

## **In-house Report 141**

# **EVALUATION OF EQUALITY MAINSTREAMING IN ESF OBJECTIVE 3**

# **Evaluation of Equality Mainstreaming in ESF Objective 3**

**A report carried out on behalf of the Department for Work for  
Pensions**

**by**

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ECOTEC Research and Consultancy Ltd**

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## Summary

Equality mainstreaming is a horizontal theme under ESF Objective 3. The European Commission requires the incorporation of equal opportunities for women and men into all policies and activities.

The English Objective 3 programme has taken on board the overall requirements of equality mainstreaming. The English Operational Programme outlines the comprehensive approach to equality mainstreaming for England, bringing race, gender and disability within its remit.

An English Equality Mainstreaming Plan (EMP) has been developed, which defines equality mainstreaming as part of a process of integration of equal opportunities into all aspects of the planning and implementation of the programme.

Research was commissioned through the mid-term review to review the effectiveness of the implementation of equality mainstreaming in England at national, regional and project level.

### National level equality mainstreaming systems

The EMP summarises the requirements of Department for Work and Pensions (DWP) and the English Monitoring Committee for equality mainstreaming within Objective 3 and provides an important framework for action on equality mainstreaming. It indicates the level and type of activity which should take place to support the mainstreaming of equality and provides a statement of commitment and intent. An action plan, which can reflect changes and new requirements, is also part of the EMP.

The EMP is regularly monitored and reviewed. Government Office (GO) progress towards equality mainstreaming is checked through a reporting template on the EMPs key requirements and forecasts. The reporting template plays a key role in equality mainstreaming within the English Objective 3 programme. It ensures that regions are accountable to the DWP on progress in equality mainstreaming.

Equality mainstreaming is a standing item on the agenda of the English and GB Monitoring Committees, at which a policy adviser from the DWP's ESF Division regularly reports on work carried out.

An equal opportunities sub-committee supports progress towards achieving the EMP. The introduction of *Equal* provides the opportunity for the Equal Opportunities Sub-committee and other organisations involved in equality mainstreaming to draw on good practice arising from the initiative's innovative work.

The DWP's policy division has a key role in supporting the regions in developing their regional equality mainstreaming strategies. The policy division has convened a number of consultations on equality mainstreaming. These have resulted in the development of a package of training and guidance for GOs.

All regions either have an equality mainstreaming plan or are developing one. Each English GO has a regional monitoring committee (RMC) to oversee implementation of Objective 3. Seven regions out of nine have achieved a gender balance on their Objective 3 Committees.

### **Regional equality mainstreaming**

Understanding of, and commitment to, equality mainstreaming is good at a regional level, but there is a lack of practical 'know how' regarding the implementation of equality mainstreaming.

A majority of GOs have specific staff to deal with equality related issues, and a range of strategies to support the implementation of their equality mainstreaming plans. The majority of areas have an equality sub-committee or working group.

The pace of implementation of equality mainstreaming in the regions remains uneven, however. In particular, the regions need to develop more effective implementation strategies for equality mainstreaming plans. Regional equality mainstreaming plans have generally not included appropriate regional targets for participation of specific disadvantaged groups. A number of regions are awaiting further guidance on this issue.

Advance claims have previously not yielded data which can be used to track progress on support for women, minority ethnic groups and disabled people. Project closure data does provide this, and should be used to adjust further calls for projects. A new monitoring system which allows the tracking of project's support for disadvantaged groups has been introduced. To take advantage of this, GOs need to improve MI systems and data manipulation to disaggregate and report on support for key groups within Objective 3. This will support a more targeted approach to project selection and ensure all groups are appropriately supported.

Regions are keen to share more qualitative/evaluative data on good practice in equality mainstreaming. This can be achieved through greater levels of networking. Sharing of information across Objective 3 and the *Equal* programme can also support the development of good practice.

### **Co-financing Organisations (CFOs)**

CFOs are central to the distribution of Objective 3 monies. Most CFOs are part of national and/or regional infrastructures with well-established systems and procedures for dealing with equality and diversity issues. Co-financing plans review how equality of opportunity will be embedded in their selection procedures. An assessment of the systems in use in CFOs and the extent to which equality is being mainstreamed is important. This research highlights the importance of CFO systems for equality mainstreaming being consistent with, and equivalent to, the systems for direct bidding.

All regions have technical assistance (TA) budgets which can be used to support equality mainstreaming, and have introduced TA to support voluntary and community-sector bidders. These TA agencies have taken a strong lead in

supporting equality mainstreaming. This research suggests that TA could be used more widely to support equality mainstreaming.

### **Project application, appraisal and selection**

Direct bidders and CFOs employ a variety of methods to call for applications, which are reported to work effectively. Targeting specific agencies with equality related expertise, providing guidance and specialist support to bidders has ensured that all measures have been effectively supported in recent project funding rounds.

Selection and appraisal are relatively standardised across GOs and CFOs, though there is increasing scope for variation within the co-financing system. In most regions, a panel scores bids against a framework based on the national guidance. All GOs deliver training for scorers marking bid applications, but more coverage of equal opportunities within selection and appraisal processes is required.

A 'gateway' question on equality of opportunity will be introduced in 2003, to strengthen the equality elements within project applications. Projects must outline their equality policy and implementation plans, show how they will meet beneficiary needs, and detail their plans for integrating equality into their marketing.

A more systematic approach to the training of bid assessors will be needed to ensure consistency of approach across the regions to the gateway. As CFOs are not required to implement the gateway, GOs will need to ensure that CFOs have similar equal opportunities criteria to the gateway.

### **Project level equality mainstreaming**

Equality mainstreaming is most advanced within organisations delivering projects which were already involved in equalities work. They consider that it allows equality to be tackled in practical ways including: flexible delivery, a focus on soft outcomes, and the ability to provide training allowances, incentives and childcare.

Most projects provide staff training which include equality issues, and have a member of staff with an equality specialism. A number of projects had specific mechanisms to ensure that equality was addressed, such as codes of conduct.

Projects successfully recruiting from disadvantaged groups took advice from various community organisations. Projects which advertised through community venues, used community workers to outreach to specific groups, and provided robust and appropriate support mechanisms for beneficiaries, achieved a diverse intake of beneficiaries.

Projects with experience of working with the private sector and well-established links into business networks were able to engage companies in their work by using the 'business case' for equality.

### **Support for under-represented groups through Objective 3**

The overall proportion of under-represented groups, supported through the programme were forecast within the EMP. The proportion of women and ethnic minority people were as forecast in the EMP, but support for disabled people have been lower than forecast.

Projects which have provided or funded care support for beneficiaries with dependants are significantly lower than expected. Almost half of the projects offered some form of specialist support for disabled beneficiaries, however. A third of projects had no provision, and overall the forecast level of provision for disabled people was not reached. Projects providing a wage subsidy were quite low for all groups especially women and disabled people. Levels of childcare, support for disabled people and wage subsidies need to increase in the second half of the programme.

Overall, very few beneficiaries were given opportunities in non-traditional occupational areas for their sex. Levels of training for women and men in non-traditional occupations also need to increase.

All groups reported a high level of soft and work related skills development, although minority ethnic groups reported the highest levels of these benefits from the projects.

Work outcomes for women were as predicted in the EMP, with a high proportion entering part-time work. Work outcomes for minority ethnic groups and disabled people were lower than predicted, and suggest more support is needed to maximise their entry to the labour market.

## CHAPTER 1: INTRODUCTION

### 1.1 Background

In Amsterdam in June 1997, the Heads of State and Government agreed to strengthen the European Union's (EU) capacity to improve equality before the law by introducing Article 13 to the Treaty establishing the European Community. This provides the Community with specific powers to take action to combat discrimination based on sex, racial or ethnic origin, religion or belief, disability, age and sexual orientation.

Mainstreaming of equality between men and women has been a horizontal principle in European policy since 1996, following the European Commission's (EC) 1996 Communication *Incorporating equal opportunities for women and men into all Community policies and activities*. The mainstreaming of equality within the Structural Funds is described in the Commission's *Guidelines for programmes in the period 2000 to 2006 (1999/C 267/02)*, which states that: "an overall mainstreaming approach for equal opportunities must be introduced into all Structural Funds programming".

The European Commission has stressed the need for more effective action on equality in the current programming period. The European Commission has highlighted the specific improvements that need to be made (Council Regulation (EC) No 1260/1999 of 21 June 1999) as follows:

- more activity to analyse socio-economic inequalities between women and men;
- increasing the commitment of the monitoring committees (MCs) to effective representation and action on equality.

The definition of equal opportunities in the English Operational Programme (OP) is wider than the existing definition of equality mainstreaming used within the EU. It anticipates the more comprehensive definition of equality mainstreaming related to the Employment and Race Directives.

This report addresses the following issues in order to examine how effectively European Social Fund (ESF) Objective 3 programme has taken on board the overall requirements of equality mainstreaming:

- policy and practice;
- responsibilities of organisations within the Objective 3 programme;
- regional level systems;
- project level requirements;
- understanding of equality mainstreaming;
- support for disadvantaged groups and impact on leaving the programme.

## 1.2 Methodology

ECOTEC Research & Consulting was appointed to carry a study to evaluate equal opportunities mainstreaming in ESF Objective 3, in order to inform this evaluation report. The report was commissioned to inform the mid-term evaluation of the England Objective 3 Programme. Hence fieldwork took place in Spring 2003. The research used a variety of methods to look at the effectiveness of the implementation of equality mainstreaming in England. In summary this included:

- interviews with 6 national and 20 regional stakeholders;
- 15 project case studies were reviewed for good practice;
- interviews were conducted with project staff and beneficiaries from the case study projects;
- review of policy documents and equality mainstreaming systems;
- analysis of project closure data – March 2003;
- analysis of the 2001 Leavers' Survey data.

More detail on the methodology and interview guides can be found in the Method Statement, Annex 1.

The research involved interviews with both Government Offices (GOs) and Co-financing Organisations (CFOs). CFOs have a diverse set of equality mainstreaming systems, and they are central in the implementation of equality mainstreaming. However, this research was not able to evaluate all the individual CFOs and their systems, and has concentrated on providing views about CFO activity from a small sample of CFOs recommended for their good practice in equality mainstreaming by GOs.

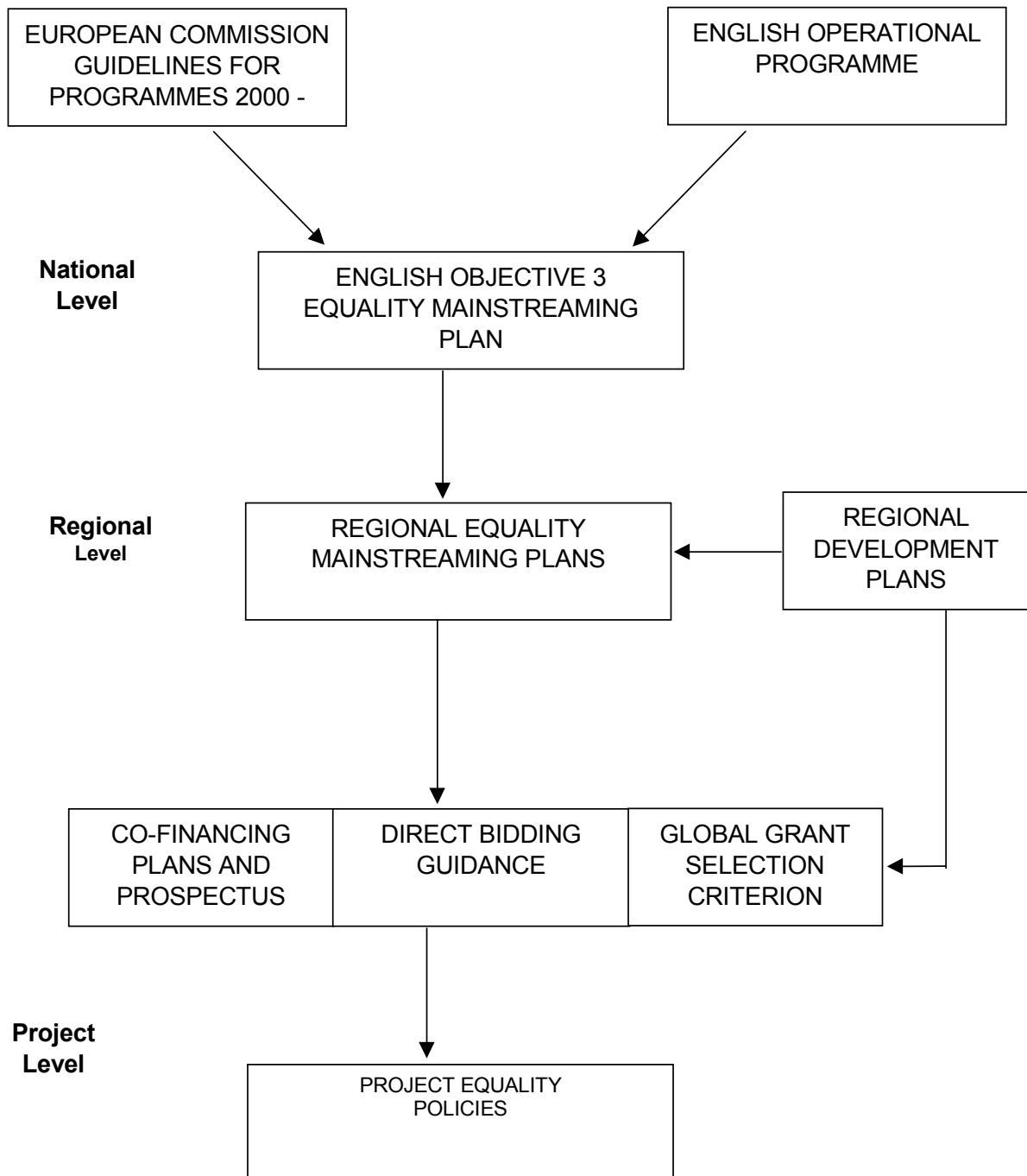
## CHAPTER 2: EQUALITY MAINSTREAMING POLICY AND PRACTICE

This section reviews the policies and strategies which are central to equality mainstreaming.

### 2.1 The Equality Mainstreaming System

Figure 2.1 below outlines the system for equality mainstreaming in England.

#### KEY POLICY DOCUMENTS AT NATIONAL, REGIONAL AND PROJECT LEVEL



## **2.2 Objective 3 Operational Programme for England 2000-6: equality and equality mainstreaming**

The England Operational Programme (OP) outlines how equality mainstreaming will be addressed during 2000-6, through:

- development of an equality mainstreaming action plan;
- an evaluation strategy for analysing the OP's impact on key disadvantaged groups.

The definition of equal opportunities in the English OP is wider than the existing definition of equality mainstreaming used within the EU. It anticipates the more comprehensive definition of equality mainstreaming related to the Employment and Race Directives. In line with this wider definition, this study has looked at the mainstreaming of equality in relation to gender, race and disability. Good practice in promoting age-related equality has also been taken into account in light of forthcoming UK legislation on age discrimination.

## **2.3 The English Objective 3 Operational Programme Equal Opportunities Mainstreaming Plan**

An Equality Mainstreaming Plan (EMP) has been developed to provide a framework for mainstreaming activity within Objective 3 in England. This *English Objective 3 Operational Programme Equal Opportunities Mainstreaming Plan* was agreed by the English Objective 3 Monitoring Committee in March 2003. The plan was developed during these first two years of the programme, during which time the regions were consulted on the content. Then EMP was the main topic of an equal opportunities summer workshop held in June 2001.

The plan sets out how equal opportunities will be mainstreamed in the English Objective 3 programme for 2000-6, with implementation details. An Equal Opportunities Sub-Committee monitors and reviews the plan, and reports to the English and GB Monitoring Committees.

The EMP describes equality mainstreaming as: "a systematic process of identification and integration of equal opportunities into all aspects of the planning and implementation of the programme, including monitoring and evaluation".

## **2.4 Understanding of equality mainstreaming**

An important aspect of the implementation of equality mainstreaming, is the extent to which all players involved understand the equality mainstreaming concept and the implications of developing a mainstreaming strategy. The research asked interviewees what their understanding of equality mainstreaming was.

Using the English EMP's definition of equality mainstreaming as a baseline, interviewees from national and European agencies thought that mainstreaming as

a concept was not widely understood.<sup>1</sup> Nevertheless, interviewees from all sectors demonstrated a reasonably good understanding of equality mainstreaming. A number were aware of the ‘textbook’ definition, and described mainstreaming well. For example, one regional partner described the mainstreaming process as:

*“Integrating equal opportunities into the planning, design, management and monitoring, and dissemination of good practice.”*

Where some regions lacked understanding, this related to the importance of systems within equality mainstreaming, with its emphasis on policy and strategy. A number of interviewees discussed mainstreaming only in relation to funding applications to the programme and outcomes for target groups or sectors, with reference to ‘fair shares’ for disadvantaged groups.

While mainstreaming at policy and strategic level was reasonably well understood, interviewees pointed to the lack of ‘trickle-down’ of understanding to regional partners and project-level systems for making equality a reality in practice.

Most interviewees, from across all sectors, felt that there was a problem in translating equality mainstreaming into practice across the board. One commented that: “there is no shortage of information, but there is a shortage of practical knowledge.”

## **2.5 Equality mainstreaming in the current programme**

There was a consensus that the priority attached to mainstreaming was much greater in the current programming period, and that this was an improvement on the previous period. The move towards recognising equality mainstreaming as applying to race, gender and disability, rather than just gender, was particularly welcomed. However, national players expressed a fear that the greater emphasis on mainstreaming *all equalities* within the new programming period could undermine the requirement for positive action for specific target groups at project level.

At national level, the introduction of various systems to bring equality to the forefront of the programme was welcomed, especially the Monitoring Committee’s Equal Opportunities Sub-Committee, which takes equality forward and acts as a source of expertise.

A view was also expressed that this programming period had led to more responsibility for equality mainstreaming being devolved to regional level than in the previous period. This was welcomed in some regions, but some still considered that adding equality as a horizontal theme is unnecessary, is superfluous, or cannot be adequately resourced. For example, one interviewee stated that:

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<sup>1</sup> Equal opportunities mainstreaming involves systematically identifying and integrating equal opportunities into all aspects of the planning and implementation of the programme, including monitoring and evaluation.

*“Everyone [in the programme] acknowledges that it’s an important issue, but it’s never going to be top priority, because the top priority is really spending the money...”*

The need for prioritisation was acknowledged at national level, in that equality is one of a number of cross-cutting themes, and is required in a programme with a significant administrative burden. The ESF Division realises that regions are not geared up to put a large resource quickly into the equality mainstreaming aspect of the programme. The pace of introduction will therefore have to be balanced between the need to maintain momentum and the resource which can realistically be made available for equality mainstreaming at regional level.

## **2.6 Forecasts for support for specific groups within the EMP**

The EMP aims to predict the levels of support Objective 3 is likely to be able to provide for specific groups which face disadvantage within the labour market. This reinforces the need for effective action to specifically support these groups in accessing Objective 3 projects.

Part one of the plan forecasts the numbers of women, minority ethnic groups and disabled people:

- participating in the programme;
- in jobs immediately after leaving the programme;
- in jobs six months after leaving;
- in positive outcomes immediately after leaving;
- in positive outcomes six months after leaving.

The percentage of projects offering support measures to enable disabled people to participate in projects is also forecast, as is the percentage of projects offering childcare facilities. (This is further broken down by policy field). The forecasts were developed through assessment of outcomes from the previous programme and the Labour Force Survey (LFS). Forecasts were also based on applications data, as there was, at the time of development, no live data from the programme available. This means that the forecasts are unlikely to totally reflect the actual data on outputs which emerges from the programme. It was also for this reason that *forecasts* rather than *targets* were chosen for the plan. (Full details of the forecasts can be found in Annex 3.) Nevertheless, the forecasts provide an important guideline to stakeholders regarding the general levels of support for each group Objective 3 should aim to provide.

