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The effectiveness of European Social Fund Objective 3 Global Grants in increasing the employability of the most disadvantaged

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Abbreviations and acronyms

B&ME	Black and Minority Ethnic
CVS	Council for Voluntary Service
DWP	Department for Work and Pensions
ESF	European Social Fund
EU	European Union
FE	Further Education
GO	Government Office
HGV	Heavy Goods Vehicle
IB	Intermediary Body
ILP	Individual Learning Plan
LSC	Learning and Skills Council
ND50+	New Deal for 50 Plus
NDYP	New Deal for Young People
NGO	Non-governmental organisation
NVQ	National Vocational Qualification

Summary

European Social Fund (ESF) Global Grants were introduced in 2001 to provide small grants of up to £10,000 to non-governmental organisations (NGOs) that would otherwise be unable to access mainstream (ESF) funding. Global Grants are administered by Intermediary Bodies (IBs), local public, private or voluntary sector agencies selected by the nine regional Government Offices (GOs) in England. IBs distribute grant funding to local organisations and community groups for projects which help people with low rates of employment to move closer to the labour market. IBs can also provide grant funding directly to disadvantaged individuals to help them progress towards employment.

In 2005, Insite Research and Consulting conducted an evaluation of the Global Grants programme to investigate its effectiveness as a mechanism for enabling ESF funds to reach small NGOs and for helping individuals from disadvantaged communities or groups move closer to the labour market. The evaluation found that the Global Grants programme had been effective and the decentralised IB delivery mechanism emerged as a key factor in explanation.

The 2005 evaluation found that one of the key characteristics of the Global Grants programme was that individually funded projects were not required to deliver or report outcomes in a prescribed manner. Moreover, each GO region had different systems and procedures for collecting this information. While this 'light touch' monitoring and administration of the programme was an important key strength, and one of its success factors, there was consequently very little consistency or comparability and very limited availability of information on individual beneficiary outcomes.

In response to this, the ESF Evaluation Unit of the Department for Work and Pensions (DWP) commissioned further research. The purpose of which, was to enhance the knowledge and evidence base and build a coherent national picture of the outcomes arising from the Objective 3 Global Grants programme. This research would explore the effect of the programme on the employability and labour market progression of beneficiaries defined in terms of their skills and patterns of activity and employment after their involvement in Global Grant funded projects/receiving grant funding.

Research aims and objectives

The main aim of the research was to provide systematic evidence at the individual beneficiary level of the extent to which, and ways in which, Global Grants moved people from disadvantaged groups closer to the labour market. A further aim of the study was to provide evidence that would help shape future ESF programmes and inform decision making regarding the effective targeting of ESF funding during the 2007 – 2013 operational programme.

More specifically, the study was seeking to address the following research objectives:

• What are the direct and indirect employment, qualification and other outcomes arising from individual beneficiaries' participation in Global Grants funded projects?

• How effective are Global Grants in enhancing the employability of the most disadvantaged?

• What types of Global Grants support appear to be most effective in getting disadvantaged beneficiaries into jobs/nearer to the labour market?

Research methodology

A methodology combining quantitative survey and case study methods was adopted to the research.

The research comprised the following key elements:

• A telephone survey of 500 Global Grant beneficiaries comprising 280 project participants and 220 direct grant recipients.

• A further 60 face-to-face interviews with more vulnerable individuals unwilling or unable to take part in a telephone interview (including beneficiaries with mental health conditions and/or learning disabilities).

• Face-to-face interviews with four direct recipients of Global Grants funding and representatives from the IBs that provided the grants.

• Nine case studies of active Global Grants projects, comprising 36 face-to-face interviews with project participants, volunteers, project staff, and IB representatives.

Projects and activities funded by Global Grants

A diversity of activities were shown to have been funded by Global Grants, ranging from help with basic skills, paid or unpaid work experience, to the provision of small grants directly to individuals, for purposes such as paying for training courses or financial assistance with business start-ups. The overall design and flexibility of the Global Grants programme was cited as having been key in encouraging and enabling this wide array of projects and activities to have taken place.

Giving IBs the discretion to fund projects and/or individual beneficiaries (or both) was highlighted as one of the key programme design features which had contributed to the diversity of funded activities and had enabled the programme to reach individuals with a range of employment constraints and on different trajectories towards work.

Moreover, Global Grants projects were also shown to have been engaging participants in a variety of different ways. While some beneficiaries were involved relatively passively and simply attended as 'project participants', others were more actively engaged and involved in the running of projects. This again reflected the programme's flexibility and ability to meet the needs of individuals at varying distances from the labour market.

Characteristics and constraints of Global Grants beneficiaries

The great majority of beneficiaries presented a profile of being 'harder to help'. The main labour market constraints facing Global Grants beneficiaries included: having an illness and/or disability (32 per cent); basic skills needs (16 per cent); caring responsibilities (14 per cent); and problems from not having English as a first language (eight per cent). Many faced multiple constraints and difficulties.

Around half of those surveyed (51 per cent) were economically inactive prior to their involvement with the Global Grants programme and around a quarter (26 per cent) were registered unemployed. This figure is much higher than recent statistics produced for the Objective 3 beneficiary cohort as a whole, which identified 23 per cent of the programme's beneficiaries as being economically inactive[1], suggesting that the Global Grants programme has met one of its key aims of successfully reaching those furthest removed from the labour market.

Project participants (who make up the great majority of beneficiaries) were shown on average to be at a greater distance removed from the labour market than direct grant recipients. Over half of the project participants had been inactive for more than two years, and a third for more than five years. However, grant recipients were also shown to be clearly from 'harder to help' groups, with a third of this cohort also having been unemployed for more than two years. Nearly one in ten of the survey cohort as a whole had never worked.

Reaching the disadvantaged

Two key programme design features were cited as having been particularly important in enabling Global Grants funding to reach harder to help individuals, whom mainstream funding programmes and provision had struggled to engage.

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[1] Cubie, A. and Baker, O. (2005): European Social Fund Objective 3: The 2005 beneficiary survey for England: DWP published report.

The programme's focus on 'progression towards the labour market' as opposed to job outcome targets was a key factor in encouraging community and voluntary groups to apply for, and secure, Global Grants funding. Respondents argued that programmes which were overly focused on achieving hard outcomes, particularly jobs outcomes, inhibited funding from reaching the most disadvantaged. Such targets resulted in projects simply 'creaming off' the best candidates, thus preventing the harder to help from being supported. Groups running Global Grants projects also argued that they would not, or could not, apply for funding streams that applied hard outcome targets, due to the difficulties in achieving such targets over short timescales with beneficiaries facing serious constraints to work and at a considerable distance from the labour market.

The local accessibility of groups and projects receiving Global Grants funding was highlighted as a second important design feature which had been particularly influential in enabling the programme to successfully engage harder to help individuals. Many Global Grants projects were run by very small (often user led) groups with a specialist knowledge and understanding of their client group. Moreover, there was also evidence that those groups and staff delivering Global Grants projects were often already known to the target community, again encouraging participation.

Findings relating to how beneficiaries found out about/were referred to Global Grants provision provided further evidence of the accessibility of Global Grants provision within local communities, with the majority of project participants citing informal, community based, methods of referral. These included, friends and family and direct contacts with a Global Grants project. Others were referred via mainstream services and providers, such as social services.

The majority of grant recipients were referred or found out about Global Grants funding via mainstream sources, the main one being Jobcentre Plus. Direct grant funding was shown to have filled an important gap in mainstream employment services by helping individuals who required financial assistance, for example to pay for a training course or equipment for work, to make the final step into employment or self-employment.

Beneficiaries' assessments of Global Grants

The vast majority of respondents found the Global Grants projects they took part in/funding they received to have been very helpful.

Key reasons participants gave for finding a project helpful was that they had been taught new things; their confidence and self-esteem had improved and the project had allowed them to meet people in similar situations to themselves. These softer skills were resulting in individuals taking positive steps towards the labour market. For grant recipients, the funding was deemed most helpful because it had enabled them to find or start looking for employment or to start a training course.

There was no particular type of support that clearly stood out in relation to how helpful beneficiaries deemed certain activities to have been. At least half of the beneficiaries rated the support they received as having been very helpful, regardless of the type of project or support received.

Outcomes

A large majority of respondents had gained employment related skills and outcomes, as a result of participating in a Global Grant project or receiving grant funding including: improved job specific skills; gaining useful work experience; attaining qualifications; improved job search skills; improved literacy, numeracy, IT and language skills. An overwhelming majority of beneficiaries also reported having their softer skills, such as their self-confidence and motivation, enhanced.

There was clear evidence of employment outcomes and progression towards the labour market in terms of movement into jobs, self-employment, voluntary work and training, following project participation and grant funding.

Higher employment and reduced unemployment and economic inactivity rates were also evident longer term among respondents, following their participation in Global Grant funded projects and the receipt of grant funding. Prior to receiving Global Grants funding, 27 per cent of participants had been in some form of employment. At the time of the survey, this figure had increased to 38 per cent. The increase was greater still for grant recipients, with 16 per cent in some form of work prior to receiving Global Grants funding, compared to 62 per cent in employment at the time of the survey. While it is not possible to attribute these effects either wholly or definitively to the impact of Global Grants, the evidence suggests the programme has made a significant contribution to increasing employment rates and beneficiaries' prospects of employment.

Unemployment rates had correspondingly fallen. Fourteen per cent of participants were registered unemployed prior to taking part in a Global Grants project, compared with only seven per cent at the time of the survey. For recipients there had been an even greater drop, from 62 per cent registered unemployed prior to receiving funding to 16 per cent at the time of the survey.

Key findings and conclusions

This research has found that the Objective 3 Global Grants programme in its current guise has been effective in increasing the employability of the most disadvantaged individuals. The accessibility and approaches adopted by grass root voluntary and community groups, receiving Global Grants funding, was identified as a central factor contributing to this success. The research has also shown that the programme has filled an important gap in current mainstream provision, becoming recognised amongst mainstream providers as an effective means of reaching and supporting 'harder to help' groups. This has been reflected in the

strong linkages that have been forged, and active referrals that are taking place, between mainstream services and Global Grants funded provision.

Evidence from both this study and the previous Global Grants national evaluation strongly indicates that key aspects of the programme's original design have been critical to its success, and therefore should remain intact concerning any future programme developments. These include:

- Maintaining the core focus of Global Grants on steady progression towards the labour market as opposed to the introduction of a work focused or job output driven approach.

- Continuing to use IBs, particularly those representing, or with good relationship with and knowledge of, the voluntary and community sector, to administer the Global Grants programme at a local and/or regional level.

- Use of small community and voluntary groups to deliver Global Grants projects.

- Maintaining the option for IBs to provide ESF funding directly to suitable individuals.

Areas where the Global Grants programme might be developed and enhanced further in the future, include:

- Taking measures to consolidate and encourage further links between the Global Grants provision and mainstream services.

- Facilitating cooperation between different Global Grants funded provision, in order to encourage the sharing of best practice and to provide opportunities for beneficiaries to progress through referrals between mutually beneficial projects.

- Encouraging better linkages between Global Grants projects and other sources of funding for individuals, including exploring ways in which participants leaving Global Grants funded projects might be progressed into further training and employment through accessing other sources of funding.

1 Introduction

1.1 European Social Fund Objective 3 Global Grants

European Social Fund (ESF) Global Grants were introduced in 2001 to provide small grants of up to £10,000 to non-governmental organisations (NGOs) that would otherwise be unable to access mainstream ESF funding. Global Grants are administered by Intermediary Bodies (IBs), local public, private or voluntary sector agencies selected by the nine regional Government Offices (GOs) in England. IBs distribute grant funding to local organisations and community groups for projects which help people with low rates of employment to move closer to the labour market. IBs can also provide funding directly to disadvantaged individuals to help them progress towards employment.

1.2 Evaluation of Global Grants

In 2005, Insite Research and Consulting was commissioned by the ESF Evaluation Unit of the Department for Work and Pensions (DWP) to conduct an evaluation of the Global Grants programme.[2] The evaluation investigated the effectiveness of Global Grants as a mechanism for enabling ESF funds to reach small NGOs and for helping individuals from disadvantaged communities or groups move closer to the labour market.

The research found that IBs, many with no prior experience of ESF or of managing grant programmes, had successfully administered Global Grants to a range of small, local NGOs. Many had improved their own organisational capacity, increased their local profile and enhanced their standing in the community as a result.

There was evidence of success in the shape of positive outcomes achieved by project beneficiaries, including increased skills, confidence and motivation. Some were reported to have even progressed into work and training. Wider community benefits were also found, including greater community involvement and improved social cohesion. The impact of Global Grants on grant recipient organisations had

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[2] Jones, G. *et al.* (2005) Evaluation of the European Social Fund Objective 3 Global Grants programme. DWP published report.

also been very positive. Many organisations had developed their skills and capacity and some had accessed further sources of funding enabling them to continue their activities longer term.

The specific IB delivery mechanism appeared to be a key factor in explaining the success of Global Grants. In particular, having easily understandable and accessible application systems and procedures and 'light touch' monitoring and reporting requirements, appeared to be key in enabling ESF funding to reach small NGOs. Achieving good project outcomes also depended, to a large extent, on the quality of support provided by IBs to these small organisations.

Match funding, which is a requirement of European Union (EU) regulations, had had an adverse impact on the effective operation of many IBs. Many believed they could have achieved more and better outcomes had it not been for match funding difficulties. Some IBs also found that their ability to respond flexibly to local needs, to innovate and add value to the Global Grants programme, was constrained by match funders.

Certain types of organisation appeared to fulfil the different functions of IBs better than others. Securing match funding was generally more easily met by the larger public sector bodies, but they were often less well placed to provide targeted and accessible application procedures and hands-on support. In contrast, organisations that had a clearer understanding of the needs of ESF target groups and that were in a better position to provide hands-on support to applicants and grant recipients, mostly from the voluntary sector, appeared to have faired better in this regard.

The 2005 evaluation found that one of the key characteristics of the Global Grants programme was that individually funded projects were not required to deliver or report outcomes in a prescribed manner. Nor was there any requirement for IBs to collect or collate information from grant recipients on outcomes in a particular format or to a specified timescale. Moreover, each GO region had different systems and procedures for collecting this information. While this 'light touch' monitoring and administration of the programme was an important key strength, and one of its success factors, there was consequently very little consistency or comparability and very limited availability of information on individual beneficiary outcomes.

In order to enhance the knowledge and evidence base and build a coherent national picture of the outcomes arising from the Objective 3 Global Grants programme, the ESF Evaluation Unit of the DWP commissioned further research to explore the effect of the programme on the employability and labour market progression of beneficiaries defined in terms of their skills and patterns of activity and employment after their involvement in Global Grant funded projects.

