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European Social Fund

Evaluation of ESF Pan London 1 Programme

Final report

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Pye Tait

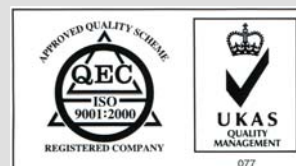
web: www.pyetait.com
e-mail: info@pyetait.com

Harrogate Office

9 Royal Parade
Harrogate
North Yorkshire
HG1 2SZ
Tel: 01423 509433
Fax: 01423 509502

Edinburgh Office

Abbey House
83 Princes Street
Edinburgh
EH2 2ER
Tel: 0131 247 7540
Fax: 0131 247 7541



Cert No: 5120

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Executive Summary

Pye Tait Limited was commissioned by the Learning and Skills Council (LSC) for the London Region to undertake an independent evaluation of the European Social Fund (ESF) Pan London 1 Programme. This evaluation aimed to identify particular successes of the programme, as well as any areas for improvement, and examples of good practice that can be used to inform the development of any future ESF programmes (including Pan London 2).

Background

The Pan London 1 Programme was funded through ESF Objective 3 Co-financing, focusing on improving the skills and employment prospects of individuals across London. Distributing almost £26 million¹ among 66 projects between 2004 and 2007, this funding helped to support:²

- ⇒ over 20,000 learners and 6,000 organisations
- ⇒ the achievement of 6,700 qualifications
- ⇒ at least 1,600 individuals going onto further education and training, and
- ⇒ 450 progressing directly into employment

Each project is funded under a specific ESF Policy Field and Measure. There are five **Policy Fields**:

- ⇒ Active labour market policies
- ⇒ Equal opportunities and social inclusion for all
- ⇒ Lifelong Learning
- ⇒ Encouraging entrepreneurship and adaptability amongst the workforce
- ⇒ Promoting the participation of women in the labour market

and ten **Policy Measures** (each linking to one of the above five Fields):

- ⇒ advice and guidance
- ⇒ improving the prospects of the unemployed through training and other support
- ⇒ basic skills for provision for the unemployed, particularly disadvantaged groups
- ⇒ help for unemployed people disadvantaged in the labour market
- ⇒ research to combat discrimination in the labour market
- ⇒ promoting wider access to lifelong learning
- ⇒ support lifelong learning to meet employer needs
- ⇒ update and upgrade vocational skills (incl. key and basic skills)
- ⇒ identify and meet skills shortages (incl. those at higher levels)
- ⇒ improve access for women to learning and employment

¹ Actual project spend was £25,696,190

² ECOTEC (2007), 'Pan London 1: Final Report'

The Pan London 1 Programme has focused on regional skills and sector priorities whilst supporting locally-run projects.

The co-ordinating organisation for the Pan London 1 Programme, ECOTEC, have managed and coordinated tendering and contractual arrangements, and the distribution of funding. They have also undertaken a number of smaller evaluations of the Programme and individual projects.

This current evaluation has allowed the information gathered through these initial pieces of work to be brought together and supplemented with further research, in order to inform the development of Pan London 2, and other ESF programmes in the future. It has involved:

- ⇒ Desk research and secondary data analysis
- ⇒ Online survey of providers
- ⇒ Telephone interviews with providers and beneficiaries

Findings

The providers and beneficiaries consulted during this evaluation have, overall, been very positive about their experiences of the Pan London 1 Programme, with quite a number of suggestions of what works well and good practice that further projects might draw upon in future.

Beneficiaries

- ⇒ Many beneficiaries have achieved qualifications and progressed into further training or employment as a result of Pan London 1 projects. In addition to this, **soft outcomes** such as increased self-confidence, more motivation and improved self-esteem have all been key to the success of many of the projects.
- ⇒ For some beneficiaries, committing to long-term or formal learning may be difficult – particularly where they have **complex individual needs**. Project targets need to be set realistically to reflect this, and to enable providers to accommodate the needs of beneficiaries appropriately.
- ⇒ Beneficiaries have appreciated it where projects have offered mentoring, one-to-one tuition and other pastoral care. Offering flexible delivery methods and **additional support** helps to engage with hard-to-reach individuals, and retain their interest for the duration of the project.
- ⇒ Projects may benefit from intensifying their **marketing** strategies. Beneficiaries suggested that there had not been much awareness of the projects available, and that increased marketing would help improve recruitment levels in the future.

Employers

- ⇒ **Employer engagement** appears to have been one of the greatest challenges for the Pan London 1 projects, especially when targeting small to medium-sized enterprises (SMEs).

Project management

- ⇒ Building on **existing relationships** and networks can help projects to successfully engage with employers – along with offering flexible delivery and conducting training needs analysis.
- ⇒ **Involving employers** in additional project activities such as events and case study development can help improve employer commitment to the project.
- ⇒ Concerns have been raised regarding **management services** provided by the co-ordinating organisation.
- ⇒ Effective **partnership working** is essential to project success. Utilising 'Partnership Agreements', holding regular project meetings and involving individuals with relevant expertise have all proved helpful to Pan London 1 projects.
- ⇒ Establishing connections with **recognised local or national bodies** and agencies can provide valuable expertise and help with marketing, development and raising the profile of the project. Examples include the Regional Development Agency, Sector Skills Councils and voluntary and community organisations working with a project's target beneficiaries.
- ⇒ It has been identified that the **administrative requirements** of the Pan London 1 Programme could be time-consuming and ample resources need to be put aside in order to understand and meet these requirements.
- ⇒ The three **cross-cutting themes** of Equal Opportunities, ICT and Sustainable Development have all been addressed wherever possible by the Pan London 1 projects. However, environmental sustainability may be tackled further in the future with a reduction in the amount of paper-based records (keeping in mind ESF evidencing requirements) and greater commitment to recycling.

Recommendations

A number of recommendations have been put forward as a result of the findings from this evaluation, based on a two-tier approach:

1. Recommendations at Programme level
2. Recommendations at project level

Programme level The recommendations put forward for the Programme as a whole are briefly summarised in the table below:

Recommendations for the Pan London Programme	
Embed cross-cutting themes to a greater degree	<p>Produce further guidance on how to address the three themes</p> <p>Help providers understand the needs of disabled beneficiaries, and any 'reasonable adjustments' required under the Disability Discrimination Act</p> <p>Consider how projects can further implement ICT to the advantage of beneficiaries</p>
Promote the overall objective of increasing participation and achievement of children and young people	<p>Assess whether further support could be provided when conducting training needs analyses, so that provision can be tailored appropriately to the needs of children and young people</p>
Open communication networks	<p>Develop dedicated online resources (separate or additional to the main London 03 site), networking events or forums to enable providers to share good practice</p> <p>Implement a promotional campaign of the Pan London Programme to raise awareness of the opportunities available</p> <p>Examine ways in which stronger relationships can be developed with strategic bodies to enable providers to link with local aims/planning</p>
Review management and planning arrangements	<p>Review how services offered by the co-ordinating organisation can be improved</p> <p>Assess whether levels of 'paperwork' can be reduced at all</p> <p>Clearly outline to providers the rules and requirements of ESF funding and the necessity to produce evidence reports</p>

Project level The suggested recommendations to help further development at project level are outlined in the table below:

Recommendations for the Pan London Programme	
Promote projects	Target community centres, local libraries and employer networks to engage with diverse and hard-to-reach beneficiaries
Focus on improving elements of provision	<p>Increasing flexibility of provision – sharing good practice on how to do this and implementing innovative and up-to-date delivery methods</p> <p>Encourage the availability of additional support to beneficiaries such as mentoring, soft skills and basic skills training</p>
Improve engagement practices	<p>Consider how provision can be adapted to make it more engaging and interesting for beneficiaries, particularly those who have not undertaken formal learning for some time</p> <p>Build on existing relationships with employers and try to involve employers in project events, development of case studies and the delivery of training to encourage their commitment</p> <p>Develop relationships with outreach agencies and draw upon the expertise they can offer in working with hard-to-reach groups so that beneficiaries are approached sensitively</p>
Address soft outcomes	<p>Assess where soft outcomes may be embedded further into project delivery and/or qualifications being worked towards</p> <p>Offer further support to those beneficiaries who do not progress into further learning/training or employment</p>
Improve project management and organisation	<p>Distribute further guidance to providers in how to define the roles and responsibilities of partners, ensuring that Partnership Agreements are utilised effectively</p> <p>Develop relationships with local and national organisations such as Sector Skills Councils and Local Authorities to help increase the profile of individual projects</p> <p>Encourage regular communication between providers to share good practice and other experiences, as well as help deal with any concerns that may arise</p>

1. Pan London 1

Pye Tait Limited was commissioned by the Learning and Skills Council (LSC) London Region to conduct an evaluation of the European Social Fund (ESF) Pan London 1 Programme. The main aim of this work has been to identify particular successes and good practice that can inform the Pan London 2 Programme (running until mid-2008) and any other future ESF projects in the region.

1.1 The Pan London 1 Programme

Pan London 1 project delivery ran between 2004 and 2007³ and worked towards achieving ESF aims of encouraging unemployed and disadvantaged groups into learning and employment, promoting lifelong learning and developing the skills of the existing workforce.

The Pan London 1 Programme delivered almost £26m of co-financed funding through London LSC (matched with just over £40m LSC funding)⁴, allowing the opportunity for 66 projects to engage with thousands of employers, learners and other organisations and strive towards meeting the five objectives of the overall Programme.

These five objectives are:⁵

- ⇒ Raising participation and achievement by young people
- ⇒ Increasing demand from adults for learning and improving opportunities to access learning
- ⇒ Raising skills for competitiveness
- ⇒ Improving the quality of education and training provision
- ⇒ Improving the effectiveness and efficiency of training provision

In addition to contributing towards the above five objectives, the Programme has also made an important contribution to wider objectives set out in London Skills Commission's Framework for Regional Employment and Skills Actions (FRESA) to help London *'achieve a healthy and dynamic labour market, accessible to all London's residents, and delivering benefits to employees and the wider community'*.⁶

The Pan London 1 Programme has placed particular emphasis on addressing regional skills development priorities by implementing and coordinating a series of local projects.

³Actual project spend was £25,696,190. Eight one-year projects started in January 2006, and ten projects were extended until March 2007.

⁴ Pan London ESF Co-Financing Plan 2003-2008

⁵ Ibid.

⁶ Ibid.

1.2 ESF Objective Three Programme

The European Social Fund aims to support activities that help individuals gain and maintain employment, and support voluntary and community organisations working with individuals seeking employment and further development. The funding ESF provides is distributed through a system known as co-financing, and the Learning and Skills Council is a Co-Financing Organisation (CFO). Co-financing allows funding to be accessed from a single 'pot', thereby helping to reduce bureaucracy.⁷ ESF Objective 3, through which the Pan London 1 Programme has been funded, aims specifically to improve people's skills and employment prospects.⁸

Each project funded through the Pan London 1 Programme was linked to an ESF Objective Three Policy Field and Measure (detailed below). In all, there were ten Measures against which funding was allocated, categorised under five main Policy Fields.

