Appendix 1

EVALUATION REPORT

PROJECT TITLE: Capacity Building in the Voluntary & Community Sector

PROJECT ESF NO: ESF/0203/115

LEAD ORGANISATION: CETAD, Lancaster University

Overview of the Project Activity and Partners

Activity Summary

A Brief Overview of the Proposed Activities

The project builds upon the success of a partnership developed between Lancashire Youth Association, Lancashire Youth Offending Teams and the Princes Trust – organisations which work within disadvantaged wards with socially excluded and disadvantaged individuals. This bid has been put together following extensive work and discussions with partners and builds upon the successful pilot mentoring programme which is scheduled to end in July 2003.

The aim of the project is work with partners to build their capacity to expand and improve the services they offer to their client group. We will achieve this by delivering an integrated approach to organisational development consisting of tailored learning programmes which address all levels within the organisation including volunteers, paid staff and managers. The project has four strands:

Strand 1

To work with partners to develop and deliver tailored 'Introduction to Advice and Guidance - Mentor Development Programme' for volunteers working within the partner organisations listed within this application.

Strand 2

To provide a progression route for existing volunteers who wish to broaden their skills and achieve a nationally recognised qualification in Advice & Guidance (NVQ) Level 3.

Strand 3

To provide a tailored programme designed to enable these organisations to become mainstream providers and users of locally delivered training. This will be achieved by providing a tailored Training & Development programme to Volunteer Co-ordinators to enable them to train volunteers and facilitate action learning. This programme will lead to NVQ qualifications and or units towards Training & Development at Level 3 or 4.

Strand 4

To provide a tailored management development programme designed to build the management and leadership capacity of partner organisations and other voluntary organisations in order to enable them to improve and expand upon the service they offer and to accredit this through Management NVQ at Level 4 and 5.

Key Partners

The key partners named in the bid are: Lancashire Youth Association, Lancashire Youth Offending Team and Princes Trust.

The role of **Lancashire Youth Association** in this project has been on a number of levels including: recruiting and selecting volunteer mentors for the Mentor Development programme; working with CETAD on the re-design of the mentor scheme to ensure it met with their needs; delivering some sessions on the mentor development programmes. They have worked with us on the design of the Advice & Guidance progression programme to ensure it met the needs of volunteers who have progressed from the existing mentor programme. Lancashire Youth Association volunteer co-ordinators have also been involved as participants in the training & development programme. The Director of Lancashire Youth Association and the Project Worker from the Queens Park and Audley Youth Information Scheme have been involved as participants on the Management Development and Advice and Guidance programmes. We have consulted Lancashire Youth Association on the design of the management programme and have worked with them to 'market' this to other voluntary sector organisations. Lancashire Youth Association have fulfilled and upheld the role outlined for them within the original bid specification.

The role of **Lancashire Youth Offending Team** in this project has been to work with Lancaster University to design and develop both the mentor scheme and the training & development scheme for volunteer mentors. Lancashire Youth Offending Teams have worked with Lancashire Youth Association and in the initial stages with Princes Trust to recruit volunteer mentors to the mentor programme and identify candidates from programmes who wished to progress onto the Advice & Guidance NVQ Level 3 programme. Lancashire Youth Offending Teams have fulfilled and upheld the role outlined for them within the original bid specification.

The role of the **Princes Trust** was to be responsible for recruiting volunteer mentors for the mentor development programme, delivering their own sessions on this programme to ensure the input met their needs and identify participants who may want to progress from the initial pilot project onto the Advice and Guidance NVQ Level 3 progression programme. They also initially had a role in the design of the management development programme and were going to work with CETAD to 'market' this to other interested voluntary sector organisations. The Princes Trust have not fulfilled their role as outlined in the original bid specification, during the start-up phase of the project they decided that they no longer wanted to be involved.

Achievements of the Project

The project achievements have been outlined below in a set of three tables one outlining the project outcomes, one outlining the project outputs and one outlining the key milestones.

