

## Guidance notes for the Annual Evaluation Report for ESF projects

### Introduction

This is a guide to the new annual evaluation reports for ESF projects funded by the LSC under Competitiveness and Convergence in the South West, under Priorities 1 and 4, 2 and 5. Reports will highlight progress of your project at key stages in its development and provide an interim review of your activities at twelve month intervals.

The annual review will form an ongoing (formative) evaluation and complement the mainly numerical data collected every quarter for project monitoring purposes. For projects running between July 2008 and December 2010, the first evaluation will be due at the end of June 2009 and the second at end June 2010.

Highlighting both the successes and the challenges of the projects at these stages is expected to be constructive, boost effectiveness and help you to make ongoing adjustments (where needed) to improve overall outcomes. The guidance which follows is also intended to be helpful when conducting Self Assessment Reviews (SARs) for Ofsted inspections.

The annual evaluation report is required to include the following quantitative and qualitative elements:

- Analysis of data showing what has been delivered
- A breakdown of these, showing who you have trained and what they have achieved
- Use of headline success measures such as outcome ratios
- Your assessment of these figures, including cost effectiveness
- An explanation and review of how you have worked, particularly where you are a member of a delivery partnership
- A review of the additional support that you have provided for participants, with an assessment of participants' satisfaction where applicable (see Annex 3 for example)
- Examples of good practice that you feel that you have implemented
- Case studies of the help that you have provided
- Any linkages with other projects or programmes, ESF or mainstream

The guidance notes which follow describe the remit of formative evaluations and offer tools and advice on how the above elements should be achieved. They indicate the minimum level of evaluation activities expected by the LSC and are distinct from summative evaluations completed at the end of projects.

### Background to ESF evaluations

Success of projects can be determined according to their impact measured against both external and internal factors. The ESF Programme notes the following criteria:

- *Relevance.* What is the impact of the activity within the social and economic context of its local community? How does it link to outside organisations?
- *Consistency.* How well does the project match local and regional priorities for ESF, as well as add value to activities funded by the 'mainstream'?
- *Effectiveness.* Is the project broadly achieving its expected outcomes?
- *Efficiency.* What are the costs of the interventions in relation to the effects?

The new ESF Programme places a greater emphasis on achievement of 'intermediate' outcomes as well as target outputs for projects. As a guide, these might include:

- Progression of ESF participants, including issues such as soft outcomes<sup>1</sup>, sustainability and utilisation of learning, and quality of employment;
- Acquisition of modules or units of qualifications and other positive results by participants who do not gain full qualifications;
- Activities and target groups not covered by core target indicators, such as workers in sectors with poor training records and small and medium-sized enterprises;
- The extent to which ESF training is demand-led, meets the needs of individuals and enterprises, and contributes to business performance.

Learner centred outcomes to chart intermediate project progress are also gaining significance. Ofsted highlights the following principles in providers' SARs:

- *Overall effectiveness* - How effective and efficient are the provision and related services in meeting the full range of learners' needs and why? What steps need to be taken to improve the provision further?
- *Achievement and standards* - Do learners achieve target outputs and learning goals over time? How well does the provision support acquisition of workplace skills, or support the social, emotional and economic well-being of the learner?
- *Needs and interests of learners* – How far do programmes or activities match learners' aspirations and potential, by building on prior attainment and experience? Include Employers' needs, where applicable.
- *Guidance and support for learners* – What steps are taken to promote personal development and achieve high standards? How accessible is information, advice and guidance to learners both for learning and career progression?

### Measuring impact for evaluation

The ESF Programme expects that benchmarking project progress from initial stages through (formative) evaluations will enhance eventual (summative) participant outcomes and results. To achieve this, it advises that an evaluation strategy be developed early in the project. The strategy should cover the purposes of the evaluation, the methods and criteria to be used and the staff to be involved in its implementation. It should include some form of impact measurement which

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<sup>1</sup>'Soft' outcomes or skills relate to attitude and enthusiasm rather than ability. They include confidence, motivation, self-esteem and other measurable skills such as punctuality, attendance and appearance.

defines project outcome indicators as benchmarks for continuing progression. Anticipated outcomes as well as unexpected effects should also be included. Finally, steps to be taken to address any perceived shortfalls in performance or practice must also be covered.