ESF Policy Fields and Measures for Pan London 1

		Funding allocated
POLICY FIELD 1: Active labour market policies		
Measure 1.1	provide advice and guidance and support to enable people to develop active and continuous job-search strategies and prevent them from moving into long-term unemployment	£803,318
Measure 1.2	improve the employability of the unemployed, returnees and young people of working age through targeted intervention to enhance vocational and other key skills and removing external barriers to labour-market entry	£8,992,000
POLICY FIELD 2: Equal opportunities and social inclusion for all		
Measure 2.1	widen access to basic skills provision, through the development of innovative and effective ways of promoting and providing basic skills, directed at those groups who are disadvantaged, excluded or under-represented in the workplace	£715,000
Measure 2.2	provide help to improve employability and remove barriers to labour market entry for those groups disadvantaged in the labour market	£6,656,000

⁷ LSC London (2004), 'European Social Fund Objective 3: Co-financing Pan-London Tender Prospectus'

⁸ www.esf.gov.uk

Measure 2.3	combat discrimination in the labour market, in particular to combat race, disability and age discrimination and improve the employability of disadvantaged groups	£293,545
POLICY FIELD 3: Lifelong Learning		
Measure 3.1	promote wider access and participation in lifelong learning (especially for those groups least likely to take part in lifelong learning activities). Supporting the key policy developments in lifelong learning to improve participation	£3,760,060
Measure 3.2	improve employability through directing and supporting lifelong learning provision so that it is responsive to the changing needs of employers, such as in the fields of IT, management, and the environment	£3,650,000
POLICY FIELD 4: Encouraging entrepreneurship and adaptability amongst the workforce		
Measure 4.1	update and upgrade employees' vocational skills, including basic and key skills	£3,758,300
Measure 4.2	identify and meet emerging skill shortages, including at a higher level	£3,750,600
POLICY FIELD 5: Promoting the participation of women in the labour market		
Measure 5.1	improve access to learning and removing barriers to employment for women	£1,571,000

(Source: Pan-London ESF Objective 3: Co-Financing Plan 2003-2008)

1.3 Co-ordinating organisation

The Learning and Skills Council put out to tender a specification to co-ordinate the delivery of the Pan London 1 Programme. It was decided that this co-ordinating organisation would take immediate responsibility once the Programme was launched.

The successful application to become the co-ordinating organisation for the Pan London 1 Programme was submitted by ECOTEC. ECOTEC has:

- ⇒ overseen Pan London 1 provider tendering and contractual arrangements
- ⇒ ensured distribution of the Programme's funds
- ⇒ managed a helpline offering technical and operational advice

- ⇒ managed a dedicated website providing information updates and other useful documentation
- ⇒ conducted a series of Programme evaluations

This report presents an ideal opportunity for the information gathered during these evaluations to be brought together to inform the development of the Pan London 2 Programme.

1.4 Evaluation of Pan London 1

LSC London commissioned Pye Tait to carry out an independent evaluation of the Pan London 1 Programme. The overall aim of this evaluation is to identify where the programme has been successful, and any lessons that can be learned for future development of the Pan London 2 programme, as well as future ESF programmes. A number of key objectives were identified as being essential to this evaluation work and are detailed below.

1. To evaluate whether and how the Programme has met its objectives
2. To establish the good results achieved through the Programme, and why
3. To identify examples of best practice within ESF projects and how these can be used to support success in future ESF projects
4. To assess the impact of project interventions on individuals (direct and indirect)
5. To identify lessons learned, areas/practices which require further consideration and suggestions on how to take the programme forward

1.5 Methodology

The project has taken a three-phased approach to the evaluation.

- ⇒ **Phase 1:** Desk research on areas such as learner achievements, previous evaluation reports and other Pan London 1 Programme documentation
- ⇒ **Phase 2:** Online survey with providers, telephone interviews with providers/tutors and beneficiaries
- ⇒ **Phase 3:** Analysis and reporting

The online survey received responses from **41** projects, with in-depth telephone interviews being completed with **20** providers and **9** beneficiaries.

This report presents the findings from the main phases of fieldwork, with examples of good practice to take forward development work during the Pan London 2 Programme, and a series of recommendations to help inform this development and any future ESF projects implemented across the London region.

2. Findings

The following section draws together the findings from the literature review, online survey with providers, and in-depth telephone interviews with providers and beneficiaries of Pan London 1 projects.

At least 45 of the 66 Pan London 1 projects participated in the fieldwork at some stage during this evaluation. This included:

- ⇒ 41 online responses from providers
- ⇒ 20 in-depth telephone interviews with providers
- ⇒ 9 interviews with project beneficiaries

These respondents covered all areas of London, and represented all ten policy measures required by ESF, across all five of the main policy fields.

The literature review examined previous evaluations conducted on projects funded through the Pan London 1 Programme, findings from previous evaluations of the Programme overall, as well as a review of the Pan London 1 Co-Financing Plan and other relevant documentation.

Note on examples

It should be remembered that some of the examples provided throughout this report are very project, or measure, specific and therefore will not apply to all Pan London 1 delivery.

2.1 Meeting targets and objectives

A number of evaluation reports have been produced during the course of the Pan London 1 Programme by the co-ordinating organisation, examining areas such as the support offered to providers during project delivery, the quality of the support during tendering rounds, and the impact of the Programme in relation to London's skills and employment agenda.

In the co-ordinating organisation's final evaluation report of the Pan London 1 Programme, it is identified that in nearly all areas the original targets set by the co-financing plan have been surpassed.



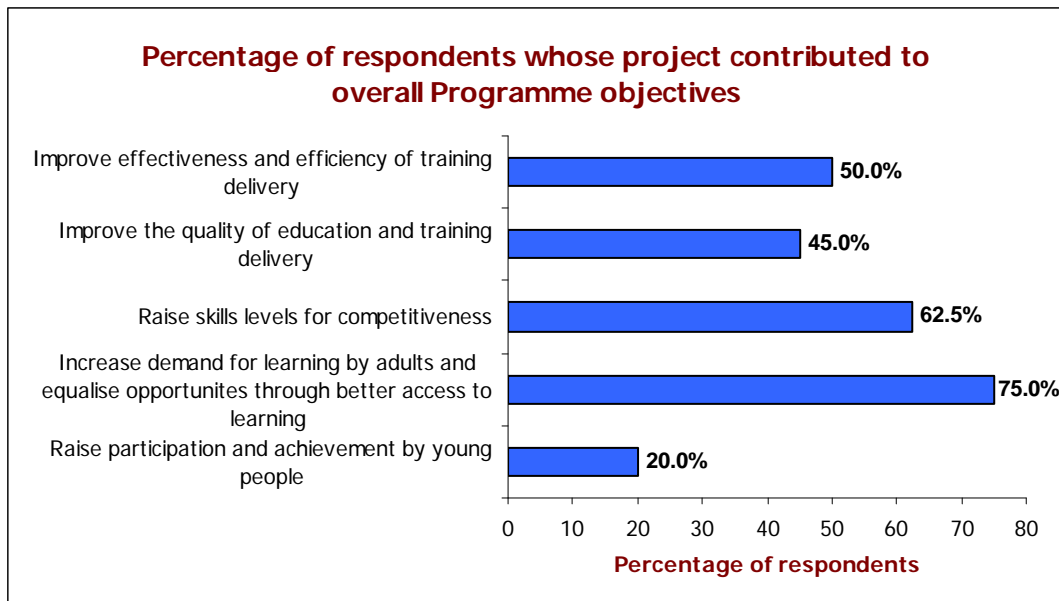
(Source: ECOTEC (2007), 'Pan London 1 Final Report')

Key results from the Pan London 1 Programme include:⁹

- ⇒ More than 20,000 learners and 6,000 organisations supported
- ⇒ Over 6,700 learners achieving NVQ-equivalent qualifications and over 1,600 progressing into further education or training
- ⇒ Over 450 learners progressing into employment
- ⇒ Nearly 150 trainers trained

In addition to this, respondents to the online survey reported contributing to the five overall objectives of the Pan London 1 Programme (as shown in the chart below).

⁹ ECOTEC (2007), 'Pan London 1: Final Report'



2.2 Working with beneficiaries

First impressions

Beneficiaries of the Pan London 1 Programme have been recruited onto the projects using various methods. This has included responding to email communications, information provided by employers, support workers or fellow students/colleagues, seeing posters advertising a project, and being referred to a project by the Train to Gain service.

'I had been working with the community and was interested in setting up my own business. The project seemed to offer everything I was interested in learning about to set me on my way.'
 - Pan London 1 beneficiary

On first getting involved with the projects, beneficiaries had mixed reactions – some excited about the experience, others a little less confident about what to expect or, for example, feeling *'strange'* to be a mature mother studying alongside 16-18 year olds. However, all of the beneficiaries interviewed reported feeling positive towards the project once they had started and met the people they would be studying with.

One beneficiary (Measure 3.1f) did not feel confident about getting a place due to the number of applications. She had been required to attend an interview and undertake some oral and written work before being accepted. At first she had not thought she was good enough. However, the tutors were helpful and other learners were very friendly and she soon settled in – the fact that the location of the training was not far from her home was also a bonus.

Engaging with beneficiaries

Learners who have particularly benefited from the Pan London 1 Programme appear to be those from disadvantaged groups, reflecting the focus placed on equal opportunities and social development throughout the Pan London 1 Programme's activities. Approximately 50% of beneficiaries were from BME backgrounds, nearly 50% were women, and 5% reported being disabled.¹⁰ Small and medium-sized enterprises (SMEs) across London have also benefited, with around 3,000 being involved, and the same number of voluntary and community organisations have also participated in projects.¹¹

The individual project evaluations reviewed for this report have all highlighted examples of good practice from their work. Those relating to engaging with beneficiaries are outlined in the table below.¹²

Examples of good practice	
Engaging with beneficiaries	<p>Using a variety of interactive teaching methods can retain interest in learning and help providers adapt to the needs of each learner</p> <p>Role plays and case studies can allow learners to relate directly to subject matter and understand training materials</p> <p>Setting up links with local outreach agencies and networks helps to engage with hard to reach individuals</p> <p>Working in groups allows individuals to come into contact with their peers, share experiences and support each other during the project</p>

During the telephone interviews, providers were also able to put forward a number of suggestions as to how and why they have successfully been able to engage with beneficiaries, and retain their interest until project

¹⁰ ECOTEC (2007), 'Pan London 1: Final Report'

¹¹ Ibid.

¹² See Bibliography for individual project evaluations consulted

completion. The most commonly cited way in which providers felt they managed to help beneficiaries remain engaged with the project was through mentoring, additional support or small group and one-to-one teaching.

'Many of the beneficiaries were unemployed or homeless for months and sometimes even years, so having one-to-one support really kept them focused and interested.'

- Pan London 1 provider

Other ways in which providers have tried to maintain engagement with beneficiaries were reported during the online survey and interviews. These include:

- ⇒ Using highly motivated tutors and teaching staff
- ⇒ Gaining additional support from employers
- ⇒ Ensuring the course content is interesting
- ⇒ Building trust and positive relationships between staff and learners – personal assistance, fortnightly reviews, social events, prize draws, award presentations
- ⇒ Travelling to the learner, rather than the learner having to attend college
- ⇒ Offering flexible delivery methods – e.g. online
- ⇒ Running additional training such as evening classes and 'drop-in' sessions
- ⇒ Maintaining regular communication with beneficiaries
- ⇒ Offering relevant qualifications in a given industry
- ⇒ Providing the opportunity for work experience placements
- ⇒ Providing additional resources e.g. interpreters, translated learning materials, specialist equipment, childcare
- ⇒ Enrolling friends/family members onto the same course so further support is available
- ⇒ Drawing up 'learner contracts' setting out attendance requirements and the roles of each party involved
- ⇒ Ongoing recognition of individual achievements

In addition, the beneficiaries interviewed reported that **short travelling distances, flexible training delivery, and mentoring** systems helped them to remain engaged and enthusiastic about the project.

The **tutors** delivering the projects also seem to have had a major influence on beneficiaries' perceptions – particularly in terms of the feedback and support provided to individual beneficiaries over the course of the projects.