Project Output , Outcomes and Key Milestones

Outputs						
Output Description	**2002**		**2003**		**Total**	
	2002 Target	**2002 Achieved**	**2003 Target**	**2003 Achieved**	**Total Target**	**Total Achieved**
Participants participating in lifelong learning	76	41	188	153	188	194
Participants participating in lifelong learning who will be female	60	33	150	103	150	136
Numbers completing their courses			160	127	160	127
Number of trainers trained	8		8	3	8	3
Number of capacity building projects	1		1		1	1
Number working towards a qualification	76	41	188	153	188	194
Number of leavers gaining a qualification	0		150	118	150	118
Number in work or further study when leaving	0		111	92	111	92
Net increase in lifelong learning from ESF support	76	41	188	153	188	176

Outcomes						
Come Description	2002		2003		Total	
	2002 Target	**2002 Achieved**	**2003 Target**	**2003 Achieved**	**Total Target**	**Total Achieved**
Improved self-esteem and self-confidence of participants	76	41	188	153	188	194
Improved key skills (communication , problem solving, working with others)	76	41	188	153	188	194
Sector specific programmes delivered	5		9		9	12
No of individual training needs analyses undertaken	76		188		188	84
No of individual action plans developed	76	41	188	153	188	194
Number gaining qualification			160	118	160	118
No in work or in further study when leaving			100	92	100	92
Number of organisations advised as result of programme	10		10		10	8

Key Milestones		
Time Period	Activity	Achievement/Comments
End July 2002	Activity/Programme Design	**Achieved** – programme designed
July – August 2002	Pre-programme planning & Project Specification	**Achieved** – planning meetings held with partners and delivery staff
July – August 2003	Ongoing development of Current Partnership and involvement of new partners	**Achieved** – the partnership was set-up and maintained throughout the duration of the contract, the following new partners were introduced: Victim Support, Prescap,Home Start, Signpost, Preston Advocacy
September 2002	Mentor Development Programme commences	**Achieved** - This commenced in October 2002
September 2002	Volunteer Co-Ordinator Training & Development programme commences	**Achieved** - This commenced in Nov 2002

November 2002	Management Development Programme Commences	**Achieved** -This commenced in Jan 2003
November 2002	Advice & Guidance NVQ L3 progression course commences	**Achieved** - This commenced in Jan 2003
Dec 2002	84 training needs analysis undertaken	**Achieved** - 194 Training needs were undertaken with 194 action plans produced.
Dec 2002	84 non-traditional learners engaged in lifelong learning activities	
Feb 2003	188 non-traditional learners engaged in lifelong learning activities	**Achieved** - By September 2003 there were 194 learners
Feb 2003	188 participants working towards NVQs at Level 3, 4 & 5 and Lancaster University Certificates in Mentoring	**Achieved** - Over the duration of the project 194 participants were working towards qualifications
Nov 2003	160 participants completing programmes	**Achieved** - Dec 2003 127 participants completed
Dec 2003	160 participants achieving NVQs in Training & Development or Management and Lancaster University Certificates in Mentoring	**Achieved** - 118 participants achieved qualifications

Overview of Achievements

AS we can see from the information provided above the Project has many key achievements meeting the majority of outputs and outcomes. CETAD over achieved significantly on some targets, particular strengths were: the number of students recruited onto programmes; the number of students stating that their self esteem and self confidence was improved as a result of the programmes they took part in; the number of participants who improved their key skills; the number of programmes offered; and the numbers of students gaining an action plan. In addition to this all of the Key Milestones were achieved.

Areas of Innovation

The programmes offered were all dual accredited, where by students gained both an NVQ award together with an HE certificate. This improved the self esteem of the students, the majority of whom had no previous Higher Education experience. The programmes encouraged many students to either enrol on further HE courses or seek further Higher Education development.

Due to the delay in Criminal Record Bureau checks during 2002/2003 many of the volunteer mentor students had limited work based experience. The CETAD tutors designed a role play exercise to enable them to practice their skills and to progress with their studies and gain their end point qualifications.