Project activities should be evaluated at all levels and relate to the quality of participants' experiences including levels of satisfaction, effectiveness of any partnership processes, and how well a project is meeting its envisaged objectives, outputs and outcomes. In your report, please select from a range of activities that are appropriate to be presented as evidence for project progress. Comments should be related back to the original contract in order to identify whether the aspirations from the activity as initially defined within the contract are being met. Of particular interest to the LSC are plans for sustainability of the project following its funding period and linkages with mainstream initiatives underway outside ESF.

#### **Evaluation techniques – quantitative and qualitative**

- *Questionnaire surveys* of participants, either 'closed' (eg multiple choice, permitting statistical analysis of quantitative data) or 'open' responses; paper based or online (permitting text based qualitative analysis)
- *Interviews* on a one to one basis, either face to face or by telephone (qualitative analysis)
- *Focus groups*, to capture group feedback (qualitative analysis)
- *Case studies*, selecting individual 'stories' that demonstrate successful achievements or practice – up to ten for each project (require prior consent from participants – qualitative analysis)
- *Longitudinal tracking*, to capture short- or longer-term destinations of participants and 'distance travelled' (with prior consent). All participants should be followed up after three months, with up to ten selected for longer term follow up at six months or beyond (qualitative or quantitative depending on type of technique used)

#### **Hard outcomes: results and achievements**

For benchmarking and evaluation, sets of standard indicators are already collected by the LSC for funding purposes within the Individual Learning Record (ILR). These can be selected to form a 'core' of hard data (see Annex 1 for sample indicators across ESF Priority areas) containing individual starting dates and expected dates for completion.

### Evaluation evidence for achievements

#### *Priorities 1 and 4:*

- Numbers of participants starting and completing their programmes
- Comparisons between local and national data
- Results and evaluations of participants' satisfaction surveys
- Participants' action plans, case studies and case histories
- Destinations of all participants who leave before or at the end of their programme

#### *Priorities 2 and 5:*

- Observations of participants at work
- Participants' written and practical work, including portfolios of evidence
- Interviews with participants and/or their employers
- Participants' initial assessment records (baseline position), training plans, progress reviews and attendance

Data such as the above can be combined numerically to give outcome measures which indicate successful (or otherwise) achievements with target groups participating in your project (Annex 2). These are calculated on the basis of numbers of participants achieving full or part outcomes as a percentage of project starts. Outcome measures are able to track individuals' progress longitudinally and provide data on their percentage retained within the project; their progression into learning (Priorities 1 and 4); and their progression into or within employment (Priorities 2 and 5). These then become a marker of project success as a whole.

### Outcome measures: an example

Outcome ratios are calculations of results expressed as a percentage of achievements within overall participation rates. They are worked as a measure of starts according to pre-selected criteria for success which need to be defined at the outset of the intervention. For example, participants staying in the project for at least 50% of their agreed time period for engagement would be considered a 'win' for the project. Interventions should be counted not according to set intake times but based on an individual's commencement date with the project. Sample grids for entering engagement figures (for which x is used to represent numbers less than 5) across Priority 1 and 4, and Priority 2 and 5, participant groups are presented at Annex 3.

Outcome ratios for participant groups should be calculated as follows:

a	=	number of participants within target group (see Annex 2 checklist)
b	=	number of total participants in target groups (according to headline Priority outputs/results)
a/b	=	ratio of outcome success within target group
b/a * 100	=	percentage of outcome success within target group

where (for example) a) is number of women on a course of training and b) is the number who achieved a job outcome through that training (per Priority measures).