It was identified by a beneficiary (Measure 2.2), that the all-female group she was part of really helped her to regain her confidence. It helped her to feel able to *'talk and express myself'*. Other members of the group shared similar backgrounds and previous experiences as her and she appreciated it when the group did not change for the whole duration of the course – *'there was no roll on, roll off, which I really liked.'*

Outcomes

In terms of what providers believe beneficiaries have gained most from the project, they reported a variety of both hard and soft outcomes. Examples of these are listed below:

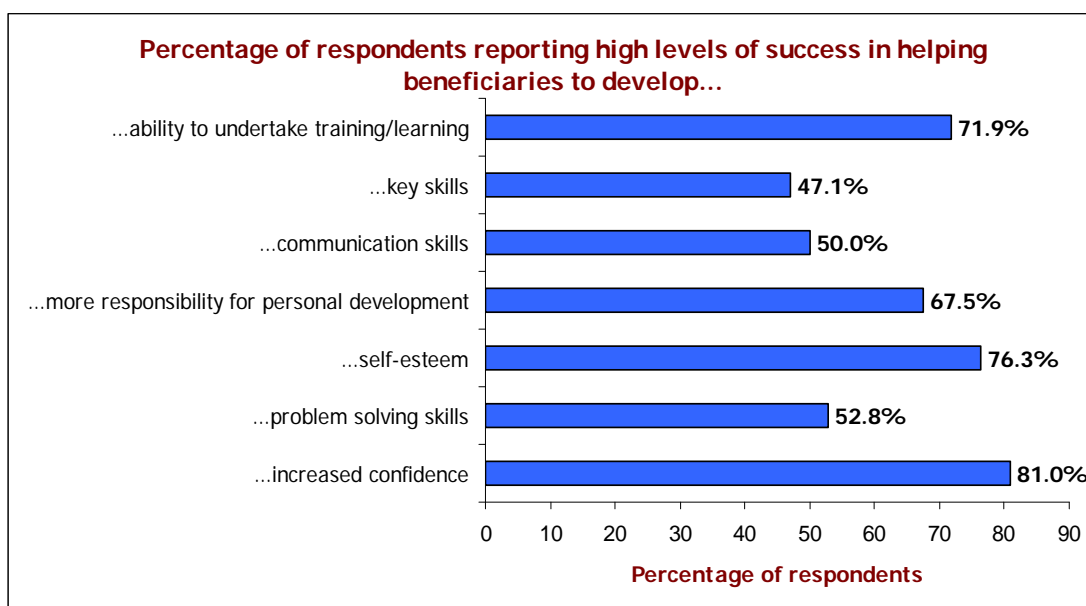
Hard outcomes	<ul style="list-style-type: none"> - NVQ qualifications (e.g. in coaching) - Embarking on further learning (e.g. foundation course in construction skills) - Increased knowledge/skills in new technology - Knowledge of CV writing/job applications - Gained employment
Soft outcomes	<ul style="list-style-type: none"> - Improved confidence - Improved self-esteem - Improved employability - Increased motivation - Increased self-awareness - Developed problem-solving skills - Reintroduction to a learning environment - Developed organisational skills

This is in support of previous evaluations where it has also been identified that beneficiaries benefit from projects by:¹³

- ⇒ Undertaking GCSE examinations to gain additional qualifications
- ⇒ Young people not in employment, education or training (NEET) at the start of a project progressing into one of these areas as a result
- ⇒ Raising awareness of support, advice and information services available to target groups such as the unemployed

Soft outcomes and personal development

Providers responding to the online survey were very positive about the successes of their projects in relation to beneficiaries’ self-development. The chart below shows the number of providers who rated the success of this element of the project as being either very or extremely successful (i.e. providing a rating of ‘4’ or ‘5’ on a scale of 1-5 where ‘5’ designated the project as ‘extremely successful’ and ‘1’ suggested it had not been successful at all).



Further to the chart above, ‘increased confidence’, ‘self esteem’, ‘responsibility for personal development’ and ‘key skills’ also each received a single rating of not successful at all.

Other respondents suggested that their project had been successful in helping beneficiaries develop:

- ⇒ self-motivation
- ⇒ greater understanding of multi-cultural communities

¹³ For a list of project evaluations consulted, please refer to the Bibliography

In terms of the direct **benefits to beneficiaries**, the literature review also identified the following:¹⁴

- ⇒ Encouraging the ability to live independently
- ⇒ Understanding the value of learning

Due to the vulnerability of many beneficiaries of Pan London 1 projects, accredited qualifications are often not the most appropriate, and as a result the majority of qualifications (45%) achieved have been in non-NVQ or pilot subjects, such as basic skills and ESOL.¹⁵ Furthermore, soft skills development such as self-confidence and motivation are regarded as being key aspects of many of the projects delivered through the Programme and are reported to be valued very highly by beneficiaries.¹⁶

The beneficiaries interviewed as part of this evaluation also reflected this view. Between them they achieved qualifications such as a City & Guilds Level 2 in Supporting the Development Needs of Homeless and Vulnerable People, Coaching Certificates at Levels 1 and 2, and an NVQ Level 3 in Community Interpreter. However, when asked what they thought they had most gained personally from taking part, beneficiaries stated (as well as the success of achieving a qualification):

- ⇒ *'self-confidence and a belief in myself'*
- ⇒ *'satisfaction in achieving something'*
- ⇒ *'more confidence in my ability to do the job'*
- ⇒ *'a greater set of skills for my portfolio'*

Since completing the project, these beneficiaries have also found that their newly developed skills, and the qualifications they achieved, have helped them to embark on further training, progress within employment and in some cases, find new employment. One beneficiary has gone on to set up his own business.

'I have been able to establish my own business on a firm foundation...Through what I have achieved I have been engaged by a national charity training their students how to think for themselves and raise their self-esteem.'

- Pan London 1 beneficiary

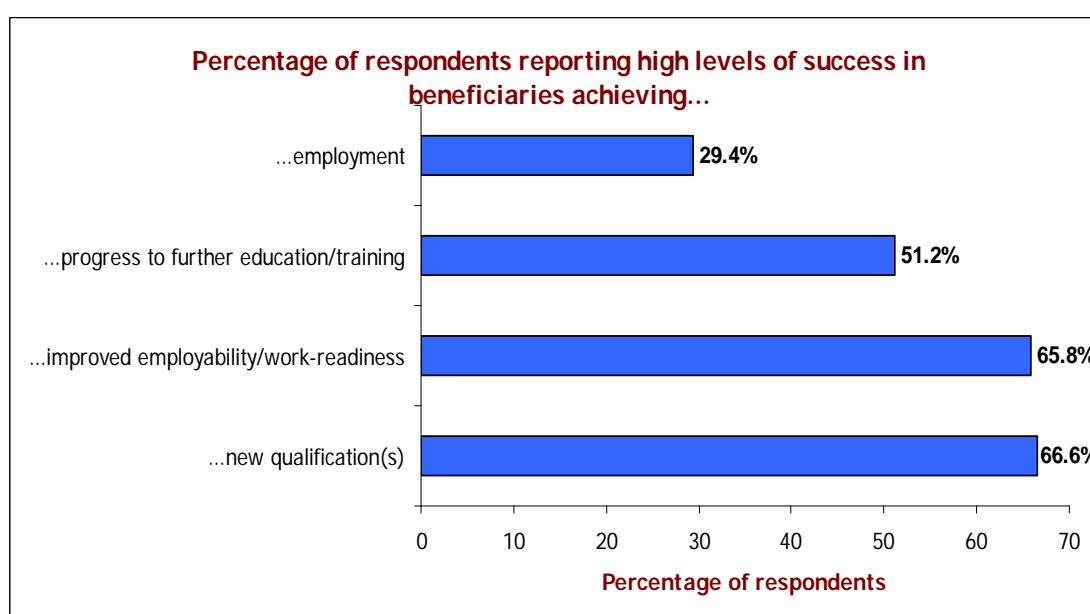
¹⁴ For a list of individual project evaluations consulted, please refer to the Bibliography

¹⁵ ECOTEC (2007), 'Pan London 1: Final Report'

¹⁶ Ibid.

In addition, tutors involved in some projects have been able to become accredited as internal assessors for training schemes, and links between schools and employers in local areas were reported to be strengthening as a result of the projects – with some generating future work experience placements for school students. To see beneficiary case studies from the Pan London 1 Programme, see [Annex 1](#).

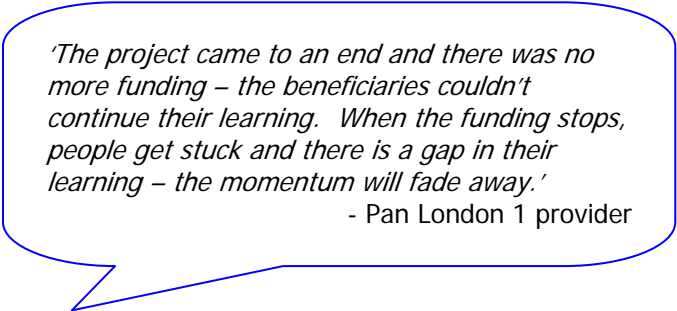
Achievements During the online provider survey, **the improved employability/work-readiness** of beneficiaries received the highest success rating, with 25 of the 41 respondents stating this as a very or extremely successful element to their project; 24 providers also felt they had been very or extremely successful in **helping beneficiaries achieve a qualification**.



Although the percentage for helping beneficiaries into employment is relatively low on the chart above, it should be noted that for a further 30% of respondents, this was not considered applicable to their project and therefore a smaller number of respondents were able to provide a rating to this question.

Where some beneficiaries were unsuccessful in securing further training or employment at the end of a project, it was suggested by some providers that that these individuals can sometimes require further in-depth training. However, this can be a problem at the end of a project.

One provider (Measure 1.2) noted that *'when a delegate achieved a qualification the funding stopped'*. These delegates usually had complex individual needs, often having been homeless or unemployed for several months at a time, and therefore required additional training to that available through a single qualification. For some providers though, it can be difficult to maintain the motivation of beneficiaries whilst they source further training opportunities:



'The project came to an end and there was no more funding – the beneficiaries couldn't continue their learning. When the funding stops, people get stuck and there is a gap in their learning – the momentum will fade away.'

- Pan London 1 provider

Another project targeted ex-offenders (Measure 2.2). During the interviews, this provider explained how a beneficiary would not always transfer directly into further training or employment at the end of the project. It was suggested that these beneficiaries had been offered an opportunity to receive some basic skills training to encourage employment in some lines of construction work. At the same time, though, this was only a 'stepping stone' and many beneficiaries would require further training in order to improve their employability.

Providers responding to the online survey felt that there could be ways in which to provide further support to those beneficiaries who do not progress into further education/training. These included:

- ⇒ Offering more career guidance/mentoring
- ⇒ Thinking about exit strategies earlier in the project
- ⇒ Working with employers to change perceptions/attitudes of specific target groups (e.g. ex-offenders, individuals with learning difficulties)
- ⇒ Offering more support with childcare/travel arrangements

Another provider was able to arrange recruitment agency interviews for beneficiaries having difficulty finding jobs. These beneficiaries subsequently entered employment.

Non-completion

In terms of beneficiaries leaving early from the projects, there were many different reasons cited by providers during the interviews as to why this may happen.