Part two of the EMP is an action plan based on six overarching aims which also reinforce the need for a high level commitment to equality mainstreaming within all aspects of the programme, from national to regional policy, through to project implementation methods. The aims are:

- a high level commitment to equal opportunities;
- English regions to develop regional mainstreaming strategies for equal opportunities;
- new CFOs contribute effectively to the regional mainstreaming plan;
- equality of opportunity is strengthened in project selection system;

- good practice identified in the EQUAL programme is shared/mainstreamed within and among regions, and among programmes;
- equal opportunities are promoted by projects/CFOs.

Each aim has a number of objectives attached, each with a:

- date by which it should be achieved;
- person or body responsible for implementation;
- performance measure;
- baseline number or position measure;
- target number for achievement.

This research found that the EMP provides an important framework for action on equality mainstreaming within Objective 3. It indicates what activity should take place to support the mainstreaming of equality within the Objective 3 programme, and sets out a framework for reporting on progress to the English Monitoring Committee. It gives an important direction to the GOs and co-financing agencies on what the managing agency, Monitoring Committee and European Commission expect in terms of progress towards equality mainstreaming. It also sends out a key message to the regions that without equality mainstreaming, the programme *cannot be effective* in meeting the needs of disadvantaged groups, its reason for existence.

Regional stakeholders interviewed for the mid-term review considered the EMP to be a central part of the equality mainstreaming system. Some of the regions picked up on the plan immediately and used it to develop their own plans –other regions held back because of other high priority commitments. DWP acknowledges that there was some initial confusion regarding the status of the plan and this could have been better communicated from the centre at the outset. This may have led to the plan being implemented in some regions more quickly than in others.

On balance, interviewees consider that the EMP is now embedded in the Objective 3 system at a national and regional level activity, and provides an important statement of commitment and intent alongside an action plan which can reflect changes and new requirements.

Reflecting the importance of equality mainstreaming within the Objective 3 programme, the ESF Division has a specific policy officer to support development and implementation of the English EMP. This officer provides a link between the Monitoring Committees, the managing agency and the GOs on equality issues. This allows the ESF Division to continue to take a strong lead in pushing equality mainstreaming forward from the centre.

## **2.7 The equal opportunities reporting template**

Through this template, the ESF Division of the Department of Work and Pensions (DWP) can monitor progress on equality mainstreaming within the GOs and co-financing agencies to support the implementation of the EMP's aims. The template gathers information on the following:

- commitment to equal opportunities within the Regional Committees;

- progress on regional equal opportunities strategies;
- equal opportunities strategies in the CFOs;
- equal opportunities in project scoring systems.

Government Offices in the nine English regions complete the template annually. They have requested that the template be tied into the annual reporting process; this will be implemented during 2004. The reporting template checks progress in the following areas:

<p><b>Commitment to equal opportunities within the Regional Committee</b>  Current structure and composition of your regional committee, including sub-committees  Arrangements to access equalities expertise  Strategy for improving gender balance on committees  The RC's awareness of the a) regional and b) national mainstreaming strategies  Use of equal opportunities expertise in your region/country in terms of developing and managing the programme  The place of equal opportunities on the Regional Committee's agenda  Resources used to mainstream equal opportunities within the programme  Regional Committee partners/sectors providing resources for mainstreaming equality  Partnership working on equality mainstreaming</p> <p><b>Equal opportunities strategy</b>  Development of the equal opportunities mainstreaming strategy  Preparation of the strategy and consultation on it  Difficulties/problems/issues in preparing the strategy  Sources of equal opportunities data/labour-market data used  Equal opportunities-related data for application form/monitoring forms etc (apart from ESF core indicators)  Baselines/targets for the plan  Monitoring arrangements for the strategy  Range of ESF support available to different target groups  Progress appraisal  Outcomes and achievements of your equal opportunities strategy  Methods to promote equal opportunities</p> <p><b>Co-financing organisations</b>  CFOs operating in the region  Their current arrangements for equal opportunities  The extent to which CFOs have developed systems for mainstreaming equal opportunities</p> <p><b>Project scoring framework/process</b>  Project selection process incorporating an equal opportunities approach for direct bidders  Equal opportunities experts' involvement in the project selection process  Equal opportunities in terms of project publicity  Plans for training on equal opportunities</p> <p><b>Objective 3 policy fields</b>  Regional plans for encouraging expenditure on under-spent policy fields (PFs) and measures</p>
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The full template is included at Annex 4.

The research found that the reporting template plays a key role in equality mainstreaming within the English Objective 3 programme. National level interviewees stated that it ensures that regions are accountable to the ESF Division on progress in equality mainstreaming, and gives a structure for reporting progress to the Equal Opportunities Sub-Committee against the English Mainstreaming Plan. Regional interviewees considered the template was a helpful summary of activity in relation to equality mainstreaming, and some were using it or planning to use it for reporting back to their Regional Committee. In order to make the template more 'user friendly', regional representatives have asked for some refinement of the template's structure to make it more, and additional guidance on the levels and type of materials to be included. GOs would also like to include the following:

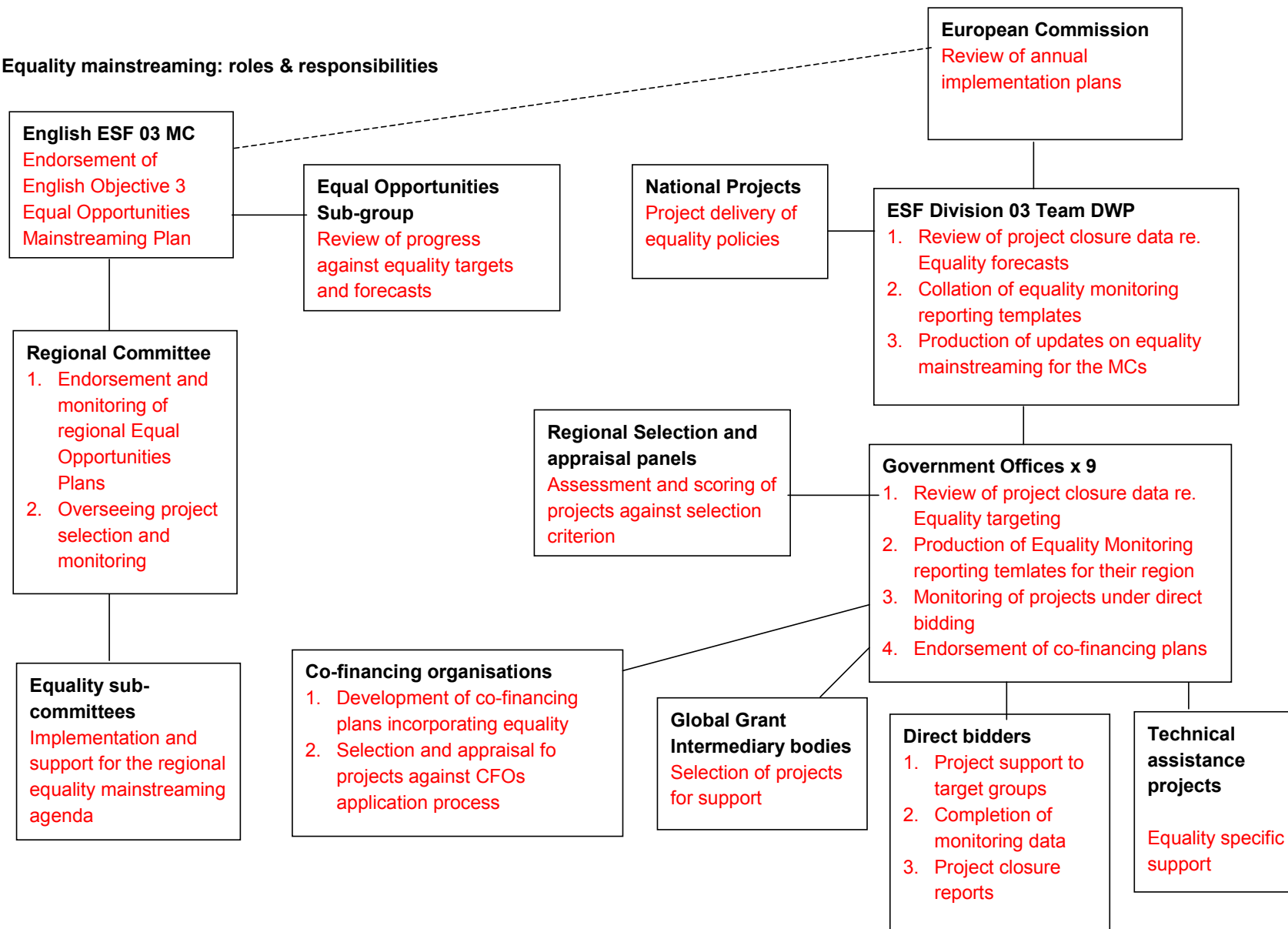
- additional quantitative information, such as progress against targets in the national/regional plan
- examples of projects using innovative ways to address equalities and impact measures.

These requests will be taken on board for the next reporting period.

## **2.8 Roles and responsibilities**

This section looks at the roles and responsibilities of the organisations within the English Objective 3 programme, and their respective responsibility for equality mainstreaming (see Figure 2.2 overleaf).

**Equality mainstreaming: roles & responsibilities**



## 2.9 The English and GB Monitoring Committees

Equality mainstreaming is a standing item on the agenda of the England and GB Monitoring Committees. A policy adviser from the ESF Division reports regularly on work carried out under the England Equality Mainstreaming Plan. European Commission and Welsh and Scottish perspectives are also discussed at the GB Monitoring Committee meetings.

The equality commissions (Equal Opportunities Commission (EOC), Commission for Racial Equality (CRE) and Disability Rights Commission (DRC)) are Monitoring Committee members. Organisations representing specific disadvantaged groups are also members of the Monitoring Committees. GOs and Co-financing Organisations provide inputs to the England Monitoring Committee of 'on-the-ground' examples of projects and strategies for implementing equality mainstreaming work. The England Monitoring Committee comprises 22 men and 13 women.

Monitoring Committee members that were interviewed, considered that discussions on equality issues could be more inclusive as it is currently led by equality specialists. More input from people who are not equality specialists was thought to be required, and more input from the regions on projects and strategies for implementing equality mainstreaming work was important. Higher levels of input from the equality commissions are expected in the future, as the DRC and CRE have appointed new representatives.

To increase the level of discussion about equality issues, GOs and CFOs could give presentations on their equality mainstreaming work (on a voluntary basis). This would help in sharing good practice.

## 2.10 Equal Opportunities Sub-Committee

The Equal Opportunities Sub-Committee of the Monitoring Committee has a remit to oversee the mainstreaming of equal opportunities within ESF-assisted activities in Great Britain. It also considers issues arising from the **EQUAL** Programme, and their impact on ESF activities in other programmes. The sub-committee meets twice yearly and has a number of specialists from equality agencies, the equality commissions, the Scottish Executive, the Welsh Funding Office and the Office of the Deputy Prime Minister, as well as equality-related practitioners.

The research found that the sub-committee is central in taking forward the EMP, monitoring progress on the EMP through review of the equal opportunities reporting template, and supporting the DWP in implementing other aspects of the EMP. Interviewees stated that the level of expertise on the sub-committee is an important resource for the Objective 3 equality mainstreaming activities. The introduction of EQUAL was also thought to provide the opportunity for this group to draw on good practice arising from the initiative's innovative work. The sub-committee has also convened pro-active discussions and measures to deal with the Policy Field 5 under-spend.

## **2.11 Relationships between the ESF Division and GOs on equality mainstreaming issues**

The ESF Division has a policy officer to support equality mainstreaming within the Objective 3 system. In addition to the national-level responsibilities noted above, this officer supports the regions in implementing equality mainstreaming. Regional support needs vary and support tends to be on a call-down basis, along with a longer-term strategy of monitoring, networking, guidance and support. The ESF Division has supported the regions in developing their regional equality mainstreaming strategies. It has also convened a number of consultations on equality mainstreaming. These have resulted in the development of a package of training and guidance for GOs. There will be three training modules:

- target setting;
- implementing the 'gateway' question;
- co-financing and equal opportunities.

Most areas are keen to have this training before they take their local initiatives on equality mainstreaming further.

The 'gateway' question on equality (see Chapter 4) is being introduced for applicants as a result of consultations between the DWP and the regions. The policy division will also be supporting a greater level of networking among GOs.

Most regions were pleased with the support they receive from DWP, though some areas have expressed the need for training before they can proceed any further with their equality mainstreaming work. Further comments on how the support needs of the regions can be met can be found later in the report, and in the sections covering technical assistance.

## CHAPTER 3: REGIONAL SYSTEMS FOR EQUALITY MAINSTREAMING

### 3.1 Regional Objective 3 Committees

Each English Government Office (GO) has a Regional Committee (RC) to oversee implementation of Objective 3 policy and funding in its area. Seven of these have achieved a gender balance of 40:60 women to men. The majority of regions increased their representation of women in 2002-3 or maintained the required 40:60 split. The regions also have a good cross-section of sectors and interest groups represented on their Committees. All felt that they have access to sufficient expertise on equality issues especially through the use of secondments from equality bodies and equality working groups. However, in most areas no training needs analysis has been undertaken to verify this assertion.

The RCs aim to increase their level of representation from disadvantaged groups. Their strategies include:

- secondments from equality bodies/organisations;
- appointment of members from equality bodies/organisations;
- development of strategies and targets for increasing numbers of specific groups on RCs;
- identifying individuals and organisations with expertise to provide representation and advice on equality-related issues to RCs.

The majority of regional committees have discussed equality, which is becoming a standing agenda item for some. The majority of areas also now have an equality sub-committee or working group. However, some regional partners commented that equalities did not have sufficient priority. They felt that the RC needed a regional champion to stimulate debate and encourage a greater level of participation in discussions. Several regions have provided equality training for RC members; others would like to offer such training. The regions need to review their equality training needs and consider how these can be met.

All regions were unclear about how to proceed with widening representation of disadvantaged groups on their RC. A key issue recurs, regarding whether their strategy should be about the make-up of the committee or the organisations and constituencies it represents. The emphasis on achieving a gender balance on RCs leads regions towards a review of the personal characteristics of RC members. However, there is a widely held view that collecting personal data from fellow members of the RC regarding disability and ethnicity is inappropriate. A diverse committee was felt to be appropriate, but not one necessarily based on targets or quotas, which could lead to tokenism.

## 3.2 Regional mainstreaming strategies

All regions have an equality mainstreaming plan or are developing one. These plans must be in line with the English EMP, but reflect regional issues. They have been developed with ESF Division support. Much of the implementation work for the plans is devolved to working groups or individuals. Progress on implementation is reported to RCs' equal opportunities sub-committees. The equality reporting template is another system for monitoring progress.

Regional mainstreaming plans provide an opportunity to produce a plan in line with local issues. Regions have produced their plans in a variety of ways:

- working with another region which already had a mainstreaming plan;
- contracting the work to a specialist equality agency;
- using specialists from the RC and regional partners to advise on or develop the plan.

In some regions, GO staff had developed the plan but some commented on lack of resources to do this. However, most areas accepted the need for a plan, though a number were keen to see that their plan was regionally appropriate, reflecting the local labour market and appropriate targets/forecasts.

Progress against the plans was generally monitored by an internal officer, or a RC sub-group reporting to the full committee. However, the plans vary in their structure and some are less suitable for monitoring purposes. Plans that comprise general policy statements need an implementation plan or strategy. The ESF Division can take this issue forward by including this item within the training to be provided for the regions. In some cases, the regional reporting templates were being used to monitor progress. Changes to be made to the template will further facilitate this.

One interviewee commented on the relationship between the national and regional plans as follows:

*“The mainstreaming plan is a starting point for work in the regions. The challenge at regional level is to determine how to take it forward rather than let it sit in the library.”*

### **Good practice in working across ESF Objectives**

One region has developed an equality mainstreaming plan covering Objectives 1 and 3. This ensures consistency of approach across both Objectives, and allows each programme to learn from the systems and experience of the other.

### 3.3 Forecasts and targets

The regions recognise the English EMP's national forecasts. However, these are not integrated into the majority of regions' mainstreaming plans because:

- they do not know whether they should use *forecasts* or *targets*;
- they have no baseline data against which to measure progress; or
- they are concerned that forecasts/targets should be appropriate to their own region, and want support in developing these.

In addition, the regions have difficulties in monitoring at regional level against the forecasts in the English EMP. The national forecast for the numbers of minority ethnic and disabled people entering work is monitored through the annual Leavers Survey, not project closure data. A breakdown of outcomes by gender is available from the Leavers Survey. Outcomes data are thus not readily available to regions until the Leavers Surveys are analysed, unless regional tracking systems to measure outcomes are in place. The ESF Division has already taken this point on board, and intends to support the regions in developing more appropriate regional targets.

#### **Good practice in target setting**

One GO has developed its own regional targets for numbers of those being supported by the Objective 3 programme. Baselines were established through reference to national and regional labour-market and population data, and data on learners from local Learning and Skills Councils (LSCs). Targets were set in line with other, similar regional labour-market, education and training strategies. Data on participation rates from closure reports are analysed by race, gender and disability, and are presented to the RMC to demonstrate performance against targets.

### 3.4 Expertise on equality issues within the GOs

A majority of GOs have specific staff to deal with equality issues. Most have an equality officer, some working across Objectives 2 and 3, some with a wider remit. These staff support the development and implementation of equal opportunities under Objective 3. GOs also access external expertise through:

- secondments from agencies with an equality remit or a strong equality background;
- buying-in specialist consultancy and advice for specific pieces of work;
- setting up specialist technical assistance projects with an equality mainstreaming remit;
- setting up equality working groups to take forward equality mainstreaming.

All staff on ESF work had received some equality-related training. However, this was not always current on new concepts and ways of working. The training modules being planned by the ESF Division for the regions will bring staff up to date with their training requirements. After this initial training it will be appropriate to review any outstanding and on-going training needs.

**Good practice in equality issues**

In one Government Office, the responsibility for equality rests at a high level. Two directors lead in relation to race and valuing diversity, each with a working group. This sends out a strong message to the organisation and regionally about the value that the GO places on equality issues.

GOs have discussed the need to share good practice through increased networking; this will support those with fewer resources and expertise. The ESF Division will facilitate this in the forthcoming period.

**3.5 Co-financing**

CFOs produce a co-financing plan against which proposals are considered. The ESF Regional Committee approves these plans. It asks how horizontal issues, including equality of opportunity, will be embedded in the plan. Specifically, it asks how the CFO plan will promote equal opportunities across the following groups: men and women; older people; ethnic minorities; other excluded groups; and disabled people. It also asks how equal opportunities will be embedded in the selection procedures for providers and in their activities.

Most CFOs are part of national and/or regional infrastructures with well-established systems and procedures for equality and diversity issues. The equal opportunities sub group has undertaken a lot of work to develop comparable criteria for equality mainstreaming between the national Objective 3 guidance and the CFO consolidated guidance. In addition, the training modules being developed by DWP will cover target setting and monitoring arrangements for CFOs including: target setting for CFO plans; how GOs will monitor CFOs; and how CFOs will monitor their providers and reward applications which support equal opportunities. However, as yet there is no overall assessment of the systems in use in CFOs and the extent to which equality is mainstreamed in each system. *(Since the evaluation was carried out, the Equal Opportunities sub-group of the Monitoring Committee has signed off the LSC and Jobcentre Plus equal opportunities approaches as at least as rigorous as the alternative bidding equal opportunities gateway which is currently being introduced – see 4.2).*

**Good practice in a co-financing prospectus outlining equality requirements**

One CFO has detailed its equality mainstreaming requirements thus: “The LSC has a fundamental commitment to ensuring that it provides learning opportunities that offer equality of opportunity for all, widen access to learning and promote the benefits of a diverse and integrated workforce. Organisations bidding for funding must demonstrate how equality and diversity are integrated into their activities, based on identified need, and will also need to be an equal opportunities employer”. The prospectus then outlines the key groups to whom the equality and diversity policy must apply.

