's target group(s). "Profile" information can be obtained from your tender, "actual" information can be found in your final reporting database and tender form.

Once you have filled in the table, please provide some description to support the quantitative information. The evaluation of the programme as a whole for ESF will require the programme team to comment on the following points. It would therefore be helpful to gain an appreciation at project level of how your project has addressed the barriers faced by:

- Disabled people (e.g. adaptations to buildings, equipment, websites, software, transport provision, innovative recruitment procedures, extra efforts to consult with community-based disability groups, etc.)

- Parents (examples of activities to promote participation in employment by lone parents, disabled parents, homeless families, jobless parents)

- Older people (e.g. examples of activities to promote access to provision by older people, actions taken to retain older people in employment and/or re-engage them in the labour market).

- Ethnic minorities, including women from ethnic groups with low labour market participation rates (examples of activities to actively promote equality for people from ethnic minorities and provide access to provision for people from ethnic minorities)

- Refugees and asylum seekers (examples of activities to increase this target group's participation in employment or to improve/adapt their skills)

- People recovering from drug and/or alcohol addiction (examples of activities to prepare participants for entry to the workplace and progression to mainstream employment training)

- Homeless people (e.g. addressing the special needs of this target group and support participants in accessing mainstream service support.

- Gender (e.g. training for men or women to enter non-traditional occupations)

Suggested length: 1 page

Table 2

Target groups	Profiled	Actual	% achieved so far
Female	44	63	144%
BAME participants	51	64	126%
Disabled people or people with a health condition	19	44	232%
People recovering from drug and alcohol addiction	0	1	n/a
Homeless people	0	1	n/a
Lone parents (jobless)	75	21	28%
Low income, single earner families with children where one parent is not working	0	6	n/a
People with parental or care duties	0	22	n/a
People with mental health issues	0	8	n/a
Refugees, asylum seekers and recent migrants	22	2	10%
Women from BAME groups with low labour market participation rates	31	38	123%

Older People	102	102	100%
Carers or former carers	102	102	100%

8.1 The project has been able to support participants with disabilities and people with health conditions by providing lift accessible premises, also adapted ICT equipment such as enlarged screen and keyboards. Additionally, large print documents have been made available for those with visual impairment and people with mental health issues have received increased support, where resources allowed and referral was possible.

8.2 Parents, particularly those from single earner families, also those with health conditions, have been supported actively through family and school friendly hours and flexible delivery times, also in venues such as local community centres in Boroughs of residence.

8.3 The 'FORCE' project was targeted exclusively at older carers aged 50 years and over. It set out to deliver positive action strategies designed to empower participants back into work and into further upskilling routes. Here, TAF's wider and sustained promotional work focussing on the added, yet largely untapped value of taking on older employees, is to be mentioned.

8.4 One successful strategy that has helped to secure the recruitment of BAME participants has been the use of easily accessible outreach centres at the heart of clients' own communities – *please see Section 3.2*. This has been particularly pertinent to the recruitment of women, resulting in over enrolment against contract profiles – *please see Table 2 above.* In addition, liaison with BAME community representation groups has proved useful, too.

8.5 The recruitment of refugees and asylum seekers was much lower than expected. A difficulty encountered was that carers from BAME communities were not much represented or it appeared, included in Borough level networks. This possibly indicated informal caring roles, resulting in their minimal participation in such networks.

8.6 One person recovering from drug addiction and dependency was supported by the project.This was achieved by using flexible tutor provision to deliver the individual level, underpinning support needed.

8.7 Similarly, one homeless person was supported. Once again, individually tailored options were facilitated by ICT delivery and Personal Development tutors to realize personal outcomes.

8.8 The 62% of women who participated in this project, were prepared, also to enter a largely gender segregated ICT sector, should this be their chosen progression path. (It is well documented that up to 80% of the industry is still male dominated).