Reasons why providers think beneficiaries do not achieve a qualification/complete the project
<ul style="list-style-type: none"> ⇒ Very short timescales within which to deliver and arrange assessment for training ⇒ Difficulties committing to multi-session courses/personal study time ⇒ Fear of exams and/or the results ⇒ Falling behind or losing interest ⇒ Employers unable to commit /unsupportive of the training ⇒ Return to formal education/training environment too intense ⇒ Other commitments/problems – e.g. family, ill health, work, moving home ⇒ Requirement of greater support before committing to mainstream provision ⇒ Lack of contact between provider and beneficiary leading up to assessment ⇒ Having to meet requirements of other agencies to receive payment of allowances (e.g. JobCentre courses clashing with delivery times and unable to compromise)

With some providers, early leavers had experienced changes in circumstances such as moving home or finding a new job. It was also reported that a lack of available funding did not allow some beneficiaries to complete their training. Other problems cited by providers, and the solutions they suggested, are given below:

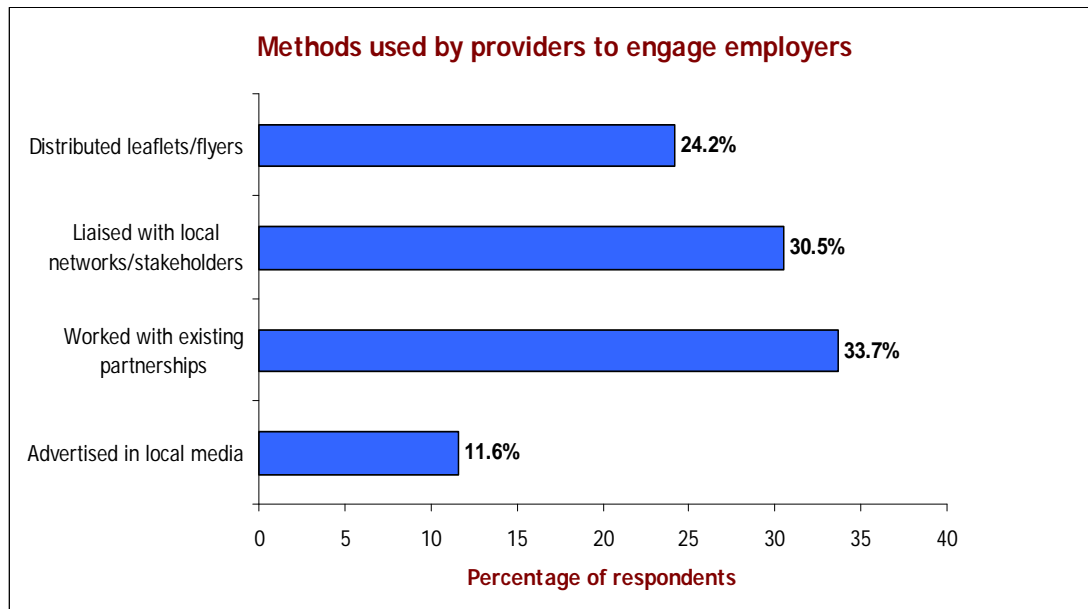
Problem	Possible solution
Lack of employer support	Encouragement from employers regarding the value of qualifications (e.g. ask employers to attend project events or participate in training delivery)
Transferred to a different course	Review course content to ensure it is varied and meets individual needs (e.g. offering flexible delivery methods)
Targets/expectations being unrealistic	Review targets to ensure that they are realistic Ensure beneficiaries are adequately equipped/skilled to undertake the project before they start (e.g. through training needs analysis)
Lack of time/commitment from the learner	Outline the time requirements to learners at the start of the project
Waning confidence	Ensure that appropriate and adequate support is given to meet individual needs (e.g. one-to-one, mentoring, regular reviews)

From these responses, engagement with beneficiaries appears to work well where the project is able to accommodate individual needs and tailor the delivery accordingly. However, there has also been suggestion that low confidence or lack of motivation on the part of beneficiaries can also be a stumbling block and it may be that some potential beneficiaries require some 'pre-project' training or mentoring before they are ready to take on the responsibility of committing to a full programme.

2.3 Working with employers

Employer engagement

A variety of methods were used by providers to engage with employers during the course of the Pan London 1 Programme. The chart below outlines the most common methods used by projects, showing that working with existing partnerships and networks is most popular.



Some projects engaged with employers using different methods, such as:

- ⇒ online marketing using industry-specific websites
- ⇒ running launch events
- ⇒ visiting employers on site

'Each of the delivery partners employed outreach workers to contact organisations with a visit [normally 2 hours] to explain the project fully to them and how they would benefit'

- Pan London 1 provider

It is encouraging that just over 50% of providers who responded to the online survey reported finding it fairly or very easy to recruit employers onto their project, and only 4 stated that it had not been easy at all. Nevertheless, many suggestions were given by respondents as to how employer engagement could be made easier in the future. Examples of these suggestions are provided in the table below.

How could employer engagement be improved in the future?

- ⇒ Conduct more detailed training needs analysis, to secure buy-in from employers
- ⇒ Implement a job-brokerage system with more focus on job progression
- ⇒ Ensure that delivery partners are not chasing the same employers
- ⇒ Improve initial marketing materials, e.g. to include case studies
- ⇒ Reduce the paperwork burden and eligibility criteria to encourage more employers to participate
- ⇒ Allow for flexibility in delivery to accommodate business needs

Good practice There have been a number of suggestions from providers as to what worked particularly well in terms of engaging and working with employers.

The majority of these suggestions reflect the effective relationships that projects have built up with specialist organisations to help deliver training, raise awareness of any specific issues such as diversity or disability needs, and raise the profile of the project itself.

Some of these specialist organisations were also able to help organise temporary work placements for beneficiaries, and help prepare beneficiaries for the world of work.

Networking and **building on existing relationships** with employers have proved successful strategies for Pan London 1 projects, and where employers have shown commitment and interest this has been used to involve employers in:

- ⇒ Attending project events
- ⇒ Writing and developing case studies
- ⇒ Contacting business associates to raise further employer awareness of the project

As a result of engaging with the Pan London 1 projects, it has been recognised that employers have also benefited (rather than just individual beneficiaries):

'Many of the companies engaged in the project reported increased export sales as a result of the training provided.'
-Pan London 1 provider

2.4 Project management

Project inception

Some providers needed to change their existing provision in order to deliver a project through the Pan London 1 Programme, and this involved changing venues, or altering the profile of their usual target group. For most projects though, this transition appears to have been easy. It should be noted however, that many providers did report experiencing difficulties due to problems with management services provided by the co-ordinating organisation.

Meeting project objectives

For those providers who took part in the telephone interviews, their main aims and objectives ranged from researching the under-representation of ethnic minorities in the audio-visual industry, to delivering training and qualifications in diverse areas such as food standards and hygiene, interpreting, IT and sports coaching. Some projects were targeted at 'pre-employment' whilst others aimed at beneficiaries achieving NVQs at Levels 3 or 4.

Nearly all of the providers interviewed responded positively when asked whether they had met their main objectives, with some commenting that they had exceeded or '*overachieved*' on the targets they originally set.

Where a project had experienced difficulties meeting objectives, providers cited problems in motivating beneficiaries and retaining their interest, and having little control over referrals to the project.

The following table provides examples of good practice relating to project management, as identified through individual project evaluations.¹⁷

Examples of good practice	
General project management	<p>Clear agreement between partners setting out responsibilities, roles and functions of each</p> <p>Project Advisory Groups can deal with specific issues as they arise, and share experiences on a regular basis</p> <p>Association with well known organisations/agencies in the area raises the profile of the project</p> <p>Involving individuals from a wide range of backgrounds and experiences can ensure a client's needs are understood and treated sensitively</p>

Some examples of the good practice identified during the interviews with providers to help achieve project objectives are:

In terms of project management:

- ⇒ Division of management of project delivery and resources into boroughs, to encourage project coverage across London
- ⇒ Previous experience of working with employers
- ⇒ Managers building good relationships with, and being able to motivate, project partners
- ⇒ Partners communicating with one another regularly

In terms of delivery:

- ⇒ Delivering training in the workplace
- ⇒ Offering one-to-one tutoring
- ⇒ Running group activities
- ⇒ Providing online training materials

¹⁷ For a list of evaluations consulted, please refer to the Bibliography

The individual project evaluations that have been carried out have also identified areas of good practice in relation to the delivery of training and dissemination of information. These are listed in the table below.¹⁸

Examples of good practice	
Delivering training/ information	<p>Study packs and self-directed online learning allowed learners to work independently</p> <p>Increasing completion time from 3 to 6 months helped learners embed and improve their skills and confidence</p> <p>External expertise was drawn upon to deliver strong and proactive marketing and recruitment campaigns</p> <p>Marketing campaigns were on-going throughout the duration of the projects to maintain local awareness</p>

Projects overview

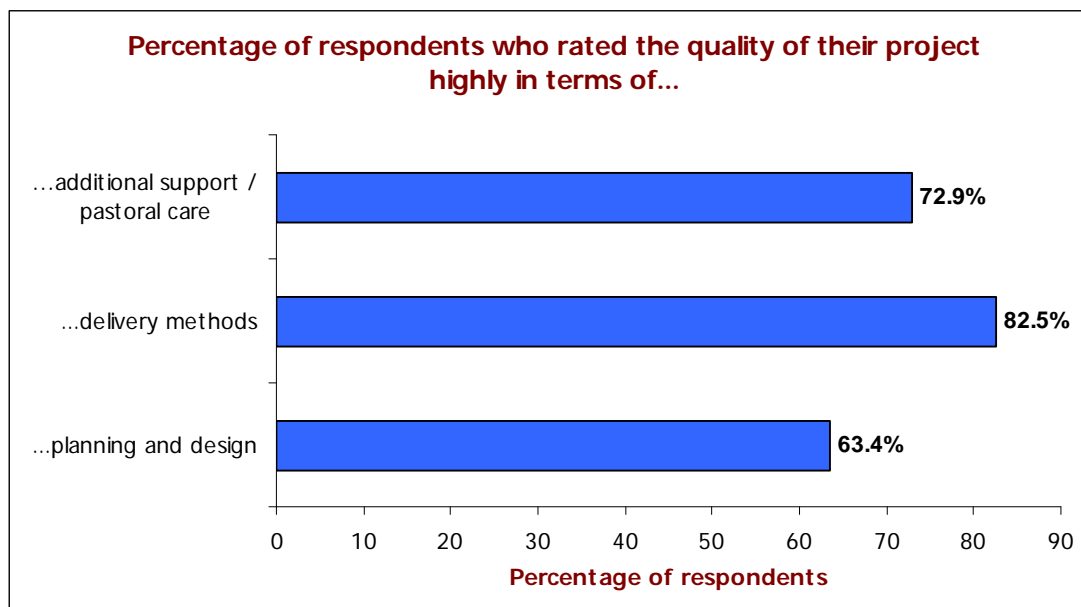
As part of the online survey, providers were asked to rate different aspects of their project on a scale of 1 to 5, with '1' being the lowest, and '5' the highest.

- ⇒ When rating the **efficiency** of project delivery, nearly 64% of survey respondents gave a positive rating of 4 or 5.
- ⇒ Just less than 76% of respondents gave the **effectiveness** of their project's delivery a high rating of 4 or 5.
- ⇒ Where respondents suggested improvements to the efficiency and effectiveness of project delivery, these were concerned with:
 - Having more time for planning and delivery prior to project start
 - Making more training opportunities available
 - Implementing more realistic targets
 - Tracking learner progression more efficiently
 - Ensuring partnership roles are clarified from the outset

The chart below shows the percentage of respondents who rated their

¹⁸ For a list of individual project evaluations consulted, please refer to the Bibliography

project highly (either at 4 or 5) in terms of overall quality.