### 3.6 TA projects

All regions have technical assistance budgets which can be used to support equality mainstreaming. All have introduced technical assistance to support voluntary and community-sector bidders. These TA projects have made a strong contribution to supporting equality mainstreaming.

TA projects support the call for applications, often holding smaller dissemination events in regions or with specific groups to advertise the call. Stakeholders considered this important for improving the representation and diversity of organisations with equality expertise applying for Objective 3 funding. In some areas, TA projects have been set up to help in bringing equality expertise into the Objective 3 system regionally/sub-regionally, and to support the expertise available to RCs. These projects have also concentrated on improving the capacity of organisations representing disadvantaged groups to take part in Objective 3 policy formation.

#### **Good practice in mainstreaming systems**

One TA project uses an equality consultancy to support voluntary-sector clients in meeting the application form requirements. This helps small organisations to understand equality mainstreaming and express their equality dimension clearly.

The voluntary sector was seen as an important provider in relation to equality and diversity. Most GOs and CFOs considered that it represents diverse community groups, interest groups and user-led initiatives. All respondents, including those from the voluntary sector, believed that Objective 3 is a valuable resource for voluntary and community organisations, within the bounds of their capacity to deliver on administrative and staffing issues. In particular, both statutory and voluntary-sector representatives expressed the view that smaller voluntary organisations should be able to access Objective 3 easily.

Some TA projects have been designed specifically to develop the capacity of smaller community organisations which need additional support in accessing ESF. Details of one such project, which aimed to develop the capacity of black and minority ethnic communities and their representative community organisations/networks, can be found in Case Study 15.

The success of projects such as this, in developing the capacity of key groups in accessing ESF Objective 3, demonstrates that there is a continuing need to support voluntary and community organisations in applying to Objective 3.

### 3.7 Global Grants

Global grants were considered to be working well in some areas, providing small grants to voluntary and community organisations which would not be able to access ESF through the main programme. This was thought to assist in delivering equality and diversity targets. However, regional partners, and voluntary-sector interviewees in particular, had some concerns about the level of control exercised

by intermediary agencies, and the lack of scrutiny of the grants being allocated. This was felt to work against equality of opportunity.

The global grants system was definitely felt to be simpler for applications and more appropriate to small organisations. In some areas, it was considered that the amount allocated through Global Grants, and the type of grant available, could be expanded.

Global Grants were being used by some agencies as a means to test the effectiveness of a particular activity on a small scale before developing a more extensive and resource intensive Objective 3 project. The example below, of the Springboard project, is one such project.

#### **Global Grant project - Case Study 12**

The project is being run by Bedford Canoeing Association (BCA). It is delivering outdoor education and IT training to 13-19 year old school students who have yet to achieve a level 2 qualification. Outdoor education will be used as a way to re-engage disaffected young people with education. Young people plan the itinerary and manage the budget for an outdoor journey using the centre's computing suite, thereby also developing their ICT, literacy and numeracy skills. The project is based on a successful model developed by the Canoeing Association's project developed under the global grants scheme.

## CHAPTER 4: APPLICANT AND PROJECT-LEVEL REQUIREMENTS ON EQUALITY MAINSTREAMING

### 4.1 Application processes and equality criterion

GOs and CFOs are using a variety of ways to promote calls and support applicants, including: e-mail and traditional mailing lists; web and paper-based advertising; targeted seminars. Examples of innovative methods in relation to equal opportunities include:

- developing equal opportunities toolkits for applicants;
- mentoring organisations to develop a funding application to support a specific target group under-represented in bidding applications regionally ;
- running equal opportunities surgeries and seminars for applicant organisations.

The marks for each question in the Objective 3 application forms are set nationally. The ESF's national guidance on scoring is incorporated into and complemented by regional guidance. Regions can tailor the guidance and the marks apportioned to each of the main questions' individual elements. In relation to equal opportunities, the national generic guidance asks an eligibility question:

*“Does the applicant organisation have a published equal opportunities policy?”*

In addition, there is a scored question (4.6):

*“How will your project impact upon, support and provide equal opportunities?”*

This question is broken down into three main elements or sub-questions which each score points:

- *What is the anticipated impact of the project on men/women; ethnic minorities; disabled people; other excluded groups?*
- *What will the project do to promote equal opportunities?*
- *What specific actions will the project undertake to ensure equal opportunities?*

Scored questions on equality are only worth 6 of the total 100 marks. In most regions it is currently possible to select projects scoring zero on this question. However, a number of regions attempt to improve the quality of a bid that reaches the required threshold of 65 marks overall, but falls short of the required standard on responses to equality-related questions.

Selection and appraisal form a relatively standardised process across GOs and CFOs, though there is increasing scope for variation within the co-financing system (see below). In most regions, a panel scores bids against a framework based on the national guidance. Bids scoring greater than the threshold of 65 are then subjected to appraisal against regional criteria.

A 'gateway' question on equality of opportunity will be introduced during 2003 (see below). Two areas currently operate a version of a gateway model by requiring further information on equality issues from applicants that fail to score 3/6 and 4/6 marks respectively.

The key point raised in relation to project selection was the extent to which the appraisal/selection panels were conversant with equality issues. All regions stated that there was a good level of knowledge among all the people involved in the process, but there was no clear evidence of how this is assessed. All GOs deliver training for scorers marking bid applications, but it is not clear to what extent this covers equality issues. The training the ESF Division is putting in place for the regions (see below), covering equal opportunities within selection and appraisal processes will help to address this issue.

#### **4.2 Introduction of the equality 'Gateway' question**

From autumn 2003, GOs will be required to implement a gateway question on equality. The ESF Division has produced draft gateway questionnaires and generic regional guidance. This has been subject to extensive consultation with the equal opportunities sub-group and GOs and their regional partners. Early versions of the gateway were piloted in June 2002 at the ESF summer workshop and by GO North East in autumn 2002.

Applicants will be routed through one of three gateway questionnaires, depending on the type of project:

- Questionnaire 1 for projects that will support individuals or provide advice and guidance only to individuals.
- Questionnaire 2 for projects that will support companies, or projects that will not directly benefit individuals or companies (such as research or capacity-building projects).
- Questionnaire 3 for projects that will support both companies and their employees, or companies and their employees and individuals not employed by the company.

To pass the gateway, applicants need to give a positive response to all questions and provide supporting information covering core criteria. Before the bidding deadline, applicants must discuss with GOs any issues which would prevent them from giving a positive response.

Questionnaires 1 and 3 have four core questions, covering:

- beneficiaries' needs
- project design and delivery arrangements
- the project's equal opportunities policy
- implementation plans and marketing and publicity arrangements.

Questionnaire 2 has two core questions, covering:

- equal opportunities policy and implementation plan
- proposed project's 'equality awareness'.

Each region will use additional supporting information identifying good practice that will be applicable during the appraisal stage for projects that pass the gateway. There will be separate generic guidance on equal opportunities policies and implementation plans.

The introduction of a gateway question on equality will help to embed equal opportunities into the appraisal and selection process for projects. The gateway's introduction will be monitored to assess how it is being implemented across the regions. CFOs will not have to implement the gateway, although several have stated that they will use it. GOs will need to ensure that CFOs have suitable equal opportunities criteria comparable to the gateway.

As the gateway will not be scored, it will be important to evaluate how assessments are made as to whether the core criteria are met. It may be difficult to fail projects unless there are clear assessment criteria. A more systematic approach to the training of bid assessors will be needed to ensure consistency of approach across the regions. The introduction of training on implementing the gateway provides an ideal opportunity to do this. It could be supplemented by more standardised training in equality issues for selection panels, and increased use of equality experts in the selection process.

**Good practice in implementing the equality criterion for bidders**  
In one GO, all applicants already have to demonstrate equal opportunities policies and pass certain equality-related gateway questions. Direct bidders also have to complete a mandatory equalities-based questionnaire.

GOs were keen to see the equality gateway question put in place, recognising that without it there is little they can do to ensure that equality issues influence the appraisal and selection process. However, interviewees expressed concerns that a gateway scoring system would penalise certain types of projects, such as research and capacity-building and those from community groups with less bid-writing experience: *“we want good applications, not good application writers”*. TA projects to support the voluntary and community sector in the bidding process were particularly concerned that lack of practical knowledge should not hamper applicant organisations:

*“They [bidders] don’t know how to put it [equality mainstreaming issues] in writing – they don’t know what the funders are looking for... They can be training 20 minority ethnic trainees and then say ‘what can we do regarding equal opportunities?’.”*

Thus it will be especially important that technical assistance be available to support all potential applicants in developing the equality-related aspects of their applications – especially those with little experience of bid-writing or the concept of equality mainstreaming.

**4.3 Monitoring systems**

The only source of data on project outputs used to come from final claims reports after the end of a project. The new monitoring system introduced in 2003 gives

more data on throughput, broken down against target groups. The system can now provide data on outputs as projects progress, and applies to all projects. Data are required each time a project makes an interim claim and submits an ESF project progress report. This can be at monthly, quarterly or six-monthly intervals, as determined by the project. In interim claims, projects are required to provide beneficiary data on numbers of starters and leavers, destinations and qualifications obtained, broken down by sex, ethnicity and disability.

The new monitoring system will allow for regional and inter-regional monitoring as the programme progresses. It will allow projects and regions to assess if they are reaching their targets for beneficiaries from each disadvantaged group. Thus data could be used to adjust the targeting of regional funding calls across policy fields and sub-regionally, and to assess the programme's success in reaching disadvantaged groups named in the OP.

#### **Good practice in developing monitoring systems**

One region has been looking at projects' projections under the new programme and the actual outcomes from project closure reports. It has been informing the regional committee of progress against the various categories, and has produced data which can show participation against forecast.

Introduction of the gateway question will call for a new approach to project monitoring. The application form will request details of the project's equality policy and implementation plans. To ensure that these qualitative aspects of the project's work on equality mainstreaming are in place, new areas will need to be reviewed in the narrative monitoring reports.

In addition, the programme's 'significant changes' system (permanent changes to a project, affecting outputs and costs) could include equality issues in the indicative list of significant changes for Objective 3 projects. This list could be supplemented to include equal opportunities aspects, as in the EQUAL programme (e.g. changes to the project's equal opportunities policy and implementation plan, or breakdown of the beneficiary cohort).

Post-2006, it may be possible to request disaggregated beneficiary data at application stage or (more realistically) in the project profile and advance claim form. It would then be possible to use interim claim form data to see *to what extent* projects/the programme are meeting equality targets *as they progress*.

#### **4.4 Project closure reports**

At the end of their lifetime, projects are required to complete a *project closure report*. This provides detailed information and data on all activities and outputs over the project's lifetime. Additional details to those in the interim claim reports are required on total numbers of beneficiaries, all broken down by gender, as follows:

- beneficiaries by employment status
- age and length of unemployment, or age and type of employment
- minority ethnic groups (from a list)
- disability

- background (from a list of socially excluded groups)
- qualifications at start of project
- beneficiary completers and early leavers
- beneficiary destinations
- beneficiary qualifications (worked towards, achieved in full, achieved in part, waiting to hear outcome)
- trainers trained
- training for occupations (from a list)
- number of companies by size
- companies gaining Investors in People
- companies by sector
- support for people with disabilities (provided and numbers of people benefiting)
- project activities (from a list) (provided and numbers of people benefiting)
- support measures (from a list) (provided and numbers of people benefiting)
- non-traditional activities (from a list) (by sex).

The lead applicant is also required to describe how the project supported and promoted equal opportunities, answering three questions. There is also a question on capacity-building activities and the use of soft outcomes.

This level of analysis is quite sophisticated, and provides the opportunity to have figures disaggregated in a number of ways. The level of reporting required by projects is certainly more thorough than many other similar regeneration initiatives.

## **CHAPTER 5: PROJECT LEVEL EQUALITY MAINSTREAMING**

### **5.1 Introduction**

Fifteen projects were reviewed for good practice in developing equality-related work. The cross-section chosen covered all five policy fields and a selection of geographical areas and target groups. Projects accessing global grants, funded through direct bidding, co-financed projects and TA projects were included in the sample. The projects were also very diverse in their objectives, covering business start-up, research, training for unemployed people and people threatened with redundancy, soft skills, accredited courses, capacity-building for networks of disadvantaged people and their representatives, and supporting businesses in developing their equality policy and practice.

The process of identifying projects for the mid-term evaluation which exemplified good practice in relation to equality mainstreaming was, in itself, illuminating. GOs and CFOs were asked to identify which projects in their region could be used as case study examples exemplifying good practice in equality work. GOs, in particular, found this task problematic for several reasons: their databases do not tend to 'tag' projects for good practice, nor is information on projects collected in a way which enables good practice to be identified. GOs also have less direct contact with projects than do CFOs in most cases, and CFOs were more easily able to point to relevant projects. In addition, GOs identified that they would have needed additional support in developing an understanding of what constitutes good practice in equality mainstreaming before any identification of projects could take place.

Some GOs and CFOs nominated projects which were very targeted, and directed towards the groups most directly associated with the equality mainstreaming such as women, minority ethnic groups and disabled people. These projects were concentrating on providing equality of access to projects through the development of support measures, including childcare/dependent care, accessible training for disabled people and providing support for people from minority ethnic groups in appropriate languages and community settings. These projects tended to operate women-only or minority-ethnic-group-only training, although a number did have a mixture of beneficiaries.

Other GOs and CFOs nominated projects which targeted a range of groups under a 'social exclusion' banner, such as homeless people, and disaffected young people, though their beneficiaries also included women, minority ethnic groups and some disabled people. In these cases equality mainstreaming was generally *not* the motivation for the establishment of the projects, but was an important aspect of their work nonetheless.

### **5.2 Equality mainstreaming**

The concept of equality mainstreaming was best understood and taken on board by organisations which were already active in the equality field. Those with a core

equality function and equality policies in place most readily understood and complied with ESF equality requirements.

For projects which saw their core function as dealing with *social exclusion*, rather than *equality*, the equality mainstreaming dimension was seen as an additional output rather than a core objective of the project. A number of these projects had specific mechanisms to ensure that equality was addressed. For example, one project working with homeless people used a code of conduct for acceptable behaviour, which protected beneficiaries from harassment (Case Study 8). Another project introduces the organisation's equal opportunities policy to students as part of their induction.

Most organisations provided staff training which included equality issues, and had someone with an equality specialism.

Organisations interviewed, especially those with a long-term commitment to equality, were pleased that ESF allows equality to be tackled in a practical ways. ESF allows projects to develop measures which are high cost, but essential to enable people with specific support needs to take part in the programmes, such as childcare/dependent care, and purchasing equipment to enable disabled people to take part in training. Projects were able to be comprehensive in the support they gave in some instances, such as the project which provided crèche places for grandparents with childcare responsibilities for care of grandchildren.

One project (Case Study 11) considered that it was important to estimate the practical support needs of disabled beneficiaries *in advance*, even though support could be costly. Budget constraints later in the project could limit the number of places and support needs which could be catered for. This project ring-fenced a significant proportion of their ESF budget for practical support for disabled people which enabled people with a range of disabilities, including severely disabled people, to take part.

Another project (Case Study 9) used ESF resources to work with a group which cannot easily be reached through mainstream provision: minority ethnic women interested in starting their own business. ESF has allowed the project to employ appropriate female development workers from within the community to carry out this aspect of the project's work.

### **5.3 Projects' target groups**

The project staff interviewed discussed how the target groups were chosen for their projects. The factors which were considered important in reaching disadvantaged and socially excluded groups were:

- local research demonstrating need: for example, one project was researching the low number of women setting up in business in the region (Case Study 1)
- knowledge of the specific target group: for example, recruiting through a tenants association which canvasses information about members' needs and requests (Case Study 2);
- knowledge of the local labour market: for example, one project was working with a workforce at risk of redundancy (Case Study 3), and another was

developing beneficiaries from local minority communities as interpreters to meet local demand (Case Study 14).

Stimulating demand for training through the projects was also considered important in occupations and activities where specific groups are under-represented. For example, where women are under-represented in a specific vocation, or where the smaller minority communities do not have the capacity to become involved in projects without additional support. (Examples include Case Study 4 working with minority ethnic groups, and Case Studies 5 and 6 - both training women in non-traditional occupations). This was viewed as helping to break the cycle of low demand, and to start to build individual and community capacity, as well as developing role models for others from those beneficiaries who have been successful within ESF programmes. All of these factors were considered essential in successfully diversifying the beneficiaries of the programme in the longer-term.

An example of one such project follows:

#### **Capacity building in minority communities**

Case Study 4 project aims to build the capacity of voluntary and community organisations (VCOs) in Camden in the learning, training, employment and regeneration sectors. The project prioritises support to small VCOs, especially new groups and black and minority ethnic groups. Its services include maintaining forums and networks, running conferences and workshops, newsletters and e-groups, one-to-one work with individual organisations, helping to build partnerships, and liaison with key policy and strategic bodies in Camden. The project attributes its success to using a variety of different models for their work, and targeting different people at different levels - no 'one size fits all'. The project demonstrates an effective approach to capacity-building for the voluntary and community sector through linking it to local regeneration and funding initiatives, boosting the project.

#### **5.4 Recruiting from target groups**

To recruit successfully from their target groups, projects took advice from various community organisations about the best approach for recruiting each type of beneficiary. A number of projects advertised in religious and community venues to diversify their intake of beneficiaries. One targeted minority ethnic groups through word of mouth, leaflets and information at Friday prayers in the mosque, and used a female worker to recruit minority ethnic women (Case Study 9). Another found that advertising the flexible nature of the training attracted people with caring responsibilities (Case Study 10). Attracting younger people through sports, arts and music-based training was also effective. Case Study 12 shows how this can work.

One project stressed how different its training environment was from the delivery of mainstream provision. Another echoed this, stating that training was provided in the workplace as beneficiaries would not have been prepared to go to college. Case Study 5 shows how this process works for homeless people.

#### **Alternative models of training delivery – Case Study 5**

This is a compulsory programme for all homeless people who sell the 'Big Issue in the North' magazine. The programme involves regular meetings with support workers for beneficiaries to discuss the problems in their lives, and this on-site support is considered essential in engaging this group in training and learning.

There are three customised Open College-accredited training courses in place. These are:

- *Learn to Earn*, to help homeless people to develop sales skills;
- *Learn to Live*, to develop knowledge and skills to allow homeless people to be more effective in dealing with their personal lives and resettle into the community;
- *Learn to Work*, to prepare vendors for employment through certified courses and help them to move into sustainable employment.

The way in which training is delivered is also adapted to the specific needs of homeless people:

- training is in very short sessions where vendors can choose whether to attend in a morning or afternoon, "depending on when their pitch is busy";
- roll-on/roll-off training so that vendors can pick up where they left off if they cannot attend for a period of time;
- engaging with beneficiaries more gently than through formal training, for example encouraging them to develop hobbies;
- giving people incentives, such as extra magazines to sell if they attend training;
- accreditation for short courses so that people can see their progress at early points;
- tangible outcomes from training where people can see what they produce such as cookery.

Most beneficiaries receive accreditation for the training they receive.