9. Average hours each week and number of weeks each participant spent on the project

> **Please fill in table 3 before writing the narrative for this section.**
>
> Once you have filled in the table, please provide some description of:
> - Whether you met your targets for the number of hours and weeks?
> - What are the reasons for meeting your profile/ exceeding your profile/ underachieving your profile?
> - Any other information that would add depth to the understanding of the statistics (i.e. reasons or explanations to do with the figures in each section)
> - Please explain any changes made to the profiled average number of hours each week and/or average total weeks per participant.
>
> Suggested length: 1/2 page

Table 3

Average hours each week		Average total weeks per participant	
Profiled	Actual	Profiled	Actual
12	6.56	12	18.48

Calculations:

Average hours each week (Total hours ÷ number of participants) ÷ number of weeks per course = (8,030 ÷ 102 ÷ 12) = 6.56 hours

Average total weeks per participant (Total weeks ÷ number of participants): 1,884.6 ÷ 102 = 18.48 weeks

9.1 The project was to deliver an average 12 hours weekly over a 12 week period. Flexible training packages as detailed in the application, were to range from 12 to 15 hours weekly, on 2 to 2½ days per week, over 6-12 weeks. This included delivery at the TAF central Hammersmith & Fulham premises and also, in up to 7 borough-based outreach centres – *please see Section 3.2.*

9.2 The pattern of actual delivery differed in that the number of hours delivered weekly was reduced and the number of weeks was increased.This change took place due to the inclusion of carers, alongside former carers – *please see Section 5.3.*

9.3 Clearly, current carers' commitments meant that they had less time and limited availability to undertake a lengthier project training. So course delivery and attendance were tailored accordingly and in turn, this placed additional demands on TAF's staff and resources that had not been scoped in the original application.

9.4 Another change related to the outreach locations used. Of the 7 used in the early stages of the project, this number reduced to 3: The Ealing Lido, the Kingston

RAKAT and the Westminster Abbey Community Centres. This was driven by the pattern of enrolment and other centre availability and capacity issues that emerged.

10. Follow-up and tracking

Please fill in Table 4 before writing the narrative for this section.

When you have filled in table 4, please provide some description regarding:
- What systems did you have in place for tracking participants?
- What additional follow-up support did you offer participants who had left the project?
- What measures were in place to reduce the number of unknown destinations and retain participants on the project until a positive output was reached?

Suggested length: 1 page

Table 4

Follow-up and tracking	
Average frequency of contacting participants	Up to 3 times weekly
Average hours spent on follow-up support per participant	11
Other destinations	
Total leavers (Completers)	83
Unemployment (Early Leavers)	19
Economic inactivity*	34
Not known*	2
Other	21

10.1 Project participants are tracked at the point of completion, or after early leaving.They are contacted on a weekly and monthly basis, with formal follow up at 3, 6 and 12 months when they are asked to fill in a brief questionnaire that includes destination information.

10.2 With regard to unknown participant destinations and as for many training providers, TAF has encountered on-going constraints obtaining relevant documentation that is comprehensive enough for funders' audit requirements. Nevertheless, TAF can evidence a 30% return date to its sent questionnaires and its tracking telephone calls and when compared with an average rate of just 10%, this is encouraging.

10.3 In the face of the current economic recession and the downturn in jobs, TAF has endeavoured to provided increased, on-going support to project participants. For example, on-line job search facilites open to all, have been

made available each Wednesday to provide access to work and volunteering opportunities, a resource that has been much appreciated by participants.

10.4 Additionally, this facility has given important ICT access to many clients who do not have computer or Internet facilities outside of TAF resources. It is recommended that attendance at this drop-in facility, be maintained for the duration of the project and beyond, for up to the 6 months of aftercare.

10.5 Importantly, the project has been able to deliver second stage progression training in-house at TAF – *please see Section 5.6.* Indeed, 48% of participants have benefited from this extended support to achieve progression qualifications, as follows:

QUALIFICATIONS GAINED	TOTAL
New CLAiT Office Level 1	11
New CLAiT Media Level 1	11
CLAiT Plus Office Level 2	14
CLAiT Plus Media Level 2	13
	49

11 Soft outcomes

> What have the project's "soft outcomes" been? Examples include participants' improvements in:
> - Self esteem
> - Confidence
> - Time keeping
> - Motivation
> - Communication
>
> How did you measure this? What evidence is there to support this?
>
> Suggested length: ¾ page

11.1 Evidently, carers and former carers have remained 'work inactive' during long periods, further compounded by prolonged isolation. Indeed, this evaluation recorded that some participants had never worked before, or not for many years and so self confidence was low.

11.2 Moreover, tutors observed that increased levels of one-to-one support were required, leading into facilitated interaction between class members. This was evidenced, too by the evaluator when participants talked of the '*self motivation needed and the desirability of learning from and with others*.'

11.3 Using the wider soft skills needed for work and based on the *Rickter and DWP Approved Indicators– 'Measuring Soft Outcomes & Distance Travelled*,' tutors have assessed impact areas weekly, using one-to-one and within group reviews.