### **Soft outcomes: progression and support**

Statistically measurable hard results for progression into work and training are complemented by improvements in soft skills and outcomes. Of particular significance to Priorities 1 and 4, these include such soft skills as: confidence and self esteem, interpersonal skills, personal planning skills, higher levels of personal aspirations and motivation, and increased knowledge and take-up of support systems. These indicators add value by reflecting the individual target groups of ESF participants – and tailored activities - that make your project unique (see example of an individuals' survey including client satisfaction questions in Annex 3).

For Priorities 1 and 4 relating to individual learning, participants should gradually take responsibility for their own progress. These should be assessed by projects not only as incremental short-term goals for individuals, but also through the relevance of their longer-term employment goals based on improved employability. Projects need to demonstrate how realistic progression goals are and how effective these have been for individuals.

For Priorities 2 and 5 relating to workplace development, activities should be shown to be relevant for participants through the development, progression and acquisition of new workplace skills. Projects need to show how they have provided participants with enhanced employability skills to become more motivated and effective in the workplace. Activities should be matched to the employment status, skills and experience, social circumstances, geographical mobility and aspirations of groups of participants. The evaluation report must cover appropriateness of interventions for individuals.

Evaluation of the needs of local employers should also be linked to training of individual employees whether pre or post recruitment. This may include foundation level learning for low skilled staff, coordinated learner support as a bridge between employment and training, or training and assessment services delivered on employers' premises.

Where the project is about workforce development the project impact on the employer should be measured. Feedback from employers should be sought on their perceived benefits of the training provided together with reasons for their views. Best practice describes the process or methods by which employers are consulted, such as a follow up survey by telephone or interview to measure employers' satisfaction (see example in Annex 3).

**Delivery outcomes (non-qualification/'soft') eligible for ESF funding**

*Priorities 1 and 4*

- Information, advice and guidance (must be Matrix accredited for ESF support)
- Completed (fulfilled) Individualised Learning or Learner Action Plans (to agreed standards)
- Beneficiary starts/completion of non-accredited learning activities (including E2E)
- Part achievement of NVQ Levels 1-5 (or equivalent)
- Demonstrated improvements in health-, family-, real world skills-, personal-/life skills- or work-related soft outcomes
- Progression into further learning, either including or not including higher education
- Progression into long-term voluntary work

*Priorities 2 and 5*

- Trainer/assessor working towards accredited or non-accredited qualification
- Participant on a work placement of no less than four weeks in duration
- Company or organisation supported through the ESF project (with due adherence to state-aid regulations as minimum evidence requirement)
- Company completion of training needs analysis (to agreed minimum standard and not duplicating Train to Gain requirements)

Support measures available through the project underline the added value of ESF to boost development through a focus on individual needs. Support should be provided in ways appropriate to participants' wishes, abilities and circumstances, and may include referrals to agencies offering specialised support and advice. Projects should also capture as outcomes dedicated training for supporters who work with the target groups, such as mentors or trainers for the organisations that support the individuals. Training given to staff delivering support should be fully detailed.

### **Support activities eligible for ESF funding**

#### *Priorities 1 and 4*

- Childcare or care for dependents
- Training allowance
- Travel and subsistence support / provision
- Counselling and advice
- Literacy, language and numeracy
- Specialist access or provision

#### *Priorities 2 and 5*

- Signposting/referral to specialist provision
- Post employment mentoring and support for individuals
- Individual job and skills diagnostic and assessment services, including information, advice and guidance and Skills Passport development
- Basic Skills provision (includes ESOL training)
- Employability and occupational training tailored to individual and employer need, including softer skills development

### **Partnership approaches**

Beyond the project's own activities, it is important to capture linkages made by the project with local partners, learning providers or other organisations. Evaluations should describe how collaboration has strengthened interventions, including both private and public sector partnerships resulting from ESF funding. The type and nature of linkages should reflect preliminary research undertaken by providers to address local labour market needs, such as those evidenced in Local Area Agreements (LAAs). Linkages are significant in their contribution to post project sustainability and movement towards mainstream priorities.