## **5.5 Assessing beneficiaries' needs, and support mechanisms**

Interviewees suggested that there are some essential aspects to successfully mainstreaming equality within a project. Properly assessing beneficiaries' practical needs is considered central to promoting full equality of opportunity within the project's activities. This was thought to be vital for people who are carers, and need childcare/ dependent care support (financial support or flexible attendance times). Equally, it is essential that disabled people are able to have their support needs fully met through the project, which has to be based on a full needs assessment.

In addition, disadvantaged groups were considered to need more specific support from project staff, which help to improve their confidence and maximise their chances of following the project through to the end and achieving a successful outcome. Examples of the type of support mechanisms projects can develop include:

- early and regular opportunities to give feedback;
- use of role models to inspire and stimulate demand amongst others; and
- empowerment through representation on the project management group.

Project staff also outlined a number of specific organisational issues for projects which need to be considered in working with disadvantaged and socially excluded groups. These include:

- Keeping sessions short, with incentives. This is considered to be particularly helpful for individuals who are disaffected, such as young people, or people for whom training is providing a new start, such as homeless people.
- Focusing on softer outcomes, including accredited units in soft skills. This is thought to be beneficial for all groups who are new to learning or returning to learning, as it enables the beneficiary to develop as a person as well as developing their employability.
- Allowing people to roll-on/roll-off training. This is also considered to be very important for people who cannot commit to long training periods, or who need time to re-adjust to learning through an incremental process.
- Accreditation, even for short courses and soft outcomes, allows people to see their progress – again important for people new to or returning to learning after an absence.
- Delivering provision locally to reduce the need to travel is considered beneficial in a number of ways including, for people who are more comfortable in their own community, and for people who cannot access public transport because of cost, rural isolation or disability.
- Developing basic skills courses ‘disguised’ as something less stigmatising e.g. numeracy through cookery skills, to enable people who don’t acknowledge/recognise their need for basic skill development to be subtly supported.

## **5.6 Working with companies and business support agencies**

The private sector, and especially small and medium-sized enterprises were reported as hard to engage by all projects. However, projects with experience of working with the private sector and well-established links into business networks were able to engage companies in their equality related work. Using a business case to persuade employers to use local labour from disadvantaged groups worked well once such links were established (Case Study 7). Options such as job fairs were especially popular with employers, as they are cheaper than advertising. Another route to engage companies was to ask them to provide placements, for example for women training in construction skills.

Taking employers around areas and communities to meet people can break down prejudice on both sides. One project called this approach ‘Seeing is Believing’. It has led to relationships being formed between large companies and organisations representing beneficiaries, such as resettlement teams for young offenders, or colleges for disabled people.

Another project, detailed below and in Case Study 1, used research to illustrate that there was a deficit of women entering into business and the need for additional support for this activity from business support organisations. The credibility of the research was enhanced by it being conducted by another business support agency.

## Case Study 1

This project has been seeking to understand why a lower number of women in the North East start a business than the national average, even though interest in starting a business is higher. Business support agencies have been involved in identifying women to take part in the research which gives them a degree of ownership over the findings. The project will provide valuable information to both policy-makers and practitioners about what 'makes a difference' to women when they are trying to set up a business. The research has the potential to make an impact on a range of business support agencies in the North East, encouraging them to evaluate the services they provide to women, such as the need to review and revise male-biased literature. This should help to provide business support that is more sensitive to the needs of women.

### 5.7 Dissemination and evaluation

The majority of projects had not undertaken external evaluations, even where this was an objective in their application. This meant that there was no independent evidence of the effectiveness of projects' equality dimension. In future, there would need to be a greater requirement for evaluations to take place to verify project staff opinions.

A number of projects were in the process of disseminating their findings. One was producing an equality manual for sports leaders. Another was using a CD-ROM featuring companies discussing why they became involved, and beneficiaries describing how they had been supported.

### 5.8 Marketing the equal opportunities policy to beneficiaries

All projects are required to market equality of opportunity to their participants. The 2001 Leavers Survey asked respondents to state whether the project's equal opportunities policy had been explained to them. The majority (52%) had had the policy explained to them; only 15% had not (Table 5.1).

**Table 5.1: Proportion of Beneficiaries Who Had Their Project's Equal Opportunities Policy Explained to Them**

	Male %	Female %	Minority Ethnic %	Long term ill/disabled %	Overall Average %
Yes	56	48	65	53	52
No	15	14	11	14	15
Can't remember	29	38	24	33	33

**Base: 3,358 respondents who answered the question**

Source: ESF Leavers Survey data 2001.

Across all groups around half of the respondents remembered having equality of opportunity within their project explained to them. This implies that a good proportion of projects are explaining the equality dimension of ESF to their beneficiaries.

## CHAPTER 6: PROGRAMME SUPPORT FOR DISADVANTAGED GROUPS

### 6.1 Does the Objective 3 Programme meet the needs of disadvantaged groups?

Interviewees were asked whether they considered that the Objective 3 programme meets the needs of disadvantaged groups. In general, respondents felt that the Objective 3 approach to equality was something additional to anything provided through domestic funding. Bringing local authorities (LAs) on board as co-financers, many of which prioritise work with voluntary and community groups, appeared to have increased the numbers of projects on equality issues. One local authority CFO has focused its co-financing plan solely on disability.

Measure 5.2 has been under-spent in all regions in the first half of the programme. A number of GOs have taken specific steps to deal with this under-spend, through additional targeted seminars or more specific guidance to potential applicants. Several interviewees commented that gender issues could be dealt with under any of the measures, and that they include gender equality as a factor throughout the policy fields:

*“There is an assumption that we have, to some degree, cracked that, but that we are much further back when it comes to ethnicity and disability. Having said that, when you look at the hard stats, there is evidence which says there is...a lot of scope to improve performance when it comes to women in employment and improving barriers to employment.”*

Minority ethnic groups were seen as an important recipient of Objective 3:

*“A wide range of ethnic communities use ESF. It’s a way that local communities can be empowered to solve their own problems. They can engage with their own communities and so be empowered”.*

The numbers of minority ethnic beneficiaries of the programme is at the level forecast. However, some GO and voluntary-sector representatives interviewed commented that projects led by black and minority ethnic (BME) organisations felt that they “did not have the key to the door” of ESF. This led to one GO suggesting that DWP undertakes research into the percentages of the types of organisations leading ESF projects for minority ethnic communities. (A project which has been successful in supporting black and minority ethnic community organisations is Case Study 4)

Although disabled people were in general considered to be receiving a reasonable amount of funding, this was being channelled through larger voluntary-sector charities. A number of respondents, across all sectors, suggested that severely disabled people were missing out on funding as a *client group*. A project which has been successful in attracting this client group is included as Case Study 11. The project details how more severely disabled people can be included in project activities.

Older people had tended not to be a high priority until more recent bidding rounds. One GO was revising its bidding guidance to better reflect older people as a disadvantaged group to be supported under Objective 3. A project which *has* prioritises this group is included at Case Study 13. The lessons from this project will become increasingly important as new legislation on age discrimination is coming into force by 2006 in the UK.

Other groups which were mentioned as having a lower than expected number of bids relating to their needs, were refugees and asylum seekers. This could be explained by the fact that, until recently, 'asylum seekers' were ineligible for ESF support and are now only eligible for pre-vocational support. In addition, the Refugee Council has a large national ESF project which probably accounts for much of the provision.

**6.2 Participation of each group within the Objective 3 programme.**

In order to further review the extent to which each group is benefiting from Objective 3, this section examines the numbers and proportions of key beneficiary types who have taken part in projects. It looks at the overall numbers and proportions of these groups and compares the figures to the individual policy fields.

By March 2003 over half a million people had taken part in Objective 3 projects. Table 6.1 shows the proportions of different beneficiary types in total and by policy field where the beneficiary's status is known.

**Table 6.1: Total major beneficiary groups in Objective 3 as a proportion of total beneficiaries by policy field**

Numbers	PF1 %	PF2 %	PF3 %	PF4 %	PF5 %	Total %
Male	53	57	45	56	1	51
Female	47	43	55	44	99	49
Minority Ethnic	19	28	11	7	26	17
Returners	9	29	10	5	9	16
Lone parents	3	6	3	3	4	4
People with disabilities	9	25	8	4	7	12

Base: 1,752 projects and where beneficiary status was known – 665,264 beneficiaries .

Source: ESF closure data - March 2003.

The gender ratio of beneficiaries was almost equal: 51% were men and 49% were women. Overall, 17% of beneficiaries were from an ethnic minority.<sup>2</sup> Almost 16% of beneficiaries were returners to the labour market, 4% were lone parents and 12% had a long-term illness or disability.

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<sup>2</sup> In this report, ethnic minorities are defined as all non-white people, including those of mixed ethnic origin.

Some differences in the policy fields are explained through the focus of the policy fields and measures.

Policy Field 2, equal opportunities and promoting social inclusion, has a higher proportion of minority ethnic participants, lone parents and disabled people than other fields, explained by the specific targeting of these groups under measure 2. Interestingly, there are substantially more returners recorded under Policy Field 2 than Policy Field 1, despite the fact that returners are a target group of Policy Field 1, measure 2, and not Policy Field 2.

Apart from Policy Field 5 which specifically targets women, the highest proportion of female beneficiaries are under Policy Field 3. There is provision for community and family schemes under Policy Field 3, measure 1, which may explain this higher proportion.

Policy Field 4, Adaptability and Entrepreneurship has the lowest number of all disadvantaged groups apart from women. This would merit further investigation to review all groups of employees have equal access to training and skills development. Another factor in the higher numbers of men under this Policy Field might relate to the second measure under this field, supporting workforces threatened with redundancy. This could involve large industrial closures, where the majority of the workforce are men.

### 6.3 Ethnic origins of beneficiaries

The numbers of beneficiaries in each ethnic group are shown in Table 6.2 below (figures have not been rounded up in order to show the small proportions within each category).

**Table 6.2: Ethnicity of Objective 3 Beneficiaries**

	Male %	Female %	All %
White (British)	80.7	78.4	79.6
White (Irish)	0.7	0.6	0.6
White (other)	2.4	2.9	2.6
<b>White total</b>	<b>83.8</b>	<b>81.9</b>	<b>82.8</b>
Mixed (white and black Caribbean)	0.4	0.4	0.4
Mixed (white and black African)	0.1	0.2	0.2
Mixed (white and Asian)	0.1	0.2	0.2
Mixed (other)	0.4	0.3	0.4
<b>Mixed total</b>	<b>1.0</b>	<b>1.1</b>	<b>1.2</b>
Black or black British (Caribbean)	1.9	2.3	2.1
Black or black British (African)	2.3	2.5	2.4
Black or black British (other)	1.1	0.9	1.0
<b>Black or black British total</b>	<b>5.3</b>	<b>5.7</b>	<b>5.5</b>
Asian or Asian British (Indian)	1.8	2.5	2.1
Asian or Asian British (Pakistani)	3.3	3.9	3.6
Asian or Asian British	1.1	1.2	1.1

	Male %	Female %	All %
(Bangladeshi)			
Asian or Asian British (other)	1.0	0.9	1.0
<b>Asian or Asian British total</b>	<b>7.1</b>	<b>8.5</b>	<b>7.8</b>
Chinese	0.3	0.6	0.5
Other	2.4	2.2	2.3
<b>Chinese or other ethnic group</b>	<b>2.7</b>	<b>2.8</b>	<b>2.8</b>
<b>Total minority ethnic</b>	<b>16.3</b>	<b>18.1</b>	<b>17.1</b>
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>

Source: ESF closure data – March 2003. Base: all beneficiaries whose ethnic origin was known – 453,268.

For the purposes of the analysis of project closure data, the following aggregated groupings have been used:

- **black**, including black British, Caribbean, African, other black
- **Asian**, including Asian British, Indian, Pakistani, Bangladeshi, other Asian
- **other**, including Chinese,
- **mixed race** including white and black Caribbean, white and black African, white and Asian, other mixed.

These larger groupings were chosen to ensure that the sample sizes were high enough to have a statistical significance and show trends. As the programme progresses, the sample size will grow, and there will be more scope for a more accurate breakdown against the project closure categories<sup>3</sup>.

The majority of beneficiaries were of white British, Irish or other origin. The second largest group was the Asian category, followed by black, and finally the 'other' and mixed ethnicity categories. The ethnicity of a large number of beneficiaries across all policy fields was unknown, and the extent of this information gap varied across policy fields. Overall, the ethnic origin of almost 10% of beneficiaries was unknown. This figure varied from a low of 3% in Policy Field 5 to a high of 17% in Policy Field 1.

#### **6.4 Proportions of minority ethnic groups involved in Objective 3**

Table 6.3 shows the proportion of each ethnic group overall and in each policy field. All beneficiaries whose ethnicity was unknown were excluded from the calculations, to allow comparison between the policy fields. All percentages are of known beneficiaries.

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<sup>3</sup> The Annual leavers Survey collects all data in a way which can be disaggregated for all ethnic groupings. However, the total of minority ethnic people within the sample in the Leavers Survey 2001 was 571. Where the Leavers Survey is analysed, therefore, the minority ethnic category has been analysed together to keep sample sizes large enough to show significance. This also ties in to the forecasting system used within the English Equality Mainstreaming Plan.

As indicated above, the majority of beneficiaries were white (83%), followed by Asian (8%), black (6%) and other/mixed (4%). Only Policy Field 3 (Lifelong Learning) shows a significant difference in the proportions of each sub-category taking part in the programme, with twice the percentage of Asian participants as Black beneficiaries. Regional analysis may point to more significant variations than do the policy field analysis, and this will warrant further research when sample sizes are larger later in the programme.

**Table 6.3: Ethnic Origin of Beneficiaries**

	PF1 %	PF2 %	PF3 %	PF4 %	PF5 %	Total %
White	81	72	89	93	74	83
Black	7	10	3	2	8	6
Asian	8	12	6	3	12	8
Other	3.0	4.1	1.6	1.9	4.1	2.7
Mixed	0.6	0.7	0.3	0.4	1.6	0.5

Source: ESF closure data - March 2003. Base: 1,752 projects, all beneficiaries whose ethnic origin was known – 453,268.

## 6.5 Gender and minority ethnic beneficiaries

Overall, the gender ratio of minority ethnic beneficiaries was roughly equal, but with slightly more women than men (Table 6.4). The gender ratio did not vary significantly across the policy fields, with the exception of Policy Field 5 where the number of all males was very low. Under Policy Field 5 over one quarter of all beneficiaries were women from minority ethnic groups.

**Table 6.4: Proportion of male and female ethnic minorities in Objective 3 as a proportion of total beneficiaries, by policy field**

Minority Ethnic	PF1	PF2	PF3	PF4	PF5	Total
% Black male	3.5	5.3	1.2	0.6	0.0	2.8
% Asian male	4.4	6.0	2.6	1.3	0.0	3.7
% mixed male	0.6	1.0	0.3	0.2	0.0	0.5
% other male	1.4	2.5	0.8	0.9	0.0	1.4
<b>Male % total beneficiaries</b>	<b>9.9</b>	<b>14.8</b>	<b>5.0</b>	<b>2.9</b>	<b>0.1</b>	<b>8.4</b>
% Black female	3.0	4.4	1.3	1.4	8.2	2.7
% Asian female	3.5	6.5	3.4	1.2	12.2	4.1
% mixed female	0.6	0.7	0.3	0.4	1.6	0.5
% other female	1.5	1.6	0.8	1.0	4.1	1.3
<b>Female % total beneficiaries</b>	<b>8.6</b>	<b>13.2</b>	<b>5.8</b>	<b>4.0</b>	<b>26.1</b>	<b>8.7</b>

Source: ESF closure data - March 2003. Base: 1,752 projects, all beneficiaries whose ethnic origin was known – 453,268.

## 6.6 Comparisons to forecast

Forecasts for each policy field were set for percentages of women, minority ethnic groups and disabled people supported by the programme (see Table 6.5). These were based on a review of performance in the previous programme and labour-

market data. More detail on the forecast levels are included earlier in this report in Chapter 7.

**Table 6.5: Proportion of Disadvantaged Groups Supported Across all Policy Fields Compared to Forecasts and Labour Market Positions.**

Target group	Actual %	Forecast %	Employment rate %	ILO unemployment rate %
Female	49	47	70	4
EM total	17	15	59	11
People with disabilities	12	15	50	8

Source: LFS employment and ILO unemployment rates 2002

The number of women being supported by the programme was above target. The same was true for minority ethnic groups.

**The group which was below target was disabled people.** Again, the figures would include different forms of disability, and it would be of interest to know whether the projects were catering for some disabilities better than others. However, monitoring data does not yield this information. Those whose disability status was not known were excluded from the calculations, which may mean that the actual number of disabled people being supported by the programme was lower than given in Table 6.5.

## CHAPTER 7: BENEFICIARIES' EMPLOYMENT PATTERNS ON LEAVING THE PROGRAMME

### 7.1 Beneficiaries working immediately upon leaving

The following sections look at beneficiaries' employment outcomes by analysing data taken from the **2001** Leavers Survey. The Leavers Survey is used in this context as it provides information not only on beneficiaries' destination immediately after leaving their project but also in the longer term. More recent 2002 Leavers Survey data, was not available at the time the study informing this chapter was conducted.

Overall, the survey indicates that 37% of respondents were in full-time work, (14% in part-time work and 6% were self-employed/had started their own business) immediately on leaving their course (see Table 7.1). In total, 57% of respondents were in work. However, this pattern disguised significant variations between the two genders, ethnic minorities and long-term ill/disabled people.

Men were slightly more likely to be in work, particularly full-time (45%) or self-employment (8%), and much less likely to be in part-time work (6%). In comparison, only 28% of women were in full-time work, but 22% were in part-time work.

Respondents from ethnic minorities and long-term ill or disabled people were significantly less likely to be in employment on leaving their course than other groups. Only 35% of ethnic minorities and 34% of ill/disabled were in work. Both of these groups were much less likely to be in full-time work (22% and 17% respectively), and very few minority ethnic respondents were in self-employment (only 3%).

**Table 7.1: Proportion of Leavers Working Immediately After Leaving the Programme**

	Male %	Female %	Minority ethnic %	Long-term ill/disabled %	Overall average %
Full-time paid work (over 30 hours per week)	45	28	22	17	37
Part-time paid work (30 hours a week or less)	6	22	10	12	14
Self-employment or started own business	8	5	3	5	6
Total beneficiaries working	59	55	35	34	57

Source: ESF Leavers Survey data 2001. Base: 3,174 respondents who answered the question.

## 7.2 Beneficiaries working six months after leaving the course

At six months after leaving the course, the overall employment pattern among respondents was similar to that immediately upon leaving. Over half were in work (58%), with the majority in full-time employment (35%). Smaller proportions were in part-time work (16%) and self-employment (6%) (see Table 7.2).

For three of the four sub-groups of respondents, overall employment rates had barely changed in the six months since finishing the course. However, for ill/disabled people, employment had fallen from 34% of respondents immediately after the course to only 25.5% six months later. This fall occurred across all categories of employment.

**Table 7.2: Proportion of Leavers Working Six Months After Leaving the Programme**

	Male %	Female %	Ethnic minority %	Long-term ill/disabled %	Overall average %
Full-time paid work (over 30 hours per week)	45	27	23	13	36
Part-time paid work (30 hours a week or less)	7	25	11	10	16
Self-employment	8	5	3	3	6
Total beneficiaries working	59	57	36	26	58

Source: ESF Leavers Survey data 2001. Base: 3,299 respondents who answered the question.

## 7.3 Comparisons to forecasts and implications for the programmes' focus

Forecasts for each policy field were set for percentages of women, minority ethnic groups and disabled people entering work as a result of the programme.