1.3 Research aims and objectives

In September 2006, Insite Research and Consulting and BMRB Social Research were appointed to carry out a combined quantitative and qualitative investigation of the Global Grants Objective 3 programme. The main aim of this research was to provide systematic evidence at the individual beneficiary level of the extent to which, and ways in which, Global Grants moved people from disadvantaged groups closer to the labour market. A further aim of the study was to provide evidence that would help shape future ESF programmes and inform decision making regarding the effective targeting of ESF funding during the 2007 – 2013 operational programme.

More specifically, the study was seeking to address the following research objectives:

• What are the direct and indirect employment, qualification and other outcomes arising from individual beneficiaries' participation in Global Grants funded projects?

• How effective are Global Grants in enhancing the employability of the most disadvantaged?

• What types of Global Grants support appear to be most effective in getting disadvantaged beneficiaries into jobs/nearer to the labour market?

1.4 Research methodology

1.4.1 Quantitative and qualitative methods

Given the nature and scope of the research objectives, a methodology combining quantitative survey and case study research methods was adopted. Beneficiaries comprising those who had participated, or were participating in, Global Grants funded projects (hereafter called 'project participants' or 'participants' and who make up around 80 per cent of the total beneficiary cohort) and those in direct receipt of Global Grants funding (hereafter called 'grant' or 'funding' recipients and who make up the remaining 20 per cent)[3] represented the key group of stakeholders whose experiences, outcomes and progression routes comprised a key element and critical focus of the research. In order to maximise the number of interviews and address issues of employability and progression with these individuals, a quantitative telephone survey was adopted.

Understanding which types of Global Grants projects and interventions may be most effective in moving disadvantaged individuals closer to work, and why, was also identified as being crucial to enhancing the evidence base. In order to address these issues of effectiveness and good practice, a case study methodology which

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[3] When referring to both project participants and grant recipients as a group, the term 'beneficiaries' will be used.

sought to identify the views and experiences of individual beneficiaries, project deliverers and IBs, was utilised.

This dual approach enabled detailed, descriptive information to be gathered from a variety of sources enabling the identification of beneficiary and project characteristics and helping to elucidate the relationship between Global Grants interventions and beneficiary outcomes. Such an approach, it was hoped, would allow for a more detailed understanding to be constructed of the way in which Global Grants projects and funding improved employability, together with a consideration of key best practice elements.

1.4.2   Two phased approach

With the Global Grants programme's emphasis on 'light touch' monitoring, not all IBs and projects that received funding routinely collected or stored contact and outcome data on individual beneficiaries. Recognising the difficulties this would cause in identifying an appropriate and suitably large sample frame of beneficiaries, a two phased approach was adopted to the research.

The first phase covered a four month period which focused on gathering basic beneficiary data. With the assistance of a number of IBs, a large sample of around 1,000 current and former Global Grant beneficiaries was identified who had taken part, or were currently participating, in a Global Grants project that had received funding between April 2005 and October 2006. The sample was drawn from five of the nine GO regions in England: the East Midlands, East, South East, South West and North East. Beneficiaries were contacted by telephone to secure their consent for storing their names and contact details electronically. Their agreement to participate in either a telephone or face-to-face interview at a later date was also sought.

The second phase of research involved a large scale telephone survey of beneficiaries, supplemented by a number of face-to-face interviews. Interviews were also held with key stakeholders including Global Grant project managers and volunteers, together with representatives from a selection of IBs. Fieldwork was carried out across the same five GO regions in England from which the beneficiary sample had been drawn.

The fieldwork comprised the following key elements:

• A telephone survey of 500 beneficiaries comprising 280 project participants and 220 direct grant recipients. The split between project participants and direct grant recipients was not representative of the total beneficiary cohort but was rather designed to reflect DWP policy interest. Comprising only a fifth of all Global Grant beneficiaries, direct grant recipients were thus over-sampled. The survey was carried out using a structured questionnaire which aimed to collect descriptive data on the personal characteristics, skills, work backgrounds, employment barriers, outcomes and progression routes of beneficiaries following their involvement in Global Grant funded projects.

• Using the same survey questionnaire, a further 60 face-to-face interviews conducted with more vulnerable individuals unwilling or unable to take part in a telephone interview (these included beneficiaries with mental health conditions and/or learning disabilities).

• Nine case studies of active Global Grants projects, comprising face-to-face interviews with project participants, volunteers, project staff, and representatives from the IB that had approved and distributed the Global Grants funding. These case studies comprised a total of 36 individual interviews.

• Face-to-face interviews with four direct recipients of Global Grants funding and representatives from the IBs that provided grants to these individuals.

1.5 Report structure

This report is written in six further chapters, as follows:

Chapter 2 describes the types of projects and activities that have been funded by the Global Grants programme.

Chapter 3 describes the main characteristics of those engaged and supported by Objective 3 Global Grants funding and explores whether the programme has successfully reached harder to help groups.

Chapter 4 considers the key Global Grants programme design features that have enabled ESF funding to reach, support and progress disadvantaged groups.

Chapter 5 explores beneficiaries' views and attitudes in relation to how helpful the different types of projects and support received had been in terms of improving their employability. It also looks at the effectiveness of different Global Grants provision, as viewed by project beneficiaries and deliverers.

Chapter 6 presents the main outcomes arising from the Global Grants programme, breaking down the outcomes according to different beneficiary groups and characteristics, and considers the extent of variations in outcomes by project type.

Chapter 7 summarises key findings, presents conclusions and recommendations in relation to future programme developments.

Verbatim quotes used in this report appear in italics.

The report also has five appendices:

Appendix A includes the telephone questionnaire used for the quantitative element of the research study.

Appendix B includes the face-to-face topic guide used with the case study Global Grant project staff.

Appendix C includes the face-to-face topic guide used with intermediary body staff.

Appendix D includes the face-to-face topic guide used with individual participants from the selected case study projects.

Appendix E includes the face-to-face topic guide used with direct funding recipients.

2 Characteristics and constraints of Global Grants beneficiaries

This chapter presents an overview of the personal characteristics, employment backgrounds and perceived work constraints of Global Grants beneficiaries to determine whether, and to what extent, they constitute disadvantaged and 'harder to help' individuals.

2.1 Beneficiary background

Global Grants beneficiaries were asked to provide basic information about themselves, ranging from personal characteristics, such as their age, gender, marital status and whether they had dependent children, through to the nature of their perceived labour market disadvantages, their employment history and their work status prior to Global Grants involvement.

The following discussion examines this information both aggregately and separately for participants and recipients. The important differences between the two groups help to explain the shape of some of the aggregate data and also illustrate the wide range of needs among beneficiaries and their broad distribution at different degrees of remove from the labour market.

While this distinction is, therefore, of interest, it is important when comparing the two groups to understand that project participants make up the great majority of Global Grants beneficiaries, and individual grant recipients a relatively small minority.[4]

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[4] Only approximately one-fifth of Intermediary Bodies (IBs) provide grants to individuals, and most of these also fund groups and projects as well.

2.2   Personal characteristics

Figure 2.1 presents the main personal characteristics of Global Grants beneficiaries. It shows an approximate 3 to 1 ratio of men to women, and a concentration within the youngest age group: 22 per cent of beneficiaries were aged between 16 and 24 years. Almost a quarter (24 per cent) of beneficiaries had dependent children and five per cent described themselves as lone parents.

Figure 2.1   Personal characteristics of beneficiaries
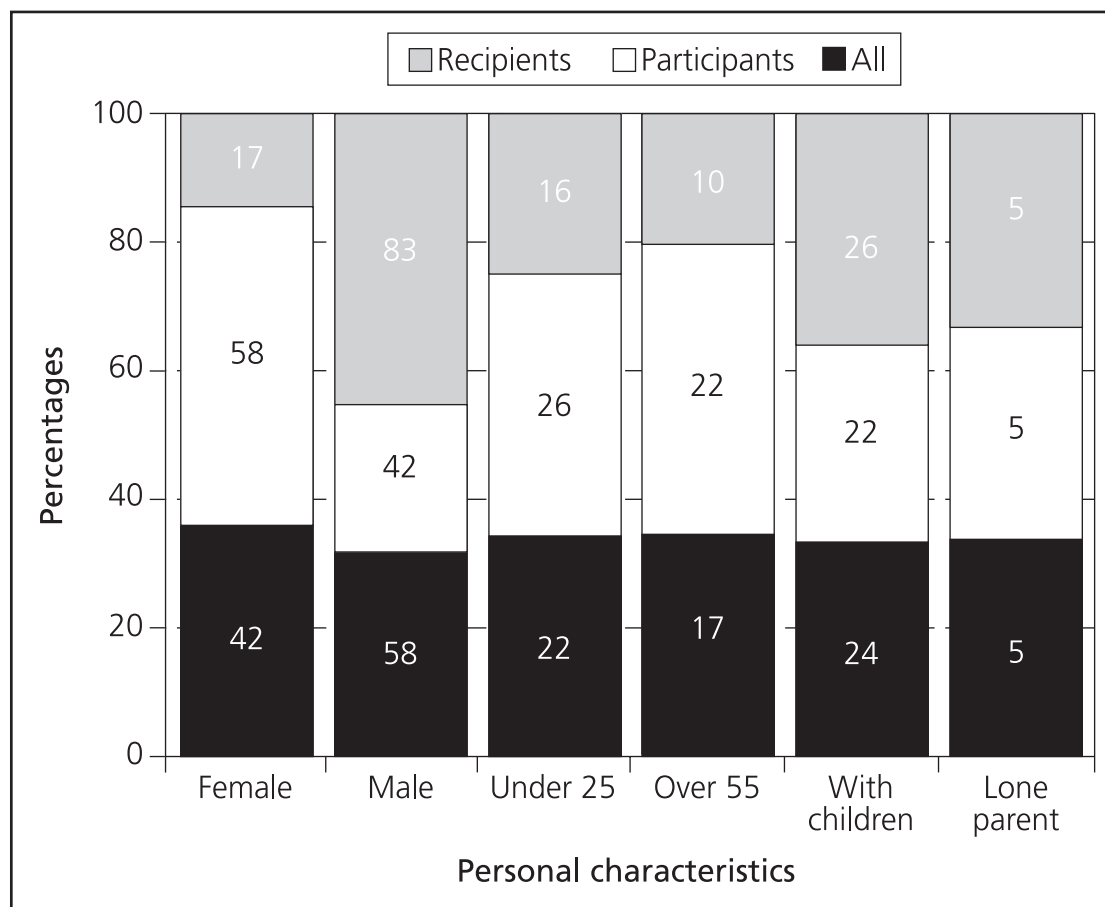
Looking separately at these figures for both participants and recipients, similar numbers were lone parents or had dependent children, but there was a notable gender difference between the two types of beneficiaries. The majority (58 per cent) of project participants were female, while more than four-fifths (83 per cent) of direct grant recipients were male.

In terms of age, grant recipients were much less likely to be in the youngest or oldest groups; under 25 years old or over 55 years old. Almost three-quarters (74 per cent) of grant recipients were in the 'core' working age population aged between 25 and 54. In contrast, project participants were more evenly distributed across the various age categories, with a much higher proportion in both the youngest and oldest groups in the working age population who typically face

additional difficulties in the labour market. Many beneficiaries in these two age groups would be eligible for New Deal support from New Deal for Young People (NDYP) and from New Deal 50 Plus (ND50+) if unemployed long term.

2.3 Beneficiary work status before Global Grants

The status of beneficiaries immediately before receiving Global Grant funding or participating in a Global Grants funded project (Table 2.1) clearly indicates the level of labour market disadvantage experienced by the customer group.

Just over a quarter of beneficiaries (26 per cent) were registered unemployed. Around half (51 per cent) were economically inactive, for reasons ranging from sickness and injury to engagement in education or training, retirement, to looking after home and family.[5] This figure is much higher than recent statistics produced for the Objective 3 beneficiary cohort as a whole, which identified 23 per cent of the programme's beneficiaries as being economically inactive[6], demonstrating that the Global Grants programme has been meeting one of its central aims; that of reaching those furthest removed from the labour market.

A comparison between the two groups of beneficiaries, in terms of their work status prior to Global Grants, reveals some key differences (as shown in Table 2.1). Far more grant recipients (45 per cent) than participants (14 per cent) had been registered unemployed, whereas participants were more likely than recipients to have been economically inactive due to illness, early retirement, participation in education or training, looking after home and family, or doing unpaid voluntary work.

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[5]   The remaining 23 per cent said that they had been in work before involvement in Global Grants, though because of possible interpretation of the wording 'immediately prior' in the question some of these respondents could have been recently out of work. At least one of the IBs had a policy of funding some individuals who were working part-time but who wished to progress to full-time hours or access better paid jobs. Many of those saying that they were working prior to their involvement in Global Grants are thus likely to have been working only part-time, and some of these were people with disabilities or mental health conditions working short hours on 'permitted work' schemes.

[6]   Cubie, A.and Baker, O. (2005) European Social Fund Objective 3: The 2005 beneficiary survey for England.

Table 2.1   Work status before Global Grants

Column percentages

Work status	All	Participants	Recipients
Registered unemployed	26	14	45
Permanently sick or injured	10	10	10
Looking after home or family	8	10	6
Not working for other reasons	6	7	5
Retired	6	10	*
Doing unpaid voluntary work	6	7	3
Seeking to work but not registered unemployed	4	2	6
Doing paid work	23	27	16
In education, training or on government programme	11	14	8

Base: all respondents (560)

The much higher level of registered unemployment among recipients suggests that this category of Global Grant beneficiary were, on average, closer to work than participants. Typically, participants had been predominantly economically inactive and further removed from the labour market than would be indicated by being registered unemployed.

The higher proportion of participants than recipients saying that they were engaged in paid work prior to Global Grant activity seems at first sight to run counter to this interpretation. However, in addition to factors already noted (see footnote 5), it needs to be taken into account that the beneficiaries of funded projects (i.e. participants) included people recruited to run and administer the projects themselves. The level of previous paid work among this group of beneficiaries could well be higher than among the group of participants as a whole, boosting the figure for those giving this as their prior work status.

An example from one of the case study projects provides a useful illustration. A youth project was set up by an individual as a 'spin off' from her main paid job working for a radio station. The project was successful and expanded, and she left her full-time paid job to work running the project, for which she became a full-time paid employee. People in positions running projects that were newly recruited to, and generally paid for through Global Grants funding, are included as beneficiaries of the programme alongside those who participated in the activities they were helping to run.

A comparison of the length of time those not in employment at the time of the survey had been out of paid work (Table 2.2) reinforces the picture of participants being further from the labour market than recipients. Participants were twice as likely as recipients to have been out of work for long periods of time. Around two-thirds (67 per cent) of participants had either been out of work for more than two years (55 per cent) or had never worked (12 per cent) compared to one third (33 per cent) of recipients. All grant recipients had worked at some time in their life.