Identification of Areas of Good Practice and Areas for Improvement

Good Practice

The following were areas of good practice:

1 Dual accredited awards – as described above.
2) Role play exercises for students with limited work experience.
3) Working with students with no prior or little previous educational experience at Higher Education level and with students who had been out of learning for a long time.
4) Lifelong learning was promoted, many students indicated that they wanted to continue with their studies and many indicated a desire to be contacted again should further programmes become available.
5) CETAD used guest tutors and speakers to cover topics of interest to the students for example, Minds of Young People, Drug Awareness and Child Protection.
6) We delivered at local venues within the community from which the volunteers were drawn and at accessible times – e.g. evenings & weekends.
7) Childcare and travel were paid to support the participants.
8) CETAD provided training for the Volunteer Co-ordinators so that they could be more productive when supporting their volunteers and students.
9) We encouraged the Partnership to be involved in the training, attend the training session and also deliver some of the sessions.
10) CETAD provided award ceremonies for students and encouraged the Partner Agencies to take part in presenting certificates and recognising and rewarding student success.

Areas for Improvement

There is no provision on the LSC return/documentation to record volunteering as a positive outcome, this was a focus of the Project and although we did not meet the target for numbers in further study or work, we did have an additional 43 students who entered volunteering as a result of the Project, this is not recorded anywhere and perhaps needs to be amended on the LSC records.

The CRB checks caused problems within the early days as outlined above, a quicker system of registering people to work with young people would be appreciated.

Recruitment of students had its difficulties, most students were volunteers and giving up time within their lives to volunteer and attend the training was difficult for them, this did lead to some students dropping out.

In future CETAD will seek to work more closely with Partner Organisations from a very early stage to ensure appropriate support for recruitment and student retention.

It would also be helpful if Partner Agencies supplied reading materials and books for their volunteers to assist their studies.

The Partnership Agreements need to be clear and need to be setout prior to the submission of the original bid tender.

Lessons Learnt

See above.

Dissemination of Good Practice including Details of Dissemination Materials Produced

CETAD took full advantage of the award ceremonies, which provided us with an ideal opportunity to shout about success and celebrate achievement.

The workshop materials that were designed for the groups were disseminated amoungst the students and the Partnership during the workshops.

CETAD Managers attended the Edge Steering Group meetings where the Partners met on a termly basis. This was an excellent opportunity for sharing and disseminating information.

A Case study was written and forwarded to the LSC, who in turn sent it to local paper to highlight good practice – Lancaster Guardian 9th Jan 2004.

The Partnerships received a paper copy of the mid point and end point programme evaluations, these reports highlighted good practice as well as points for development.

CETAD met with Volunteer Co-ordinators on a timely basis to discuss student progress, and to review the mid point and end point evaluation reports. This gave an excellent opportunity to highlight good practice and to recognise and reward success.

Lancashire Youth Association attended a national mentoring event in July 03 – where they presented the work of this Project as a good practice example.

Details of Publicity Undertaken (attach copies of any advertising/publicity materials produced)

Case Study

Brenda Nicholson
Homestart

When Brenda enrolled on the CETAD Voluntary Management course she was employed as the Children and Families Co-ordinator working for a local charity. This was a deputy manager type role and Brenda was looking to the future when she might want to progress. It was a long time since Brenda had done any formal learning and she wanted to update her skills and gain a qualification so she enrolled on the course which was specifically designed for managers in the voluntary sector and leads to an NVQ at level 4 or 5 and a Lancaster University Certificate.

Brenda says 'the course has been brilliant, having time out of the work place to attend the training sessions and being able to reflect on my practice has been really beneficial' Brenda says the workshop on Managing Effective Working Relationships was particularly timely and useful for her. She continues 'it made me realise just how much I had to offer and I realised that I was limited in my present role so the course gave me the impetus to apply for the job I now have which is the Senior Organiser with Homestart.
I work with a management committee but I am now responsible for managing the day-to-day scheme. The course has made such a difference and I have learnt so much. The workload on the programme is manageable, it is informal and relaxed and the tutors are really supportive. I really look forward to attending the sessions and I have learnt to reflect on my practice as a manager and look at my self as a person. The workshops have been great and I go back to work motivated, full of enthusiasm and keen to put into practice the techniques that I've learnt on the training days. I'm sure my staff have noticed the difference and my organisation is really benefiting.' Asked to sum up her experience and Brenda says 'wonderful, a really worthwhile course which I would definitely recommend!'