**Table 7.3: Proportion of Leavers Working After the Programme, Compared to Forecast Level**

Target group	Actual immediately after %	Forecast immediately after %	Actual 6 months after %	Forecast 6 months after %
Female	46	54	53	60
EM total	38	51	43	53
Disabled people	24	43	25	46

Source: Project Closure data – March 2003, ESF Leavers Survey data 2002 (actual data) and English Equality Mainstreaming Plan (forecast data). Base: all respondents who answered the question (as per tables 8.6 and 8.7).

The proportions of women in work immediately and six months after the course were slightly under the forecast figures (see Table 7.3). A relatively high proportion entered part-time work, which reflects the employment pattern for women in this country. There were no data on the quality of the jobs, though they appeared to be sustainable six months later. The Leavers Surveys in the second half of the programme may yield useful data on this. Questions 45-55 of the 2001 Leavers Survey asked about the type of work respondents have secured (if any) when they leave the programme. Additional questions on job quality and sustainability would be helpful in illuminating this issue more fully in future surveys.

The proportion of minority ethnic people in work was well below the forecast level both immediately and six months after the course. This suggests that factors such as discrimination in the labour market may hamper minority ethnic groups in gaining employment, although there is a need to verify this with higher sample sizes as the programme progresses. As an interim recommendation, minority ethnic groups – who are entering the programme in the expected numbers, and receiving as many qualifications and other positive outcomes as other groups (see Annexes 5-9) – may need additional support in dealing with labour-market discrimination and improving job-search/interview skills.

The proportion of disabled people in work immediately after the course was somewhat lower than expected. The proportion able to sustain work six months later was also much lower than anticipated. The implications for the programme are that projects training disabled people need to work much more closely with employers on developing sustainable employment opportunities for their trainees. In addition, the training needs to be appropriate for jobs that individuals can sustain. This in turn means more active assessment of the support needs of disabled people by the projects and more active support provided to them for job search. Disabled people may also need to be supported in developing skills to discuss their requirements with a new employer.

#### **7.4 Early leavers' barriers to completing the course**

To throw light on the types of support that beneficiaries may need, data on early leavers were analysed from project closure data, and compared with the reasons given by beneficiaries for leaving the course. The data on beneficiaries' reasons were drawn from the Leavers Survey 2001. According to the project closure

reports, 62,632 (12%) of beneficiaries left early. This proportion was not consistent across gender: more men left early than women (13% compared with 11%).

The 2001 Leavers Survey asked beneficiaries why they left their course early. Overall, 24% of respondents to the survey left their course early (1092). Of these early leavers 677 gave a reason for leaving early. (Of the 1092 early leavers, 415 didn't answer or gave an answer which cannot be recorded. The base used for this research is therefore 677 who gave a valid answer, not the 1092 used in the 2001 Leavers Survey). There were four key reasons for leaving early which relate most directly to equality mainstreaming. These are: financial problems, caring responsibilities, problems related to a disability or because they fell ill (see Table 7.4). The survey shows that 21% of all respondents who left early and gave a reason, left for one of these reasons (142).

Within the major beneficiary sub-groups, only 15.6% (57) of male early leavers, who left early and gave a reason, left their course because of one the barriers. Female and long-term ill/disabled beneficiaries, who left early and gave a reason, were more likely to leave their course early due to one of the four barriers identified above (26% or 77, and 36% or 49 respectively).

The relative impact of each barrier on each beneficiary group also varies. Men within this group were much more likely to leave their course early due to problems related to a disability compared to the average and much less likely to do so due to caring responsibilities or because they fell ill. A smaller proportion of women within this group left early due to a disability but significantly higher proportions left due to caring responsibilities or because they fell ill. A higher than average proportion of minority ethnic beneficiaries left early because they fell ill but very few encountered problems with a disability.

Among long term ill/disabled beneficiaries who gave a reason for leaving early the main barriers to completing their course were problems with a disability or because they became ill. The proportion of early leavers from this group citing these barriers to completion was significantly higher than among male, female, minority ethnic beneficiaries and the average. Conversely, comparatively few long term ill/disabled beneficiaries early leavers left early because of financial reasons or caring responsibilities.

**Table 8.10: Main Barriers to Completing the Course (as a proportion of all reasons for leaving a course early)**

Main barrier to completing the course	Male %	Female %	Minority ethnic %	Long term ill/disabled %	Overall Average %
Financial reasons	4.9	5.7	5.4	0.7	5.6
Caring responsibilities	1.1	8.4	4.1	2.9	4.5
Problems related to a disability	4.4	2.4	0.7	16.9	3.6
Became ill	5.2	9.5	10.8	15.4	7.3
Total	15.6	26	21	35.9	21 (142 total)
Base	364	296	148	136	677

Source: Leavers' Survey 2001.

Base: all beneficiaries who left the course early and gave a reason why.

## 7.5 Support services provided for beneficiaries by project

Projects made a range of support available to beneficiaries (see Tables 7.5 and 7.6). None of the projects provided all of the support measures mentioned below.

In policy fields 1-3, the proportion of projects providing childcare was broadly similar to the average. However, in Policy Field 4 only 14% of projects provided childcare, while in Policy Field 5, 76% of projects provided childcare facilities. The pattern was similar for the provision of care for dependants. The proportion of projects providing care for dependants was equal to or higher than the overall average in all policy fields except Policy Field 4, where only 3% of projects provided this service.

**Table 7.5: Projects Offering Support for People With Care Responsibilities, by Policy Field**

	PF1 (%)	PF2 (%)	PF3 (%)	PF4 (%)	PF5 (%)	All (%)
Childcare	37	38	37	14	76	36
Care for dependants	8	9	8	3	11	8

Source: ESF closure data, April 2003. Base: 1,752 projects

Overall, more than a third of projects (36%) provided childcare, and a small minority (8%) provided care for other dependants. The variations across policy field could be expected to reflect the higher numbers of lone parents and women supported under Policy Fields 2 and 3 respectively, though this is not the case. However, the lower number of women and lone parents under Policy Field 4 and

the specific targeting of women under Policy Field 5 is reflected in the childcare provision.

The forecast level for childcare/care provision was 59% for projects in all policy fields except Policy Field 5, where 86% were expected to provide support. This means that the projects have fallen well below the anticipated levels for childcare provision. The lower than anticipated proportion of projects providing childcare/care may be linked to the issue of the high costs of childcare provision which was a concern for some of the project managers interviewed. More guidance may be needed for project managers on the ways in which childcare can be costed into project budgets, alongside advice on developing family friendly delivery hours for project activities. A number of the project case studies included in this report and in Chapter 5 outline the kind of support measures projects can implement for parents and carers.

In the second half of the programming period there will also need to be greater emphasis on funding projects which provide childcare/care for dependants. It will also be necessary to ensure that projects:

- do not under-spend care budgets significantly;
- take pro-active steps to increase the numbers of people with care responsibilities entering the programme;
- encourage people with care responsibilities to take up the provision available.

## **7.6 Support for people with disabilities**

Projects provided a variety of support for people with disabilities to enable them to take part in training opportunities (see Table 7.6). The most common form of support was ensuring access to premises, provided by 60% of projects. Almost half of the projects offered some form of specialist provision (49%) and a third provided transport to training (33%). A fifth (20%) provided some other form of support.

Provision of services within individual policy fields varied. In Policy Fields 1-3, over 60% of projects provided access to premises for disabled beneficiaries, but in Policy Fields 4 and 5 the proportions were much lower (44% and 53% respectively).

Projects in Policy Field 2 were much more likely to provide transport to training – 46% did so compared with the average of 33%. Projects in Policy Fields 3 and 5 were slightly less likely to provide this service than the average (28% and 26% respectively), and only 18% of projects in Policy Field 4 did so.

Projects in Policy Field 2 were again more likely to provide specialist services for beneficiaries – 61% did so, compared with the overall average of 49%. Projects in Policy Fields 4 and 5 were less likely to provide specialist support than the average (31% and 36% respectively). For other support services, projects in Policy Fields 4 and 5 were again significantly less likely to provide assistance.

**Table 7.6: Projects Offering Support for People With Disabilities, by Policy Field**

	PF1 %	PF2 %	PF3 %	PF4 %	PF5 %	All %
Access to premises	60	65	63	44	53	60
Transport to training	34	46	28	18	26	33
Specialist provision	48	61	48	31	36	49
Other	17	25	23	13	7	20

Source: ESF closure data - March 2003. Base: 1,752 projects.

The majority of projects provided two or more of the above support measures for people with disabilities (51%). A small proportion provided all the support measures (11%). However, almost a third of projects (32%) did not make any provision for beneficiaries with disabilities.

The forecast level of support measures for disabled people on the programme was 85% across all policy fields. Given the lower numbers of disabled people coming through the programme than expected, this figure should be reconsidered and steps taken to:

- ensure that projects do not significantly under-spend budgets for access
- increase the numbers of disabled people entering the programme
- encourage people with disabilities to take up the provision available.

It will also be necessary to ensure that projects properly assess and cater for the access and support needs of disabled beneficiaries, to reduce the numbers leaving early. Case Studies 11 and 13 both provide examples of good practice in supporting disabled people in specialist and mainstream project activities.

### **7.7 Opportunities for beneficiaries in non-traditional occupational areas for their sex**

Overall, very few beneficiaries were given opportunities in non-traditional occupational areas for their sex, especially in terms of training and qualifications, work experience or gaining work. However, a significant minority (13%) benefited from increased awareness of opportunities in occupations dominated by members of the opposite sex.

This pattern varied across the policy fields (see Table 7.7). In Policy Field 5, 17% of beneficiaries benefited from training in a non-traditional sector, and 11% gained a qualification relevant to a non-traditional sector. A higher than average proportion of beneficiaries in Policy Fields 2 and 5 also benefited from work experience in a non-traditional sector for their gender.

Beneficiaries in Policy Fields 2, 4 and 5 were also much more likely to improve their awareness of opportunities in non-traditional sectors, especially in Policy Field 5 where 62% of beneficiaries benefited.

**Table 7.7: Opportunities in Non-traditional Occupational Areas for their Sex (figures for male and female are percentages of all male and female beneficiaries respectively).**

		PF1 %	PF2 %	PF3 %	PF4 %	PF5 %	All %
Training in a non-traditional sector	M	1.6	2.9	3.3	1.0	0.0	2.3
	F	2.4	4.1	4.1	6.5	31.5	5.1
	All	2.0	3.4	3.7	3.4	31.1	3.7
Work experience in a non-traditional sector	M	1.1	1.5	0.3	0.3	0.7	0.9
	F	1.5	1.5	0.4	0.7	8.8	1.4
	All	1.2	1.5	0.4	0.4	8.7	1.1
Qualifications in a non-traditional area	M	0.8	0.8	1.6	0.8	0.0	1.0
	F	1.3	1.8	1.8	2.5	16.4	2.4
	All	1.0	1.3	1.7	1.6	16.2	1.7
Employment in a non-traditional area	M	0.4	0.3	0.2	0.3	0.0	0.3
	F	0.7	0.8	0.3	1.2	5.3	0.9
	All	0.6	0.5	0.3	0.7	5.2	0.6
Improved awareness of opportunities in a non-traditional occupation	M	26.9	31.3	26.0	8.8	90.0	25.1
	F	37.3	28.5	25.6	19.9	61.7	30.8
	All	31.8	30.1	25.8	13.6	62.1	27.9

Source: ESF closure data, April 2003. Base: 1,752 projects, all beneficiaries.

Overall, men were less likely to benefit from training opportunities or gain qualifications in non-traditional areas than women. But they were more likely to benefit from work experience or gain work in non-traditional sectors. Men were also less likely to improve their awareness of other opportunities.

However, the picture at policy field level was not so straightforward. Men were almost as likely as women to improve their awareness of other opportunities in Policy Field 4, and more likely in Policy Field 5, although only small numbers of men took part in PF5 projects.

In Policy Field 5, a higher proportion of women than men benefited from all opportunities except awareness-raising, but this may be affected by the small numbers of men in these projects (only 200 in total).

In terms of work experience, the pattern changes across the policy fields and no overall trend can be applied. Men benefited more in Policy Field 2, women benefited more in Policy Fields 4 and 5, while there was little difference between the sexes in Policy Fields 1 and 3.

The project Case Studies 5 and 6 include two projects that have specifically addressed how women can be encouraged to enter non-traditional occupations.

## **CHAPTER 8: CONCLUSIONS AND RECOMMENDATIONS**

### **8.1 Overall issues for projects in supporting beneficiaries' transition to the labour market**

The Objective 3 programme is reflecting the labour market as it stands. The programme/projects could place a greater emphasis on giving beneficiaries the means to challenge labour-market conditions and prevailing attitudes.

From discussions with regional stakeholders and project staff, it is clear that women, ethnic minorities and disabled people are being subsumed under the wider banner of 'socially excluded groups'. Objective 3 projects which specifically tackle exclusion, will be targeted at specific groups of disadvantaged women or ethnic minorities or people with disabilities. However, not all people within these groups are at risk of exclusion, but they may have particular needs. It is vital that the particular needs of women, ethnic minorities and disabled people are assessed and catered for within each project. This is not just a matter for projects addressing social exclusion issues, and all projects must take account of the different needs of women, ethnic minorities and disabled people whether or not they are excluded.

### **8.2 Support for parents and carers**

The lower than anticipated numbers of projects providing childcare/general care is a concern. It would be helpful if projects were more pro-active in supporting the needs of beneficiaries who are parents or carers.

There is therefore a need to ensure that:

- projects provide childcare/allowances where they have committed to doing this, and do not under-spend this budget area;
- take more pro-active steps to increase the numbers of people with care responsibilities entering the programme; and
- encourage people with care responsibilities to take up the provision available.

### **8.3 Support for beneficiaries with a disability**

The numbers of disabled people entering the programme and achieving work immediately afterwards were much lower than expected. In particular, fewer disabled men were represented in the closure data than expected. The numbers of disabled people able to sustain work six months later were also much lower than anticipated.

The implications for the programme are:

- projects training disabled people need to work closely with employers on developing sustainable employment opportunities for their trainees;
- training needs to be appropriate for jobs that individuals can sustain;

- more active assessment of the support needs of disabled people must be carried out;
- disabled people need support in the development of job search skills;
- disabled people could be better supported in developing skills to discuss their needs with a new employer; and
- mechanisms to enable disabled beneficiaries to deal with discrimination in the workplace are required.

GOs and CFOs need to:

- ensure that projects do not significantly under-spend budgets for access
- increase the numbers of disabled people entering the programme, by funding projects for disabled people and projects with active strategies to recruit and retain disabled people.

#### **8.4 Support for minority ethnic groups**

The data on minority ethnic groups provided by this report can provide only a starting point for further study of how well the programme is meeting the needs of the many different sub-groups within the population. The data collected through project closure reports and the Annual Leavers Survey are very small, so is recommended that this issue be revisited further into the programme.

Notwithstanding these comments, it appears that despite doing well in terms of entering the programme and achieving qualifications and soft and job-related outcomes, minority ethnic groups are doing less well than expected in gaining work as a result of the programme. This seems to be a reflection of the labour-market situation in England, where unemployment rates for minority ethnic groups are higher than for their white counterparts.

Minority ethnic groups may achieve improved job related outcomes through:

- project support in the development of job search skills;
- mechanisms to enable minority ethnic beneficiaries to deal with discrimination in job search and in the workplace.

Improving retention of minority ethnic group on the programme could be tackled through the greater use of wage subsidies and other ESF-eligible support measures such as training allowances and meal and travel allowances.

#### **8.5 Gender-related issues**

the number of women entering the programme and achieving within it is relatively close to the expected numbers. There is no drop in the numbers of women in employment six months after the end of the programme, which may suggest that the jobs they are entering are sustainable.

The area of concern in relation to gender equality is the potential for Objective 3 projects to reflect gender stereotyping in the patterns of training and employment outcomes. This issue was also raised in the previous programming period. This pattern seems to be re-emerging in the current programming period.

Whilst this a wider societal and labour market phenomenon and the ability of Objective 3 to change this by itself is necessarily limited, Objective 3 *can* fund opportunities for men/women in non-traditional occupations and fund guidance and access that can encourage men/women to take up those opportunities.

The action taken in 2003 to deal with the under-spends in PF5 will go some way towards improving performance in this area. However, projects in other policy fields should:

- review their practices in relation to gender stereotyping;
- take a much more pro-active line in promoting labour-market change by providing opportunities for both men and women to train and gain work experience and qualifications in areas not traditional for their sex.

## **8.6 Mainstreaming policy and systems**

The English Equality Mainstreaming Plan has sent a clear signal to all the players in the Objective 3 programme regarding the importance of equality mainstreaming. Equality policies are well developed in every GO, and are also integrated into CFOs' systems.

- Further support for equality mainstreaming in the regions may most appropriately be provided through:
- increased use of guidance and training as a means to develop regional players and project staff in their understanding and commitment to equality mainstreaming;
- more extensive use of specialist contracts or technical assistance (as is the case with the EQUAL programme).

A key area for development during the forthcoming period will be the revision of part two of the English Equality Mainstreaming Plan to reflect and act upon the findings of the mid-term review. This research suggests that: aspirational target levels should be set, to encourage an increase in support for disadvantaged groups covering both direct bidding and co-financed projects; the current forecast categories should be revised to make monitoring against performance possible, especially for the regions; terms such as 'positive outcomes' need clearer definition.

A logical sequence of events might be:

- Revisit and amend national forecasts to make them more up-to-date and accurate. As part of this process it would be useful to identify which regions are contributing to success / failure in targeting particular groups;
- Develop target setting guidance for regions – helping them establish a range of baselines at national and regional level which will help inform decisions for target setting at the regional level;
- Regions to consider national and regional baselines to help inform their own targets. For example, if disabled people are underrepresented in a particular region they should look to target more disabled people through a range of suitable provision.

## **8.7 The equality “Gateway”**

The introduction of the gateway question on equality of opportunity will send a message to projects regarding the importance of the equality mainstreaming process. Government Offices need to gear up to make qualitative judgements of equality policy and practice within projects through:

provision of training for scorers and appraisers of bids;

- guidance with examples of scoring and assessing projects in relation to equality for GOs and CFOs;
- guidance for projects in making improvements to their equality aspects of their projects.

The gateway is being adopted by some but not all co-financing agencies. There is a need to ensure that all CFOs are implementing equally rigorous standards in their scoring and appraisal processes as for the gateway. When the gateway is introduced, it would be helpful for the DWP to provide an overview of the type of projects which fail to pass the gateway criterion and why. This would help to support the guidance for applicants.

## **8.8 Equality-based TA support**

In order to access higher levels of support on equality and diversity within the regions, TA money should continue to be made available for equality-based TA projects. A number of these projects are in existence or have recently concluded, and could be used as a model for further development, within the priorities and criteria of the Operational Programme, of:

- capacity-building for representative organisations of disadvantaged groups;
- equality guidance;
- support for applicants in meeting the equality criterion;
- expertise on equality issues within the regional committees;
- training for project staff in equality implementation.

## **8.9 Management information systems and good practice**

The systems used for collecting data on beneficiaries’ characteristics are very sophisticated in the project closure reports, and increasingly so during the lifetime of the project.

The management information (MI) systems in Government Offices are currently under-developed and under-used. Few areas are using the MI function to produce equality-related data which can be analysed for patterns and illuminate areas where policy and practice need to change. There needs to be much greater use of MI systems to produce:

- searchable information on projects;
- more substantive use of equality-related indicators of progress and good practice;
- development of GOs’ websites to disseminate good practice and provide benchmarks to prospective applicants on equality mainstreaming within projects.

### **8.10 Qualitative Monitoring**

The introduction of the gateway question will require projects to have an equality mainstreaming implementation strategy. To enable more qualitative monitoring of this implementation strategy there must be:

- more monitoring of implementation systems;
- feedback to projects on changes required;
- use of the 'significant changes' system to include notification of changes (to the project's equal opportunities policy and implementation plan or the breakdown of the project's beneficiary cohort).