Table 2.2   Length of time since participants/recipients last in paid work

Length of time since last in paid work	All	Participants	Recipients
Less than six months	20	14	33
Six months up to one year	12	10	17
One year up to two years	12	10	17
Two years up to five years	20	21	17
More than five years	29	34	16
Never worked	9	12	*
Base: All respondents not in paid work at time of survey	*(291)*	*(209)*	*(82)*

2.4   Employment background

Half of beneficiaries stated they had spent most of their working lives in steady, long-term jobs, while approximately a third (31 per cent) had experienced a more sporadic working history. People in this latter group included those who had been in and out of work several times (13 per cent), had mainly been engaged in casual, short term or seasonal work (eight per cent), had spent a lot of time out of work through sickness or injury (six per cent), or had spent more time unemployed than in work (four per cent). Around one in eleven beneficiaries (nine per cent) had spent most of their adult life looking after a family or home, and many within this group had never worked (32 per cent).

Many of the individuals who had had steady, long-term jobs for most of their working career figured highly amongst those who had experienced long periods without paid work in more recent years. Forty-two per cent of those who had not worked for more than five years at the time of the survey; 49 per cent of those out of work for two to five years; and 49 per cent of those out of work for one to two years, came from this group. Despite histories of steady employment in the past, therefore, most beneficiaries were at some considerable distance from the labour market at the point at which they became involved in Global Grants funded activity. In fact a common feature amongst this group was a history of steady employment in the past, which had been ended, disrupted or interrupted by long-term illness or disability, the need to care for dependent children or for a sick relative or spouse, or by other factors.

One significant difference between participants and recipients in terms of their employment backgrounds and history was in the proportion of beneficiaries who said that they had spent much of their adult life looking after family or home (12 per cent of participants compared to five per cent of recipients). This difference is very likely to be a direct result of traditional gender roles in relation to home and family and the considerable gender imbalance between the two categories, with many more females among participants than among recipients (see Section 2.2).

Grant recipients were much more likely than participants to have a history of self-employment (seven per cent compared to one per cent). This will also in part be a gender determined factor. It may also reflect the more proactive efforts involved in applying for small grants.

2.5   Perceived constraints to working

The main constraint said by Global Grants beneficiaries to affect their progression into employment was having an illness or disability that affected the type or amount of paid work that they were able to do. Approximately a third (32 per cent) of beneficiaries perceived themselves as suffering from such a constraint. This figure is somewhat higher than those collected for the Objective 3 cohort as a whole, where 20 per cent of beneficiaries were identified as having a health problem or disability.[7] This provides further evidence of the success of the Global Grants programme in reaching individuals who could be classed as 'harder to help' including those at a significant distance from the labour market.

Other labour market disadvantages cited by Global Grants beneficiaries included:

• basic skills needs (16 per cent);

• caring responsibilities (14 per cent);

• not having English as a first language (eight per cent);

• being a lone parent (five per cent);

• having a criminal record (three per cent);

• having problems with alcohol or drug use (three per cent).

It was also generally the case that beneficiaries suffered from several disadvantages. Many respondents to the survey provided multiple responses when asked about their perceived constraints. Most case study respondents were also found to be facing two or more constraints.

Table 2.3 shows the constraints perceived by Global Grants beneficiaries to affect them in their movement towards the labour market and into employment. There are a number of differences evident between participants and recipients, notably in relation to illness or disability, basic skills needs and issues resulting from not having English as a first language, with greater proportions of project participants citing these as constraints than did grant recipients.

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[7]   Cubie. A. and Baker, O. (2005) European Social Fund Objective 3: The 2005 beneficiary survey for England.

Table 2.3   Labour market constraints

Labour market constraint	All	Participants	Recipients
		Column percentages (Multiple responses)	
Illness/disability affecting type and/or amount of paid work participant can do	32	37	26
Problems with basic skills	16	20	10
Caring responsibilities	14	13	15
English is not participants'/recipients' first language	8	12	2
Lone parents*	5	5	5
Problems with the law or a previous criminal record*	3	2	5
Problems with drugs or alcohol*	3	3	3
Base: All respondents (560)		*(340)*	*(220)*

Note: * There are insufficient numbers of respondents in groups marked with an asterisk to allow for any further comparative sub-group analysis beyond the data presented here.

More than a third of participants (37 per cent) said that they had an illness or disability that affected the type of work, or the amount of paid work, they were able to do, compared to the (still high) proportion of around a quarter (26 per cent) of recipients. Twice as many participants (20 per cent) as recipients (ten per cent) mentioned having problems with basic skills. Six times as many participants (12 per cent) as recipients (two per cent) did not have English as their first language.

Typical examples of the types of difficulties that brought people to Global Grants projects are provided by the following accounts from the case studies:

A 56 year old female project participant had worked in a combination of both full-time and part-time jobs for the past 20 years. In 2001 she was forced to stop working due to a back injury related to her work and in 2005 she suffered from a nervous breakdown. A key factor in her deteriorating mental health was a forced period of inactivity coinciding with her children leaving home. Her health problems over a protracted six year period seriously undermined her confidence and self-esteem. In order to address these issues and return to employment she decided to attend a Global Grants funded project which specifically worked with people suffering from mental health problems. The project provided support in the context of retail training, and a focus and target for moving her closer to the labour market. At the time of the survey she was due to complete her Global Grants project (and receive a National Vocational Qualification (NVQ) in retail as a result) and was actively applying for jobs.

A 58 year old, male, direct grant recipient had worked for over 25 years in the hotel management industry. During his late forties he had been forced to stop working due to ill-health. Despite his own health subsequently improving, his wife latterly became very ill, which resulted in him becoming her full-time carer. After approximately four years, his wife's condition improved sufficiently for him

to consider returning to work, but despite having a significant amount of work experience he found it increasingly difficult to secure employment, and felt that in particular his age was against him. After unsuccessfully attempting to secure employment for a number of years, he finally decided to become a self-employed 'handy-man' and secured Global Grants funding in order to re-train and gain the formal qualifications he required to run his own business, which he successfully achieved.

2.6   Summary

• Beneficiaries of the Global Grants programme display many characteristics of labour market disadvantage.

• While spread across a wide spectrum of needs and at varying distances from the labour market, the great majority of beneficiaries present a profile of being 'harder to help.'

• Many have been out of paid work for long periods of time and nearly one in ten have never worked.

• The main constraints faced are illness and disability; basic skills needs; caring responsibilities; and problems from not having English as a first language.

• Many face multiple constraints and difficulties.

• Project participants (who make up the great majority of beneficiaries) are on average at a greater distance removed from the labour market than are direct grant recipients.

• However, grant recipients are clearly also from 'harder to help' groups.

3 Types of projects and activities funded by Global Grants

This chapter presents an overview of the personal characteristics, employment backgrounds and perceived work constraints of Global Grants beneficiaries to determine whether, and to what extent, they constitute disadvantaged and 'harder to help' individuals.

3.1 A diversity of funded activities

As the following list demonstrates, a wide variety of projects and activities have been funded by the Global Grants programme, ranging from help with basic skills (such as reading and writing), paid or unpaid work experience, to the provision of small grants directly to individuals:

• advice or guidance on training courses;

• advice on managing finances/debts;

• basic skills training;

• confidence building;

• careers and jobs advice;

• grants to help individuals progress into work or become self-employed (to help pay for a training course, business start-up, etc.);

• advice and assistance to help manage an illness, health problem or disability;

• help in looking for and applying for work;

• help and advice with alcohol or drug related issues;

• information on available benefits and tax credits;

- paid or unpaid work experience;

- training in job related skills.

The overall design and flexibility of the Global Grants programme was cited as having been particularly important in allowing for this range of activities to take place enabling the programme to engage a diverse group of beneficiaries at varying distances from the labour market.[8] For instance, certain activities, such as confidence building, basic skills training courses and support with managing an illness or health problem were used to target those with the greatest distance to travel prior to entering paid employment. Such projects were not necessarily focused on moving people immediately into employment, nor were those taking part on such activities doing so with the express aim of securing employment immediately afterwards.

For example, one case study project ran a gardening course for people with a mental health condition. Staff noted that, in addition to mental health issues, the vast majority of those attending had failed to be engaged or supported by any mainstream provision in the past; were long-term unemployed; and were thus at a significant distance from the labour market:

> *'These people are not able to go to the Jobcentre and get into ordinary run of the mill schemes…They're not understood at ordinary* [mainstream] *courses…where people have been out of work for six months to a year… These people have been out of work for seven or eight years…one for fourteen years.'*

(Global Grant project staff)

Recognising the depth of problems facing such individuals, staff admitted that the primary aim of their project was that of addressing the health problems and rehabilitation of participants, including the development of softer skills, such as confidence building, self-esteem and socialising:

> *'This project wasn't just set up just to get people back into work…I look at my job as empowering people…They decide whether they want to go back to work…when they've got that power to be able to do it…when they are confident and well enough to do so…'*

(Global Grant project staff)

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[8]   The first Global Grants evaluation reported that Intermediary Bodies (IBs) applying a broad interpretation to the concept of 'progression towards the labour market' was key in encouraging a wide variety of projects to apply for the funding. Programme features such as having a simple application process; light touch monitoring and reporting processes; short timescales for the awarding of grants; and good IB project support, were also said to have contributed to this diverse array of funded activities; see Jones, G. *et al.* (2005) pages 48-63.

> *'In some ways employment is a secondary success…because of the* [Global Grants] *project they can function in society and feel more confident…they have* [then] *got something they wouldn't otherwise have had…We hope, long-term, that society is going to benefit* [as well].*'*

(Global Grant project staff)

Other Global Grant funded activities, however, such as helping people to search and apply for jobs or providing grants to help with a business start-up or to pay for a training course, were, of necessity, designed for those with less distance to travel towards employment. For example, some individuals, with a previously strong history of employment, were using Global Grants funding to re-train after a health problem had forced them leave their previous jobs. While these people generally appeared somewhat closer to the labour market, constraints such as rural isolation and/or having low incomes meant that, without financial support, they struggled to re-train and progress back into employment:

> *'We cover a rural* [county] *and the main barriers are rural people not having the opportunities to go into training. They've got the mental capacity, they just don't have the transport and support mechanisms in place…A lot of people we've funded were like a guy we had who had been a plumber for the past twenty years but he'd had an accident and he'd got a bad back and he couldn't do the plumbing any more…He asked for funding to do a plumbing inspection course…We put him through that…'*

(IB representative)

3.2   Projects and individuals funded

Giving IBs the discretion to fund projects and/or individual beneficiaries (or both), was also highlighted as a key programme design feature which had contributed to the diversity of funded activities. Consequently, this approach resulted in two main beneficiary cohorts being supported by the programme: project participants (i.e. those taking part in a Global Grants funded project) and grant recipients (individuals directly receiving Global Grants funding).

Table 3.1 shows the different 'project types' funded by the Global Grants programme, as attended by project participants. The most frequently mentioned projects amongst this group were: activities which developed personal and social skills, advice on training/courses available and training in job-related skills.

Table 3.1   Project types

Project type	Percentage (multiple responses)
Personal and social skills development	49
Advice or guidance on training/courses available	48
Training in job related skills	44
Careers and jobs advice	37
Help in starting a course/training	30
Paid or unpaid work experience	28
Help in looking or applying for work	26
Basic skills	25
Help to manage illness, health problem or disability	23
Advice on how to manage finances/debts	16
Information on available benefits/tax credits	16
Help with alcohol or drug-related issues	15
Confidence building	6

Base: All participants (340)

More often than not, activities funded by Global Grants covered more than one 'project type', as illustrated in the following two case studies.

A voluntary sector body, specialising in rehabilitating people with mental health conditions, received nearly £10,000 in Global Grants funding to set up a project to provide training and work experience in a sheltered office environment. Global Grants funding enabled the organisation to employ a paid member of staff to recruit and supervise the volunteers as they undertook administrative tasks and to support them with any difficulties they faced in the workplace associated with their mental health.

This project focused on enabling vulnerable adults to improve their personal and social skills in a sheltered, non-pressurised environment, with the work experience also helping them to improve their employability. The project was designed to replicate as far as possible the everyday workplace. Volunteers were treated as paid employees, participating in a 'job' interview, an initial briefing and induction session; and undergoing skills training and work appraisals.

Another voluntary sector group received £10,000 Global Grants funding to run three 12 week Football Association National Vocational Qualification (NVQ) Level 1 'football trainer' courses. The project was set up with the express aim of recruiting and supporting young people who had become disengaged from mainstream education; those that were at risk of exclusion; and the long-term unemployed.

In addition to the NVQ Level 1 qualification, participants received training in basic numeracy and literacy, job preparation and interview skills and undertook an (unaccredited) sports injury training course. A total of 40 individuals took part in

the three courses, with the central footballing theme of the training highlighted as a key 'pull factor' in successfully attracting young people (particularly young men), many of whom had been excluded from mainstream education or had left with either very few or no qualifications:

> *'I suppose in most areas in Britain what is really going to attract young people, the hard to reach group, would be football, and we've really found that* [this course] *did…football is a great hook for young people…'*

> (Global Grant project staff)

Global Grants projects also appeared to be engaging participants in a variety of different ways, once again reflecting the programme's ability to meet the needs of individuals at varying distances from the labour market. For instance, while some beneficiaries were involved passively and simply attended as 'project participants,' others were more actively engaged and involved in the running of projects.

Around two in five project participants (41 per cent) were participants only (i.e. were not involved in the running of a project at all), while 44 per cent were more actively involved, for example, as voluntary helpers. Twenty-two per cent helped to run the group or were on the project steering group and five per cent were employed by the Global Grants project as a paid worker. Some respondents were involved in more than one capacity; for example they were paid workers, but also sat on a project committee.

Direct grant funding was used to pay for items that would be of benefit to the individual in terms of moving them closer to and/or directly into employment. As shown in Table 3.2, over two-thirds (68 per cent) of grant recipients used the Global Grants funding to help pay for training. A little under a quarter (24 per cent) used it to buy equipment for work, while nine per cent used it to start up their own business. A small minority used the funding to cover travel costs to enable them to attend work/a training course (two per cent) or to help pay for driving lessons (one per cent).

Table 3.2   How grant recipients used Global Grants funding

Uses of funding	Percentage (multiple responses)
To help pay for training	68
To buy equipment for work	24
Start up own business	9
Cover travel costs	2
Pay for driving lessons	1
For something else	3

Base: All recipients (220)

3.3 Summary

- A diversity of projects and activities have been funded by the Global Grants programme.

- The overall design and approach of the Global Grants programme has been key to encouraging and enabling this array of activities to take place.

- Allowing IBs to fund both projects and individuals has resulted in two main beneficiary cohorts: project participants and individual grant recipients, both of which were comprised of harder to help individuals.

- The diversity of funded projects (and varying degrees of participant engagement), together with the provision of grants to individuals, has enabled the programme to reach a wide range of beneficiaries at varying distances from the labour market.

4 Reaching the disadvantaged

While the previous chapters demonstrated that the Global Grants programme has been successful in engaging disadvantaged individuals, this chapter explores the reasons relating to how and why this has been achieved.