11.4 Monthly documented areas have included improved appearance, better timekeeping, development of self-esteem and worth; personal communication, engagement, motivation, increased confidence and positive attitudinal skills to training; increased inter-personal skills, teamworking and ability to work with others and importantly, raised SfL and ICT competences alongside new, transferable employability skills.

11.5 These and other soft outcomes recorded by the evaluator, have included taking more control of life and work options (64%); developing self confidence (46%); improving SfL (37%); receiving help to combat ageism (28%); benefitting from work advice and guidance (28%); accessing motivation and orientation training (19%); receiving help towards self employment and enterprise (10%); and being moved into a position to benefit from further training and education (10%). Significantly, 82% acknowledged their essential progress in the area of ICTupskilling.

11.6 An important soft outcome to be recorded, is participants' readiness to begin work. Just 28% of the carers interviewed, stated that they were ready - *please see Section 6.6.* A suggested strategy is given at *Section 7.11.*

12. Publicity

Please provide a summary on how your project was publicised:

- How did you promote the project to potential participants within your target area?
- What specific actions took place to reach the target group your project worked with?
- How did you make the participants aware of the funders?
- How did you promote the achievements and results of your project?
- Please describe how you used the London Councils and ESF logos
- Please provide good news stories and examples of press coverage of your project as appendices to this evaluation

Suggested length: ¾ page

12.1 For the first part of the project, publicity actions taken included distributing flyers and leaflets to libraries, health centres, hospitals, doctors' surgeries, also at exhibitions, job fairs and in churches. However, unlike for previous courses, the take-up by carers and former carers was low, in the region of 15%. Moreover, this rate fell through the project to 10%, a situation that was aggravated by over focus on specific Boroughs.

12.2 However, word of mouth referral and recommendation remained strong, as it had done before with previous projects. 37% of those interviewed, identified this as the primary reason for their current attendance.

12.3 Some interesting referral routes by other training organisations and networks were identified, also (37%), such as the *Twining Enterprise* and *West Zone* based at the new Westfield Shopping Centre in Shepherds Bush. Both provide vocationally focused support to people with mental health needs. Another suggestion could be to target Boroughs' most deprived housing estates.

12.4 Joint working with referral agencies developed, for example with JCP Centres; Reed in Partnership; Work Directions/Ingeus; Borough Regeneration Teams; the West London Network. and Relay London Jobs – *please see Section 4.6.*They recorded the receipt of sufficient project information, both in hard copy and electronic form and this was passed on to relevant colleagues, such as Disability Officers.

12.5 For the second part of the project, specialist, Borough level carer referral organisations such as Hammersmith & Fulham's *Caring for Carers* were contacted directly, to reach this 'hidden' client group. This worked well in some Boroughs such as Brent, using an effective Carers Newsletter. Others fell short, though due inter-alia to territorial issues – *please see Section 6.12.*

12.6 To be mentioned, here is the distribution of TAF's 3 times a year newsletter sent out pan London to training organizations, also student award functions held 3 times a year that engage a range of speakers and audiences, such as Ministers of State, Local Councillors and Members of Parliament (and European MEPs), also Learning & Skills Council Regional Directors.

12.7 91% of project participants interviewed, recorded that they had been briefed thoroughly at a comprehensive induction covering all apects of their project training, including the source of its funding. Similarly TAF's delivery, administration and finance staff had been briefed on the source and relevance of European Social Fund funding.

12.8 The evaluator noted the use of ESF promotional posters and approved ESF wall plaque displayed on TAF premises and on the website, also ESF and London Councils logos added to project management and delivery materials. Further awareness of ESF support, might include for example, a logoed computer screensaver page.

12.9 Promoting project achievements and results has been on-going through the use of regular participant case studies, *such as in Annex 1.* Additionally, the Director of Projects has been pro-active during the lifetime of the 'FORCE' Project in transferring the good practice realised. For example, she presented a TAF case study in the *London ESF Story* and *ESF Celebration Event* that took place in June 2008.

12.10 In addition,TAF has established a London-wide reputation for re-skilling older learners, being cited on LDA, DfES and DWP websites as a good practice and research organisation. Moreover, continuing interface with mainstream, strategic organisations and engagement with employers secures wider dissemination of this project's clear multiplier effect.