## Case Study 1

<b>Policy field</b>	5
<b>Geographical area covered</b>	North East of England region

Self-employment is often seen as the most flexible option when entering the labour market. This research project seeks to understand why a lower number of women in the North East start a business than the national average, even though interest in starting a business is higher. It is being conducted with women who are randomly selected as they enter the business support network in the North East.

Key research activities include:

- assessing business support literature and websites for gender focus;
- a 'mystery shopper' visiting a number of business support agencies to identify how easily they are able to access information;
- a survey of women who are at various stages of starting a business, to establish their motivations, needs and barriers.

The project is "all about equality of opportunity". Though not complete, it has already been effective in raising the profile of issues around female enterprise among business support organisations. Practitioners from business and other business support agencies listen because the research is being undertaken by a business support agency. Business support agencies are also involved in identifying women to take part in the research. This gives them a degree of ownership over the findings.

The project will provide valuable information to both policy-makers and practitioners about what 'makes a difference' to women when they are trying to set up a business. It is unlikely that this information would be collated without the project and its ESF support. The research has the potential to make an impact on a range of business support agencies in the North East, encouraging them to evaluate the services they provide to women. This should help to provide business support that is more sensitive to the needs of women, such as the need to review and revise male-biased literature.

## Case Study 2

<b>Policy field</b>	3
<b>Geographical area covered</b>	9 most deprived wards of Dudley

This project provides personal development and vocational training programmes, most with certificates/qualifications. Training is in community venues, including a pub, temple, tenants association and a training venue near a shopping centre. It focuses on nine of the most deprived wards in Dudley, six of which are in the top 10% of the National Index of Deprivation.

The training supports tenancy associations' growth and capacity-building, drawing the community into learning opportunities, increasing employability and bridging gaps into the labour market. Beneficiaries are mainly members of tenancy associations, who have become ambassadors for the project, thus gaining interest and participation from the whole community. By working through tenancy associations, the college aims to attract harder-to-reach groups, including ethnic minorities, unemployed and low waged people. More men than usual have been attracted to the community training provision. The project has also begun working with tenants associations in tower blocks whose residents are predominantly young people. The aim is to support the associations and provide training for key members, so that they can then become ambassadors and support other young people.

The lead organisation (a college) soon realised that around 70% of beneficiaries/potential beneficiaries had basic skills needs affecting their ability to take part in other training. Not wishing to provide purely basic skills training, the project gained LSC funding to provide basic skills training under the guise of outreach ICT. These extremely popular courses formed the foundation of the project's training.

Equality is inherent in the project's support provision, marketing and recruitment, venues, and training choice, design and teaching styles. Courses are based on beneficiaries' needs and requests. Much recruitment is by word of mouth through the tenants associations. Peer marketing and ongoing support are fundamental to the project's success in working with usually hard-to-reach groups. Being jointly led by tenants associations and Dudley College, the project has both a community-friendly image and the credibility of college endorsement.

Links with DFTRA and other tenants associations have been essential. Had the college gone out alone into the community to provide outreach training, it would not have accessed the hard-to-reach groups.

### Case Study 3

<b>Policy field</b>	4
<b>Geographical area covered</b>	Bedfordshire

The lead organisation runs many projects that provide careers advice and which support the transition of particular workforces at risk of redundancy into other forms of employment and/or training. This particular project is being delivered for employees at a manufacturing company in Leighton Buzzard. The firm closes down in December 2003 and the project is helping employees to identify their skills and pinpoint future training and employment opportunities that might be available to them, in advance of their redundancy. Many of the workforce due to be made redundant are low-skilled employees who lack literacy, numeracy and ICT skills, and have worked in this factory for up to 30 years, since leaving school.

This project illustrates the importance of preventative action when redundancies are forecast, as well the need for targeted careers advice specific to each individual, rather than generic re-skilling courses. The need for the project was established through Achievement Training's regional economic and labour-force knowledge as well as its close partnership working with Jobcentre Plus, the local Learning and Skills Council and local industry experts and employers. This partnership approach enables Achievement Training to identify areas of risk and opportunity and predict future skills shortages. It also ensures a coherent regional approach, improves referrals between organisations and helps to match need with opportunity.

The project has had a great deal of success in helping employees to explore options beyond their current place of work, and to consider their skills needs and skills profiles and other opportunities and employment ambitions. One participant commented: "I would have just gone on the dole and thought it about it from there if it wasn't for the career guidance. I've never thought about other opportunities available to me. It's good to think about what you're genuinely interested in doing, and to know there are ways of doing it". Having a presence within the company and delivering the careers guidance service directly to employees on site is also very effective.

## Case Study 4

<b>Policy field</b>	2
<b>Geographical area covered</b>	London Borough of Camden

The project aims to build the capacity of voluntary and community organisations (VCOs) in Camden in the learning, training, employment and regeneration sectors, for the benefit of disadvantaged groups. The lead organisation, has a membership of 50 VCOs. However, the project prioritises and targets its support to small VCOs, especially new groups and black and minority ethnic groups. The project provides a range of information, advice, training, networking and capacity-building assistance on bidding for ESF support and securing other funding sources, with a focus on partnership bidding. Its services include maintaining forums and networks, running conferences and workshops, newsletters and e-groups, one-to-one work with individual organisations, helping to build partnerships, and liaison with key policy and strategic bodies in Camden. The project ran for three years from July 2000, and has successfully bid for a six-month extension to focus its work on the smallest VCOs.

The project has achieved its objectives. To engage VCOs, it ran conferences and workshops which tackled key strategic issues and bidding rounds. This approach was successful. The equality and empowerment agenda is central to how the project and lead organisation operate – the project's key purpose is to address issues of social exclusion and disadvantage. The key reasons for the project's success are its flexible delivery, having a constant flow of information, using many different models, and targeting different people at different levels – i.e. no 'one size fits all'. Programme design takes into account equality issues such as the timing and venue for meetings. In addition, recruitment is staggered to ensure that an appropriate cross-section of groups can participate.

The project demonstrates an effective approach to capacity-building for the voluntary and community sector through linking it to local regeneration and funding initiatives, boosting the sector's resources. By developing partnerships it can help to identify and plug gaps. The project's success has led on to other strategic work for the lead organisation. In some of this the project is the lead partner, while in others it plays a supporting role. An example of the former is a programme funded by the London Development Agency, providing borough-wide guidance and support to disadvantaged individuals. In addition, the London Voluntary Sector Training Consortium plans to create sister organisations to the project in other London boroughs.

## Case Study 5

<b>Policy field</b>	5.1
<b>Geographical area covered</b>	Oxfordshire

This project aims to provide access for women to employment opportunities in the construction industry. It targets women facing social and economic disadvantage – especially those with less educational success who have been out of the labour market for some time, or who for personal or health reasons have abandoned other career paths. The lead organisation to which this project belongs gives priority to lone parents, carers and black and minority ethnic women. The project provides a range of training opportunities from tasters to NVQ level 2 industry-standard courses, in three trades: wood occupations, painting and decorating, and a foundation course in building skills. Beneficiaries are offered workshop training, site-based work experience, personal development opportunities, mentoring and support.

The training runs during school terms and hours, and uses a ‘roll-on roll-off’ approach. The project provides a women-only learning environment, with small-group tuition and tutor support as needed. A high level of practical and personal support is also available, including childcare and travel costs, a personal development programme, basic skills support, and help with progression to suitable further training or jobs (such as through the Oxford Register of Tradeswomen). An accredited unit in soft skills will be available in autumn 2003. Students are represented on the course management group and have early and regular opportunities to give feedback. As part of beneficiaries’ induction, the lead organisation’s equal opportunities policy and how it operates are explained. Female staff act as role models.

The project has had a positive impact by getting more women into construction courses at the local college. Local employers are directly involved through providing work placements. The Construction Industry Training Board (CITB) undertakes tutorials and is looking to develop progression routes and an apprenticeship scheme.

The project is closely aligned the lead organisation’s key aims and objectives, which have equality at their core. It demonstrates best practice in terms of equality by offering flexible provision and support tailored to the needs of individuals. It is helping to address the on-going skill shortages in the construction industry. The project is well linked into an **EQUAL** project. This offers a good route for disseminating the outcomes from this project, through the links with employers and the CITB.

## Case Study 6

<b>Policy field</b>	5
<b>Geographical area covered</b>	South Manchester

The lead organisation (a housing trust) established this project through its Building Services Division. In this women-only project, the Trust is employing six local women as apprentices to work over a four-year period towards an NVQ 2 in plumbing and an NVQ 3 in domestic heating and gas appliances. The women spend one day a week at the MANCAT (Manchester College of Arts and Technology) construction centre, and the rest of the week shadowing and learning on the job.

The project is working well at every level. The Trust undertook a long recruitment process – advertising widely, running information sessions (with partner agencies) for interested applicants, and arranging taster courses and work experience days. This ensured that everyone was well informed and had realistic expectations. The programme has continued to generate interest to such a degree that MANCAT has run additional taster courses which have been oversubscribed.

It was a deliberate decision to train all the beneficiaries together, so they could provide each other with mutual support. The Trust has some flexibility in hours, which is helpful as half the women have childcare commitments. Financial support for childcare is provided. The project provides the tools required, which can be too high cost for individuals to purchase, and aims to offer support for driving courses next year. Other support such as assertiveness training is also available. Additional individual support needs are identified at the first formal assessment. The Trust's director of building services is a woman, which helps in providing leadership and support to the apprentices.

This well-planned and delivered project has been set up to deal with a shortage of plumbers and engineers, the lack of women in the field, and high unemployment levels in Benchill (the most deprived ward in the country). There has been much interest from across the country, and the Trust has disseminated the project through meetings, seminars and written material. Positive feedback about the scheme has been received from the Trust's tenants and its workforce, as well as from the apprentices. It has also led to a more creative approach to equality issues within the Trust, and raised awareness within partner organisations. The target groups for the next phase would be black and minority ethnic individuals and school leavers.

## Case Study 7

<b>Policy field</b>	2.3
<b>Geographical area covered</b>	East Midlands

The project promotes co-operation between employers and community organisations. The project uses the 'business case' to persuade companies that they can address their skills shortages by appointing people from disadvantaged groups which helps both businesses and unemployed people at the same time. Twelve organisations are involved in the project, including banks, well-known retail firms and local employers. To bring together disadvantaged individuals and companies, 'quick fixes' such as job fairs are used. At the same time, there is longer-term, developmental work such as 'self-help networks' for employers to recruit and retain disabled people.

One of the project's keys to success has been in getting employers involved from the outset to champion the work. According to the project manager, the participation of high-profile employers has had an inspirational effect on bringing more firms on board. He comments that: "a person can be as employable as you like, but if employers have negative perceptions and stereotypes, that individual will not get a job. There are two parts to the equation, and both employers' and employees' perceptions of each other are important. We bring the two sides together to see what they are really like."

The project uses a technique called 'Seeing is Believing' (developed through the Prince's Trust), which brings together employers and disadvantaged groups. One such visit was organised to Portland College, which trains disabled people. Some of the students are studying computer-aided design, an area where there is a skills shortage. Employers who met the students came back with changed perceptions of what disabled people *could do*, rather than their limitations. As a result of this visit, a number of students have been employed.

In Leicestershire, the project has been bringing together ex-offenders and employers. Project staff have forged a relationship between a local employer and a centre for young offenders. The company took on a young man from the centre because it considered that he deserved a second chance. With the help of a mentor from the company, he has become a valued, permanent member of staff. From this first successful relationship, the company now automatically contacts the young offenders institution when vacancies arise, so the project has become self sustaining.

## Case Study 8

<b>Policy field</b>	2
<b>Geographical area covered</b>	Manchester

This project is a compulsory programme for all homeless people who sell 'The Big Issue in the North' magazine.. The programme involves monthly supervision meetings with support workers for beneficiaries to discuss the problems in their lives, and three unique, customised Open College-accredited training courses. These are:

- 'Learn to Earn', to help homeless people to develop sales skills;
- 'Learn to Live', to develop knowledge and skills to allow homeless people to be more effective in dealing with their personal lives and resettle into the community;
- 'Learn to Work', to prepare vendors for employment through certified courses and help them to move into sustainable employment.

The project takes into account the often 'chaotic' lifestyles of homeless people. Key successes have been achieved through:

- delivering training in very short sessions where vendors can choose whether to attend in a morning or afternoon, "depending on when their pitch is busy";
- 'roll-on/roll-off' training so that vendors can pick up where they left off if they cannot attend for a period of time;
- engaging with beneficiaries more gently than through formal training, for example encouraging them to develop hobbies;
- giving people incentives, such as extra magazines to sell if they attend training;
- accreditation for short courses so that people can see their progress at early points;
- 'tangible training' where people can see what they produce (e.g. cookery).

Nearly all beneficiaries gain some accreditation. This would not be the case if they had to access training and support from mainstream providers such as colleges. The provision of on-site support is essential in engaging this group in training and learning.

ESF support is crucial as it is unlikely that this type of specific support would be available through other regional initiatives or mainstream providers. The project demonstrates that a range of methods can be used to engage with homeless people, which gives them a more equal opportunity to learn and to move into volunteering and employment.

## Case Study 9

<b>Policy field</b>	4
<b>Geographical area covered</b>	SRB 5 area, Middlesbrough

This project was developed because people from minority ethnic communities felt that there was nowhere they could go for business support. The project is an accessible business support centre located in a mosque. It targets diverse faith communities and provides training and support for employed and unemployed people wishing to start a business. It also provides assistance to new businesses. The assistance offered includes training (for example, Cisco training), support for business planning, and other guidance and signposting. The centre manager speaks Arabic, which helps in providing support for those who do not speak English.

The project has exceeded its targets. The location of the centre is an important factor as it is seen as “trustworthy and a home from home” for people from ethnic minorities. Activities are also advertised at Friday prayers. The support provided is very flexible so that it can meet the needs of individuals. For example, workers go out to visit new businesses, and crèche facilities and female staff are provided to work with women. The project networks with a broad range of organisations (both minority ethnic and non-minority ethnic) to allow access to as wide a range of people as possible. As a result, beneficiaries have come from the Pakistani, Kashmiri, Arab, Nigerian, Iraqi and white communities.

Beneficiaries appreciate the type of support provided. One has progressed from owning a small coffee shop to considering developing a bakery that sells minority ethnic sweets, and an international call centre. Beneficiaries also highlight the varied ways in which they have found out about the support, for example through the mosque or refugee office. There is a feeling among beneficiaries that the business centre “has come to them” to offer very specific support.

ESF support has been used to undertake specific activities to address business support issues identified within minority ethnic communities. The project demonstrates that to meet the needs of particular groups, it is necessary to use a suitable location and approach for providing support, as well as making sure that the provision is relevant. Networking with other organisations should help to ensure that the lessons learnt are integrated into other local or regional initiatives.

## Case Study 10

<b>Policy field</b>	3
<b>Geographical area covered</b>	East Midlands, Glossop, Hadfield, Buxton, Chesterfield, Matlock and Bakewell

The project targets staff in care homes, offering training in care NVQs, NVQ assessors' awards and ICT. There are no age limits, and many older staff take part. The availability of free training for over 25s is invaluable for care homes in upskilling their workforce. Take-up from men, lone parents, parents with young children and disabled people has been higher than expected. The college has developed a bespoke programme of CLAIT training, using examples such as menus for patients and letters to doctors. Training takes place at work, at any time of day or night to suit shift patterns. The project provides face-to-face tutoring and a rigorous support system. Practical support includes access to ICT, equipment to support ICT use and taped teaching sessions. Learner support is by telephone and email, and learners receive textbooks and support materials.

The lead organisation has applied for Beacon status on the back of the project's achievements and innovation. The project manager is working with the Head of School for Care to implement the project's systems for programme monitoring and budgetary management within mainstream provision, to continue use of the good practices developed. The college has also mainstreamed the bespoke CLAIT training.

One care home manager expresses gratitude for the quality of the training by saying: "we were delighted by the project...we had been let down many times before by other colleges and organisations". This care home would have experienced serious difficulties in achieving the new training standards for staff without the project's help, and is highly satisfied with the quality of provision and support: "Staff have changed in their attitude towards care, they have increased their knowledge behind what they are doing and now understand why they are asked to do something a certain way".

Care home staff give very positive feedback. They highlight the approachability of the trainers, the high level of support and encouragement from the project, and the good level of support from their employer, peers and internal assessors. They feel they have grown in skills, understanding and confidence. Many report being more self-assured in their role and that they are doing a better job.

## Case Study 11

<b>Policy field</b>	2
<b>Geographical area covered</b>	Nottinghamshire

The lead organisation to which this project belongs had previously attracted disabled people to take part in sport, but not in coaching. This, coupled with disabled people's disadvantage in the labour market, led it to develop this project. The project targets all disabled groups.

The project uses the National Model for Sports Coach UK as a template for individual action plans. Training includes personal and professional development, child protection, working with children, work with disabled sports people, first aid, skill analysis of coaching and access to careers, and soft skills development. Some training is delivered specifically for the beneficiaries, but some aspects of the project are delivered through mainstream provision. Support is a focal part of trainees' experience, including transport, childcare, volunteer buddies, support workers, monthly reviews and on-call support from the project team.

Those taking part have a mixture of disability types. Progression outcomes vary greatly, but each one is significant for individual beneficiaries and their employability. Some outcomes will be post-project because progression is slower and beneficiaries may take longer to overcome barriers. The project has seen positive changes in teaching venues, styles and equipment as a result of a greater understanding of the needs of disabled people. Staff have provided awareness training and tutor guidance which has supported this process. The project aims to produce a guide for sports coach trainers and training providers to ensure accessibility of provision.

One interviewee has found employment through the project : " The project helped me to...put together my CV and gave me valuable interview skills... I received work experience and completed various courses, becoming a qualified mentor coach. This has allowed me to share my knowledge and train disabled people like myself to become sports coaches... I was encouraged to apply for the job [of the project's clerical assistant], received further help in applying and sat a mock interview... I got the job and have recently been promoted to project officer... I would like to continue to coach others and give people the confidence to search for employment."

The project's ethos is to put disabled people's needs first, so it provides whatever support is needed. A key success has been in attracting so many people with severe disabilities.

## Case Study 12

<b>Policy field</b>	2
<b>Geographical area covered</b>	Bedford

The project is delivering outdoor education and IT training to 13-19 year old school students who have yet to achieve a level 2 qualification. Outdoor education will be used as a way to re-engage disaffected young people with education, by exposing them to a new learning environment and the chance to learn new skills in a more applied manner. The project involves young people planning a journey within the UK which will involve various outdoor sport pursuits. Young people will plan the itinerary and manage the budget for their journey using the centre's computing suite, thereby also developing their ICT, literacy and numeracy skills. Courses will take place over a six-week period and comprise 20 hours of ICT training and 20 hours of outdoor sports. Soft skills development will also form a key component – communication, interpersonal skills, team working, punctuality and confidence building.

The course aims to help any young person who might be struggling with their academic activities, those excluded from school, and those suffering other social/development problems. Students will be referred to the course from pupil referral units, local secondary schools, Connexions, Housing Link, Nacro (National Association for the Care and Resettlement of Offenders), Youth Matters and other providers who work with the 13-19 age group.

Initially, students will take part in an outward bound activity day then sit an initial assessment procedure and interview to determine their suitability for the course. Those who are struggling with their key skills will be prioritised for participation. If selected for the course, participation is voluntary.

Students will be released from school for two days a week in order to take part. It is also anticipated that pupils who have been excluded from local schools will be able to demonstrate their readiness to return to school life as a result of successfully taking part and completing the programme.