4.1 Engaging beneficiaries

Certain key programme design features would appear to have been responsible for enabling Global Grants funding and provision to percolate down and reach important European Social Fund (ESF) target groups. Moreover, evidence relating to the community embeddedness of Global Grants projects and of linkages being made with mainstream services also shed light on explaining how and why the programme has been able to reach such a diverse range of disadvantaged individuals.

4.2 Key programme design features

Respondents highlighted two programme design features that had been particularly important in enabling Global Grants funding to reach individuals that mainstream funding programmes and provision had struggled to engage.

4.2.1 Focusing on 'progression towards the labour market'

The first of these design features related to the Global Grants programme's focus on 'progression towards the labour market', as opposed to the setting of any hard outcome related targets. Respondents argued that funding programmes which were overly focused on achieving set outcome targets, particularly hard job outcomes, inhibited funding from reaching the most disadvantaged. Such targets resulted in projects simply 'creaming off' the best candidates, thus preventing the harder to help from being supported:

> '[We] *decided very early on to* [fund] *the ones that are hardest to reach…the ex offenders, the drug addicts, the alcohol misusers, the single parents…the long-term unemployed…the people that fall through the net generally and aren't supported by standard Government organisations because they are not easy…not guaranteed work at the end of it.'*

(IB representative)

> '*If you turned around to us and said you need an 80 per cent success rate, we would turn all the risk cases away, we would have to in order to meet our targets…so all the mental health people that really have self-confidence issues, probably a lot of systematic offenders…they wouldn't get a look in… the single parent living in a rural area…she wouldn't get a chance either… none of the high risk cases would get* [funding]…*and they are the actual people that need it most.'*

(IB representative)

Groups running Global Grants projects also stated that they would not, or could not, apply for funding streams that applied hard outcome targets, due to the difficulties in achieving such targets over short timescales with their beneficiaries. A number of groups working with very vulnerable and disadvantaged people stressed the slow, long-term approach that was required in order to progress such individuals towards employment.

One such group received Global Grants funding to run a work placement project for individuals with learning disabilities. Staff noted how many project participants initially worked as volunteers in a sheltered environment, within their own organisation first, prior to moving onto their Global Grants funded provision, which progressed them into the open labour market. Most beneficiaries worked as volunteers for periods of up to two years or more, prior to reaching a stage where they were able take part on the Global Grants project. A further six months or a year of participation was required before many of these beneficiaries progressed into an unsupported working environment. In this instance, the Global Grants programme's focus on progression towards the labour market, rather than any short-term employment outcome related targets, had been crucial in enabling them to secure funding and successfully run this project:

> '*We've been able to access Global Grants funding because it doesn't say 'you've got to have full-time employment outcomes'…It says 'supporting people into work' and that is what we do…we can focus on building people's lives and building their skills base.'*

(Global Grants funded project representative)

Intermediary Bodies (IBs), with previous experience in dealing with mainstream funding programmes, also argued that this key design feature had enabled Global Grants to reach groups and disadvantaged individuals that mainstream funders and programmes had failed to engage. Moreover, some of these mainstream

providers were now recognising the success of the Global Grants programme in engaging hard to reach groups:

'When we had a [Global Grants] *application from a group of women travellers it was fascinating because the travelling community is a target group that* [has been] *terribly difficult to engage…There was tremendous interest from the LSC and the county council because each one of them had been desperately trying to reach these communities.'*

(IB representative)

4.2.2 Accessibility of groups receiving funding

The local accessibility of community and voluntary groups receiving Global Grants funding was also highlighted as a key design feature that had enabled the programme to reach the most disadvantaged:

'The accessibility of the organisations working with these people, who are certainly not in the mainstream, cannot be over emphasised.'

(IB representative)

Respondents argued that many Global Grants funded projects were run by very small (often user led) groups with a specialist knowledge and understanding of their client group, a feature cited as having being crucially important in encouraging participation:

'The groups that are applying for Global Grants are often quite small groups and they are at the grass roots…[and] *they are in tune with the people they are there to help…that has been a key strength of Global Grants.'*

(IB representative)

Moreover, there was also evidence showing that many groups and staff delivering Global Grants projects were often already known to the target community. Having these established relationships was also said to have encouraged attendance. For instance, one case study project received £9,000 to run a basic computer skills training course targeted primarily at women from the local Black and Minority Ethnic (B&ME) community. Running over a nine month period, the project successfully recruited and trained 53 individuals. Respondents argued that a key success factor in engaging these participants had been the recruitment of volunteers from the local B&ME community to work as course tutors:

'The trainers that were working with the participants were from the B&ME community themselves…so they were already known to a lot of the beneficiaries because they lived in the same community…That makes the participants more comfortable…'

(IB representative)

Staff noted that their familiarity with, and ability to converse in, the first language of participants had also been hugely beneficial and had encouraged participation amongst a group that was said to 'fear' attending mainstream training provision.

This anxiety was said to have been borne out from either previous bad experience or a common perception amongst B&ME groups of an inability to understand these courses due to language barriers:

> *'A lot of the* [project participants] *were excluded…They didn't understand or they avoided going to* [mainstream] *courses because they hadn't got a clue what was going on…With mainstream providers there is no one available who can translate for them or help them…They were just getting lost and in the end some of them were saying 'well there is no point in me doing it!' '*
>
> (Global Grant project staff)

> *'Quite often the training is* [being delivered] *in their own language…That is a unique strength of this* [Global Grants] *project.'*
>
> (Global Grants project staff)

Interviews with project participants confirmed the fear they had of mainstream provision. Several women had attempted to undertake a mainstream computer training course in the past, but had found the teaching methods and pace of course delivery intimidating and off putting. Some contrasted this with their positive experience of the Global Grants project, where classes were either delivered on a one-to-one basis or in very small groups and with staff they knew:

> *'I was put off from going to* [college*], that's why it took me five years to actually go back into thinking about doing some training.'*
>
> (Project participant)

> *'In college you don't want to ask because you think you are being silly, because the first time you do things you are a bit forgetful…It was easier to ask questions to the* [Global Grants project] *tutor…If someone is there, sitting next to you, you don't mind asking them* [because] *they are there to help you…In college it is different…they can't help as much.'*
>
> (Project participant)

4.3   How beneficiaries found out about/were referred to Global Grants projects/funding

Findings relating to how beneficiaries found out about/were referred to Global Grants provision provide further evidence of the accessibility of Global Grants provision within local communities, with many respondents citing informal, community based, methods of referral. A large proportion of beneficiaries found out about Global Grants provision through a friend or relative (22 per cent), with a further seven per cent stating they were contacted directly by a Global Grants project.

The findings presented in Table 4.1 also demonstrate the strong linkages being forged between Global Grants provision and mainstream services. Eighteen per cent of respondents stated they were referred to a Global Grants project/funding via a Jobcentre Plus adviser whom they had initially approached for help.

Table 4.1   How beneficiaries found out/were referred to Global Grants projects/funding

| Referral routes | Percentage* (*Totals come to less than 100 as all means mentioned by 10 or fewer respondents are not included) | | |
	All	Participants	Recipients
Friend/relative	22	27	15
Jobcentre Plus adviser	18	5	37
Contacted directly by project	7	12	*
Referred by another project	7	7	6
School	4	7	*
Social Services	3	4	*
Business Link	2	*	6
Base: All respondents (560)		*(340)*	*(220)*

4.3.1   Project participant referral routes

Looking separately at the figures relating to project participants, there appears even clearer evidence relating to the community embeddedness and grass-root level of accessibility of Global Grants projects, with the largest majority of this cohort being referred to a Global Grants project via friends/relatives (27 per cent) or direct contact with the Global Grants project (12 per cent), through local recruitment and outreach activities (as shown in Table 4.1).

Conversely, mainstream avenues of referral figured far less frequently amongst this group, with a much smaller proportion citing a referral from Jobcentre Plus (five per cent) or Social Services (four per cent), indicating that many of those being referred to a Global Grants project lay outside of any mainstream provision. In fact, the overwhelming view amongst case study respondents was that Global Grants projects were successfully reaching people not engaged in mainstream activities:

> '[Global Grants] *projects engage those right at the bottom of the social ladder…a lot of people who have never been involved in…mainstream activities or* [other] *training and learning…*[Global Grants] *has managed to reach those people that a lot of* [mainstream] *organisations and agencies aren't managing to engage.'*

> (IB representative)

> *'For those people who are harder to help or cannot for some reason be engaged by mainstream* [providers]*, we target those people…that aren't engaging in any* [mainstream] *activities.'*

(Global Grants project staff)

One social enterprise scheme used Global Grants funding to run a pilot project aimed at securing work placements for individuals experiencing a mental health condition or with learning and/or physical disabilities, many of whom had no, or very limited, involvement with mainstream provision. The organisation used the Global Grants project as a progression route for those taking part on its existing training scheme to move into employment. Such a referral process was said to be particularly important in engaging these vulnerable groups where established relationships between project staff and participants often encouraged participation:

> *'We have always felt that those people who are most vulnerable need support from somebody who really knows and understands them…and so we don't refer to an outside agency…It's* [about] *building up that trust because* [then] *people are coming to an organisation where they know the staff…and feel quite happy and comfortable attending.'*

(Global Grants project staff)

While informal referral routes were common amongst funded projects, some groups had nevertheless successfully forged links with mainstream providers and were also taking referrals from these sources. For example, one local Council for the Voluntary Sector (CVS) body received £10,000 in Global Grants funding to employ a part-time 'employment support worker' to support individuals with learning difficulties and/or basic skills needs into work placements. The CVS established the project after being contacted by a local Further Education (FE) college that ran a two year training course for individuals with learning difficulties. As part of the course the college wanted to provide students with the opportunity to undertake supported work placements, however it lacked the in-house resources, time or expertise to offer such a service. The college contacted the CVS to seek their advice and assistance. The Global Grants project was subsequently set-up to take referrals from the FE college. The employment support worker liaised with the college, identifying potential employer placements and providing one-to-one assistance to the students during their work experience.

By partnering the FE provider, the CVS believed the Global Grants project was providing students with a valuable opportunity to consolidate what they were learning at college while helping to build their confidence and employment related skills. It was argued that the Global Grants project had provided a service that the local mainstream provider had been unable to deliver in the past, to the detriment of students:

'A lot of them who've done the course [in the past] *have lost their skills because they didn't have the chance to get out* [to work]…*The college course runs for two years and it's a case that if they don't find work during that time, they may never find something suitable…it may mean that a lot of them lose skills and lose their confidence again.'*

(Global Grants project staff)

4.3.2   Grant recipient referral routes

For grant recipients, who generally appear in closer proximity to the labour market (see Chapter 3), and arguably more in touch with mainstream services, there was stronger evidence of referrals being made by mainstream sources. As Table 4.1 shows, the majority of this cohort was referred to Global Grants by a Jobcentre Plus adviser (mentioned by 37 per cent) who had been unable to help them with funding for a training course or business start-up. These figures would suggest that the Global Grants programme has been able to fill an important gap in mainstream provision.

Further evidence of the linkages between mainstream provision and Global Grants projects was provided by case study respondents. Several argued that Global Grants funding had enabled individuals whom mainstream provision had been unable to help, to access the financial assistance they required to make the final step back into employment:

'There is not a great deal of mainstream [funding] *provision out there… There is no funding for people who don't have the money to pay for their training…absolutely nothing!'*

(IB representative)

"I was hitting brick walls with getting funding…I did a lot of searching…to see if I could get any [financial] *help from anywhere…It was the Jobcentre* [adviser] *who recommended me to the* [Global Grants] *funding.'*

(Grant recipient)

4.4   Summary

- A focus on **progression towards the labour market** as opposed to job outcome targets was a key factor in encouraging community and voluntary groups to apply for and secure Global Grant funding.

- The local **accessibility of groups and projects** receiving Global Grants funding to the most disadvantaged groups was highlighted as being particularly influential in engaging these individuals.

- Most project participants were referred to/found out about their Global Grants project via informal, community based sources, such as friends and family and direct contacts with a Global Grants project.

- The majority of grant recipients were referred to/found out about Global Grants funding via mainstream sources, most notably Jobcentre Plus.

- Global Grants direct grant funding filled an important gap in mainstream services by supporting those individuals who required financial assistance to enable them to make the final step into employment.

5 Beneficiaries' assessments of Global Grants

This chapter looks at the views that Global Grants beneficiaries had of their involvement with the programme and the support that they received. It explores what aspects of activities and support beneficiaries said they found most useful and why, and illustrates findings with reference to the case studies.

5.1 Views and attitudes towards projects and funding

To explore the types of projects and support beneficiaries deemed to have been most helpful, the research investigated both the views and attitudes of participants towards the projects they attended and those of recipients regarding the funding they received. Beneficiaries' views of how helpful Global Grants had been to them are shown in Table 5.1.

Table 5.1 Perceived helpfulness of project/funding

Column percentages

Categories	All	Participants	Recipients
Very helpful	83	79	89
Quite helpful	15	18	10
Not very helpful	1	2	*
Not at all helpful	1	*	1
Don't know	1	1	*
Base: All respondents	*(560)*	*(340)*	*(220)*

The vast majority (98 per cent) of beneficiaries said that they had found their involvement with the Global Grants programme to have been helpful, with more than four-fifths (83 per cent) assessing their experience as having been very helpful to them. Similar levels of positive response were found across the board among both project participants and individual grant recipients.

5.2   Reasons given for positive assessments

Table 5.2 sets out the various reasons given by participants and by recipients for why they had found Global Grants helpful to them in their situation and in their attempts to move closer to the labour market.

Table 5.2   Why participation/funding was found to be helpful

Participant reasons	Percentage	Recipient reasons	Percentage
Taught me new things	47	Have found employment/ Started applying for jobs	48
Improved my confidence	30	Moved into training	29
Met new friends	27	Needed equipment to get a job	23
Met others in similar situation	20	Allowed me to set up business	17
Have found employment/ started applying for jobs	16		
Moved into training	9		
	(Base: 329 participants)		*(Base: 217 recipients)*

5.2.1   Project participants' views

As can be seen from Table 5.2, the main reasons participants gave for finding their project helpful were that it taught them new things, improved their confidence and allowed them to meet new people in similar situations to themselves.

Sixteen per cent of participants mentioned having successfully found a job and nine per cent having been brought to a position where they could start applying for jobs with confidence. This indicates strong positive moves towards employment from those participants perhaps closest to the labour market. However, by far the greatest numbers cited reasons indicating that they started the process at a somewhat greater distance from the labour market but had successfully made the first steps on the road to employment through coming to terms with their situation, sharing their experiences with others and gaining in knowledge and confidence.