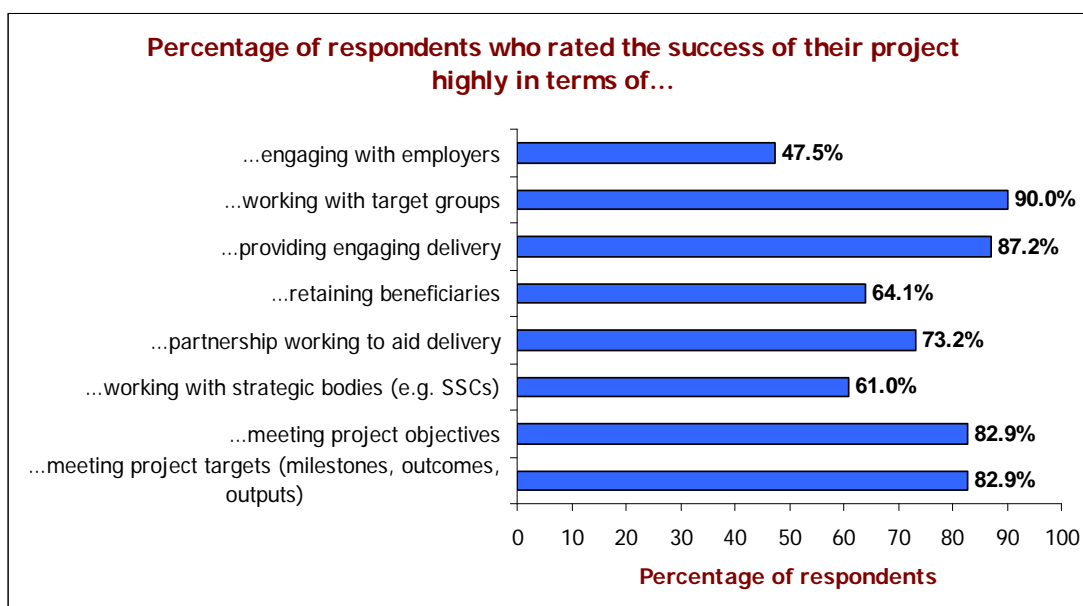


Where improvements could be made to overall project quality, many of the suggestions from survey respondents related to the planning and design of the projects and, more specifically, the procedures in place for **completing project documentation, setting project targets** and **meeting evidence requirements**.

There were some concerns raised as to the amount of paperwork required, not only in terms of the time needed to complete documentation, but also in recognition of the cross-cutting theme of environmental sustainability.

Some online respondents also highlighted the importance of ensuring that individuals with the necessary expertise and experience of delivery have input during the early stages of planning, so that outcomes and targets are not *'over-ambitious'* for beneficiaries or the project itself.

This said, respondents were generally positive that they had successfully met project objectives and targets, as shown in the chart below:



Reflecting the issues discussed earlier regarding employer engagement, only half of respondents gave this element of their project a high success rating.

It should also be noted that 'working with strategic bodies', was reported as being 'not applicable' by a further 15% of survey respondents. Therefore, for projects where this element *was* applicable, just over 71% gave this a high success rating.

Apart from engaging with employers, retaining beneficiaries was an area where most providers reported lower success ratings. It was suggested by one respondent that the programme had not been *'flexible enough to meet the changing needs of beneficiaries'*. Others were concerned by how high they had set original targets, without taking into account that individuals may initially require basic skills training, ESOL provision or additional pastoral care.

'Most of our learners had very low literacy, numeracy and language skills. They needed a lot of help before they were ready to go on...'
- Pan London 1 provider

Partnership working

Interviewees rated partnership working very positively for their projects, with common responses reflecting on the importance of working with external agencies and *'well established'* organisations. These included:

- ⇒ London Development Agency
- ⇒ Sector Skills Councils
- ⇒ Voluntary and Community Sector

Some of the partners in each partnership had worked together before and therefore, good relationships were already in place. However, regular communications between partners seems to have been a key strategy in helping to create a successful partnership.

'We met on a monthly basis, so everyone knew what they were doing throughout the project.'
- Pan London 1 provider

Partnerships were required to draw up **Partnership Agreements**, allowing them to clearly establish the roles, responsibilities of each member, and outline the project milestones and outputs required. Where these Agreements have been fully utilised by partnerships throughout the duration of a project they appear to have engendered positive and proactive partnership working.

Wider strategic thinking

Pan London 1 projects seem to have tried to contribute to wider strategic thinking wherever possible. Some have contributed articles to local and national newsletters and other information sources, and have worked with:

- ⇒ Sector Skills Councils (SSC)
- ⇒ Trade Unions
- ⇒ Local sector/industry organisations

For example, one project (Measure 1.2) worked with a relevant SSC to design and develop a relevant qualification framework, taking into account the future skills needs identified by the sector across the UK. Another **asked an SSC to help with advertising the project** through newsletters and internet sites (Measure 5.1).

However, for one interviewee it was thought that *too many* bodies had been involved in the project and that in future, by involving less organisations in the work, strategic links could avoid being '*spread too thin*'. For another, it was suggested that **more discussion with strategic bodies** involving the beneficiaries themselves might help direct funding priorities.

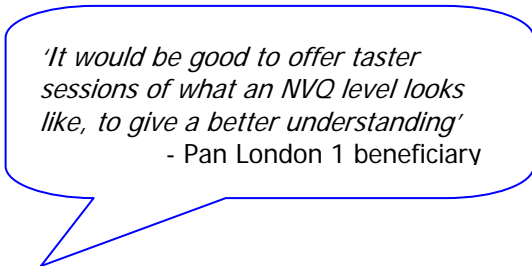
Improvements Although the vast majority of the providers interviewed had met their main objectives, many of them were still able to identify areas for future improvement. These generally focused on wider project management issues.

Some projects had suffered the loss of managers and other partners during the course of their work, and this had caused problems in terms of having to provide time to recruit new members to the team and giving them the chance to settle in and *'get up to speed'* on the project.

Some providers felt that not all of those taking part in training had fully understood what would be necessary to complete the qualification. This was an issue for one where it was felt that it can be challenging to *'convince employers to do things'* that might not appear as necessary for the company at the time.

For one provider, contact with beneficiaries who spoke English as a second language had caused problems, and they acknowledged that this would need to be an area they looked at more in the future.

The beneficiaries interviewed felt it would be helpful if, at the beginning of a project, more time was given in **explaining the specific requirements of the training**.



'It would be good to offer taster sessions of what an NVQ level looks like, to give a better understanding'
- Pan London 1 beneficiary

Other suggestions from beneficiaries were:

- ⇒ more **marketing** of the projects and the Pan London 1 Programme itself
- ⇒ more **external monitoring** of tuition classes
- ⇒ ensuring an individual is well suited to a particular project before they start

'Why don't they advertise it more in local papers and magazines, libraries, doctors' surgeries and job centres? I don't know what would have happened to me if I had not had this opportunity.'

- Pan London 1 beneficiary

Raising awareness of the projects seems to be an important issue to the beneficiaries, and certainly common to their responses. Some were not apparently aware that they were receiving training as part of the Pan London 1 Programme and thought that *'it would have been nice to have been made aware that the training we received was through a special project'*.

For others, this lack of information could impact on the numbers of individuals taking up the course as *'others [they knew] who would have liked to have done something'* were unaware of the project and training available.

'There should be more information about what is involved. For anyone who has not done any training, it can be daunting and you think you won't be able to do it. Unless you have some support like I did, people might not apply.'

- Pan London 1 beneficiary

It is evident that **Case Manager support** is important to project providers, and will often be used as a first-point of contact rather than the helpline and email facilities also provided. In particular, it has been reported that more support would be specifically appreciated by providers to **aid the sharing of good practice** between projects. It has been highlighted that Case Managers, the London O3 website, and the helpline service may be potential avenues through which the Programme can improve mechanisms for sharing good practice.¹⁹

¹⁹ ECOTEC (2006), 'Evaluation report on the LSC Pan London ESF Programme 1: Support given to providers during project delivery'

2.5 Cross-cutting themes

There are three cross-cutting themes required to be embedded into all Pan London 1 projects. These are:

- ⇒ Equal Opportunities
- ⇒ Information and Communication Technology (ICT)
- ⇒ Sustainable Development (social, economic and environmental)

Equal Opportunities

It is a priority for the LSC that Equal Opportunities are *'mainstreamed and integrated into all aspects of the development and delivery of this programme'*.²⁰

Participation of Black and Minority Ethnic (BME) groups and women in Pan London 1 projects was positive, with 49% and 48% respectively. Participants with a disability are recorded at a much lower rate than originally hoped (5%), but it has been suggested that this is misleading as many beneficiaries will not necessarily have officially declared their disability.²¹

Ways in which projects have integrated Equal Opportunities include:

- ⇒ Marketing and recruiting through local outreach teams, agencies and networks - working directly with under-represented groups
- ⇒ Employing staff members with relevant language skills (including sign-language) and cultural awareness
- ⇒ Providing assistance with transport and travel
- ⇒ Offering childcare support (childminders, crèche, after-school provision)
- ⇒ Delivering women-only classes

It is acknowledged that improvement can be made on the recruitment of disabled applicants to Pan London 1 projects, and a *'more personal approach'* to recruitment may be required to help address this under-representation in future.²² However, due to the inherent nature of ESF projects, Equal Opportunities overall is a key focus of Pan London 1 projects – allowing everyone the opportunity to fulfil their potential – and in this respect, the Equal Opportunities theme seems to be well integrated into projects.²³

²⁰ Pan-London ESF Objective 3: Co-Financing Plan 2003-2008

²¹ ECOTEC (2007), 'Pan London 1: Final Report'

²² ECOTEC (2007), 'Pan London 1: Final Report'

²³ Ibid.

'Over 50s do face age discrimination so we need to fight to give them opportunities...the project was designed to encounter this inequality'
 - Pan London 1 provider

During the interviews, some providers said they found that **regular reviews** of Equal Opportunities policies helped them to address this theme during the course of the project, with others including their policy in **'practice guides'** that delivery partners were requested to follow.

During the interviews with providers, other examples of ways in which Equal Opportunities have been addressed were identified:

Equal Opportunities	<ul style="list-style-type: none"> - Use of policies and monitoring throughout - Encouraging under-represented groups into the project (e.g. more males in a female-dominated sector) - Providing access to specialist learning aids/equipment - Offering flexible training delivery (e.g. home-based for parents where childcare unavailable) - Ensuring accessibility of venues, e.g. wheelchair ramps - Adapting learning materials where English is not a first language - Having awareness of different cultural traditions
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Sustainable Development

Sustainable development is defined for the Objective 3 ESF Programme as covering the three principles of social, environmental and economic sustainability, all of which were to be embedded into all aspects of Pan London 1 projects. Providers have reported difficulties from an environmental perspective such as paperwork requirements and operating from listed buildings.

However, there have been many ways in which providers have addressed sustainable development, and these include:²⁴

- ⇒ Targeting a number of priority sectors to help increase competitiveness within local businesses
- ⇒ Taking a 'socially inclusive' approach by targeting disadvantaged communities
- ⇒ Covering environmental/social issues with beneficiaries as part of course content
- ⇒ Using fair-trade and ecological products and 'green' suppliers wherever possible
- ⇒ Closely monitoring waste management and following comprehensive recycling procedures
- ⇒ Reducing energy use and off-setting carbon emissions
- ⇒ Setting up 'cycle-to-work' schemes and monitoring travel requirements

The three principles of sustainable development appear to have been integrated generally well into Pan London 1 projects, particularly in terms of social and economic development. Environmental sustainability is arguably the greater challenge for projects, although awareness is continually increasing with some changes made to the management and delivery of projects as a result.