Based on previous courses run by BCA for students from local schools, it is anticipated that Springboard will have a positive impact on young people's engagement with learning, and help them to achieve a level 2 qualification. This would be the first qualification that many of these young people have achieved.

## Case Study 13

<b>Policy field</b>	2
<b>Geographical area covered</b>	Tees Valley

This project builds on previous University of Teesside research focused on ageism in the workplace. It seeks to provide learning activities designed to bring older learners (50+) closer to the labour market. It's activities include:

- courses for older learners, identified as a result of consultation and including, for example, ICT, personal development and working with the voluntary sector;
- 'Make Your Experience Count', a career planning course that encourages beneficiaries to reflect on their life and career, identifying knowledge and skills and translating these into work-based learning credits.

The project is being effective because of the type of support it provides. Particular attention is paid to meeting the needs of older learners. Community-friendly venues with wheelchair access and easy travel by bus or car are used. Sessions are held in the afternoon to reflect the preferences of older learners. Emphasis is placed on peer support.

Referrals between the university and further education colleges, community facilities and Jobcentre Plus help to provide appropriate training for older learners. This meets their needs while ensuring that support is not duplicated. The lessons will ensure that future provision takes into account the needs and preferred learning styles of older learners.

Beneficiaries are enthusiastic about this project. They highlight that they would not have undertaken training without the project, and have "caught the learning bug". They have become involved in continuous learning activity through the project. For example, some learners who started with local history courses are now doing an ICT course.

ESF is a key funding source of funding for work with older people and which support allows different approaches to be tested. The lessons from the project have the potential to influence local and regional provision for older learners. The practical messages about providing learning which takes into account the particular needs of older people present a good example of mainstreaming equality of opportunity.

## Case Study 14

<b>Policy field</b>	4
<b>Geographical area covered</b>	Dacorum and surrounding area

The project targets local people in Dacorum who speak black and minority ethnic (BME) languages and/or other European languages. They are invited to attend a course leading to the Diploma in Public Service Interpreting (DPSI). Once beneficiaries qualify, they are contracted out by the project to work for public-sector organisations such as the health authority, local authority and prisons. The course is open to everyone, but 90% of those who attend are women from a BME background, usually aged between 35 and 45. The course suits this client group since it provides a means to enter part-time, flexible work that fits in around other caring responsibilities.

The project is proving very successful, as evidenced in the high take-up of course places, which have exceeded the project's ESF targets. Opportunities for learning and employment are provided for people who might not normally seek out further training or education. Allowances of £75 are allocated to cover childcare costs for those taking the 36-hour course. The project also pays 50% of the DPSI final exam. Those on benefits pay £200 towards the course fees of £290. The majority of students who have attended the course have secured some form of part-time translating employment of between two and 10 hours per week. The idea is that this will be a self-sustaining project using revenue gained through the translation/interpreting services as the client base expands.

The project provides training and develops the skills of individuals from all sectors of the local community to deliver a crucial service which makes it easier for non-English speakers to gain access to public services. The ultimate beneficiaries are therefore those individuals from various minority ethnic backgrounds who receive much-needed assistance in accessing public services, thus enhancing their quality of life. This programme could be successfully replicated among many other multicultural populations in the UK.

## Case Study 15

<b>Policy field</b>	Technical Assistance
<b>Geographical area covered</b>	South West of England

The project has been funded by the ESF Objective 3 technical assistance budget, combined with Regional Development Agency and TUC match funding. The need for equalities technical assistance was already established, and Objective 3 funding provided the means to take this forward. The project has two components: capacity building and the mainstreaming of equalities under Objective 3. It has produced and disseminated a directory of organisations and an equality newsletter. These have been well received by the equality community and have encouraged them to engage in the regional agenda. An equal opportunities toolkit has also been produced and distributed for use by Government Offices, equality networks, local authorities, Connexions and trade unions. In addition, the TUC has taken a lead role in developing the SW Mainstreaming Plan.

The project has held 30 ‘equalities events’ throughout the South West region, serving as awareness-raising sessions for equality issues. According to the project manager, “the project tried to get across the idea of mainstreaming by using the analogy of health and safety checks or financial checks. They are an intrinsic requirement for the effective running of any organisation, and we tried to emphasise that equality systems and processes are just as essential.” Five sectoral events have also been held, focusing on disability, age discrimination, gender, race and sexuality. Regional networks are now being established for these themes and an equality champions network is being developed.

These events have also served to highlight the equality consultancy advice that the project could offer to the various organisations. Consultation has also taken place on a more informal level, for example advising local council officers on how to bring a range of under-represented groups together for a series of policy measures.

## **ANNEX 1: METHOD STATEMENT**

ECOTEC Research & Consulting was appointed to carry out this evaluation of equal opportunities in ESF Objective 3 for the DWP's ESF Division.

During March and April 2003, 20 regional-level and six national-level interviews were carried out for the study. Interviewees at national level were drawn from key agencies such as the European Commission and the DWP, and from the Monitoring Committee and Equal Opportunities Sub-Committee of the MC.

At regional level, interviews were carried out with all Government Offices and a number of regional partners, including co-financing agencies, voluntary-sector representatives and Regional Development Agencies.

Interviews lasted between one and two hours. The topic guide used with the GOs (all topic guides were similar in content) can be found at Annex 2.

Fifteen projects were reviewed for good practice in developing equality-related work. The cross-section chosen covered all five policy fields and a selection of geographical areas and target groups. Projects accessing global grants, funded through direct bidding, co-financed projects and TA projects were included in the sample.

Throughout the interviews, the emphasis was on collecting good practice examples, both in regional systems for mainstreaming equality, and in relation to project outputs and case studies. A set of case studies will be disseminated later in 2003 illustrating good practice examples of projects working on equality mainstreaming, using material collected through this research.

A range of written materials has been collected, including:

- Operational Programme for Objective 3
- English Equality Mainstreaming Plan
- Monitoring Committee papers on equality mainstreaming
- annual reports 2001-2
- regional equality mainstreaming plans
- Objective 3 application forms, closure data and monitoring materials
- terms of reference for national and regional monitoring committees
- regional templates reporting on progress in relation to equality
- a number of co-financing plans.

Data from the project closure reports to March 2003 and the Annual Leavers Survey 2001 were analysed to assess the numbers and types of beneficiaries being supported through the programme. In all, 1,752 projects were included in the closure data, representing 503,159 beneficiaries. The Leavers Survey had 3,403 respondents. The Annual Leavers Survey provides high levels of data about individual beneficiaries, which can be cross-checked to each individual's experience and the outcomes of the programme for them. The Leavers Survey was carried out by the National Centre for Social Research, who have weighted the data to correct for probability of selection and non-response using data from the applications

database. More detail about the weightings and reliability of this data can be found in the ESF Annual Leavers Survey Report 2001, available from DWP.

In addition, three areas were researched for a Department of Trade and Industry (DTI) study on the ESF, which is reported elsewhere. These were:

- process and administrative effects
- funding effects
- project and output additionality.

## **ANNEX 2: TOPIC GUIDES**

### **Topic guide – Government Office interviews re ESF Objective 3 equal opportunities**

Explain role and purpose of the interview:

*Evaluating extent to which equality has been mainstreamed within Objective 3*

*Contributing to the mid-term review of Objective 3*

*Seeking good practice examples in mainstreaming equality*

#### **Background**

Confirm name

Confirm role in relation to Objective 3

#### **Representation**

How long have you been involved in Objective 3 work?

Were you involved in the programme pre-2000?

#### **Strategic and programme-level questions**

What is your understanding of mainstreaming equality within the Objective 3 programme?

Probe:

If involved pre-2000, any change noted from previous programming period to now re equality-related issues?

Is the priority given to equality mainstreaming within Objective 3 sufficient or insufficient in your opinion at a national level?

Can you explain your answer?

Is the English Objective 3 equality mainstreaming plan:

known of

understood

integrated

at a regional level?

The national forecasts and targets for mainstreaming equality within Objective 3:

Check awareness of the forecasts and targets

How far has there been achievement of these at a regional level?

Check viability of these in longer term if not achieved yet

#### **Regional mainstreaming**

Regional equality reporting templates:

Is this system working well?

Any strengths and weaknesses?

How easy or hard is the template to complete?

Who completes it for this region?

Equality mainstreaming plan for the region – is there one?

Probe:

If yes, how was it developed?

What does it cover – ESF/funding generally/or wider issues?

Who was involved in production?

What organisations contributed?

Were any equality experts involved?

How is it monitored?

How does it tie in to the English Equality Mainstreaming Plan?

How is it implemented?

Are there any barriers to implementation?

How is it updated?

Could more support be provided to you to produce, implement or update this plan?

GET A COPY

If no – is one being developed?

What are the barriers to production?

Could more support be provided to you to produce, implement or update this plan?

Regional Monitoring Committee – what is its constitution (race, gender and disability representation) and membership?

Terms of reference?

Who attends?

Is mainstreaming of equality discussed?

Has any equality-related training been undertaken?

Are there any strategies for increasing membership among under-represented groups?

Contribution of the Government Offices in relation to equality:

Who leads on equality issues generally within the GO?

What equality-related work goes on within the GO more generally?

How are equality issues integrated with the ESF support function?

Has any equality-related training been undertaken?

Contribution of the co-financing agencies in relation to equality:

Who leads on equality issues generally within the co-financing agencies?

What equality-related work goes on within the co-financing agencies more generally?

How are equality issues integrated with the ESF support function?

Has any equality-related training been undertaken?

**Measures – if we have managed to get this in advance leave this question**

Which Objective 3 measures are you working on in this region? Are there any excluded measures, or measures receiving special priority?

How often are calls for applications made?

How are they made?

What support is given for the call? Any special support for specific types of organisations, such as voluntary organisations?

GET A BREAKDOWN OF THE NUMBERS OF PROJECTS UNDER ALL THE POLICY AREAS AND MEASURES, AND THE AMOUNTS OF FUNDING ALLOCATED TO EACH.

### **Target groups**

Has the Objective 3 programme led to a different approach being adopted to meeting the needs of the targets groups in this region/in England? If so, could you explain this difference?

Probe:

race

gender

disability

age

other groups.

### **Selection and appraisal**

Could you tell me how equality-related factors in ESF influenced the appraisal and selection process?

Probe on:

the involvement of local equality-related bodies.

Were you satisfied with the tranche of project proposals which came forward for appraisal from an equality point of view?

type of promoter

types of activities

types of project

types of beneficiary.

Have you used under-spends to increase take-up of equality/diversity measures or any other pro-active measures to increase take-up?

Have any such measures proved successful or unsuccessful?

If successful, why?

Do you have any global grants?

Are there any issues regarding equality relating to this?

Who accesses these grants?

Help to specific disadvantaged groups?

### **Process and administrative effects**

What are your impressions of the effectiveness of the delivery of the equality-related elements of projects part-funded by ESF?

Probe:

Does ESF offer good value for money in relation to improving equalities?

Can you identify any particular equality-related issues re administrative costs and benefits of working with ESF?

Probe:

mechanisms for claiming funds and their alignment or not with those for domestic funding sources

data collection and management information systems

use of monitoring and evaluation information.

Check:

Are some types of organisations losing out because of the administrative systems?

Does ESF Objective 3 build capacity of organisations to handle and administer other funding streams?

### **Good practice**

New legislation is coming through on equality and diversity (the race and equality directives which include disadvantaged groups not previously covered by legislation, older people, lesbians and gay men, and protection of religious minorities). Has ESF Objective 3 got lessons to be disseminated which would help with the implementation of the new legislation?

### **Case studies: Get these in advance or follow up by phone if possible**

Can you suggest any examples of good practice from the Objective 3 projects in relation to any of the following. Check if they are co-funded or direct grants, and get details of contact person, name of organisation:

an organisation or partnership with an equality policy/action plan which enables the project to work within a clearly defined equality context

an exemplar of project design and delivery which mainstreams equality principles in the operational context

a project which has recruited and retained a diverse range of beneficiaries

a company which has supported the training and development of its staff drawn from disadvantaged groups, or improved its organisation of work to improve flexibility or work – life balance for employees

a well-developed capacity-building project which has enabled disadvantaged groups and their representative organisations to increase their ability to participate in the management and delivery of Objective 3 projects

a global grant scheme which has supported equality of opportunity in a significant way

a project which has supported national equality-related objectives or contributed to national debates on equality

a project which has well-developed support systems which have encouraged specific groups to participate, such as help with caring responsibilities or transport problems

a beneficiary case study, where a significant impact has been made on an individual through an Objective 3 project

a project which has supported high levels of achievement among any of the specific target groups.

**Ask them if they can spare an additional half hour to answer these questions**

What impact, if any, have Objective 3 equality-related measures had on the *development and activities* of projects?

Probe:

Has the scale of the resources made this impact possible, or are other factors involved?

Are there any types of equality-related activities which are specifically dependent on ESF support?

Why are these types of equality-related project not funded through domestic programmes?

How do ESF-funded projects and activities differ, in relation to emphasis on equality, from those funded solely through domestic programmes?

Probe:

Are the projects simply larger in their scale/geographical coverage/volume of outputs?

Does ESF make some projects viable when they wouldn't be otherwise?

Do the projects target particular groups or sectors? Did ESF enable particular groups of people or businesses to access the service?

Or is there something different about the quality of the activities and outputs delivered?

Can you think of any ESF-funded projects where something similar would have gone ahead anyway without ESF support?

If yes, probe:

Could you tell me a bit about those projects?

How did ESF make a difference to these projects?

**Funding effects**

What influence, if any, do you think ESF has on the allocation of other funding streams across the region/across England? If there is an influence, what impact does this have?

Probe:

Enables regional/national equality priorities to be tackled more effectively?

By leveraging-in funds from other sources?

Provides greater sub-regional or thematic focus on equality?

Does it divert domestic resources from other legitimate needs?

Does it expose conflicting funding priorities or inconsistencies between the OP and other national strategies or between the Regional Development Plan (RDP) and regional strategies?

How do you view the relationship between ESF and domestic funding? Does one follow or influence the other in some way?

Has the application of ESF levered-in additional forms of funding? In general, has the inclusion of ESF made it easier or more difficult to access other funding sources?

**ANNEX 3: FORECASTS FOR NUMBERS OF EACH DISADVANTAGED GROUP SUPPORTED THROUGH THE OBJECTIVE 3 PROGRAMME**

<b>Objective 3 overall</b>	
<b>Indicator</b>	<b>Forecast</b>
% women receiving support	47%
% ethnic minorities receiving support	15%
% disabled receiving support	15%
% of women in jobs immediately after leaving	54%
% of women in positive outcomes immediately after leaving	70%
% of women in jobs six months after leaving	60%
% of women in positive outcomes six months after leaving	74%
% of ethnic minorities in jobs immediately after leaving	51%
% of ethnic minorities in positive outcomes immediately after leaving	72%
% of ethnic minorities in jobs six months after leaving	53%
% of ethnic minorities in positive outcomes six months after leaving	73%
% of disabled people in jobs immediately after leaving	43%
% of disabled in positive outcomes immediately after leaving	59%
% of disabled in jobs six months after leaving	46%
% of disabled in positive outcomes six months after leaving	63%
% of projects offering support measures to enable disabled people to take part in the project	85%
% of projects offering childcare facilities	61%

<b>Policy field 1: Active labour market</b>	
<b>Indicator</b>	<b>Forecast</b>
% women receiving support	42%
% ethnic minorities receiving support	21%
% disabled receiving support	18%
% of women in jobs immediately after leaving	34%
% of women in positive outcomes immediately after leaving	56%
% of women in jobs six months after leaving	42%
% of women in positive outcomes six months after leaving	61%
% of ethnic minorities in jobs immediately after leaving	29%
% of ethnic minorities in positive outcomes immediately after leaving	60%
% of ethnic minorities in jobs six months after leaving	32%
% of ethnic minorities in positive outcomes six months after leaving	61%
% of disabled people in jobs immediately after leaving	18%
% of disabled in positive outcomes immediately after leaving	41%
% of disabled in jobs six months after leaving	22%
% of disabled in positive outcomes six months after leaving	47%
% of projects offering support measures to enable disabled people to take part in the project	85%
% of projects offering childcare facilities	59%

<b>Policy field 2: Social inclusion</b>	
<b>Indicator</b>	<b>Forecast</b>
% women receiving support	42%
% ethnic minorities receiving support	21%
% disabled receiving support	18%
% of women in jobs immediately after leaving	34%
% of women in positive outcomes immediately after leaving	56%
% of women in jobs six months after leaving	42%
% of women in positive outcomes six months after leaving	61%
% of ethnic minorities in jobs immediately after leaving	29%
% of ethnic minorities in positive outcomes immediately after leaving	60%
% of ethnic minorities in jobs six months after leaving	32%
% of ethnic minorities in positive outcomes six months after leaving	61%
% of disabled people in jobs immediately after leaving	18%
% of disabled in positive outcomes immediately after leaving	41%
% of disabled in jobs six months after leaving	22%
% of disabled in positive outcomes six months after leaving	47%
% of projects offering support measures to enable disabled people to take part in the project	85%
% of projects offering childcare facilities	59%

<b>Policy field 3: Lifelong learning</b>	
<b>Indicator</b>	<b>Forecast</b>
% women receiving support	50%
% ethnic minorities receiving support	8%
% disabled receiving support	14%
% of women in gaining qualification	62%
% of ethnic minorities gaining qualification	58%
% of disabled people gaining qualification	54%
% of projects offering support measures to enable disabled people to take part in the project	85%
% of projects offering childcare facilities	59%

<b>Policy field 4: Adaptability/entrepreneurship</b>	
<b>Indicator</b>	<b>Forecast</b>
% women receiving support	33%
% ethnic minorities receiving support	6%
% disabled receiving support	8%
% of projects offering support measures to enable disabled people to take part in the project	85%
% of projects offering childcare facilities	59%

<b>Policy field 5: Gender equality</b>	
<b>Indicator</b>	<b>Forecast</b>
% women receiving support	100%
% ethnic minorities receiving support	18%
% disabled receiving support	12%
% of women in jobs immediately after leaving	67%
% of women in positive outcomes immediately after leaving	88%
% of women in jobs six months after leaving	71%
% of women in positive outcomes six months after leaving	90%
% of ethnic minorities in jobs immediately after leaving	65%
% of ethnic minorities in positive outcomes immediately after leaving	80%
% of ethnic minorities in jobs six months after leaving	66%
% of ethnic minorities in positive outcomes six months after leaving	81%
% of disabled people in jobs immediately after leaving	59%
% of disabled in positive outcomes immediately after leaving	71%
% of disabled in jobs six months after leaving	61%
% of disabled in positive outcomes six months after leaving	74%
% of projects offering support measures to enable disabled people to take part in the project	85%
% of projects offering childcare facilities	86%

**ANNEX 4: EQUAL OPPORTUNITIES REPORTING TEMPLATE FOR MONITORING PROGRESS AGAINST THE ENGLAND EQUAL OPPORTUNITIES MAINSTREAMING PLAN**