There was much evidence from the case studies to suggest that acquiring these softer skills helped participants take positive steps towards the labour market. For instance, one beneficiary who had not worked (or applied for jobs) for approximately six years stated how the confidence she had gained from taking

part on a Global Grants project had resulted in her actively applying for jobs once again:

> *'I'm more confident* [now] *I feel as though I could get a job…*[and] *I wasn't thinking of applying for work before* [the Global Grants project].*'*

(Project participant)

Another individual, who had not worked for ten years as a result of bringing up her young family, also noted how the confidence she gained from the Global Grants project was crucial in enabling her to progress into further training and subsequently employment:

> *'I achieved more than* [I expected] *from the* [Global Grants project]*…I only went to get more confident and learn more about IT…But I learnt a lot more…They gave me the confidence, they gave me the push to do* [the NVQ] *training which I probably wouldn't have done otherwise…*[and] *I wouldn't have gone into office work* [because] *I wouldn't have been confident of applying for it.'*

(Project participant)

Project participants with an illness or disability were more likely than average to say that participation was helpful because they met new people (mentioned by 41 per cent of this cohort) including meeting others in a similar situation or with similar problems as themselves (reported by 34 per cent). A number of individuals with mental health problems cited how the opportunity to meet new people and share experiences had been important in boosting their softer skills, such as their self-esteem:

> *'I didn't notice before the* [Global Grants project] *but afterwards I did notice, yeah I'm pretty good at speaking in front of people and expressing my own views.'*

(Project participant)

For others, peer support had been important in developing their self-confidence, and again there was evidence here to suggest that this was facilitating their labour market progression:

> *'I've got to know people. I've made new friends…I'm more confident and feel as though I could go and get a job now.'*

(Project participant)

For participants suffering from longer established mental health conditions and learning disabilities, progression towards the labour market was evidently a much slower and lengthier process. But even amongst these individuals there was evidence of positive steps forward having been taken. Respondents commented that Global Grants projects had encouraged them to leave their house, to socialise and to meet new people. Such opportunities were evidently important in providing them with the confidence to reintegrate back into society and to undertake simple everyday tasks:

> *'I had to go shopping before* [attending the Global Grants project] *and I wasn't at all keen on going really…I feel I can cope with that a lot easier since* [the Global Grants project] *than I had before….I used to dread it, you know, going out and meeting people…but I feel a lot better now.'*

(Project participant)

One project participant, who had not left his house for 16 years prior to taking part in a Global Grants project, noted how the support he had received had resulted in him taking significant steps back into society:

> *'It's been so positive what the* [Global Grants project] *has done for me. It's not only given me the confidence here but* [also] *outside the* [Global Grants project]*. It's given me the confidence to go out on my own and do things. I mean, I've joined a gym, I go swimming, I go biking…'*

(Project participant)

5.2.2   Grant recipients' views

As shown in Table 5.2 the reasons given by grant recipients for finding the funding they had received 'very helpful' were more frequently directly related to employment, and reflected their overall closer starting point to the labour market, on average, compared to participants. Global Grants funding was deemed helpful by the largest number of recipients because it had enabled them to find a job or to start looking for a job (mentioned by 48 per cent of respondents). In addition to this, 29 per cent had been helped to move into training. Recipients also found the funding helpful for immediate, practical reasons such as because it had enabled them to buy equipment to start a job or allowed them to set up in business or become self-employed.

A significant minority of individual grant recipients were pursuing self-employment as an alternative to a job, in order to overcome a specific barrier, often caring responsibilities or a disability, which made working for an employer more difficult.

One example of this from the case studies was provided by a 36 year old mother of two. She had a relatively full working history, although she had predominantly worked part-time over the past ten years while also caring for her young children. However, since leaving the army three years ago her husband had suffered from severe depression and he had no immediate prospects of returning to the labour market.

This situation had placed great pressure on her to become the family's main bread winner. She, therefore, decided to undertake a National Vocational Qualification (NVQ) Level 3 training course in business entrepreneurship and acquired a business loan to pay for her course and to purchase a trailer for a mobile catering business. Upon completion of her course she was offered a business opportunity to undertake catering on a film set, but had no money to purchase the generator and tow bar she required for her trailer. Having explored various funding avenues

without success she was finally referred to Global Grants funding by a Jobcentre Plus adviser.

The recipient received £650 in Global Grants funding, which enabled her to purchase the equipment she needed to fully set up her business, which was still running successfully a year later.

> *'The* [Global Grants] *sustained us and kept us going…I was already hitting brick walls with getting funding…We had no money…When people don't have any money a little bit of money makes all the difference to whether a business can keep going or not…Without* [Global Grants] *funding…the company would not be here now.'*

> (Funding recipient)

5.3 Types of help and support found most useful

Beneficiaries were asked about the helpfulness to them of specific types of support and activity. As shown in Figure 5.1 at least half of respondents said that all 'support/activity types' were very helpful, suggesting that there were no particular aspects to projects that were deemed helpful to significantly more beneficiaries than others. A strong picture emerges of a programme successfully meeting the varied needs of a wide spectrum of customers at different distances away from the labour market.

Nevertheless, particularly high ratings were given to paid/unpaid work experience, to help with buying work equipment/clothes, to help with basic skills, to help in getting started on training and to help with the process of looking for work. These aspects of Global Grants provision were rated as being very helpful by two-thirds or more of all beneficiaries.

Figure 5.1 Helpfulness of support/activities offered through Global Grants (percentage of all beneficiaries rating their overall experience as being 'very helpful')

Paid/unpaid work experience	77%
Help to buy equipment/clothes	71%
Basic skills	68%
Help starting training	67%
Help looking for work	64%
Help with drugs/alcohol	59%
Training in job-related skills	55%
Benefits/tax credits	55%
Advice on courses available	54%
Advice on different types of work	50%
Advice on finance/debts	50%

Base: All receiving help with these issues.
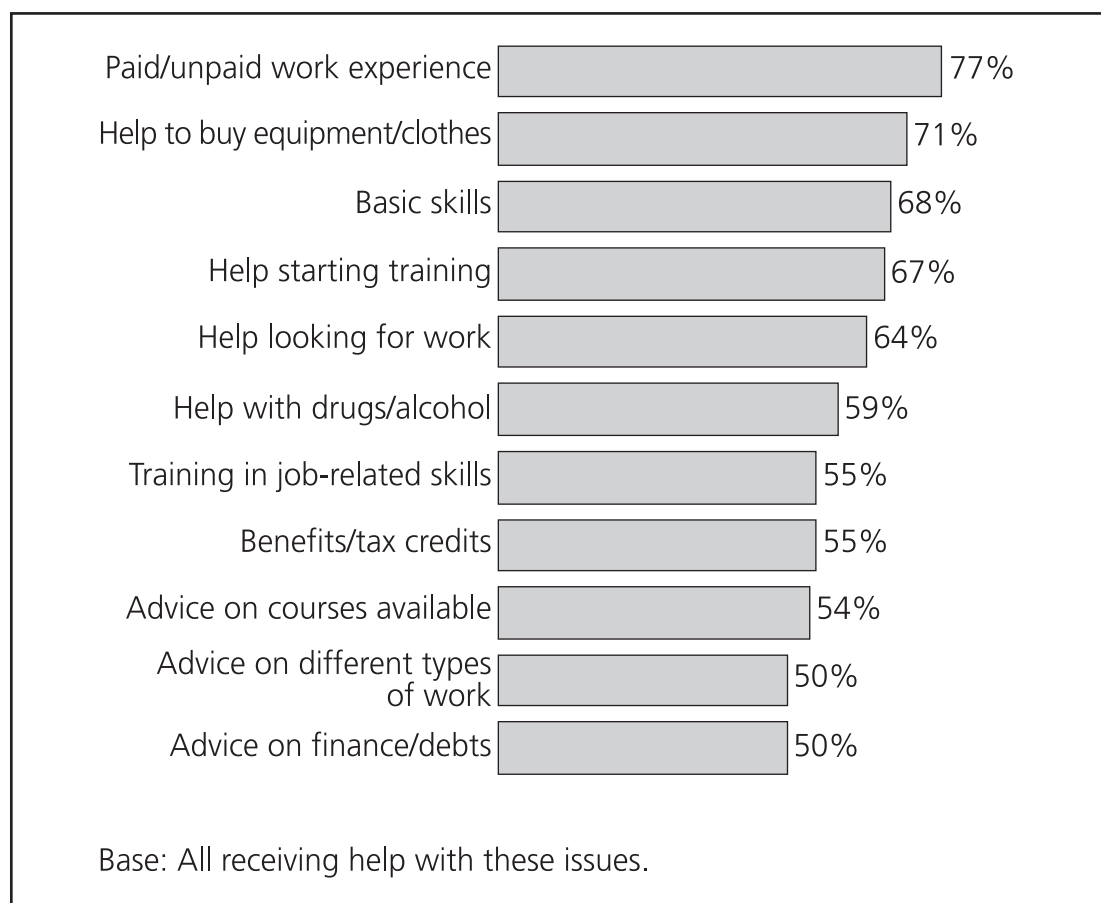
5.4 Summary

• The vast majority of survey respondents found the Global Grants projects they took part in/the funding they received, to have been very helpful.

• Popular reasons participants gave for finding a project helpful was that they had been taught new things; their self-confidence had improved and the project had allowed them to meet new friends or people in similar situations to themselves. These softer skills were resulting in individuals taking positive steps towards the labour market.

• For grant recipients the funding was deemed most helpful because it had enabled them to find or look for employment or to start a training course.

• There was no particular type of support that clearly stood out in relation to how helpful beneficiaries deemed certain activities to have been.

• A strong picture emerges of a programme successfully meeting the varied needs of a wide spectrum of customers at varied distances from the labour market, and moving them closer to employment.

6 Beneficiary outcomes

> This chapter presents the immediate and longer outcomes reported by beneficiaries as a result of participating in Global Grants projects or receiving grant funding. It considers the extent to which outcomes may vary according to different beneficiary groups and explores whether the outcomes achieved have resulted in employment or contributed to progression toward employment or self-employment. Using case study evidence, the chapter highlights some of the critical success factors which appear to be important in terms of progressing disadvantaged individuals and those at a distance from the labour market, towards the achievement of positive outcomes and work.

6.1 Main outcomes of Global Grant beneficiaries

Table 6.1 presents the main outcomes that respondents said they had achieved as a result of them taking part in a Global Grants project or receiving grant funding. A wide range of hard and soft employment related outcomes were reported. The vast majority of beneficiaries stated that their confidence, motivation and self-esteem had improved and that they had gained new skills and experience of direct relevance to employment or self-employment. Almost three-quarters of respondents gained employment or self-employment related skills, half gained a qualification and just over a third improved their job search skills as a result of taking part.[9]

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[9] It needs to be emphasised that the respondent sample was purposively selected to include a much larger proportion of direct grant recipients than applies generally among the cohort of Global Grant beneficiaries. The findings should not therefore be viewed as representative of the cohort of beneficiaries as a whole.

Table 6.1   Main outcomes achieved by Global Grant beneficiaries

Column percentages

Categories	All	Participants	Recipients
Improved self-confidence and motivation	86	89	80
Gained new skills that can be used in a job/business	74	71	80
Helped beneficiary gain a qualification	49	39	65
Helped with job searching skills	38	37	38
Provided useful work experience	35	57	-
Improved literacy skills	30	32	26
Improved IT/computer skills	28	35	18
Encouraged them to apply for more and/or better jobs	27	11	49
Improved language skills	27	32	18
Encouraged them to start a training course	24	24	24
Encouraged them to start voluntary work	20	27	10
Improved numeracy skills	23	23	24
Helped them get a job	10	11	8
Base: All respondents	*560*	*340*	*220*

6.2   Employment outcomes

Few Global Grant funded projects have the express aim of progressing participants directly into paid employment. Nevertheless, 11 per cent of participants and eight per cent of funding recipients said they had been helped into work as a result of their participation/funding. Around a quarter of respondents had also been encouraged to apply for jobs and a quarter were encouraged to start voluntary work, showing clear evidence of progression and movement towards work.

Within these headline findings, it is important to further distinguish between project participants who had finished their project from those who were still participating at the time of the survey. Excluding those who were still involved in projects when surveyed, the proportion of participants who said they had been helped to get a job rises to almost one in five (19 per cent) and around a further third (31 per cent) said the project had encouraged them to apply for more or better jobs.

6.3   Qualification and training outcomes

Almost half the sample of beneficiaries said they had gained a qualification as a result of participating in a Global Grants funded project. Reflecting the main uses of direct Global Grants funding[10], a significant majority of recipients (65 per cent)

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[10]   Sixty-eight per cent of direct grant recipients used the funding to pay for or contribute towards the cost of a training course.

who were awarded direct grant funding said they had gained a qualification. The proportion of grant recipients achieving a qualification rose to almost four-fifths (79 per) cent among those that had used the funding specifically to pay for a training course. Almost two in five project participants (39 per cent) also achieved a qualification. Respondents who used the funding to pay for a training course also noted a number of other benefits: gaining new skills they could use in a job (87 per cent) and applying for more and/or better jobs (59 per cent). In addition, a quarter of both grant recipients and project participants also reported that following their project or grant, they had started a training course.

Qualification and training outcomes appeared to be particularly important to the labour market progression of younger participants. For some, the qualification gained was the first they had ever achieved, enabling some to move into their first job. Prior to his involvement in a Global Grant funded project, one 18 year old male had no qualifications or work experience. Expelled from school at the age of 15, he had been convicted of stealing cars and other small scale offences. Citing a lack a qualifications as his main barrier, he had never been able to secure work:

> '[Employers] *wanted no less than GCSE level C and all that!...No qualifications have been a big issue* [for me]*…You sort of sit down and realise you are not going to get anywhere without any qualifications.'*
>
> (Project participant)

The individual was referred to a Global Grants project by his Connexions adviser. This project, run by a small social enterprise, had been established in order to recruit and train volunteers (predominantly the long-term unemployed) to provide horticulture services in the wider local community. The participant cited the opportunity to gain accredited qualifications combined with the practical nature of the project, as key reasons why he decided to take part:

> *'They said we could do qualifications…*[and] *it's more active, you can just get down and do it!'*
>
> (Project participant)

After working as a volunteer for nine months the young participant gained a number of vocational qualifications:

> *'I've got four qualifications…apparently I'm now one of the most qualified people in* [my county] *for Lantra qualifications…I've got mowing, strimming, bush cutting and ride on mowing* [qualifications]*…so that's pretty good.'*
>
> (Project participant)

Buoyed by his new skills and qualifications, his positive progress towards the labour market had been further enhanced by a recent award of £5,000 from the Big Lottery to help set up his own gardening business. Having also received further assistance from the Global Grants project staff with his business start-up, he was extremely positive about the way the project had helped him progress, enabling him to turn his life around:

'[Without the Global Grants project] *I'd have probably been going out beating people, robbing people…I was robbing motorbikes before* [the Global Grants project]*…I didn't think to myself that I'd be 18* [years old] *and starting up my own business…I thought I'd still be looking for jobs…that I was going to have to go down to the chicken factory or something like that because there is hardly any jobs around here.'*

(Project participant)

For the small number of employed beneficiaries, the opportunity to gain a recognised qualification was instrumental in them being able to apply for and in some cases, succeed, in getting jobs hitherto unattainable due to their low levels of skills and qualifications.