13 Cross-cutting themes

a) Equalities and diversity
- How did you promote and encourage equalities and diversity in your project?
- How did you implement your equal opportunities policy?
- Please explain any challenges you had in embedding equalities and diversity in your project, steps that were taken to try address these, and how you would combat these in future projects.

b) Sustainable development
- Please describe how your project contributed to sustainable development including economic, social and environmental aspects. Please include good practice and description of environmentally-focused employment and skills projects/activities e.g. training in environmental management and protection skills, eco-friendly technologies and environmental conservation projects with a focus on skills or jobs.

c) Health
- Explain how your project contributed to the health cross cutting theme. Activities may have included health focused employment and skills projects/activities. Highlight any areas of good practice around this theme (Please see Section 6 of the Project Handbook for further details)

Suggested length: 1-1½ page

13.1a Equalities and diversity strategies were incorporated into the initial project's design and delivery. A 'FORCE' specific action plan was used to monitor all service areas including publicity, engagement, recruitment, interviewing, selection, induction, personal development, upskilling ICT training, progression towards training, volunteering and employment.

13.2a Firstly, the identified delivery areas have been reviewed formatively on a monthly frequency, by tutors using common performance indicators. Secondly, the Director of Projects has provided a summative review on a quarterly basis. Thirdly, this was measured against the project wide equalities and diversity delivery targets of the application and contract.

13.3a These targets encompassed clients with priority needs such as with disability, being female, from a BAME community and women from BAME groups with low labour market participation rates. All have been supported actively, with project targets exceeded in all cases at 232%, 146%, 126% and 123% respectively – *please see Section 8, Table 2.*

13.4a Of note, here is the participant feedback during interviewing on individual needs that were affecting their current and potentially, their future situation including employment. 46% described themselves as a disabled person with a health condition, whilst 28% saw themselves as a jobless parent.

13.5a Throughout, TAF has strived to use a continuous improvement approach to realise the project's equality and diversity targets. For example, training materials have been reviewed for suitability and fit-for-purpose, also to ensure that they were free of Anglo/Eurocentric bias. Similarly, possible physical access and improvements have been appraised.

13.6a In addition, TAF has made available travel and child/eldercare financial support for those most in need.The project budget allowed for 24% to be supported with travel expenses and 6% for child/elder care costs. In fact by project end, just 3% had needed travel support, due primarily to larger than expected numbers of learners aged 60 years and over (39%), who were able to use *Freedom Passes*.

13.7a During the lifetime of the project, TAF has delivered participant involvement in the understanding and delivery of underpinning equality and diversity actions, designed to meet all learners' training needs and to realise each person's full potential. Evidencing this, have been regular briefings about the TAFs annually updated equal opportunities policy (displayed at the training premises), also on-going awareness raising about the project-specific action plan.

13.8a The use of positive peer role models, for example originating from hard-to-reach communities such as BAME clients, has proved effective in the engagement of new learners. This work has been consolidated, too during student award functions, held three times per year – *please see Section 12.6.*

13.9a Project participants are empowered, additionally through service user involvement at individual and group level, also in focus group meetings and as learner representatives at quarterly TAF Management Committee Meetings.

13.10a With regard to particular challenges faced by the project, the recruitment of refugees has proved difficult, with only 10% of target numbers recruited. This has been due in part, to low representation levels across Boroughs' carer networks – *please see Section 8.5* – also, ineligible asylum seekers without permission to remain or to access funded projects. In the future, it would be necessary to work more closely with refugee representation groups.

13.11b The 'FORCE' Project has sought to widen participation, amongst hard-to-reach, disadvantaged carers and former carers living in 10 London Boroughs, in order to assist them to overcome a range of personal and learning barriers Their empowerment was a primary aim and their subsequent progression back into training, volunteering and work.

13.12b Using a sustainable development project-specific action plan with monthly and quarterly targets and set performance indicators, 'FORCE' has sought to make a contribute to environmental protection, by adopting eco-friendly actions.

13.13b TAF staff have encouraged participants to care for the environment by promoting economical use of finite resources such as electricity (particularly relevant to ICT training); by cutting down on paper and ink and by using double-sided printing.

13.14b In addition, awareness of environmental concerns has been taken forward from the point of participant induction, by encouraging protective strategies. These have included encouraging clients to walk, cycle or use public transport, except in cases where individual health circumstances do not allow.

13.15b Also, TAF's own practice has been to lead by example, such as by recycling paper, toner and print cartridges; using fairtrade products (e.g. tea/coffee and bio-degradable products); and by recycling old computers and items of office furniture.