Partnership approaches have successfully strengthened project delivery under earlier ESF rounds across the region. Building on previous experience, projects should chart how they have managed partnerships as their activities have developed and how well the delivery partnership has worked in practice. Where there is a project Steering Group the evaluation needs to provide details of how often it meets, how operational issues are handled and what is achieved by working groups. If partnerships have built internal capacity this should be evidenced also.

Evaluations should describe how local workforce skills development has benefited through partnerships with ESF projects. Projects may help to overcome barriers to training in small businesses by strengthening linkages with industry sector bodies and other support agencies such as employer and trade organisations. Impacts should reflect improved opportunities of individuals to broaden their skills base by: accessing flexible provision such as bite sized training; transferring skills between jobs and sectors; building demand for literacy, language and numeracy provision; and acquiring second Level 2s and adult apprenticeships where appropriate.

### Partnership linkages (selected)

#### *Priorities 1 and 4*

- JobCentre Plus
- Voluntary and community sector organisations
- Nextstep
- Public and private learning providers

#### *Priorities 2 and 5*

- Sector Skills Councils
- Train to Gain
- Local Employer Partnerships
- Passport to Work

### Project delivery and communications

Evaluation should relate to the overall goals of projects as agreed in their contracts - whether putting people into work for the first time, returning them to work after periods of unemployment, or supporting progress in work by acquiring special skills or moving into new job areas. In addition to quantitative data, qualitative details should be provided of how well the project is operating against profile, to identify strengths and weaknesses, areas of development, and any problems or changes to the project. Any barriers encountered to effective delivery of the contractual requirements should be listed together with forward strategies for reducing their impact.

Communications strategies are central to effective project delivery and merit separate attention in evaluation reports. They may cover internal communications processes within project delivery teams, Steering or working group protocols, external partnership relations, marketing of the project to potential participants and dissemination of its successful results to wider audiences. Evaluations should include impact measures to demonstrate effectiveness of communications activities. These may include attendance at regular meetings held with internal and external stakeholders; details of marketing initiatives; project publicity outputs such as leaflets, newsletters, Websites and media coverage; network development; numbers of events held; and project participants attracted through such approaches or referrals.

**These evaluation guidelines have been compiled by the Skills and Learning Intelligence Module, Marchmont Observatory, University of Exeter, School of Education and Lifelong Learning, The Annex, Exeter EX1 2LU.**



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SOUTH WEST OBSERVATORY

Skills and Learning  
Intelligence Module



## ANNEX 1 – CORE INDICATORS FOR BENCHMARKING PROGRESSION

For individual participants under all Priorities, the following elements of the Individualised Learner Records (ILRs) are considered to be ‘core’ indicators to benchmark progression. These learner details are already being collected for funding purposes and could readily adapt themselves to tracking of learner progress and destinations.

For example, Priorities 1 and 4 collect the following ILR elements:

No	Variable name
L11	Date of birth
L12	Ethnicity
L13	Sex
L14	Learning difficulties and / or disabilities and / or health problems
L17	Home postcode
L32	Eligibility for disadvantaged uplift (Not on SR)
L35	Prior attainment level
A16	Programme entry route (Not on SR)
A50	Reason learning ended
E12	Employment status on day before starting ESF project
L41	Learner’s employment status
A48	Support measures to be accessed by the learner / with disabilities
L42	Learner background / Addressing gender stereotyping
E23	Local project number

For businesses and employers involved in Priorities 2 and 5, the following ILR elements apply:

No	Variable name
A19	Employer role
E14	Length of unemployment before starting ESF project
L41	Type and size of learner’s employer / Employment status