Almost half the grant recipients said they had applied for better paid jobs offering greater opportunities for progression as a result of the skills or qualification they had gained. In these instances, Global Grants funding appears to be addressing an important gap in mainstream provision through helping to overcome an important barrier for individuals who can find employment, but are trapped in low skilled, low paid, insecure work.

For example, one 26 year old male, with no educational qualifications, had been in and out of several short-term, low paid jobs, since leaving school at the age of 15. He had secured his latest job through an employment agency, working on a three month temporary contract as a labourer for a construction company. Prior to this, he had been unemployed for approximately six months. While working on this short term employment contract he successfully applied for Global Grants funding to undertake a Heavy Goods Vehicle (HGV) license training course. The hope was that this would enable him to gain a recognised qualification and progress into better paid employment. At the time of the research interview, the individual had recently passed his HGV licence and was very optimistic with regard to his prospects of securing permanent employment and of increasing his earning potential.

6.4   Outcomes achieved by different beneficiary types

To determine whether any particular category of beneficiary was any less or any more likely than another to secure skills, qualifications or employment, outcomes were broken down according to different beneficiary types.

6.4.1   Project participants and grant recipients

Few significant differences were apparent in the reported outcomes of project participants and grant recipients. Where differences did emerge, these tended to reflect the different types of intervention and support received by the two categories of respondent and the different aims and objectives of those participating in projects and those in direct receipt of grant funding. Project participants were thus much more likely to report they had gained useful work experience, while grant

recipients were more likely to have gained a qualification, reflecting the different uses to which Global Grants funding had been put.

6.4.2   Gender

There were no significant differences by gender in the proportions of respondents reporting different outcomes. The only notable difference between genders was that women were more likely than men to say that improved self-confidence and motivation was one of the most important outcomes they had gained from participating in the project.

6.4.3   Dependent children

Participants with dependent children do not appear to have been unduly disadvantaged by their caring responsibilities, since they were at least as likely as other project participants to have gained benefits and outcomes from the project they took part in. This may in large part reflect the community based delivery, content and targeting of many Global Grant funded projects, designed to overcome the barriers of specific participant groups. Community outreach venues and the provision of childcare appear to have been particularly successful in overcoming barriers and engaging those with dependent children. Several projects were delivered from a local primary school with on-site crèche facilities, enabling parents to attend the project while their children were in school and/or attending the crèche. Other projects which had successfully engaged individuals with dependent children offered services such as delivering one-to-one tutorials at participant's homes, enabling those with young families to access the provision.

6.4.4   Illness/disability

A significant proportion of participants who volunteered for Global Grant projects were those who needed to rehabilitate following a health condition or disability frequently acquired later in life. Many had been absent from the labour market for long periods and were consequently depressed, needing to build their confidence and self-esteem prior to moving back into work. Respondents with a long-standing illness or a disability were more likely than other groups to value and benefit from the increased self-confidence and motivation they gained from participating in the project. Particularly important was the social contact, peer support and daily routine which participation brought. The following case study example usefully illustrates the role of Global Grants in contributing to confidence building and moving individuals closer to work.

A 33 year old male suffered from a number of mental health conditions including depression, agoraphobia and anxiety from the age of 14. His conditions had negatively impacted his education and employment prospects to the extent that he had no formal qualifications and had never been in paid employment. As a result, he suffered from severe low self-esteem and a lack of confidence. Following his diagnosis with clinical depression, the individual was referred to hospital and subsequently to a care home. As part of his rehabilitation the care

home referred him to a Global Grants funded gardening project run by a local specialist mental health group. This provided participants with the opportunity to undertake practical gardening work along with an accredited City and Guilds level two gardening qualification.

For the first time, the individual felt accepted and that his problems and barriers were being properly understood and addressed. The opportunity to meet people experiencing similar difficulties to himself and to engage with staff who had a good understanding of his mental health issues, were said by him to be key in encouraging him to attend the project:

> '…you're not judged, you're not discriminated…I felt comfortable [attending].'

> (Project participant)

Though the practical work experience and opportunity to gain an accredited qualification were viewed positively, of greater importance were the softer skills he had developed as a result of taking part:

> 'Oh my whole life has changed really. It's like they've given me the confidence, the self-esteem, just from top to bottom, it's given me a whole lease of life…It's been so positive what they have done for me here…'

> (Project participant)

Although still taking part in the project at the time of the interview, the participant indicated that he could now envisage himself entering some form of employment in the future, a stark contrast to his situation prior to starting:

> 'I'm ready to move on. I definitely will be moving on [into work]…[Before the project] I didn't have a future. I couldn't see anything before I came here. My life was just laying in bed 24 hours a day, seven days a week, doing nothing, just depressed all of the time, nothing to live for really.'

> (Project participant)

6.4.5   Basic skills

Respondents who said they had basic skills problems (defined as having had problems with reading, writing and/or speaking English, or numbers/simple arithmetic since the age of 16) were similar to other groups in terms of the outcomes they said they had gained. But, as might be expected, they were more likely than average to say they had gained literacy and numeracy skills.

6.4.6   Participants whose first language was not English

Only 40 respondents in the survey did not have English as their first language. Not surprisingly, these participants were significantly more likely than average to gain improved language skills.

6.5 Outcomes by project type

A breakdown of outcomes was conducted to explore whether the results achieved by project participants varied according to different types of project and whether any key success factors could be identified from the survey data. The findings indicated that a wide range of benefits, skills and outcomes were reported by participants across the full spectrum of project types; there was no one particular kind of project that was more successful than others in achieving positive outcomes or which appeared as a key determinant of effective interventions. Interviews with case study respondents confirmed these findings, indicating that rather than it being the particular 'project type' that was directly influencing project effectiveness and outcomes, it was the nature and quality of engagement and support that was most crucial.

Stakeholders interviewed as part of the case study research cited a number of good practice elements which appeared to be successfully engaging participants and contributing to the wide range of outcomes achieved across the various project types. These included:

- community based outreach and delivery by small, local voluntary organisations with knowledge and experience of targeted groups;

- project activities and support undertaken in very small groups or on a one-to-one basis;

- the amount and content of support tailored to the needs of each participant;

- giving participants the time and flexibility to progress at their own pace;

- projects being delivered in a non-pressurised way in terms of employment outcomes;

- projects adopting a long-term approach towards labour market progression.

The following case study example provides an illustration of the approaches adopted by Global Grants projects and demonstrates how a wide range of positive outcomes have been achieved with challenging and disadvantaged individuals:

A small social training enterprise received just under £10,000 to run a pilot project aimed at securing work placements for individuals with mental health issues, learning and/or physical disabilities. The group used the funding to employ a part-time 'employment coach', whose role would be to support current trainees from the social training enterprise into the open labour market.

Nine individuals took part on this Global Grants funded project and eight of them successfully progressed into either paid or voluntary work (one beneficiary was still receiving assistance during the time of the research). Staff identified a number of good practice elements, which they believed had enabled these participants to take positive steps into the labour market:

- Project participants were already familiar with the organisation and project staff, and this familiarity was said to be particularly important for these vulnerable individuals:

  'We have always felt that those people who are most vulnerable need support from somebody who really knows and understands them…and so we don't want to refer to an outside agency…It's [about] *building up that trust because* [then] *people are coming to an organisation where they know the staff…and feel quite happy and comfortable* [with them].*'*

  (Global Grant project staff)

  'We have been very successful because of the close relationship between those we are referring [into jobs] *and our job coaches…All the job coaches are embedded within* [our] *organisation…'*

  (Global Grant project staff)

- Each participant received their own individual learning plan (ILP) and great emphasis was placed on allowing each beneficiary to learn and progress at their own pace:

  'This [Global Grants project] *is hugely person centred…and that is really key…we are working with people on an individual basis…and been hugely flexible with them is very important.'*

  (Global Grant project staff)

- The majority of support was provided on a one to one basis, with some small group activity:

  '[We] *really work one-to-one with* [participants]*…going out to employers, doing speculative letters to potential employers, face-to-face visits…Once we've found them a work placement we go along with the individual on a one-to-one basis, supporting them, really job shadowing them, making sure they are OK* [and] *making sure health and safety is in place with the employer.'*

  (Global Grant project staff)

6.6 Longer term outcomes and progression

Given that a majority of survey respondents were some distance from the labour market prior to their involvement in a Global Grant project, looking at the longer term outcomes and progression routes following participation may be a more useful indicator of the project's effectiveness and impact. The longer term outcomes and progression routes arising following engagement with the Global Grants programme were explored by comparing the employment status of respondents immediately before the project/funding with their status at the time of the survey. The results are presented in Figure 6.1 and Table 6.2.

This analysis shows that funding recipients were almost four times as likely to be employed or self-employed at the time of the survey, as when they applied for Global Grant funding (62 per cent employed compared with 16 per cent). Project participants were also significantly more likely to be in work at the time of the survey than immediately before their participation (38 per cent compared with 27 per cent). Looking only at project participants who had completed or left their Global Grant project at the time of the survey, their longer term outcomes and distance travelled is that much greater. Almost half of participants (47 per cent) who were no longer engaged on a Global Grants project were in work at the time of the survey, compared with 26 per cent prior to participation.

Figure 6.1   Employment status prior to Global Grants involvement and at time of survey
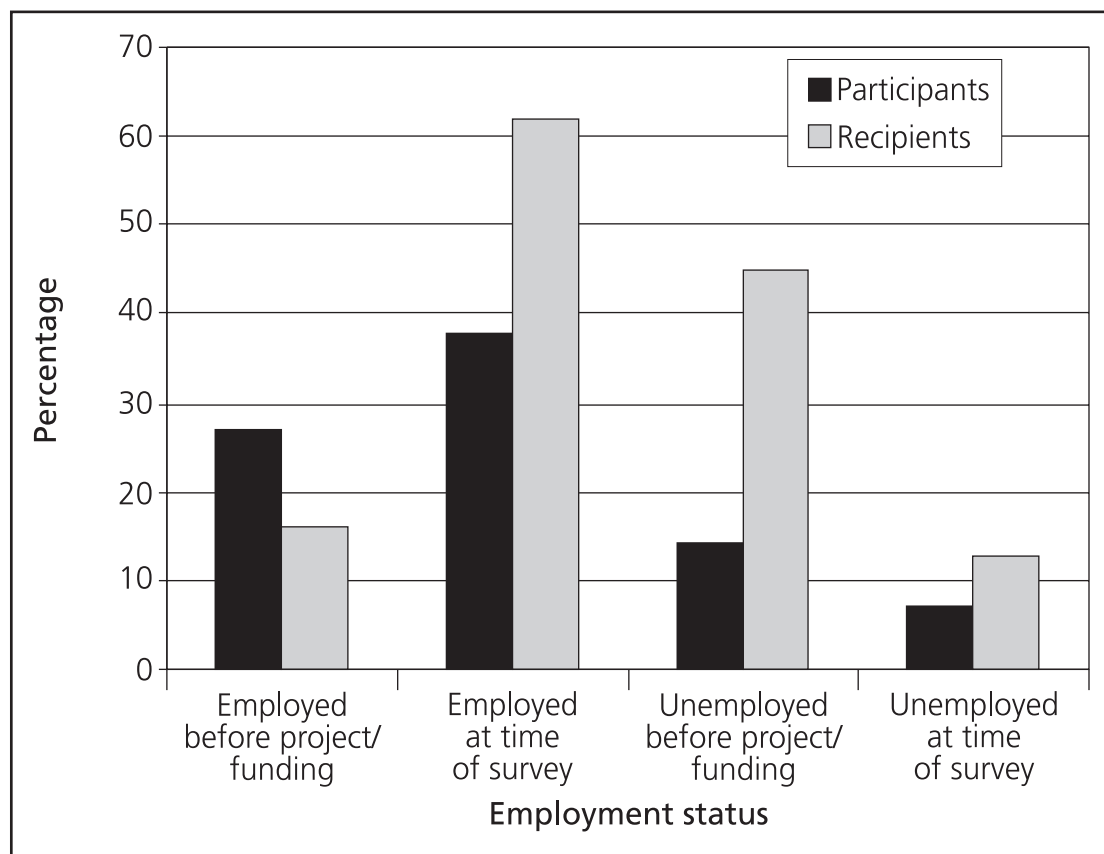
The following case study provides an example on the positive progression made by Global Grant project participants:

An 18 year old male had no qualifications or work experience, prior to taking part on a Global Grant funded project. He had been expelled from school at the age of 15 and had never been able to secure work, citing a lack a qualifications as his main barrier:

'[Employers] *wanted no less than GCSE level C and all that!'*

'*No qualifications have been a big issue* [for me]*.'*

The individual was referred to a Global Grants project by Connexions. This project (run by a small social training enterprise) had been established in order to recruit and train volunteers (predominantly the long-term unemployed) to provide horticulture services in the wider local community. After working as a volunteer for nine months the young participant had gained a number of qualifications and was buoyed by the new skills and qualifications he had gained:

'*I've got four qualifications…apparently I'm now one of the most qualified people in* [my county] *for Lantra qualifications…I've got mowing, strimming, bush cutting and ride on mowing* [qualifications]*…so that's pretty good.'*

His positive progression had been further enhanced by the fact he had recently been awarded a £5,000 Big Lottery grant to help set up his own gardening business. Having also received assistance from the Global Grants project staff with his business start-up, the participant was extremely positive with regard to the way the project had helped him progress and had enabled him to turn his life around:

'[Without the Global Grants project] *I'd have probably been going out beating people, robbing people…I was robbing motorbikes before* [the Global Grants project]*…*[But] *you sort of sit down and realise you are not going to get anywhere without any qualifications.'*

'*I didn't think to myself that I'd be 18* [years old] *and starting up my own business…I thought I'd still be looking for jobs…that I was going to have to go down to the chicken factory or something like that because there is hardly any jobs around here.'*

Further evidence of labour market progression following project participation can be seen in relation to unemployment rates. As shown in Table 6.2, prior to taking part in a Global Grants project, 14 per cent of participants were registered unemployed. This had reduced by half to seven per cent by the time of the survey. Amongst direct grant recipients the difference was even greater, with those registered unemployed reducing from 45 per cent prior to receiving the funding to 13 per cent at the time of the survey.

Levels of economic inactivity had similarly reduced. Prior to their involvement in Global Grants projects, ten per cent of participants were not working due to looking after the home or family, whereas after participation the proportion had reduced to six per cent. The proportion of those not working for other reasons had also reduced by three per cent. Though the change was small, the number of beneficiaries taking part in training and involved in their communities as unpaid volunteers had also increased following participation in Global Grants.

It should be noted that the survey was descriptive in nature and not a robust assessment of the employment impact of Global Grants. It is not therefore possible to wholly attribute subsequent movements into work to the specific impact of the Global Grants intervention. Some beneficiaries may have moved into work anyway, regardless of taking part in a project or as a result of help and support received after their involvement in Global Grants. Nevertheless, the findings clearly show an increase in employment rates and reductions in unemployment and economic inactivity among both main categories of survey respondent in the period since participation which the evidence suggests Global Grants has, to a lesser or greater extent, made an appreciable contribution to.