For those providers participating in the telephone interviews and online survey, environmental awareness appears to have been the main focus when considering sustainable development. **Recycling**, preventing the **over-printing of paper** and changing **attitudes towards travel** were all frequent responses to questions about how projects addressed sustainable development. One provider had even been successful in achieving the 'Green Mark' for environmental good practice.

As many of the projects had aimed to **enable skills development**, and help **increase the employability of beneficiaries**, these were often cited as the most successful ways in which economic and social sustainability had been addressed. However, a small number of projects highlighted that they had also been able to raise awareness of particular social issues within the wider community through their work.

Interviews with providers also highlighted the following examples of good practice in relation to addressing sustainable development:

²⁴ ECOTEC (2006), 'Cross-Cutting Themes and the LSC Pan London 1 ESF Programme'

Sustainable Development	<p><u>Environmental:</u></p> <ul style="list-style-type: none"> - Using ICT during management/training required less paper - Travel not required due to online delivery - Computers and machinery all turned off at the end of each day - Raising awareness of the 'carbon footprint' - Advocating the use of public transport <p><u>Social:</u></p> <ul style="list-style-type: none"> - Involving beneficiaries in community activities - Encouraging beneficiaries to feel 'part of society' - Raising awareness of diversity/multiculturalism - Beneficiaries working with peer groups to learn new skills <p><u>Economic:</u></p> <ul style="list-style-type: none"> - Money saved cutting down on travel requirements/costs - Securing employment opportunities for beneficiaries - Delivering training in skills that businesses demand and require
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Information and Communication Technology (ICT)

The LSC are keen to ensure that any funded activities utilise appropriate ICT, and all projects involved in the Pan London 1 Programme were asked how they would address barriers to ICT skills development and exploit the benefits of ICT during project design, delivery, administration and management.²⁵

Some projects have a direct focus on developing ICT skills, or utilise delivery methods such as e-learning. However, ICT is also implemented in a number of other ways, including:

- ⇒ Using ICT as a project management tool
- ⇒ Adapting equipment to help those with additional needs (e.g. audio support for those beneficiaries with dyslexia, large text enhancement for the visually impaired)
- ⇒ Providing e-tutors and progress reviews by phone, email and electronic feedback forms
- ⇒ Offering on-line referral websites to manage referrals to the project
- ⇒ Making laptop computers available on loan for remote working

*'ICT is a key element of PL1's delivery and is embedded in its management, monitoring and communication functions in line with the growing attention towards promoting an inclusive knowledge-based society at European and UK level.'*²⁶

²⁵ ECOTEC (2006), 'Cross-Cutting Themes and the LSC Pan London 1 ESF Programme'

²⁶ ECOTEC (2007), 'Pan London 1: Final Report'

This reflects how ICT has been integral to the management and organisation of projects, but less focus appears to have been placed on how it can be used to address the needs of beneficiaries. It has been suggested that future projects are provided with guidance on potential usages of ICT.²⁷ In this respect, there are possibly ways in which ICT could be further integrated into any future programmes.

Examples of good practice identified during provider interviews include:

ICT	<ul style="list-style-type: none"> - Compiling database of information on boroughs/ beneficiaries - IT training delivery - Email and internet use to obtain information - Online training delivery/e-tutor support - Beneficiaries having to attend IT workshops - Claims for funding submitted electronically - Online booking for events - Creating an email newsletter
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It was also reported by providers that the ICT theme added value for beneficiaries as it allowed them to develop additional skills in areas such as CV preparation, sourcing information from the internet and submitting job applications.

'Learning how to use computers gave the delegates more opportunities in their jobs.'

-Pan London 1 provider

Improvements

Interviewees were able to suggest a number of areas where they thought they may be able to address the three cross-cutting themes more effectively in the future. These included:

- ⇒ Reducing the volume of paper records required
- ⇒ Promoting cross-cutting themes across the work of the whole provider, rather than just embedding them into their Pan London 1 delivery
- ⇒ Running longer IT courses
- ⇒ Providing recycling facilities

²⁷ ECOTEC (2007), 'Pan London 1: Final Report'

- ⇒ Researching the target audience and tailoring delivery to their needs accordingly

Some comments were raised about the amount of paperwork involved in the Pan London 1 Programme and how this went against the efforts put into reducing paper usage and attending recycling workshops.

2.6 The future

Lessons learned Although the evaluations reviewed highlight many areas of good practice, they have also put forward a number of suggestions as to where activities or planning could be improved for the future benefit of the project and those involved. A selection of these suggestions is provided below.

Working with beneficiaries:

- ⇒ Some beneficiaries may have been out of any form of education or training for some time and it may be worthwhile providing initial sessions in basic skills such as literacy and numeracy, and also in areas such as 'study skills'.
- ⇒ Following on from this, part of ensuring that the theme of Equal Opportunities is addressed may involve engaging with individuals for whom English is a second language. Offering ESOL provision, or advice to beneficiaries on where to gain language training, may be an area for consideration.
- ⇒ Using smaller tuition/training groups may help to reduce numbers of early leavers from the project by allowing more time for individual support.

Project management:

- ⇒ Ensure that roles and responsibilities of partners are clearly outlined from the beginning of the project, establishing lines of communication and frequent project management meetings.
- ⇒ Liaising with, and gaining the support of, key regional and national bodies can be integral to the success of a project – the commitment of these organisations to the work can aid any strategic decisions as well as the day-to-day running of the project.

Many interviewees discussed lessons they had learned from their project, and how those lessons could inform future ESF and Pan London programmes. These included:

- ⇒ Regular meetings between partners work well and help to keep everybody informed of progress/issues arising
- ⇒ Newsletters can be an effective way of disseminating information and maintaining interest in the project
- ⇒ Building links with relevant bodies such as Sector Skills Councils can be very helpful
- ⇒ Allowing beneficiaries to take their time, build confidence and develop skills also gives them the opportunity to learn from any mistakes they make

Overall, the majority of interviewees were positive about their experiences of their project. The achievements of the beneficiaries were cited as being some of the most positive successes to have come out of the Pan London 1 Programme from the providers' point of view, with '*personal gain*' being well celebrated.

Advice

When asked what advice they would give to help future Pan London Programme providers, respondents to the online survey were able to put forward a number of recommendations. The majority of the suggestions relate to general management issues and ensuring that project administration is handled effectively. However, some advice was also put forward as to how to help support project partnerships, and ensuring the needs of beneficiaries are understood and accommodated appropriately.

The advice offered by respondents to the online survey is given in the table overleaf.

What advice would you give to help future Pan London projects?

- ⇒ Make sure that all partners understand what is expected of them in terms of roles, responsibilities, delivery and outputs
- ⇒ Regular group meetings and utilising Partnership Agreements as much as possible can help the overall management of the project and to deal with any issues that may arise
- ⇒ When planning, remember that there can be little flexibility in the interpretation of requirements as set out in the contract and project appendices
- ⇒ Scrutinise all documentation so that you are fully aware of exactly what is expected and agreed, particularly in terms of evidencing
- ⇒ Allow time for project administration and paperwork
- ⇒ Take things slowly and make sure that you set achievable and realistic targets for both the beneficiaries and the project
- ⇒ Ensure you are aware of, and understand, the individual needs of the target group and provide ample time to work with those who are hard to reach
- ⇒ Try to offer sustained and longer-term provision for those beneficiaries who require additional support, or have not experienced a learning environment for some time

3. Conclusions

The following section brings together the main findings from the literature review, the online survey, and the in-depth interviews with project providers and beneficiaries.

1. Beneficiaries

- a) **Soft outcomes:** Although at first beneficiaries have felt nervous and daunted by the projects, many have achieved qualifications as a result of the Pan London 1 Programme, with some progressing into further education and training, and others into employment. The soft outcomes from the projects have also been reported as being key to the success of many of the projects. Increased self-confidence, improved employability and work-readiness, and better self-motivation are just some of the soft outcomes that beneficiaries and providers have cited, based on their experiences of the projects.
- b) **Marketing:** It may be necessary to raise further awareness of Pan London projects and the opportunities available to individuals and employers across London. Some beneficiaries have suggested that they were not aware they were receiving training through a special programme, whilst others feel that they happened upon the project by 'chance' and further marketing could increase learner uptake.
- c) **Individual needs:** Providers have reported that awareness of the needs of beneficiaries is also crucial to success. Many beneficiaries have complex individual needs and commitment to high level, long-term or formal learning may present difficulties for them. As a result, project targets and outcomes need to be a realistic reflection of those needs. This will also help enable providers to accommodate individual needs appropriately.
- d) **Additional support:** Mentoring, pastoral care, helpful tutors and outreach work have all been commonly cited as effective ways in which to engage with hard-to-reach beneficiaries, and to retain their interest throughout the course of a project. Where one-to-one support, flexible training delivery and understanding of personal or cultural needs have occurred, beneficiaries have acknowledged their appreciation of these factors.

2. Employers

- a) **Small employers:** Employer engagement has been one of the most challenging aspects for the Pan London 1 projects. This is particularly the case where target employers have been small and medium-sized enterprises (SMEs).
- b) **Existing networks:** Providers suggest that building on existing relationships and networks can greatly help engage employers with a project, along with providing flexible delivery

to accommodate business needs and offering training needs analysis to encourage employers to invest in workforce development activities.

- c) **Involvement:** Involving employers in project events, the development of case studies and other activities can help increase their engagement and commitment to the project.

3. Project management

- a) **Programme level:** A number of concerns have been raised by providers regarding management services provided by the co-ordinating organisation. Case Managers are often the first point-of-contact for projects and the co-ordinating organisation therefore plays a pivotal role in maintaining the confidence of the project team.
- b) **Partnerships:** Providers have highlighted that effective partnership working is essential to the success of a project. Utilising 'Partnership Agreements' that clearly set out roles and responsibilities of each partner has proved helpful, as have regular project meetings and the involvement of individuals with expertise in delivering related or similar projects.
- c) **Other agencies:** Projects that have drawn upon the expertise of established local, regional and national organisations and bodies have found their input invaluable. This has ranged from assisting with marketing of the project, to aiding the development of an appropriate qualification framework and emphasising the credibility of a project within the region.
- d) **Administration:** Providers have identified that some of the paperwork and administrative requirements of the projects can be time-consuming. It is important that evidencing requirements are understood fully before commencement of a project.
- e) **Cross-cutting themes:** Partnerships have addressed the three cross-cutting themes of ICT, Equal Opportunities and Sustainable Development wherever possible during the course of their projects. In future, it has been identified that environmental sustainability could be addressed further through a reduction in the amount of paperwork, and greater commitment to recycling. The numbers of disabled beneficiaries participating in the Pan London 1 Programme were below the target and as a result, this also may need addressing in the future.

4. Recommendations

On the basis of the evidence gathered through desk research and primary research with providers and beneficiaries, a number of recommendations have been developed to help inform future Pan London and ESF programmes. The recommendations are presented using two themes:

1. Those which relate to the overall programme
2. Those which can be implemented at project level

Programme level recommendations

LSC London Region and the co-ordinating organisation may wish to consider;

1. **Opportunities for embedding cross cutting themes to a greater degree**
 - a) As they are integral to the requirements of Pan London projects, consideration could be made to offering more guidance regarding what can be done to address the three cross cutting themes. A possibility here is to provide information leaflets, guidance on the co-ordinating agent's website or further training.
 - b) To address Equal Opportunities across the Programme, it might be possible to discuss with providers how they can attract more disabled individuals to their projects. This could include a review of targets and consideration of ways in which providers can be supported in accommodating the needs of disabled beneficiaries. This may be addressed through helping providers access funding for adapting facilities and provision, finding out about relevant legislation and developing guidance for providers on dealing effectively with different disabilities.
 - c) Further to point b) above, it may be useful to disseminate advice to projects on how to make 'reasonable adjustments' to provision as in accordance with the Disability Discrimination Act. There may be some simple steps providers can take, such as using specialist equipment, to make training more accessible.