## ANNEX 2 - CHECKLIST: ESF LEARNER TARGET GROUPS\*

Field no	Target Group	Number of participants	% outcomes achieved
01	Homeless		
02	Ex offenders		
03	Families of ex offenders		
04	Ex offenders under supervision		
05	Ex offenders with custodial sentence		
06	Drug or alcohol misusers		
07	Survivors/families of domestic violence		
08	Refugees		
09	Asylum seekers		
10	Migrant workers		
11	Gypsies / travellers		
12	Benefit claimants (Unemployed/Inactive)		
13	14-19 NEET		
14	14-19 at risk of becoming NEET		
15	Lone parents		
16	Children in care		
17	Carers		
18	Vulnerable / Hard to reach		
19	LGBT		
20	Returners to the labour market		
21	People living in rural areas		
97	Other		

\*Extracted from LSC ESF Monitoring Field L42 including codes (formerly Learner Background)

The following tables show the planned results from the ESF programme in the South West Region. These benchmarks are reflected in the specifications that the LSC issued, and consequently in the contracts awarded to its providers. These anticipated results can inform the indicators that would be selected when measuring the effectiveness and impact of projects. Note that Priorities 1 and 4 relate to unemployed/workless people while Priorities 2 and 5 relate to employed.

## Competitiveness

### Priority 1 Outputs and Results

<b>Outputs</b>	<b>2007-2013 Target</b>	<b>% of Total*</b>
Total number of participants	44,200	100%
Participants who are unemployed	18,500	42%
Participants who are inactive	15,100	34%
Participants aged 14 to 19 who are NEET	8,800	20%
Participants with disabilities or health conditions	9,724	22%
Participants who are lone parents	5,304	12%
Participants aged over 50	7,956	18%
Participants from ethnic minorities	3,027	7%
Female participants	22,524	51%
<b>Results</b>	<b>2007-2013 Target</b>	<b>% of Beneficiary Group</b>
Participants in work on leaving	9,700	22%
Participants in work six months after leaving	11,500	26%
Economically inactive participants engaged in job search or further learning (distance travelled )	6,800	45%
Participants aged 14 to 19 NEETs in education, employment or training on leaving	4,000	45%

### Priority 2 Outputs and Results

Outputs	2007-2013 Target	% of Total
Total number of participants	41,100	100%
Participants with basic skills needs	16,800	41%
Participants without relevant level 2 qualifications	16,800	41%
Participants without relevant level 3 qualifications	5,000	12%
Participants with disabilities or health conditions	6,165	15%
Participants aged 50 and over	8,220	20%
Participants from ethnic minorities	1,752	4%
Female participants	20,575	50%
Results	2007-13 Target	% of Beneficiary Group
Participants who gained basic skills	7,600	45%
Participants gaining full level 2 qualifications	6,700	40%
Participants gaining full level 3 qualifications	1,500	30%

### Convergence

#### Priority 4 Outputs and Results

Outputs	2007-2013 Target	% of Total*
Total number of participants	24,500	100%
Participants who are unemployed	10,200	42%
Participants who are inactive	8,400	34%
Participants aged 14 to 19 who are NEET	4,900	20%
Participants with disabilities or health conditions	6,615	27%
Participants who are lone parents	1,960	8%
Participants aged over 50	7,350	30%
Participants from ethnic minorities	245	1%
Female participants	22,524	51%
Results	2007-2013 Target	% of Beneficiary Group
Participants in work on leaving	5,900	24%
Participants in work six months after leaving	7,300	30%
Economically inactive participants engaged in job search or further learning (distance travelled)	3,800	45%
Participants aged 14 to 19 NEETs in education, employment or training on leaving	2,200	44%