<p><b>Commitment to Equal Opportunities within Monitoring Committee (Objectives 1,2, 3) :</b></p> <p>Describe the CURRENT structure and composition of your regional committee/PMC – including any sub-committees. You should describe the gender balance of the committee and explain the extent to which the interests of women, ethnic minorities and disabled people are represented on the committee;</p> <p>Since March 2002, what arrangements have you made to access equalities expertise (secondments, reference or advisory groups?);</p> <p>Does your committee/or your members have any strategy for improving gender balance on committees? If so please describe strategy and any good practice/ achievements/problems relating to it;</p> <p>What steps have been taken to inform the Monitoring Committee of: a) your regional mainstreaming strategy, b) the national mainstreaming strategy</p> <p>Since March 2002, describe how your committee has made use of equal opportunities expertise in your region/ country in terms of developing and managing the programme, e.g. secondment of expertise/equality champions/training and development etc;</p> <p>How many times has your regional committee/PMC met since March 2002. How often has equal opps appeared on the agenda? What was the agenda and what was discussed? If there were recommendations for change, what happened?</p> <p>What resources have you used or plan to use to mainstream equal opportunities within the programme?</p> <p>State which monitoring committee partners/sectors have provided or will provide the resources and what those resources are. Explain any imbalance in term of the commitment of MC partners providing resources to mainstream equal opps;</p> <p>Please describe any partnership working that relate to equal opps mainstreaming in your region that could be of interest to other regions/countries (e.g good practice, innovative ways of working etc).</p> <p><b>Equal opportunities strategy</b></p> <p>Does the programme/regions have an equal opportunities mainstreaming strategy? <b>If so please attach the latest version in your reply.</b></p> <p>Who was consulted when preparing the strategy and how did the consultation happen?</p> <p>What were the most difficult/problematic issues you had to deal</p>	<p><b>English Mainstreaming plan cross-reference:</b></p> <p>Aim 1 Objective 1a</p> <p>Aim 1 Objective 1a</p> <p>Aim 1 Objective 1b</p> <p>Aim 1</p> <p>Aim 1</p> <p>Aim 1</p> <p>Aim 1</p> <p>Aim 1b</p>
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<p>with in preparing the strategy? How did you overcome them/try to overcome them?</p> <p>What were the mains sources of equal opps data/labour-market data used for your planning document?</p> <p>What ESF equal opps-related data do you gather on your application form/monitoring forms etc (apart from ESF core-indicators)? Do you gather any other data/information from other sources? How do you plan to update data?</p> <p>How did you set baselines/targets for your plan?</p> <p>Describe the monitoring arrangements for the strategy</p> <p>Since March 2002, what has your monitoring committee done to ensure there is an appropriate range of ESF support available to different target groups in your region/country?</p> <p>How has/will progress be appraised? (for example, will a TQM approach be adopted?)</p> <p>Since March 2002, what would you say have been the main outcomes and achievements of your equal opportunities strategy?</p> <p>Do you use a website/any other methods for to promote equal opportunities?</p> <p><b>Co-financing organisations (Objectives 1 &amp; 3 England only)</b></p> <p>How many CFOs are operating in your region? What sectors involved?</p> <p>What are their current arrangements for equal opportunities? Describe the extent to which co-financing organisations have developed systems for mainstreaming equal opportunities.</p> <p><b>Project scoring framework/process</b></p> <p>Since March 2002, describe how your project selection process incorporated an equal opportunities approach for direct bidders (English regions should describe/enclose any regional guidance);</p> <p>Have equal opps experts been involved in the project selection process?</p> <p>Does your selection process cover equal opps in terms of project publicity?</p> <p>The ESFD is planning to hold a series of training events in each region. Please give (a) dates of regional monitoring committee meetings in 2003 and indicate which meeting you would prefer to use for the presentation, (b) months when other training can be delivered – see covering note.</p> <p><b>Objective 3 policy fields 2.3 and 5.2</b></p>	<p>Aim 2</p> <p>Aim 2a</p> <p>Aim 2</p> <p>Aim 2b/c</p> <p>Aim 2</p> <p>Aim 2d</p> <p>Aim 2d</p> <p>Aim 2</p> <p>Aim 2</p> <p>Aim 6</p> <p>Aim 3</p> <p>Aim 3</p> <p>Aim 3</p> <p>Aim 4</p>
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Please explain what your region has done since March 2002 to encourage expenditure under policy fields 2.3 and 5.2?

Aim 4

Does your region have any future plans for encouraging expenditure under 2.3 and 5.2?

Aim 4

## **ANNEX 5: OTHER POSITIVE OUTCOMES IMMEDIATELY AND 6 MONTHS AFTER LEAVING THE PROGRAMME – DATA FROM 2001 LEAVERS SURVEY**

Overall, 14% of respondents were continuing their studies immediately after their project and 2% were involved in voluntary work (see table 1 below).

Over a quarter of minority ethnic respondents were involved in further education or training (27%) and they were also slightly more likely to be involved in some sort of voluntary work (3%) immediately.

Respondents with a long term illness or disability were slightly more likely to be undertaking further education or training (15%) from others, but they were almost three times more likely to be involved in further education or training (7%) than the average.

Women were more likely to be involved in voluntary work than men (3% and 2% respectively).

Both male and female lone parents were more likely to be involved in further education and training than non-lone parents (23% of men and 12% of women).

Both men and women who usually speak a language other than English at home were more likely to be involved in further education and training than other groups.

**Table 1: Other positive outcomes among beneficiaries immediately and 6 months after the project(%)**

	<b>Male</b>	<b>Female</b>	<b>Minority ethnic</b>	<b>Long-term ill/ disabled</b>	<b>Overall average</b>
Further education or training immediately after	14	14	27	15	14
Voluntary work immediately after	2	3	3	7	2
Base	1616	1510	597	478	3174
Further education or training 6 months after	14	15	29	14	14
Voluntary work 6 months after	2	2	2	7	2
Base	1680	1569	625	508	3299

Source: ESF Leavers Survey data 2001. Base: all respondents who answered the questions

## **Other positive outcomes 6 months after leaving the project**

Six months after leaving the project, overall participation in further education and training had increased slightly to 14% of all respondents, due to an increase in the proportion of women in education and training to 15%. Notably, the proportion of the long-term ill or disabled in education or training fell slightly from 15% immediately after the project to 14% six months after.

There was also some change in the proportion of respondents involved in voluntary work. Overall, the proportion involved fell slightly, but the only significant difference to this was among the long-term ill or disabled group, where the proportion involved in voluntary work increased marginally.

Lone parents are much more likely than non-lone parents to be involved in education or training six months after their project. Some 23% of female and 18% of male lone parents were studying, compared to 14% of female and male non-lone parents.

Returners to the labour market are similar to lone parents in that the majority of the group is female and that there is increased participation in education and training six months after the project ended. Some 30% of male and 20% of female labour market returners were in education or training.

Of those with caring responsibilities, male carers were less likely to be involved in education or training than male non-carers (12% and 14% respectively). There was no significant difference between women carers and non-carers.

Those who usually speak a language other than English at home were much more likely to be involved in further education or training than people who speak English at home. Among men, 29% of this group were in education or training compared to 10% of other men. Among women, 26% of the group were in education or training compared to 13% of those not in this group.

Long-term unemployed female beneficiaries were more likely to be in education and training than others (20% and 14% respectively). There was no difference between male long-term unemployed and other men. However, 5% of male long-term unemployed were involved in voluntary work compared to only 1% other males. Only 1% of female long-term unemployed were involved in voluntary work, compared to 2% of other women.

## ANNEX 6: GENERAL JOB SKILLS GAINED FROM ESF OBJECTIVE 3 – DATA FROM 2001 LEAVERS SURVEY

### Beneficiaries improving their general job skills on the project

This skills index included seven general skills related to work. The skills are shown in Table 1 below.

The skill that most respondents felt they had improved was computing, with over half (53% indicating that they had improved their ability in this area. The next most common skill improvements chosen by respondents were study skills (30%) and improvements to reading and writing skills (26%).

Each skill had a significant proportion of respondents who felt they had improved in it. The lowest ranked skill by respondents was improved English speaking skills, although almost a fifth of respondents felt they had improved because of the project (19%).

**Table 1: Percentage of respondents who improved their general work skills on the project**

Type of job skill	Percentage improving skill	Base
Improved computing (IT skills)	53	3236
Study skills (such as essay or report writing and using libraries)	30	3124
Improved reading and writing skills	26	3132
Training in wider job skills (such as admin or book-keeping)	23	3099
Training in management and/or leadership skills	22	3066
Improved maths and number skills	21	3107
Improved English-speaking skills	19	3105

Source: ESF Leavers Survey 2001. Base: all respondents who answered the questions

Overall a quarter (26%) of respondents thought that they had not improved any of the seven skills while on the project. However, this was not the case across all sub-groups. More male respondents indicated that they had not improved any skills than female (29% compared to 21%). Also, only 13% of people from a minority ethnic background felt did not improve one or more skills.

There are also differences between the groups and their perception of multiple skill improvement. Overall, 42% of respondents felt they had improved two or more skills, but among minority ethnic groups, the proportion rose to 60%. People from minority ethnic groups were almost twice as likely to feel that they had improved in five or more skills in comparison to all respondents (23% compared to 11%).

**Table 2: Number of job skills improved by beneficiaries while on the project (%)**

<b>Number of skills gained</b>	<b>Male</b>	<b>Female</b>	<b>Minority ethnic</b>	<b>Long-term ill/disabled</b>	<b>Overall average</b>
None	29	21	13	24	26
1	31	35	27	33	32
2	14	17	13	15	15
3	11	10	13	11	10
4	6	7	12	6	6
5	5	6	10	6	6
6	2	3	6	2	2
7	3	2	7	3	3
Base	1722	1603	641	549	3403

Source: ESF Leavers Survey 2001. Base: all respondents who answered the questions

A higher proportion of returners to the labour market felt that they had improved one or more skills (84% compared to 74% overall).

Only 13% of those who usually speak a language other than English at home felt that they did not improve any of their job skills. This group were also much more likely to have improved more than one skill with 63% improving two or more skills compared to only 58% of people not in this group. Over a quarter (27%) of the group felt that they had improved five or more a skills and 10% thought they had improved in all seven skills. In comparison, only 10% and 3% of people not in this group felt they had improved in 5 or more or seven skills respectively.

While a similar proportion of the long-term unemployed felt they did not improve any of their skills compared to other respondents (24% and 26% respectively), those that did felt that they improved more than one skill (56% compared to 39% of the non-long-term unemployed).

## ANNEX 7: IMPROVING SOFT SKILLS – DATA FROM 2001 LEAVERS SURVEY

This skills index included seven abilities or 'soft' skills such as communication and organisational abilities. The seven skills are shown in table 1 below.

Large numbers of respondents felt they had improved each of the soft skill types. The most frequently improved soft skill cited was self-confidence where 66% of respondents thought they had improved.

Improvements to all other skills were ranked highly, with between 62% and 56% of respondents improving each soft skill type.

**Table 1: Index of soft skills gained**

Soft skill type	Percentage improving skill	Base
Self-confidence	66	3213
Ability to work independently	62	3194
Team-working	60	3246
Motivation	58	3174
Self-expression and communicating with people	58	3219
Problem-solving	58	3165
Ability to take responsibility	56	3177

Source: ESF Leavers Survey 2001. Base: all respondents who answered the questions

Overall, respondents were positive about the improvements to their soft skills. Only 17% thought that they had not improved any of their soft skills and almost three-quarters felt that they had improved two or more skills (73%).

People from minority ethnic groups seemed to benefit most from their project. Only 7% of this group felt that they had not improved any skills. A much higher proportion of this groups indicated that they had improved five or more soft skills (64%) compared to all respondents (49%).

**Table 2: Number of soft skills improved by beneficiaries while on the programme (%)**

Number of soft skills improved	Male	Female	Minority ethnic	Long term ill/disabled	Overall Average
None	17	17	7	17	17
One	10	9	8	9	10
Two	8	9	5	9	8
Three	10	7	9	9	8
Four	6	8	7	7	7
Five	10	8	10	13	9
Six	11	11	14	9	11
Seven	28	31	40	28	29
Base	1722	1604	640	549	3403

Source: ESF Leavers Survey 2001

Base: all respondents who answered the questions

Returners to the labour market were more likely to feel that they had gained or improved one of their soft skills. Only 14% felt they had not improved any of their skills compared to 18% of non-returners.

Carers were also more likely to feel that they had gained or improved one of their soft skills. Only 14% felt they had not improved any of their skills compared to 18% of non-carers.

Those who usually speak a language other than English at home were much more likely to feel that they had improved at least one of their soft skills. Only 7% felt that they had not improved any of their soft skills compared to 18% of other respondents.

This group were also much more likely to feel that they had improved several skills. A high 64% thought they had improved in five or more skills and 39% in seven skills (compared to 52% and 30% of other respondents respectively).

The long-term unemployed were also much more likely to feel that they had improved at least one of their soft skills. Only 11% felt that they had not improved any of their soft skills compared to 19% of other respondents. This group were also much more likely to feel that they had improved several skills. A high 63% thought they had improved in five or more skills and 42% in seven skills (compared to 46% and 26% of other respondents respectively).

**ANNEX 8: WAYS IN WHICH THE PROJECT HELPED ESF LEAVERS WITH JOBS OR WORK – DATA FROM 2001 LEAVERS SURVEY**

The 2001 Leavers Survey asked how the ESF training project helped them with their job or with work in general. There were seven ways in which the project may have helped and these are shown in the table below in order of the most to least frequently cited answers.

The most frequently mentioned benefit by respondents was the provision of advice or guidance about possible work or training (41%). The project also helped beneficiaries improve the skills for the job that they were in at the time (35%). As a result of the training project, 22% of beneficiaries felt that their job security had improved.

Assistance for those not in work varied from the advice and guidance mentioned earlier to the provision of valuable work experience for those with out work (28% of respondents). The projects also helped by providing training about the world of work (33%) and on how to look for work (26%)

**Table 1: Ways in which the project helped beneficiaries with their jobs or work**

<b>Way in which the project helped</b>	<b>Percentage helped</b>	<b>Base</b>
Advice or guidance about possible work or training	41	3129
Helped to get more satisfaction from work	37	3096
Improved skills for type of job beneficiary was doing at the time	35	3109
General training about the world of work	33	3146
Work experience	28	3166
Provided training in how to look for work	26	3126
Improved job security	22	3098

Source: ESF Leavers Survey 2001. Base: all respondents who answered the questions

Overall 29% of respondents felt that the project had not benefited them in any of the ways above, but this varied between sub-groups. Men and minority ethnic groups were more positive as only 25% of men and 22% of minority ethnic groups felt they had not benefited, compared to 32% of women and 36% of the long-term ill or disabled.

People from minority ethnic groups were also more positive about multiple benefits, with 44% benefiting in three or more ways compared to only 34% of all respondents (the pattern for men, women and the ill / disabled is similar to the overall pattern).

**Table 2: Number of ways the project helped beneficiaries with jobs or work (%)**

Number of ways the project helped with jobs or work	Male	Female	Minority ethnic	Long term ill/disabled	Overall Average
None	25	32	22	36	29
One	22	20	21	22	21
Two	15	18	14	14	16
Three	12	12	10	10	12
Four	10	7	12	7	8
Five	6	4	7	4	5
Six	5	4	8	2	5
Seven	5	3	7	5	4
Base	1723	1604	642	552	3403

Source: ESF Leavers Survey 2001

Base: all respondents who answered the questions

Returners to the labour market were much less likely to feel that the project had benefited them in their job or work. Some 43% of this group felt they had not received any benefits in comparison to only 27% of non-returners.

Those who usually speak a language other than English at home were slightly more likely to have received work/job benefits from the project than other respondents. Only 21% of this group did not get any job/work related benefits from the project in comparison to 27% of other respondents. This group were also more likely to have received a high number of work or job related benefits. Almost a quarter (24%) of this group received five or more benefits in comparison to only 14% of other respondents.

The long-term unemployed were significantly more likely to have benefited from the project in their job or work. Only a fifth (20%) of the long-term unemployed felt that their job or work had not benefited from the project compared to almost a third (30%) of other respondents. The long-term unemployed were also more likely to have received multiple benefits from the project in comparison to other respondents.

Respondents with no qualifications were less slightly likely to receive job or work benefits from the project than respondents with qualifications (70% and 73% respectively).

### **Direct outcomes as a result of going on the project**

The 2001 Leavers Survey asked respondents about the direct outcomes on their job/work of their attendance on the project. Four outcomes were given and these are shown in the table below in the order they were selected by respondents.

The most common direct outcome of the project was progression into more education and training (35%). Significant proportions of respondents also got new jobs as a result of the project, either related (14%) or not-related (16%).

A small proportion (5%) of respondents indicated that they project had helped them to set up their own business.

**Table 3: Percentage of respondents who indicated a direct outcome from being on the project**

Direct outcome of the project	Percentage of respondents	Base
Gone on to more education or training	35	2970
Got a new job <i>not</i> related to the project	16	2871
Got a new job related to the project	14	2948
Started own business	5	2824

Source: ESF Leavers Survey 2001. Base: all respondents who answered the questions

More than half of respondents benefited from one of the direct outcome above (53%) but among minority ethnic groups the proportion was 62%.

The majority of respondents only experienced one of these (46%) outcomes. Minority ethnic groups were much more likely to experience two of them (10% compared to 7% overall). The long-term ill / disabled were much less likely to experience two of them (2%).

For those who usually speak a language other than English at homes, women in this group had a broadly similar experience to other women. However, men in this group reported a higher number of direct outcomes than other men. Only 34% of men indicated that they saw no direct outcome as a result of the project compared to 43% of other men. As a result, more men saw one direct outcome, but there was also a slightly higher incidence of two direct outcomes (10% compared to 8% among other men).

Both male and female long-term unemployed reported that they encountered direct benefits from the project (65% of men and 64% of women) in comparison to other men and women (51% and 52% respectively).

Of the long-term unemployed seeing a direct outcome, the vast majority only saw one benefit although a similar proportion of this group saw two or three benefits when compared to the non-long-term unemployed.

Women with no qualifications were slightly less likely to encounter a direct from the project than other women: 48% of women with no qualifications saw no direct outcome compared to 56% of other women. There was no significant difference between men with and without qualifications.

Both men and women without qualifications were significantly less likely to report two or more benefits than their peers with a qualification. Only 6% of men and 4% of women without qualifications saw two or more benefits compared to 8% and 9% respectively.

## Other ways in which the project helped beneficiaries

The 2001 Leavers Survey indicated that that ESF projects also helped beneficiaries in several other ways related to the terms and conditions of their employment. These are shown in the table below.

The most common way that the project helped beneficiaries was in looking for another job. Over a quarter of beneficiaries were helped in this way (26%). Only small proportions of beneficiaries found the project helped them move from a temporary to permanent contract, to achieve a higher pay rise or to secure promotion (between 6% and 7%).

**Table 4: Percentage of respondents who were helped in another way by the project**

Other way in which the project helped	Percentage of respondents	Base
Helped to look for another job	26	3143
Helped to move from a temporary to a permanent contract	7	3052
Pay rise above the normal settlement	6	3019
Promotion	6	3028

Source: ESF Leavers Survey 2001. Base: all respondents who answered the

Overall, around two-thirds of beneficiaries thought that the project didn't help them (68%) while a third thought it had helped them in one or more ways (32%).

When looking at the main beneficiary groups, there are differences between them. Female beneficiaries were less likely to feel that the project had helped them (72%) than the average and when compared to all the other groups.

Minority ethnic beneficiaries were most likely to feel that they had benefited from the project in one or more ways (37%). Male and disabled beneficiaries were slightly more likely to feel they had benefited from the project.

Responses indicated that lone parents did not benefit as much as non-lone parents in terms of their job conditions. Only 25% of lone parents saw any benefits of the project compared to 32% of non-lone parents.

Similarly to lone parents, returners to the labour market did not see as much benefit to their job conditions than non-returners. Only 23% of returners saw any benefits of the project compared to 33% of non-returners.

Of those with caring responsibilities, male carers were more likely than female carers to have been helped by the project. Only 28% of female carers thought their project had helped them compared to 42% of male carers.

Respondents who were long-term unemployed were significantly more likely to benefit from the project than other respondents. Only 59% of this group did not find the project had helped their job conditions compared to 70% of other respondents.