Jo Humphries
Lancashire Children's Fund
Jo was working part time as a Senior Economic Development consultant for Enterprise plc providing management support to a Tourism based SRB Partnership. She was keen to use the skills developed in programme management and development in a role where there was an opportunity to work with children families and young people. Jo wanted to enhance her skills and gain experience of working with young people. To gain some practical experience in this area, Jo became a volunteer on the Lancashire Youth Offending Team's referral order panel. The volunteer co-ordinator at the YOT told Jo about CETAD's mentoring programme and so enrolled on the course. This gave Jo the opportunity to gain a relevant accredited qualification. Jo says 'the course really helped me to develop my skills, gain a broader understanding of the work of the Youth Offending Team, as well as providing networking opportunities. The course tutors were very supportive and the course definitely helped me to achieve a change in my career'. Jo is now working full time as a Programme Development Officer with Lancashire Children's Fund and in this role she is involved both the EDGE project (Engaging a Disengaged Generation), the MADE project (Making a Difference in Education) and GRIP (Group Intervention Panel). 'The course really added value' says Jo and she also comments 'doing the course has really helped me in my new job as I feel that being on it has given me a real understanding of the projects that I am now working on and enabled me to identify with their issues'.

Views of customers and/or partners

See attached evaluation reports

Comparison of how the project dealt with Information Communication Technologies, Equal Opportunities and Sustainability

In terms of Equal Opportunities: the programme actively encouraged and promoted the widening participation in Higher Education agenda; we delivered our programmes out in the community at local venues that were accessible to all and during a variety of dates and times that were suitable for participants e.g. evenings, weekends and also weekdays. We encouraged participants from across a broad sector of the community including: men and women, ethnic minority groups, people with disabilities both registered and non-registered, single parents, non-traditional learners, volunteers, paid workers, unemployed people.

The participants on our programmes were predominantly helping young people within the community to stay in education, learning, training or employment. Many of the young people helped by our learners had either offended or were at risk of offending.

Information Technology – CETAD offered email support to all learners, we communicated with the partnership via email and posted information regarding our courses on the University Website.

We also provided laptop computers for use within workshops, these were particularly useful for students with disabilities such as dyslexia, and for those students who had limited or no access to IT facilities.

Sustainability of the Project's Activities (Exit Strategy/Mainstreaming)

The project enabled the Partner Agencies to train their staff so that they are now able to deliver courses and training programmes of their own.

The project trained a number of volunteers and volunteer workers to act as mentors within the community thus enabling them to continue support for young people and adults who need either advice and guidance or sustained one-to-one support.

The project qualified a number of mangers who work for Voluntary and Partner Agencies, thus enhancing their competitive edge and business focus.

The project has also enabled CETAD staff to design and deliver high quality programmes within the community and develop an expertise for securing and maintaining funding for similar projects. Thus contributing to the increasing economic competitiveness of the County.

Details of tools used to evaluate the impact of the project

See attached

Additional Information

See Appendix 2 below.

SIGNATURE:

DATE

Appendix 2

EVALUATION

PROJECT TITLE: Capacity Building in the Voluntary & Community Sector

PROJECT REF NO: ESF/0203/115

LEAD ORGANISATION: CETAD, Lancaster University

EUROPEAN UNION
European Social Fund

- Did the project meet its overall aims and objectives?

Aim of the Project:

The aim of this project is to develop the capacity of voluntary organisations and community groups to enable them to improve and expand upon the services they offer and to become mainstream users and providers of learning. This will be achieved through an integrated approach to lifelong learning designed to develop all levels within the organisation - volunteers, paid workers and managers. We will do this by working with partner organisations to design and deliver vocational/key skills development programmes tailored to their needs using the national standards for Advice & Guidance, Training & Development and Management (leading to NVQ qualifications at Levels 3, 4 & 5) and the Lancaster University Mentor Award.