13.16b A key project aim has been to support and provide the economic skills that businesses require now and in the future. By providing upskilling ICT training and transferable competences, potential has been built to respond to the on-going shortfall, recorded at 26% (*e-skills UK*).

13.17b 'FORCE' has worked, also to address a growing misconception that older carers and former carers aged 50 years and over, were neither available for work, nor did they have the skills required.The project sought to address this stereotypical image with prospective employers and to change mindsets, a process that had started with the participants' themselves.

13.18c Based on the *Leitch Review-Prosperity for All In The Global Economy-World Class Skills 2006* and the *London Councils Co-Financing Plan 2007-10*, health focused skills have been integrated fully into project design and delivery.

13.19c The health benefits of employment, volunteering and work placements were presented and promoted as routes to personal well-being and self-improvement. Moreover, worklessness was viewed as a key indicator of health inequalities and associated mental and physical health problems**.**

13.20c As for equalities and diversity and sustainable development, TAF used a project-specific health action plan with targets and common performance indicators to measure quarterly progress. Positive action strategies have included new support for people with mental illness (8% of participants) and drug dependency (2%), both priority groups not identified in the project application.

13.21c Tutors have focussed, too on improving life patterns and achieving healthier lifestyles. Actions have included making available health promotion information and promoting local Borough and Primary Care Trust *Healthy Living Strategies*, projects and activities.

14 Lessons learnt

> What are the main learning points from the project?
>
> What were the main difficulties that the project experienced?
>
> How did you respond to these?
>
> What are you planning to do differently in future projects?
>
> Suggested length: 1 page

14.1 A key learning point has been the sometimes fixed mindsets of carers and former carers emerging from, or still in an intensive period of caring responsibilities, towards their onward move into paid work, placements, volunteering and/or further training. Further evidencing this, was the 28% of interviewees only who considered themselves ready to begin work, although many were still in active caring roles.

14.2 Nevertheless, there was an indication of on-going, extended support needed beyond the 12 week course duration, in order to further build self confidence and skills levels towards attaining a minimum NVQ Level 2.

14.3 TAF recognised this early and proposed to meet this gap by providing second stage, higher level training progression routes – *please see Section 10.5.* However, this had to be re-negotiated with the funders, London Councils before it could be implemented by GLE.

14.4 Another key learning point has been the need to have experienced staff resources in place to deliver job preparation and brokerage into work, also joint working with pan London specialist resources such as *Relay London Jobs.*

14.5 TAF has employed 2 persons over the lifetime of the project. However, results have been variable and job outputs were not realized in the first part of the project. It is recommended that sufficient funding needs to be built into future projects, to deliver this vital service to secure participant progression.

14.6 The first main difficulty that the project experienced, was the shrinkage in the jobs market and the continuing recession (considered to be the worst since the 1920s) that has extended over the project's lifetime. The employment targets for progression into full and part-time work had been set well before this economic downturn, as had the intermediary route of work trials on project completion.

14.7 Secondly, the project was affected by Welfare Reform policy changes to Benefit structures and eligible claimant groups. So Jobseekers (JSA) clients could not participate, although Employment and Support Allowance (ESA) claimants and non claimants could. Lone parents, too had undergone changes in their eligibility to undertake training. Therefore, the focus had to

be placed on economically inactive carers. This matter has been referred to GLE for review, who referred this in turn to the London Development Agency's European Programmes Management Unit (LDA EPMU).

14.8 Thirdly, there were large, private sector, pan London providers who had been pre-contracted by Jobcentre Plus prior to the launch of the project, to deliver upskilling training services to former Incapacity Benefit and Income Support claimants – *please see Section 6.9.*

14.9 Fourthly, TAF is a known, specialist training provider for those aged 40 years and over, so carers and former carers were referred below the age of 50. However, they had to be refused admission to the project, due to the adopted ESF definition of older people as only aged 50 years and over. Again, the matter was referred to GLE, who passed this on to the LDA EPMU and the European Social Fund Division (ESFD).

14.10 Fifthly, the 'FORCE' Project only permitted one target group: carers and former carers. This proved challenging and again, clients had to be refused. It was further exacerbated by a changed focus on outcome target driven payments only. Indeed, this has had a major impact on TAF's financial health and its continuance as an organization, a situation that was referred again to GLE.