### Priority 5 Outputs and Results

<b>Outputs</b>	<b>2007-2013 Target</b>	<b>% of Total</b>
Total number of participants	50,200	100%
Number and % of participants with basic skills needs	18,200	36%
Number and % of participants without relevant level 2 qualifications	18,200	36%
Number and % of participants without relevant level 3 qualifications	5,400	11%
Number and % of participants without relevant level 4 qualifications	3,800	8%
Number participating in research qualifications (Masters/PhD)	800	2%
Number of graduate placements	1,100	2%
% of participants with disabilities or health conditions	8,534	17%
% of participants aged 50 and over	11,044	22%
% of participants from ethnic minorities	502	1%
% of female participants	25,602	51%
<b>Results</b>	<b>2007-2013 Target</b>	<b>% of Beneficiary Group</b>
Number and % of participants gaining basic skills	8,200	45%
Number and % of participants gaining level 2 skills	7,300	40%
Number and % of participants gaining level 3 qualifications	1,600	30%
Number and % of participants gaining level 4 qualifications	760	20%
Number and % of participants undertaking post-graduate research gaining level 5 qualifications	120	15%
Number and % of graduates placed with SMEs who gained employment	830	75%

### ANNEX 3 – SAMPLE EVALUATION TOOLS

#### Evaluation grid 1 – Priorities 1 and 4: Participants' support received\*

Type of ESF participant	Child or dependent care	Travel/ subsistence received	Training allowance	Counselling or advice	Literacy, language, numeracy	Specialist provision
Homeless						
Ex Offenders						
Families of ex offenders						
Ex Offenders under supervision						
Ex Offenders with custodial sentence						
Drug or alcohol misusers						
Survivors/families of domestic violence						
Refugees						
Asylum Seekers						
Migrant Workers						
Gypsies/Travellers						
Benefit Claimants						
14-19 NEET						
14-19 at risk of becoming NEET						
Lone Parents						
Children in Care						
Carers						
Vulnerable/Hard to Reach						
LGBT						
Returners to the labour market						
People living in rural areas						
Other						

\*Please enter numbers of participants retained on programme (for over 50% of agreed engagement period) receiving each type of support; for numbers under 5, use **X**

**Evaluation grid 2 – Priorities 2 and 5: Company participation / learner support received**

Type and size of employer	Learner in secure employment	Threatened with redundancy	Training /qualifications	Training /modular	Counselling or advice	Literacy, language, numeracy	Specialist provision
Public sector organisation							
Large organisation							
Micro SME (0-10)							
Small SME (10-49)							
Medium SME (50-249)							
Not known							
Employer role							
Industrial sector							

## Survey 1 – European Social Fund Business Survey

This survey should be completed by the main decision maker in the business.

### Part One: Changes in your business since participation in project funded through Objective One, European Social Fund (ESF)

1. How recently have you participated in an ESF funded project? (please tick all that apply)

2000/01       2002/03       2004/05       2006/07

2. How did you hear of ESF support available?

Employees       Colleges   
Business networks       Media   
Personal contacts       Other (please specify)

3. What type of assistance did you receive?

Staff training       Training needs analysis   
Graduate placement       Network support   
Business planning       Benchmarking   
Other (please specify)

*If you employ staff in addition to yourself, please answer questions 4 and 5. If not, please go straight to question 6.*

4. Since you have participated in an ESF funded project have you seen a change in...

	Large increase	Increase	No change	Decrease	Large decrease
... full time staff numbers?					
... part-time/seasonal staff numbers?					
... staff skills?					
... staff motivation?					
... staff absenteeism?					

5. What has happened to your staff since training?

New position in the business       Higher wages   
Same job but more responsibility       Left your employ

No change  Other (please specify)

**6. Since you have participated in an ESF funded project have you seen a change in...**

	Large increase	Increase	No change	Decrease	Large decrease
... your need for office space?					
... your turnover?					
... your profits?					
... your costs?					
... your productivity/production?					
... possible future staff training?					
... investment in ICT?					
... capital investment?					
... capacity for business planning?					

**7. Since you have participated in an ESF funded project has your business ...**

	Yes	No	Don't know
... modified its management processes?			
... improved information flows in your supply chain?			
... developed new or existing partnerships?			
... joined new business networks?			
... developed new products or services?			
... entered new markets?			
... ear marked funds for training?			
... developed staff/business training plans?			
... improved its outlook for the future?			
... developed a more competitive market position?			