As can be seen from the exit strategy below the Partner Agencies are now in an excellent position to deliver training and effectively manage community based initiatives. The programmes delivered have been a success and enabled 194 beneficiaries to access Higher Education NVQ courses leading to dual accreditation. The programmes themselves have also given local communities resources to deliver one-to-one and group mentoring and guidance services to support and sustain economic growth and re-generation within the area.

SMART Objectives

- To work with partners to deliver innovative, flexible programmes designed to enable them to better address the needs of the most disadvantaged and under-represented individuals they work with - November 2002.
- Through these programmes to build the capacity of voluntary/community organisations to improve/expand the service they offer – December 2003
- To undertake 188 training needs analyses to identify organisational and individual needs – March 03
- To work with 153 volunteers to develop skills as mentors - July 2003
- To provide a progression programme for 15 existing volunteers leading to Advice & Guidance NVQ L3 – September 2002
- To develop the skills of 8 volunteer co-ordinators as trainers in order that organisations are better position to assist their particular client groups accredited through full and/or units towards Training & Development NVQ Level 3– Oct 2002
- To provide a development programme for 12 managers within these organisations leading to NVQ Level 4 or 5 in Management – October 2002.
- To host a 'best practice' learning dissemination event targeted at Lancashire individuals and organisations within the voluntary sector to promote the benefits of learning and skills development and encourage participation in work-based learning - Dec 2003

As can be seen in appendix one above under the heading Outputs, Outcomes and Key Milestones, and in the section below entitled – Target Numbers of Beneficiaries, the Project has met its aims and objectives and

supplied added value in: the working partnerships developed between the agencies; the dual accreditation of students/beneficiaries; the support, such as one-to-one guidance and mentoring, offered to members of the community from the students/beneficiaries.

- Did the project meet the aims and objectives of the organisation?

Yes – Lancashire Youth Offending Team and Lancashire Youth Association both have organisational objectives to recruit and train numbers of staff and volunteers to work within the community. This project helped to support the achievement of theses objectives for both organisations.

Lancaster University, CETAD have objectives to widen participation in Higher Education and to promote Lifelong Learning, this project helped to support us in the achievement of these objectives.

CETAD have objectives to train and develop our own staff and to deliver programmes in support of the University's objectives outlined above. The Project helped to support us in the achievement of these objectives.

- Did you recruit the right number of beneficiaries?

Our target was 188 beneficiaries – we actually recruited 194 which was an over recruitment. We over recruited in order to try and secure the target number of beneficiaries gaining a qualification, even though we could not claim funding for the additional number of beneficiaries recruited.

- Did you recruit the target beneficiaries according to the profile in the original application?

Target Group

Target Group	**Target Number**	**Numbers Achieved**
Employed Women 25-49	20	53
Employed Women 49+	5	5
Employed Men 25 - 49	5	27
Employed Men 49+	5	4
Unemployed Women 25 – 49	51	43
Unemployed Women 49+	26	5
Unemployed Men 25 – 49	50	13
Unemployed Men 49+	26	4
Lone Parents	30	34
Returners	50	9
People suffering learning disability	8	6

As can be seen from the chart above – we did under recruited according to the profile in some areas and in others we over recruited. This was for a number of reasons:

1) We recruited more women than men, the advice and guidance industry is predominantly female staffed and this has had a knock-on effect when recruiting onto courses of this type.
2) The programmes also appealed to the younger age group under 49 years of age, this could be due to two factors: a) working with young people aged 18 years or under may well have appealed more to the under 49's, b) many of our students were retraining and hoped to enter the labour market once they had gained a qualification from the Project the under 49's are more likely to do this.
3) We recruited more employed people than unemployed, NVQs are predominantly aimed at those in work and this may have had an impact, even though we offered voluntary work and role plays as a way of combating this.

- Did the beneficiaries stay as long as you expected?

Of the 194 participants 127(65%) stayed until the end of their programme.