14.11 Necessarily, these detailed constraints will be considered carefully by TAF, before proceeding with new projects.

15 Programme management (the role of GLE and London Councils)

How effective was the programme management?

Please give details on the effectiveness of programme management in relation to:
- Claims and monitoring
- Supporting delivery and outputs
- What did the programme team do well in relation to your project?
- What did the programme team do less well in relation to your project?
- How could programme management be improved?

How useful did you find the support provided by GLE:
- If the support was useful please explain how;
- If the support was not useful please explain why

Suggested length: 1 page

15.1 The claims and monitoring documentation used by GLE and London Councils' was considered to be user-friendly. Administrators found it straightforward to complete, also to update. Moreover, an added advantage over other Co-Financing Organisations' (CFOs) systems, was that it could be viewed easily on-screen in its complete form.

15.2 However, management staff recorded that the level of monitoring had increased throughout the lifetime of the project, (up by as much as 50%), as a result of changed monitoring returns. This in turn, put pressure on the organisation's finite administrative resources.

15.3 Overall, GLE officers proved supportive throughout the project's duration in the reviewing, actioning and managing of the 4 Significant Changes needed– *please see Sections 5.1 to 5.5.* To be recorded here is one recommendation only, that all changes be confirmed in writing rather than just by e mail.

15.4 In addition, GLE project and programme management staff were active in monitoring the delivery of contract outputs. They were live to operational issues and concerns that were referred to them and responded in timely manner, indicating where change might be possible – *please see Sections 14.6 and 14.8.* However, it was made clear that the project contract in place was binding on both parties and in particular, was subject to ESF audit requirements.

15.5 Programme management might be improved by reduced changes in the project's number of allocated officers. Over its lifetime, there were several assigned. However, it is recognized that staff changes do occur and that allowance needs to be made for transitional periods.

Project name: 'FORCE'
Organisation name: THIRD AGE FOUNDATION
Delivery partners: Carer & Work Training Referral Agencies
Participant target group: Carers and former carers
Target boroughs: Kensington & Chelsea , Richmond-upon-Thames, Ealing, Brent, Hammersmith & Fulham, Hounslow, Kingston, Hackney, Hillingdon and Westminster
Project budget: £218,788 increased to £266,307.42
Project summary: FORCE' targeted 102 workless, aged 50 years and over carers and former carers in 10 London Boroughs who lacked confidence and work skills.They accessed a bespoke, holistic personal development (Neuro Linguistic Programming), Skills for Life , Information Communications Technology training package of upskilling Information, Advice and Guidance, diagnostic assessment, confidence, motivation, assertiveness, action plan building and employability; also enterprise training, work placements and aftercare for 6 months
Participant name: **PERMISSION NOT GIVEN** (Consent must be given to use a participant's details; otherwise, the name and identifying details can be changed. Please indicate if you have changed the name)
Please include the following information: - When did the participant start at the project?   - When did the participant leave the project?   - What was the participant's situation prior to starting/ how did the participant come to be on your project?   - What were the activities that the participant undertook whilst on your project?   - What services and/or support did the participant receive whilst at the project?   - What qualifications or key successes did the participant achieve?   - Did the participant gain any other "added value" positive impacts?   - If the participant has left, what have they gone on to do?   **To remove this cell, right-click within the cell area and click "delete rows"**

Space for a photograph

Project name: 'FORCE'
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Project summary: FORCE' targeted 102 workless, aged 50 years and over carers and former carers in 10 London Boroughs who lacked confidence and work skills.They accessed a bespoke, holistic personal development (Neuro Linguistic Programming), Skills for Life , Information Communications Technology training package of upskilling Information, Advice and Guidance, diagnostic assessment, confidence, motivation, assertiveness, action plan building and employability; also enterprise training, work placements and aftercare for 6 months
Participant name: **PERMISSION NOT GIVEN** (Consent must be given to use a participant's details; otherwise, the name and identifying details can be changed. Please indicate if you have changed the name)
Please include the following information: • When did the participant start at the project? • When did the participant leave the project? • What was the participant's situation prior to starting/ how did the participant come to be on your project? • What were the activities that the participant undertook whilst on your project? • What services and/or support did the participant receive whilst at the project? • What qualifications or key successes did the participant achieve? • Did the participant gain any other "added value" positive impacts? • If the participant has left, what have they gone on to do? **To remove this cell, right-click within the cell area and click "delete rows"**

Space for a photograph