- d) In terms of ICT, consider providing guidance or examples of good practice to projects on how to implement ICT more widely for the advantage of beneficiaries. This could require further initial research on developing and using ICT within the delivery of projects.
- e) Projects may benefit from receiving further information and support regarding environmental sustainability. This could include encouraging a reduction in the amount of paper records kept on file and asking projects to consider their 'carbon footprint'.

2. Promoting the overall programme objective of increasing participation and achievement of children and young people

- a) It may be worthwhile conducting a review with providers and the co-ordinating organisation, in order to ascertain where this particular objective could be further achieved/promoted through existing Pan London Policy Measures
- b) As part of this review, providers and the co-ordinating organisation could examine ways in which projects can be developed to engage with more young people and to increase retention rates. This may involve, for example, consultation with relevant local and regional networks and agencies who work directly with children and young people.
- c) Consider conducting a review of how providers can be supported in offering an in-depth training needs analysis to beneficiaries. This could enable projects to tailor provision more successfully and appropriately to meet the individual needs of the children and young people they meet.

3. Opening communication networks

- a) This could include developing a separate site or online forum as part of, or in addition to, the main 'London 03' website, dedicated specifically to sharing good practice and success stories more easily between providers and projects. A support network set up for Case Managers and providers to meet on a regular basis, or a series of well-publicised 'networking events'

for providers to meet, may also be valuable ways of sharing good practice.

- b) In order to raise awareness of the Pan London Programme, consider implementing a regional-wide advertising and promotional campaign advertising the Programme to beneficiaries and employers who may benefit from the projects on offer. This campaign would be an ideal way of promoting the support available to a wide variety of target groups, the opportunities they can take advantage of, what is involved and, just as importantly, the role employers can have in the Programme and how it can benefit workforce, economic and social development. The dissemination of 'good news stories' during this campaign may be a useful way of showing target groups how people have directly benefited from Pan London 1.

- c) Consider ways in which working with strategic bodies can be better achieved and prolonged. Further networking events and guiding providers in becoming more deeply engaged in local strategic thinking and planning would be a possible line of enquiry.

4. Reviewing provider needs in terms of programme management and planning

- a) It is suggested that a further evaluation is conducted with providers, in order to gather more detailed feedback on how to improve services provided by the co-ordinating organisation.

- b) To help reduce the time spent by partnerships on project administration, it may be worthwhile examining if 'paperwork' requirements can be reduced in any way. Due to the number of issues raised by projects in terms of evidencing requirements, it could be useful to further clarify to providers the necessity of the evidence in terms of keeping within ESF rules. This could be disseminated in the form of a short, reader-friendly document that avoids using jargon and explains rules and requirements clearly.

Project level recommendations

LSC London Region, the co-ordinating organisation and providers may wish to consider;

5. Promoting projects

- a) Although some guidance is already available to projects on publicity and marketing activities, expanding project promotion to target community centres, local libraries, and other popular public areas – as well as employer networks - may help partnerships to engage with a diverse range of individuals, including those currently hard-to-reach.

6. Focusing on improving elements of provision

- a) Projects may need to consider how their provision can be made more flexible. This could be encouraged through a website or other resource made available to providers, suggesting examples how provision can be adapted in terms of location, timing and the different delivery methods that can work well with various target groups.
- b) Part of increasing the flexibility of provision would be to look at the variety of teaching methods implemented during a project. Providers could be encouraged to review their practice to assess where they could be more innovative or up-to-date in their approaches. This could be particularly useful to those projects who wish to use ICT with beneficiaries to a greater extent, such as in areas like online learning and e-tutor support.
- c) Beneficiaries have acknowledged that additional support provided by projects helps them a great deal. It is therefore recommended that projects reflect on how this additional support can be offered to beneficiaries. In particular, support is often appreciated when easing transition to a formal learning environment, for example providing mentoring, literacy and numeracy tutoring, study skills and ESOL training. To implement this additional support, it may be worthwhile for projects to broaden their links with already established provision, particularly in areas such as ESOL where project providers may not currently specialise.

7. Improving engagement practices

- a) Providers could further examine how they can design/adapt their provision in order to make project delivery more engaging and interesting for beneficiaries. This would be particularly useful where target beneficiaries have been out of formal learning for some time. It may be that there is a possible role here for embedding ICT more strongly into project delivery – such as through the use of online learning and exploiting other forms of new media. In addition, using role plays, case studies and small group work could help beneficiaries to relate directly to the material being delivered, share experiences with one another, and therefore retain their interest.

- b) Building on existing relationships with employers, or working with local employer networks, could help project partners improve levels of employer engagement. Checking that several providers are not targeting the same businesses may also help reduce the burden on employers, and therefore increase their commitment. Any opportunities where employers can become further involved with a project are also beneficial – such as through attending events, developing case studies or assisting in training delivery.

- c) Projects report success where they have built strong partnerships with outreach agencies and other established networks. This often involves being able to draw upon the expertise of individuals who have considerable experience of working with hard-to-reach groups, understand their needs and are already trusted by those being targeted for a project. It would be worthwhile emphasising this aspect of engagement to providers, to highlight the importance of approaching beneficiaries in a way that is sensitive to their needs.

8. Addressing soft outcomes

- a) Beneficiaries have identified that achieving soft outcomes such as increased self-confidence and motivation can be just as valuable to them as hard outcomes like qualifications and employment. Therefore, it is suggested that providers consider ways in which they can address soft outcomes, or how the qualifications worked towards can embed these to a greater degree.

- b) Look at how further support can be offered to beneficiaries who do not progress into further training or employment on completion of the project. Some of these beneficiaries may still be lacking the soft skills required, or need further advice and guidance on the opportunities available to them.

9. Improving project management and organisation

- a) Consider developing and distributing a further guidance document to assist providers in defining the roles and responsibilities of partners and all involved in provision and project delivery. This could involve ensuring that 'Partnership Agreements' are comprehensive and more readily utilised.
- b) Developing relationships with local and national organisations (e.g. Regional Development Agencies, Sector Skills Councils, Regional Skills Partnerships, Local Councils/Authorities) could help to further increase the profile of individual projects and subsequently, of the Pan London Programme as a whole.
- c) Encouraging providers to use communication channels to support each other could be an effective way of sharing good practice and experiences between projects, but also in helping partnerships plan and organise their delivery, set realistic targets and outcomes for beneficiaries, and deal with any concerns as and when they arise.

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6. Annex 1: Case Studies

The following case studies have been kindly provided by Hamid Momtahan and Sue Stride from the MAPIT project, and ECOTEC for the Elevate and Inside Knowledge projects.

Beneficiary A...

...came to the UK 15 years ago from India. He had an accountancy/banking background in India but was unable to get work in that field in London, because he did not have the necessary qualifications.

He secured a job in the packing area of a video company where he has stayed for the whole of his 15 years in the UK, working hard to secure promotion and progressing to production manager - but he has always wanted to use his accountancy skills. He undertook a series of different courses in accountancy subjects including Sage, but lacked the computer skills necessary to be able to secure a job in accountancy.

He knew the company he was working for was going out of business, in advance of finally being made redundant. He read about Mapit in the newspaper. He was over 50 and seemed to meet all the criteria. He spoke to his employers about it and they were happy to help him gain the computer qualifications he needed. He was particularly interested in learning about spreadsheets and Word.

He applied for a place on Mapit Extra and was accepted. His employers went out of business while he was taking his course, but he continued working to secure his qualifications.

With these new qualifications, he applied for and secured a job with a firm of chartered accountants, and started working for them in January. He is doing well and looks forward to being confirmed in his post shortly. He has already applied for and has been accepted for a more advanced MaP>IT Extra course.

Beneficiary B...

...is based in West London and has been self-employed for the past thirty years. He has always been keen to acquire new knowledge. Within the last couple of years he has taken a course in Aircraft Security as the basis for a possible change of career, as well as another 1-day course.

As a result, he was on the college database and was alerted to the launch of Mapit Extra by direct mail. He has a computer at home but his use of it was very limited. He decided to take an ECDL course to help him use it to run his business (accounts and spreadsheets) and increase his IT knowledge generally.

He has now completed part 1 and is looking forward to starting part 2 in April. He is already printing his own advertising fliers and is planning to use his new skills to set up his own website.

Beneficiary C...

...is the director of a small company. She finds the Elevate training very interesting and well-managed. *"It is an inspiring, flexible and inclusive course with brilliant hand-outs. The group of women attending is very upbeat and there is a good balance between learning from the trainers and learning from each other. This is a safe environment to learn from each other and build our confidence".*

As the director of a small business, she wanted learn more about problem solving. As she is self-employed, attending the training means potential loss of business but this constitutes a "long-term investment" for her.

Beneficiary D...

...has 3 young children and found out about the Inside Knowledge opportunity through word-of-mouth. She feels she could not have come to the course without the support offered with childcare. She thinks that the course has increased her confidence, as well as making her very optimistic about finding work progressing further towards her ultimate goal of becoming a social worker.

Appendix 1: Online Survey Questionnaire

LSC London Region Evaluation of Pan London Programme 1

Pye Tait Limited is an independent research consultancy, and we have been commissioned by the Learning and Skills Council (LSC) for the London Region to carry out an evaluation of the ESF Pan London 1 Programme. We are looking to:

- see whether, and how, the programme has achieved its objectives
- assess the impact of the separate projects on individuals
- identify examples of good practice

We are now looking for ALL projects to complete the following short survey to give us some feedback on the successes of your project, as well as what you would like to change for the future. It should only take about 10 minutes, and any information you can provide will help support the development of future ESF projects (including Pan London 2). Please complete the form by the 8th June.

PLEASE NOTE: If you have delivered more than one project, please fill in a separate survey form for each of the projects.

Please be assured that all responses will be treated in complete confidence by Pye Tait Ltd and results will be anonymised for the final report.

Working with beneficiaries (e.g. delegates/learners)

Q1 On a scale of 1 to 5, how successful would you say your project was in terms of beneficiaries developing the following? (where '1' is not successful and '5' is extremely successful)

	1	2	3	4	5	N/A
<i>increased confidence</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>problem-solving skills</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>self esteem</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>more responsibility for personal development</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>communication skills</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>key skills (literacy, numeracy, ICT)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>ability to undertake training/learning itself</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>other: please write in.</i>						

Q2 Using the same scale, how successful would you say your project was in terms of beneficiaries achieving:-

	1	2	3	4	5	N/A
<i>new qualification (s)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>improved employability / work-readiness</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>progression to further education/training</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>employment</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

other: please write in.

Q3 Are there any particular reasons you can provide as to why beneficiaries do not achieve a qualification / complete the course?

Q4 What do you think helps beneficiaries remain engaged with the project?

Q5 Do you think there is anything more that can be done for beneficiaries in terms of helping them secure further training or employment on completion?

Q6 Please provide specific examples of what has worked well for beneficiaries during your project? (e.g. delivery style, organisation, types of support offered)

Working with employers

Q7 Thinking about starting up your project, what methods did you use to engage with employers?
(tick as many as apply)

- advertised in local media* *liaised with local networks/stakeholders*
worked with existing partnerships *distributed leaflets/flyers*
other: please write in

Q8 How easy did you find it to recruit employers onto your project?