**8. Have you participated in or received support from other similar (non-ESF or Objective One) programmes/ projects before?**

Yes

No

**Part Two: A few details about your business**

**9. In what year was your business established?**

\_\_\_\_\_

**10. To which sector does your business belong?**

- |                |                          |                     |                          |
|----------------|--------------------------|---------------------|--------------------------|
| Tourism        | <input type="checkbox"/> | Creative Industries | <input type="checkbox"/> |
| Food and Drink | <input type="checkbox"/> | ICT                 | <input type="checkbox"/> |
| Construction   | <input type="checkbox"/> | Retail              | <input type="checkbox"/> |
| Engineering    | <input type="checkbox"/> | Real Estate         | <input type="checkbox"/> |

Other (please specify)

**11. Which of the following best describes the status of your business? (Please tick all that apply)**

- |                            |                          |                                    |                          |
|----------------------------|--------------------------|------------------------------------|--------------------------|
| Sole trader                | <input type="checkbox"/> | Social enterprise                  | <input type="checkbox"/> |
| Limited company            | <input type="checkbox"/> | Partnership                        | <input type="checkbox"/> |
| Franchise                  | <input type="checkbox"/> | Voluntary organisation             | <input type="checkbox"/> |
| Branch of national company | <input type="checkbox"/> | Branch of an international company | <input type="checkbox"/> |
| Other (please specify)     | <input type="checkbox"/> |                                    |                          |

**12. In addition to yourself, how many employees does your business have now?**

Full-time permanent	<input type="text"/>	Part-time permanent	<input type="text"/>	Seasonal	<input type="text"/>
Full-time temporary	<input type="text"/>	Part-time temporary	<input type="text"/>	Subcontracted	<input type="text"/>

**13. In the last financial year, approximately what was your business's annual turnover?**

- |                     |                          |                |                          |
|---------------------|--------------------------|----------------|--------------------------|
| < £50,000           | <input type="checkbox"/> | £500,000 - £1m | <input type="checkbox"/> |
| £50,000 - £99,999   | <input type="checkbox"/> | > £1m          | <input type="checkbox"/> |
| £100,000 - £499,999 | <input type="checkbox"/> |                |                          |

**14. Do you have a long-term business plan? Yes  No**

***Thank you very much for your time!***

## Survey 2: European Social Fund Participants' Survey

### QUESTIONS ABOUT WHY YOU JOINED UP TO THE COURSE AND WHAT YOU THOUGHT ABOUT IT:

1. How many projects have you been involved with since 2001? \_\_\_\_\_

2. Why did you join the project(s)?

- |                                       |                          |  |                          |
|---------------------------------------|--------------------------|--|--------------------------|
| You had free time available           | <input type="checkbox"/> | Your employer gave you the opportunity to join | <input type="checkbox"/> |
| Your friends were going               | <input type="checkbox"/> | Recommended by a project officer               | <input type="checkbox"/> |
| To meet others in a similar situation | <input type="checkbox"/> | Suggested by family members                    | <input type="checkbox"/> |
| Other (please describe)               | <input type="checkbox"/> |  |                          |

3. What type of assistance did you hope to receive from the project(s)?

- |  |                          |                                     |                          |
|--|--------------------------|-------------------------------------|--------------------------|
| To improve the skills you need at work | <input type="checkbox"/> | To improve your self-confidence     | <input type="checkbox"/> |
| To gain a qualification                | <input type="checkbox"/> | To get practical help to find a job | <input type="checkbox"/> |
| To get a better income                 | <input type="checkbox"/> |                                     |                          |
| Other (please describe)                | <input type="checkbox"/> |                                     |                          |

4. Did you complete the project(s)? Yes, all  Yes, some  No, none

4.a If *no*, please can you explain why?