Table 6.2 Employment status prior to taking part in a Global Grants project and at the time of the survey

Column percentages

Employment status	Immediately before project (participants)	At time of survey (participants)	Immediately before funding (recipients)	At time of survey (recipients)
In paid employment	27	38	16	62
Registered unemployed	14	7	45	13
Retired	10	12	0	0
Permanently sick or injured	10	7	10	1
Temporarily sick or injured	0	4	0	6
Looking after home or family	10	6	6	2
In school	9	0	0	0
Undertaking unpaid voluntary work	7	9	3	0
Undertaking training/on a course	4	9	5	6
Seeking to return to work but not registered unemployed	2	2	6	4
On a government programme, for example New Deal	1	0	3	1
Not working for other reasons	7	4	5	2

Base: All participants (340); all recipients (220)

6.7   Summary

• A large majority of survey respondents gained employment related skills, qualifications and experience as a result of participating in a Global Grant project or receiving grant funding.

• A wide range of employment related outcomes resulted from participation including: improved job specific skills; gaining useful work experience; attaining qualifications; improved job search skills; and improved literacy, numeracy, IT and language skills, clearly demonstrating improved employability.

- An overwhelming majority of beneficiaries reported having had their softer skills, such as their self-confidence and motivation, enhanced.

- There was clear evidence of employment outcomes and progression towards the labour market in terms of movement into jobs, self-employment, voluntary work and training following project participation and grant funding.

- Higher employment and reduced unemployment and economic inactivity rates were evident longer term among respondents following their participation in Global Grant funded projects and the receipt of grant funding.

7 Key findings and conclusions

The following discussion presents the key findings from the research and concludes by looking at how the programme might be developed further in the future.

7.1 Increasing the employability of the most disadvantaged

7.1.1 Improved employability

Virtually all beneficiaries had improved their employability as a result of participating in Global Grants funded projects and/or receiving Global Grants funding, with a wide range of both hard and soft outcomes of direct relevance to employment and self-employment being achieved. Skills that could be used in a job or to help get a job included improved confidence and self-esteem, personal and social skills, and vocational skills and qualifications. Almost half the respondents had gained a qualification. Many beneficiaries also improved their basic skills of literacy, numeracy, English language and IT, all of which have contributed to their improved labour market competitiveness.

7.1.2 Increased employment and labour market progression

Improved employability, competitiveness and qualifications do not necessarily, or automatically, lead to employment. Given the underlying characteristics and employment barriers of **project participants**, the length of time many have spent away from work and the fact that few Global Grant projects are specifically job outcome focused, it would be unrealistic to expect that a majority would progress directly into employment following their involvement in Global Grant funded projects. The fact that a significant minority subsequently did, testifies to the quality and effectiveness of the support and help received and to the design of projects which allowed participants to progress at their own speed and in a manner suited to their individual needs and aspirations.

That two out of three of **grant recipients** were employed at the time of the survey compared with only one in six prior to receiving Global Grant funding also indicates the key importance of access to financial help, particularly for those who are closer to work. Among those not in paid employment, several were involved in voluntary work or in education or training.

The findings show a clear increase in employment rates and reductions in unemployment and economic inactivity among both main categories of survey respondent in the period since participation. While it is not possible to attribute these effects either wholly or definitively to the impact of Global Grants, the evidence suggests the programme has made a significant contribution to increasing employment rates and beneficiaries' prospects of employment.

7.2 Successfully engaging the 'harder to help'

The European Social Fund (ESF) Global Grants Objective 3 programme has successfully reached and supported a range of disadvantaged individuals whom mainstream employment services often struggle to engage. A majority of survey respondents had multiple and deep seated labour market disadvantages and, at the time of their engagement, were at a considerable distance from employment. Beneficiaries successfully targeted by Global Grant funded projects included key ESF priority groups of economically inactive and long-term unemployed people, people with disabilities and serious health conditions, people with caring responsibilities and those whose first language is not English. The great majority of those engaged by the programme presented a profile of being 'harder to help'; many had been out of paid work for long periods of time and nearly one in ten had never worked.

7.3 Key success factors

Certain key Global Grants programme design features were shown to have played a crucial role in enabling ESF funding to reach and help disadvantaged beneficiaries and facilitate their progression towards and into the labour market.

Not having set output targets is one such key element. With its focus on 'progression towards the labour market', Global Grants offers both Intermediary Bodies (IBs) and local groups the freedom and flexibility to focus their efforts on engaging and meeting the needs of disadvantaged individuals that are amongst the furthest removed from the labour market. Stakeholders contrasted Global Grants projects with mainstream funding programmes and projects which tended to be more work focused with short time horizons and driven by job outcome targets. This was seen to inhibit funding and support from reaching local groups, many of which have specific knowledge and experience of working with the most disadvantaged. A job outcome approach was believed to result in projects simply 'creaming off' those most likely to achieve a hard outcome, often excluding the harder to help from been assisted.

As also previously identified in the first Global Grants research evaluation[11] the **delivery of funded projects by small, grass root, community and voluntary groups** is another key programme design feature which had been central to the success of the Global Grants programme. The accessibility of these small (often user led) groups to the disadvantaged appears to have being crucial in enabling the funding to reach key target groups that traditional mainstream provision had struggled to engage. Having projects that were run by very small, often user led, groups with a specialist knowledge of the beneficiary group; delivering projects in local venues that were more relaxed and informal; and having groups and/or staff members delivering projects that were often already known to the target community and had established relationships with beneficiaries, were all identified as key success factors.

The vast majority of respondents found the Global Grants projects they took part in/funding they received to have been very helpful.

Key reasons participants gave for finding a project helpful was that they had been taught new things; their confidence and self-esteem had improved and the project had allowed them to meet people in similar situations to themselves. These softer skills were resulting in individuals taking positive steps towards the labour market. For grant recipients, the funding was deemed most helpful because it had enabled them to find, or start looking for, employment or to start a training course.

There was no particular type of support that clearly stood out in relation to how helpful beneficiaries deemed certain activities to have been. At least half of the beneficiaries rated the support they received as having been very helpful, regardless of the type of project or support received.

The research findings suggest that the particular project 'type' had been a less important factor in achieving labour market progress. Rather, it was the **quality of engagement and support offered** by community and voluntary groups that appeared to be positively impacting outcomes. A number of cross cutting themes and elements of good practice were identified in relation to the quality of this engagement and support, which included: projects being delivered in a non threatening environment and in a non-pressurised way; activities and support undertaken in very small groups or on an intensive one-to-one basis; the amount and content of support tailored to the needs of each participant; participants being given the time and flexibility to progress at their own pace; and finally an incremental, long-term approach towards labour market progression.

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[11] Jones, G. *et al.* (2005) Evaluation of the European Social Fund Objective 3 Global Grants programme: DWP published report.

7.4 Future programme developments and recommendations

The findings suggests that Objective 3 Global Grants programme in its current guise is successfully reaching and supporting disadvantaged groups, which mainstream employment services and training providers have traditionally struggled to engage and help. The success of Global Grants in helping these groups has already been recognised by mainstream services, with some projects and IBs reporting to be regularly taking referrals from sources such as Jobcentre Plus, Connexions, the National Probation Service, Business Link and various health care services, amongst others.

Evidence from both this study and the previous Global Grants national evaluation strongly indicates that key aspects of the programme's original design have been central to its success, and should therefore remain intact when considering any future programme developments. These include:

- maintaining the core focus of Global Grants on steady progression towards the labour market as opposed to the introduction of a work focused or job output driven approach;

- continuing to use IBs, (or similar organisations) particularly those representing, or with a good relationship with and knowledge of, the voluntary and community sector, to administer the Global Grants programme at a local and/or regional level;

- continuing to allocate funding to small community and voluntary based groups in order to allow them to run projects targeted at progressing disadvantaged groups towards the labour market; and finally

- maintaining the option for IBs to provide ESF funding directly to suitable individuals.

Areas where the Global Grants programme might be developed and enhanced further in the future, include:

- taking measures to consolidate and encourage further links between the Global Grants provision and mainstream services;

- facilitating cooperation between different Global Grants funded provision, in order to encourage the sharing of best practice and to provide opportunities for beneficiaries to progress through referrals between mutually beneficial projects;

- encouraging better linkages between Global Grant projects and other sources of funding for individuals, including exploring ways in which participants leaving Global Grants funded projects might be progressed into further training and employment through other sources of funding.

Appendix A
Global Grants telephone questionnaire

INTRODUCTION:

Good morning/afternoon/evening, my name is < > calling on behalf of BMRB Social Research. We are conducting a survey on behalf of the Department for Work and Pensions. You should have received a letter about this recently.

IF PROJECT PARTICIPANT ("PARTICIPANT" IN QUESTION FILTERS)
I would like to talk to you about the <NAME OF PROJECT> you were involved in at <NAME OF ORGANISATION>.

IF DIRECT FUNDING RECIPIENT ("RECIPIENT" IN QUESTION FILTERS)
I would like to talk to you about the <NAME OF FUND> that you received from <NAME OF ORGANISATION>.

All your responses will be treated in the strictest of confidence. IF NECESSARY: The interview should take around 30 minutes.

ASK ALL

Q1.   Firstly, can I check, how old were you on your last birthday

IF RESPONDENT UNWILLING TO PROVIDE AGE; PLEASE SAY WE NEED TO KNOW THIS BECAUSE IF UNDER 16 THEN PARENTAL PERMISSION IS REQUIRED

ENTER AGE
Refused

IF UNDER 16 OBTAIN PARENTAL PERMISSION FOR INTERVIEW

OVERALL VIEWS ON PROJECT

ASK ALL PARTICIPANTS

Q2.   Are you still participating in <PROJECT>?

Yes
No

IF STILL PARTICIPATING

Q3.   For how long will you be participating in <PROJECT> in total?

Up to a month
Up to six months
Up to a year
Up to two years
More than two years
Don't know

IF NO LONGER PARTICIPATING

Q4.   For how long were you participating in <PROJECT> in total?

Up to a month
Up to six months
Up to a year
Up to two years
More than two years
Don't know

ASK ALL PARTICIPANTS

Q5.   How were/are you involved in the project – did you take part/are you taking part …..? READ OUT. MULTICODE

As a paid worker
As a voluntary helper
On a steering group or as part of the running of the project
As a participant in the project
Other (SPECIFY)
Don't know

ASK ALL PARTICIPANTS

Q6.   How often do you/did you attend the <project>?

Every day
A few times a week
Once a week
A few times a month
Once a month
A few times a year
Once a year
On a random basis
Other

IF EVERY DAY/A FEW TIMES A WEEK

Q7.   How much time do/did you spend at <project> in a typical week?

1 – 2 hours
3 – 5 hours
6 – 10 hours
11 – 20 hours
21 – 30 hours
31 – 40 hours
More than 40 hours

ASK ALL PARTICIPANTS

Q8.   Thinking about the <name of project> that you are/were involved in, how did you find out about this project? DO NOT PROMPT. MULTICODE

Friend/relative/someone you know
Jobcentre Plus Adviser
Social worker
Action Team for Jobs
Connexions
Learning and Skills Council (LSC)
Local college
Information day/event
Internet/website
Letter/direct mail
Advert in local paper
Article in local paper
Set it up myself/was involved in setting it up
Invited to apply by funding body
Other (SPECIFY)

ASK ALL RECIPIENTS

Q9.   How did you find out about this funding?

Friend/relative/someone you know
Jobcentre Plus Adviser
Social worker
Action Team for Jobs
Connexions
Learning and Skills Council (LSC)
Local college
Information day/event
Internet/website
Letter/direct mail
Advert in local paper
Article in local paper
Set it up myself/was involved in setting it up
Invited to apply by funding body
Other (SPECIFY)

IF 'INTERNET/WEBSITE' AT Q8 OR Q9

Q10.   Which website did you look at? OPEN-ENDED

ASK ALL RECIPIENTS

Q11.   What was the funding used for? DO NOT PROMPT. MULTICODE

To help pay for training course
Buy equipment for work
Cover travel costs
Start up own business
Other (SPECIFY)

ASK ALL RECIPIENTS

Q12.   How much finding did you receive? IF UNSURE, READ OUT BANDS AND
        ASK FOR ESTIMATE

Less than £500
£501 – £1,000
£1,001 – £2,000
£2,001 – £5,000
£5,000 – £10,000
More than £10,000
Refused
Don't know

ASK ALL PARTICIPANTS

Q13.   And before you became involved in the project, what did you hope to get out of it? DO NOT PROMPT

To gain a qualification
To learn new skills
To help find a job
To improve English
To improve reading, writing or maths
Help with money or debts
To build confidence/self-esteem
To become more involved in community activities
To do something useful
To meet people/make new friends
Other (SPECIFY)
Don't know

ASK ALL PARTICIPANTS EXCEPT IF SET UP/INVOLVED IN SETTING UP

Q14.   What was it about <NAME OF PROJECT> that attracted you to it?

The organisation running the project
The type of project
Location
Other participants were in similar situation as me/had same circumstances
It was recommended by someone else
It was recommended by an organisation
Other (SPECIFY)
Don't know

ASK ALL PARTICIPANTS

Q15.   Did you receive/have you received any of the following types of training through the <project>?

READ OUT. MULTI CODE

Help with reading, writing, English or maths
Training in job-related skills
Other (Specify)
None

IF HELP WITH READING, WRITING, ENGLISH OR MATHS

Q16.   What type of help did you receive/have you received? MULTICODE

Reading and/or writing
English
Maths

ASK ALL PARTICIPANTS

Q17.   As part of <project>, did you have/have you had any paid or unpaid work experience?

IF YES: PROBE WHETHER IT WAS PAID OR UNPAID

Yes – Paid
Yes – Unpaid
No
Don't know

IF RECEIVED WORK EXPERIENCE

Q18.   Did you receive/have you received any advice or support while you were getting this work experience?

Yes
No
Don't know

ASK ALL PARTICIPANTS

Q19.   Have you received any advice or guidance through <project> on different types of work or what work is available?

Yes
No
Don't know

ASK ALL PARTICIPANTS

Q20.   Have you received any help through <project> in looking or applying for work?

Yes
No
Don't know

ASK ALL THAT RECEIVED HELP LOOKING/APPLYING FOR WORK

Q21.   What type of help did you receive/have you received?

CODE ANY THAT APPLY.

Help with preparing and updating your CV
Help with job search (for example advice on where to look for work)
Help with job applications and form filling
Interview preparation
Other (Specify)
Don't know

ASK ALL PARTICIPANTS

Q22.   Have you received any advice or guidance through <project> on training or what courses are available?

Yes
No
Don't know

ASK ALL PARTICIPANTS

Q23.   Did you receive any help through <project> in starting any course or training?