- Were the outcomes of the project as you expected?

Yes - given the problems with recruitment, we did not meet the number of participants in further training or work, however we did have an additional 43 participants who entered and remained in volunteering as a result of the project. We did not have any provision on the LSC return for showing this, even though we feel it is a productive/positive outcome.

- What did the beneficiaries think about the programme?

See attached evaluation reports.

- Did the beneficiaries meet their targets?

Our target was for 160 beneficiaries to gain a qualification. Of the 194 recruited only 118 completed their qualification, therefore 26% did not meet the target set. Although 9 more students in addition to this completed their course but didn't do the end qualification for a range of valid reasons.

- Did the project keep within its budget?

Yes

- Did the project provide value for money?

Yes – as can be seen from both appendix one and two evaluation reports there were many benefits to the project including: joint working between Partner Agencies, the sharing of venues, dual accredited qualifications, excellent network opportunities for both learners and Partner Agencies, a benefit to the community in the mentoring, advice and guidance and learning and development support offered to members of the community by the learners/participants of our courses.

- Did all of the partners and subcontractors deliver to specification?

There were four named partners within the bid: CETAD Lancaster University, Lancashire Youth Association, Lancashire Youth Offending Team and Princes Trust.

CETAD delivered to the specification within the bid providing 12 courses for 194 beneficiaries 118 of whom gained a qualification. CETAD added value to the contract by making all programmes dual accredited thereby offering students/beneficiaries the opportunity to gain an HE certificate with Credit Transfer Accumulation System points (CATS); together with an appropriate NVQ award.

As noted in appendix one under key partners, both Lancashire Youth Association and Lancashire Youth Offending Team delivered their part of the contract. They did this by
a) recruiting beneficiaries to the courses
b) monitoring the progress of the beneficiaries and supporting their learning
c) providing work experience for the volunteer workers to enable them to complete the course
d) delivering some of the specialist training inputs eg Child Protection
e) meeting with CETAD staff and managers on a regular basis to plan, monitor and review performance against the bid specification
f) meeting with CETAD staff and managers to design and shape programme specifications so that training was tailored to real-life situations and met the needs of the young people and adults they serve.

The Princes Trust have not fulfilled their role as outlined in the original bid specification, during the start-up phase of the project they decided that they no longer wished to be involved.

- What lessons have you learned and which can help you to shape future provision?

The lessons learnt are as follows:

1) In future we would seek to gain clear, written partnership agreements much earlier within the bidding stage of the process.
2) Encourage the Volunteer Co-ordinators to work more closely with students from the initial start of each programme and to maintain this contact and support throughout the programme.
3) Speeding up the CRB clearance will help in the future.
4) To provide training for the Volunteer Co-ordinators much earlier in the programme so that they are effective and efficient with their support of students from the very beginning.

- Did you learn any administrative lessons and how can you run projects better in future?

The collection of student hours proved difficult, tracking down students who had forgotten to sign hours sheets was costly in terms of administration time. Students often lost or misplaced hours sheets and/or returned them unsigned.

The excel used by the LSC for recording and monitoring progress isn't very user friendly, we cannot print the A3 sized sheets, and the print is very small when printed. There is also no provision to record volunteering as a positive outcome.

Communication between the Partnerships suffered when the staff within the agencies changed, even though this was picked up and addressed the short lapse in time did cause difficulties.

- What are your exit strategy plans for the project? Eg mainstream etc.

The exit strategy is as follows:

The Partner Agencies staff are now trained so that they are able to deliver courses and training programmes of their own.

A number of volunteers and volunteer workers now act as mentors within the community thus enabling continued support for young people and adults who need either advice and guidance or sustained one-to-one support.

A number of mangers who work for Voluntary and Partner Agencies have gained management, advice and guidance, mentoring and training qualifications, thus enhancing the competitive edge and business focus of such organisations.

CETAD have designed and delivered high quality programmes within the community and developed expertise for securing and maintaining funding for similar projects.

The Partnership continue to meet to plan work together.

SIGNATURE:

DATE