5. Did the project meet your expectations? Yes  No  Don't know

6. Did you feel the course was relevant to your needs? Yes  No

### QUESTIONS ABOUT HOW YOU BENEFITED FROM THE COURSE:

7. Since starting the project, do you feel that: *(please tick all that apply)*

- |  |                          |   |                          |
|--|--------------------------|---|--------------------------|
| your work related skills have improved | <input type="checkbox"/> | your research skills have improved              | <input type="checkbox"/> |
| your computing/IT skills have improved | <input type="checkbox"/> | your management/leadership skills have improved | <input type="checkbox"/> |
| you have gained new skills             | <input type="checkbox"/> | your income has increased                       | <input type="checkbox"/> |

8. Since taking part in the project, do you feel more confident in: *(please tick all that apply)*

- |                      |                          |                     |                          |
|----------------------|--------------------------|---------------------|--------------------------|
| a, reading           | <input type="checkbox"/> | b, writing          | <input type="checkbox"/> |
| c, basic mathematics | <input type="checkbox"/> | d, English language | <input type="checkbox"/> |

9. Since starting the project do you feel that: *(please tick all that apply)*

- |                                      |                          |  |                          |
|--------------------------------------|--------------------------|--|--------------------------|
| a, your self-confidence has improved | <input type="checkbox"/> | b, you are more able to work in a team | <input type="checkbox"/> |
|--------------------------------------|--------------------------|--|--------------------------|

- c, you are more able to take responsibility  d, your motivation has increased
- e, you are more able to work independently  f, you are more able to communicate with others
- g, you ability to solve problems has improved

**Are there any other benefits that you consider important that are not mentioned above? If yes, please describe below:**

**10. What type of assistance did you receive from the project? (Please tick all that apply)**

- a, training in specific skills relevant to your work  b, management/leadership training
- c, training on how to find work  d, general training about the world of work
- e, training towards a qualification  f, self-confidence coaching
- g, other (please describe)

**11. Where applicable, what sort of help for finding a job did you receive? (Please tick all that apply)**

- a, told about specific vacancies  b, contacts to help you look for work
- c, work experience or a work placement  d, guidance about suitable work
- e, other (please describe)

**QUESTIONS ABOUT YOUR EMPLOYABILITY AND EMPLOYMENT STATUS:**

**12. What is your employment status now:**

- Unemployed  Employed full-time  Employed part-time  In full-time education  Retired
- Carer  Self-employed  Other (please specify)

**12.a How long has this been the case?**

- Less than six months  Six months to a year  One to five years  Five to ten years  Over ten years

**13. If you have been employed since joining the project, are you:**

- In the same job with the same employer Yes  No

In a new job with the same employer Yes  No

In a new job with a new employer Yes  No

14. If you have gained a new job since joining the project, did the project help you to get it?  
Yes  No  Don't know

15. What gets in your way when you are looking for work? (please tick all that apply)

Lack of local jobs  Transport difficulties  Lack of suitable childcare  Caring responsibilities for elderly, ill or disabled   
 Personal disability  Your skills need updating  You have been out of work for a while  Your background is in other areas   
 Your understanding of English is not good enough  You need to brush up on your reading skills  You need to brush up on your writing skills  You need to brush up on your number skills   
 Other (please describe)

**QUESTIONS ABOUT YOU:**

16. Please tell us your age?

Under 18  18-24  25-34  35-44  45-54  55-64  Over 65

17. Are you male or female?

M  F

18. Where do you live?

[Insert relevant county / district details]

19. What is your marital status?

Single  Married  Divorced/separated  Widowed  Other

20. Do you have children?

Yes  No

21. If yes, are you a lone parent?

Yes  No

22. What is your ethnic origin, please tick as appropriate?

White British  White other  Asian or Asian British  Black or Black British  Chinese   
 Mixed  Other  Prefer not to say

23. Do you have any disabilities or special needs that affect your employment or employability? Yes  No

24. What formal qualifications do you have?

GCSE/ O Level or equivalent  A Levels or equivalent  NVQs  Diplomas   
Technical qualifications  Professional qualifications  Undergraduate degree  Postgraduate degree   
No formal qualifications  Other (please specify)

***MANY THANKS FOR YOUR TIME AND HELP!***