- very easy*
fairly easy.....
not very easy
not easy at all.....

Q9 Looking back, is there anything you would change to help recruit employers onto your project?

Q10 Please provide any specific examples of employer engagement that have worked particularly well during your project.

Project Overview

Q11 Overall, how would you rate:- (with '1' being not efficient/effective and '5' being very efficient/effective)

	1	2	3	4	5
<i>the efficiency of delivery</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>the effectiveness of delivery</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q12 Is there anything specific you would improve for the future, especially if you have given a rating of less than '5'?

Q13 How would you rate the overall quality of your project in terms of :- (where '1' is poor and '5' is excellent)

	1	2	3	4	5
<i>planning and design</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>delivery methods</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>additional support / pastoral care</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q14 Is there anything specific you would improve for the future, especially if you have given a rating of less than '5'?

Q15 How successful would you say your project has been in terms of:- (where '1' is not successful and '5' is extremely successful)

	1	2	3	4	5	N/A
<i>engaging with employers</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>working with target groups</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>providing engaging delivery</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>retaining beneficiaries</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>partnership working to aid delivery</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>working with strategic bodies (e.g. SSCs)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>meeting project objectives</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>meeting project targets (milestones, outcomes, outputs)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q16 Which overall programme objectives do you think your project has contributed to? (tick as many as apply)

- raise participation and achievement by young people*
- increase demand for learning by adults and equalise opportunities through better access to learning*
- raise skills levels for competitiveness*
- improve the quality of education and training delivery*
- improve effectiveness and efficiency of training delivery*

Q17 Are there any other aspects of your project not already mentioned that you think have worked particularly well ? (*Please provide as many examples as possible*)

Q18 What concerns, if any, have you had whilst delivering your project?

Q19 What advice would you give to help future Pan London Programme providers?

Personal Details

All responses will remain confidential to Pye Tait Ltd. Details will only be used for research purposes, if we have any further queries regarding your response.

Q20 Name (optional):

Q21 Job Title:

Q22 Telephone:

Q23 Email:

Q24 Name of Project:

Q25 Which ESF Policy Measure does this project cover ?

- 1.1 *advice and guidance*.....
- 1.2 *improving prospects of the unemployed through training and other support*.....
- 2.1 *basic skills provision for the unemployed and disadvantaged*
- 2.2 *help for unemployed people disadvantaged in the labour market*.....
- 2.3 *research to combat discrimination in the labour market*.....
- 3.1 *promoting wider access to lifelong learning*.....
- 3.2 *supporting lifelong learning to meet the needs of employers*.....
- 4.1 *update and upgrade employee's vocational skills including key and basic skills*.....
- 4.2 *identify and meet emerging skills shortages, including higher levels*.....
- 5.1 *improving women's access to learning and employment*.....

Q26 Please indicate the region of London in which the project is based:

- north*
- south*.....
- east*
- west*.....
- central*

Thank you for your time and your feedback.
Pye Tait will be contacting a number of respondents to this survey in the near future
to follow-up on particular responses.

Appendix 2: Interviews with providers

Interviewer: _____

Date: _____

Pan London 1 Evaluation

Personal Details

1. Name:

2. Organisation:

3. Role:

4. Tele:

5. Email:

6. Measure:

7. Project Name:

Note: focus of the interview throughout should be on obtaining examples of good practice and suggestions for further improvement.

Impact on beneficiaries

8. In terms of the beneficiaries themselves, what do you think they gained most from the project?

Hard outcomes - qualification/job outcome/ further learning

Soft outcomes – problem solving, confidence, self-esteem etc

9. Where beneficiaries have not been successful in securing employment or further training at the end of the project, what do you think could be done to help improve this?

10. What in particular do you think has helped beneficiaries remain engaged with the project until completion? (e.g. extra support, pastoral care, delivery style, course content) Examples of what worked well.

11. What do you think are the reasons for beneficiaries leaving a project before completion and how could this be addressed?

At project level – aims, objectives and delivery

12. Can I begin by asking what were the main aims and objectives of your project?

13. And overall, how successful do you think you have been in meeting those aims/objectives (ask for reasons why)? Examples of what worked well.

14. Are any improvements required?

15. If not covered above, how well did you achieve engagement with target groups and employers? Examples of what worked well.

16. How could this engagement be improved?

17. If not covered above, how well did you master partnership working in order to deliver the project adequately? Examples of what worked well.

18. How could this aspect of provision be improved?

19. How did wider regional strategic thinking contribute to your project? (e.g. working with SSCs and sector bodies, RDA etc). Examples of what worked well.

20. What do you think PL1 projects could do to improve links with the wider strategic picture?

21. How did your provision have to change to be able to deliver under the PL1 programme? What were the issues with this or was it an easy transition?

Cross-cutting themes

Note: There are 3 cross-cutting themes that are required to be embedded into all Pan London projects – Equal Opportunities, ICT and Sustainable Development

22. What steps were taken to ensure Equal Opportunities were being addressed at all stages of the project?

23. Can you provide any specific examples of what worked particularly well in terms of addressing Equal Opportunities?

24. How was the use of ICT incorporated into the project?

25. Can you give any examples of how the use of ICT benefited learners/delegates?

26. How has the project addressed the issue of sustainable development? (need to talk about the three areas – social, economic and environmental – get specific examples if possible).

27. Do you think that there is anything more, or different, the project could have done to address these three cross-cutting themes?

[The future and the programme overall](#)

28. Overall, what are the main lessons you have learned and what would you do differently in the future?

29. What would you highlight about your project as working particularly well, something that others could learn from?

30. What would you say was the success of your contribution to the PL1 programme?

31. Based on your experience, what do you think could have been improved about PL1?

32. Any other comments/suggestions, not already covered?

Contacting beneficiaries

As part of the evaluation we would like to contact some beneficiaries to have a short conversation with them about their experiences of the project, and their achievements post-participation.

Would you be able to provide us with names and contact details of 2 or 3 beneficiaries? We will then contact them directly to arrange a convenient time for them to take part in a short, informal telephone discussion.

Interviewer: If this is not possible please ask if they can contact the beneficiaries on our behalf and ask if they would be happy to provide some feedback to us?

Many thanks for your time

Appendix 3: Interviews with beneficiaries

Name:

Telephone:

Provider:

Project:

Measure:

Interviewer:

1. Can I start by asking how you heard about the project?
2. What was it about the project that made you think it would be good to take part – what did it seem to offer that you thought would be useful to you?
3. What were your impressions when you first got involved with the project (e.g. nervous, daunting, exciting)?
4. Was there anything in particular that helped you to settle in to the project?
5. If not, why not or what else could be done to improve this settling-in period?
6. What would you say that you gained personally from taking part?
Soft outcomes – more confidence, self-esteem
7. What did you achieve by taking part in the project?
Hard outcomes – qualification, employment, further training
8. Have your experiences from the project helped you since you completed? (specific examples of how and what they have progressed to – employment, training etc?)
9. Looking back on your experiences, what aspects of the project did you particularly appreciate? (e.g. pastoral care, extra support – specific examples of what worked well.)
10. Was there anything that you did not like about the project? (specific examples)
11. Are there any aspects of your experience you would recommend to future projects, that you think were particularly successful and useful to you?

12. Is there anything you would improve about the project to make it easier for those involved and a better experience?

13. Any other comments/suggestions not already covered?

Appendix 4: Pan London 1 providers

Below is a list of all Pan London 1 providers, and the projects they delivered

Provider Name	Project Name
Account3 Womens Consultancy Service	Pan London Somali Employment & Training Project
Asian and Oriental School of Catering	Training for a Healthy Business
BEMCE Business Federation Partnership	London Employers Train and Gain Train Employees and Gain For London
British Institute of Technology and E-commerce Ltd (BITE)	Skills for Business Success
Business Link for London	Management and Leadership development for small firms
Cahro Ltd	Building Foundations - Bringing Basic Skills Training to SME Care Home and Construction Workers
Career Development Centre Limited	Passport to Care
Careers London	Spring forward for Careers
College of North West London	Constructive Learning for London
College of Technology, London	Putting IT to Work in the Care Sector
Community Action Network	Enterprise and Employment for Refugees Across London
Enfield College	Capacity Building Toolbox
EXG Limited	Higher Level Skills Training for SME's
Faith in London Ltd.	The Skills Leap 1
Faith in London Ltd.	Better Futures
Institute of Education	Pan London Skills For Life Workforce Development, Planning and Co-Ordination
Islington Enterprise Agency	New Perspectives for SME's in Construction
Kennedy Scott Ltd	Security Works
Lambeth College	Women Accessing the Security & Protection Sector

Provider Name	Project Name
Lewisham College	Get on at Work
Lifeline	One Step Further
London Action Trust	A Better Future
London Borough of Islington	Looking Ahead
London Borough of Islington	PRIME (Professional Refugees into Meaningful Employment)
London Central Education Business Alliance	Cre8 Your Future
London East Connexions Partnership	Moving from NEET to EET
London East Connexions Partnership	PA Training and Development Progression
London Metropolitan University	Labour market disadvantage, disengagement, discrimination research project
London Metropolitan University	BME Recruitment and Employment in the Audio Visual Sector in London
London Voluntary Sector Training Consortium	Skills for Economic Inclusion Network (SKEIN)
Making Training Work	Pan-London Interpreter Training Project
Nord Anglia Lifetime Development London and South East	Skill Scope Plus
North Central London Strategic Health Authority	Pan London Care SME Enablement Plus Programme
North London ITEC	Action Replay
Off the Streets and Into Work	Ready for Skills and Jobs
Off the Streets and Into Work	LORECA Capacity Building
Organisation of Blind African Caribbeans	Employment Through Learning Level 1
People First	Marketing to Support Skills Development in Hospitality Leisure and Tourism
Portobello Business Centre	Workplace Skills Enhancement Programme
Pre-school Learning Alliance	Training a Professional

Provider Name	Project Name
Prevista Ltd	REACH
Prevista Ltd	SkillFill
Prospects Services Ltd	Better Prospects for Third Age Work
Quality Integrated Solutions Limited	ICT Development Programmed (Technician and User) to address skills shortages and gaps in the ICT industry
Red Kite Learning	Entry to Employment for All
Reed in Partnership	Cross Cutting Skills for Employees in Priority Sectors
Royal Association for Deaf People	Pathways to Quality Support for Deaf People
Royal Borough of Kingston (Connexions South London)	Crossing Boundaries
Skillset Sector Skills Council for the Audio Visual Industries	Cultural and Creative Industries Freelancer Training Programme
Skillset Sector Skills Council for the Audio Visual Industries	Pre-vocational Training for the Cultural and Creative Industries
Tamil Refugee Training and Education Centre	Skills for the Disadvantaged
TBG Learning Limited	First Steps
Thames Valley University	MaPIT Extra for Pan-London Employed
The Camden Society	Qualify to Work
The City Literary Institute (The City Lit)	Inside Knowledge
TNG Ltd	Working Opportunity
Tribal Regeneration	Improving Prospects
Tribal Regeneration Limited	Work in Partnership
Ufi Ltd London Region	London Online: Pan London UK Online Capacity
Ufi Ltd London Region	Pan London Sector Basic Skills & Progression learndirect Service
UNISON	Basics to Care

Provider Name	Project Name
University of Bedfordshire	World Class Skills for London
Women's Resource Centre	Women's Management and Leadership Training Project
Women's Sports Foundation	Women's Coaching Programme for London
Working Links (Employment) Limited	Accelerate
London Borough of Barking & Dagenham (London Riverside Ltd)	One Step Further
Shape	EmployABILITY