Yes
No
Don't know

ASK ALL PARTICIPANTS

Q24.   Did you receive any of the following through <project>?

READ OUT. MULTI CODED.

Information on benefits or tax credits that you would get if you were in work
Help to manage an illness, health problem or disability
Advice on how to manage your finances or debts
Help with alcohol or drug-related issues
Help to buy equipment, tools or clothes for work/interviews
None of these

ASK ALL PARTICIPANTS

Q25.   Did you receive any other help or support through <project>?

Yes
No
Don't know

IF RECEIVED OTHER HELP OR SUPPORT

Q26.   What was this?

OPEN-ENDED
Don't know

ASK ALL

Q27.   Overall how helpful or unhelpful have/did you find the funding/< project>? Was it…?

READ OUT

very helpful 1
quite helpful 2
not very helpful 3
not at all helpful 4

IF VERY/QUITE HELPFUL

Q28.   Why has it been/was it helpful?

Open ended

IF NOT VERY/AT ALL HELPFUL

Q29.   Why has it been/was it not helpful?

DO NOT PROMPT

Open ended

IF 2+ ITEMS AT Qs

Q30.   How helpful or unhelpful have/did you find …….?

ASK FOR EACH ITEM CODED AT Qs : …….

READ OUT

very helpful 1
quite helpful 2
not very helpful 3
not at all helpful 4

IMPACT OF PROJECT

I'm now going to read out some things that you may have gained from taking part in <PROJECT>/receiving the funding and what you have used it for.

ASK ALL PARTICIPANTS

Q31.   Thinking about the <PROJECT>, which of these things, if any, apply/ applied to you? Has/Did the <PROJECT>… READ OUT

CODE ALL THAT APPLY.

Give you new skills
Given you useful work experience
Encourage you to take up a course or training
Encourage you to take part in voluntary or community activities
Help you to make new friends or meet new people
Help you to do something useful with your spare time
Help you to keep your body active
Make you more aware of benefits and tax credits
Help you to go back into school or education (this will only be read out to under 16's)
(DO NOT READ OUT) None of the above

IF MORE THAN 1 MENTIONED

Q32.   Of the things that you said you gained from the funding/project, which of these things is/was most important to you?

READ OUT ANSWERS FROM PREVIOUS QUESTION AND CODE 1 ONLY

ASK ALL PARTICIPANTS

Q33.   I'm now going to read out some more things. Again, thinking about the funding/project, which of these things, if any, apply/applied to you? Has the project ….. READ OUT. CODE ALL THAT APPLY.

Make you feel better about yourself generally
Make you feel that you're better at doing things
Give you confidence socially
Give you the confidence to tackle more things
Give you a sense that you have more opportunities
(DO NOT READ OUT) None of the above

IF MORE THAN 1 MENTIONED

Q34.   And which of the things you mentioned are/were most important to you?

READ OUT ANSWERS FROM PREVIOUS QUESTION AND CODE 1 ONLY

ASK ALL THAT NO LONGER RECEIVING FUNDING/ON PROJECT AND IF 16+

Q35.   Would you say that any of the things I am about to read out actually happened as a result of receiving funding/participating in <PROJECT>? So, as a result of the project/funding and what you used it for, did you… READ OUT. MULTICODED

<div align="right">

Get a job
Apply for more or better jobs
Change to a different type of work
Set up your own or family business
(DO NOT READ OUT) None of the above
(DO NOT READ OUT) Don't know

</div>

IF MORE THAN 1 MENTIONED

Q36.   And which of the things you mentioned were most important to you?

READ OUT ANSWERS FROM PREVIOUS QUESTION AND CODE 1 ONLY

ASK ALL

Q37.   And which of the following do you think you have gained from the < PROJECT>/funding and what you used it for? Have you gained…? READ OUT. CODE ALL THAT APPLY.

<div align="right">

New skills you could use in a job
Improved or better qualifications
Team working skills
Self-confidence and motivation
Literacy skills (reading/writing)
Numeracy skills (maths/numbers)
IT or computer skills
Problem-solving skills
Language skills (i.e. improved spoken or written English)
Skills in looking for or applying for work
(DO NOT READ OUT) None of the above
(DO NOT READ OUT) Don't know

</div>

IF MORE THAN 1 MENTIONED

Q38.   Of the things that you said you have gained from the project, which of these things was most important to you?

READ OUT ANSWERS FROM PREVIOUS QUESTION AND CODE 1 ONLY

ASK ALL

Q39.   Thinking again about the funding that you received and what you used it for/the experience of <PROJECT>, has it left/did it leave you feeling... READ OUT

more hopeful about your future
less hopeful about your future
or did it make no difference to how you felt?

ASK ALL AGED OVER 16

Q40.   Has/Did the funding/<PROJECT> …? READ OUT

Made/Make you more aware of job opportunities
Improved/Improve your chances of getting a job
Made/make you think about different types of work

Answers for each iteration:

IF YES: PROBE WHETHER THIS WAS A LOT OR A LITTLE MORE

Yes a lot
Yes a little
No
Don't know

ASK ALL PARTICIPANTS

Q41.   How likely is it that you would recommend this kind of activity to a friend or family member in a similar position? READ OUT

Very likely
Fairly likely
Fairly unlikely
Very unlikely
It depends
Don't know

ASK ALL

Q42.   Did you know that the project was funded/the funding was provided by the European Social Fund?

Yes
No
Don't know

EMPLOYMENT AND TRAINING

(skip this section if under 16)

ASK ALL

I'd now like to ask you some questions about what you are doing at the moment.

Q43.   Are you currently in paid work?

Yes
No
Don't know

IF NOT IN PAID WORK

Q44.   Can you tell me which of the following describes what you are doing now? Are you… READ OUT. SINGLE CODE

Undertaking training/on a course
Registered unemployed
Seeking to return to work but not registered unemployed
On a government programme, for example New Deal
Undertaking unpaid voluntary work
Looking after home or family
Permanently sick or injured
Retired
Not working for other reason
(DO NOT READ OUT) Don't know

IF NOT IN PAID WORK

Q45.   How long ago were you last in a paid job, INCLUDING any short-term or casual work and including any self-employment?

Less than 6 months ago
6 months – up to 1 year
1 year – up to 2 years
2 years – up to 5 years
More than 5 years ago
Never worked

ASK ALL EXCEPT NEVER WORKED BEFORE

I'd now like to ask you about your current/most recent job

Q46.   Is/was this … READ OUT

Full time work, that is 30 hours or more per week
Part time work that is 16 – 29 hours per week
Part time work that is under 16 hours per week
(DO NOT READ OUT) Don't know

ASK ALL EXCEPT NEVER WORKED BEFORE

Q47.   For how long were you/have you been in this job?

Less than 1 month
1 – up to 3 months
3 – up to 6 months
6 months – up to 1 year
1 year – up to 2 years
2 years – up to 3 years
3 years – up to 5 years
5 years +

IF CURRENT JOB OR WORKED LESS THAN 1 YEAR AGO

Q48.   Were you taking part in the project as part of your current/last job/Did the funding relate to your current/last job?

Yes
No

IF NO

Q49.   Did you start this job after you started taking part in the project/receiving <FUND>?

Yes
No, started before project/funding

IF YES, STARTED JOB AFTER PROJECT/FUNDING

Q50.   Did taking part in the project/receiving <FUND> help you to get this job?

IF YES: Did it help a lot or a little?

Yes, helped a lot
Yes, helped a little
No
No, but helped me to get previous job
Don't know

IF YES, STARTED JOB AFTER PROJECT/FUNDING

Q51.   Had you ever been in work before you started on the project/received the funding?

Yes
No

ASK ALL EXCEPT NEVER WORKED BEFORE

Thinking about your current/most recent job …..

Q52.   What does/did the firm or organisation you work(ed) for mainly make or do at the place where you worked?

(open ended)

Q53.   What is/was your job title?

(open ended)

Q54.   What do/did you mainly do in your job?

ENTER JOB DETAILS

Q55.   Can I check, are/were you working as an employee or were you self-employed?

Employee
Self-employed

IF SELF-EMPLOYED

Q56.   Are (Were) you working on your own or do (did) you have any employees?

Worked alone/with partners but had no employees
With employees
Don't know

IF EMPLOYEE

Q57.   Is/was this job…?

READ OUT

a permanent one
a seasonal, temporary or casual one
a job done under contract or for a limited period
was it some other type of job that was not permanent

IF CURRENTLY WORKING

Q58.   How satisfied are you with your job, all things considered? READ OUT

Very satisfied
Fairly satisfied
Neither satisfied nor dissatisfied
Fairly dissatisfied
Very dissatisfied
Don't know/can't remember

IF CURRENTLY WORKING

Q59.   Compared to when you were not working, when you started work (this last time) were you, in money terms...

READ OUT

much better off 1
a little better off 2
a little worse off 3
much worse off 4
or was there no difference? 5
Don't know/can't remember 6

IF NOT CURRENTLY DOING VOLUNTARY WORK AS MAIN ACTIVITY

Q60.   Have you done any voluntary work since you started on the project/ received the funding? IF VOLUNTARY WORK IS PART OF PROJECT, CODE NO

Yes
No
Don't know

ASK ALL

Q61.   Had you ever done any voluntary work before you started on the project/ received the funding?

Yes
No
Don't know

IF VOLUNTARY WORK CURRENTLY OR SINCE PROJECT/FUNDING

Q62.   Did the project/funding you received help or encourage you to do this voluntary work?

Yes
No
Voluntary work is part of project
Don't know

IF MAIN CURRENT ACTIVITY NOT TRAINING/ON A COURSE

Q63.   Are you on a course or doing any training at the moment? IF NECESSARY: This does not include training as part of a job.

Yes
No

IF NO

Q64.   Have you started any training since taking part in the project/receiving funding? ADD IF NECESSARY: Excluding any training that is/was part of the project/that you actually received funding for.

Yes
No
Don't know

IF CURRENT TRAINING, TRAINING SINCE PROJECT, OR IF MAIN CURRENT ACTIVITY IS TRAINING/ON A COURSE

Q65.   What type of training is/was this?

PROBE FOR TYPE/CONTENT OF TRAINING

Open ended

Q66.   Did the project/funding you received help or encourage you to go on this training?

Yes
No
Don't know

Q67.   Where does/did this course/training take place?

DO NOT READ OUT BUT PROMPT IF NECESSARY (IF MORE THAN ONE, ASK ABOUT MOST RECENT)

School/college/university/adult education or evening institute
Workplace
Training centre
Jobcentre/Job club
Community centre
Learndirect learning centre
Leisure or sports centre
Driving school/instructor's vehicle
Public library
Learning Resource Centre
Tutor/trainer's home or other rented premises
Own home
Other place (specify)

Q68.   For how long have you been/were you on this training?

Up to a month
Up to six months
Up to a year
Up to two years
More than two years

Q69.   Did/will you obtain any qualifications from the training/course?

Yes
No

IF OBTAIN QUALIFICATIONS

Q70.   What qualifications did/will you achieve?
DO NOT READ OUT, BUT PROMPT AS NECESSARY. MULTICODE

A degree acquired in the UK (such as a foundation degree, a BSc, a BA, MA or a PhD), graduate membership of a professional qualification or a PGCE (Post Graduate Certificate of Education)
Diploma in Higher Education
HNC/HND (Higher National Certificate/Higher National Diploma)
ONC/OND (Ordinary National Certificate/Ordinary National Diploma)
BTEC
Other Higher Education qualifications below degree level
A levels
NVQ/SVQ
GNVQ/GSVQ
AS-level/vocational AS-level
Access to HE
GCSEs
RSA or OCR
City and Guilds
Key Skills
Basic Skills including ESOL
Modern Apprenticeship
Open College Network (OCN) qualification
Any other professional or vocational qualification such as HGV or first aid qualification (IF YES. SPECIFY)
Other (SPECIFY)
Don't know

ASK ALL

Q71. What were you doing immediately before you received the funding/ started participating in the project? READ OUT. SINGLE CODE

<div align="right">

Was in paid work
Was undertaking training/on a course
Was registered unemployed
Was seeking to return to work but not registered unemployed
Was on a government programme, for example New Deal
Undertaking unpaid voluntary work
Looking after home or family
Permanently sick or injured
Retired
Not working for other reason
(DO NOT READ OUT) Don't know

</div>

IF NOT CURRENTLY WORKING

Q72. May I check, are you looking for a paid job at present?

<div align="right">

Yes
No
Waiting to take up a job

</div>

IF YES

Q73. Would you say your chances of getting a job in the next 3 months are …..?

READ OUT

<div align="right">

Very good
Fairly good
Fairly bad
Very bad
(Don't know)
(Refused)

</div>

IF NOT LOOKING FOR WORK

Q74. Even though you are not looking for work at the moment, would you like to have a paid job in the future?

<div align="right">

Yes
No
N/A
Don't know

</div>

IF WOULD LIKE A PAID JOB IN THE FUTURE

Q75.   How long do you think it will be before you might start looking for a paid job?

DO NOT PROMPT

In the next month
In the next 6 months
In the next 12 months
In the next 2 years
In the next 5 years
In more than 5 years time
Depends on something (specify)
Not sure

IF DEPENDS ON SOMETHING

Q76.   What might it depend on?

MULTI CODED. DO NOT PROMPT

Depends on finding childcare
Depends on own health condition
Depends on the health of other(s) person
When I've finished training
When child(ren) starts school
Depends on something else (specify)
Not sure

PERSONAL CHARACTERISTICS

(if under 16 skip this section)

Can I now just check some details about yourself.

Q77.   INTERVIEWER: CODE GENDER

Q78.   Are you…..? READ OUT

Married
Living together as a couple (cohabiting)
Single
Widowed
Divorced
Separated
(DO NOT READ OUT) Don't know

IF LIVE WITH CHILD UNDER 16

Q79.   How many children under 16 are living with you?

Q80.   Are all/Is this child(ren) financially dependent on you?

<div align="right">Yes
No</div>

SKILLS, QUALIFICATIONS AND WORK EXPERIENCE

(if under 16 skip this section)

ASK ALL

Q81.   Can I just check, is English your first language?

<div align="right">English is 1st language
English is not 1st language</div>

Q82.   Deleted

IF ENGLISH 1ST LANGUAGE AND 16+

Q83.   Since you were 16, have you had any problems with reading, writing or speaking English at all?

MULTI CODE

<div align="right">Yes, reading English
Yes, writing English
Yes, speaking English
No
Refused
Don't know</div>

ASK ALL

Q84.   And since you were 16, have you had any problems with numbers or simple arithmetic at all?

<div align="right">Yes
No</div>

Q85.   Do you have any qualifications ….? READ OUT

<div align="right">From school, college or university
Connected with work (e.g. On the job training, apprenticeship)
From government schemes/programmes
No qualifications</div>

IF HAVE QUALS

Q86.   What is the highest qualification you have?

DO NOT READ OUT, BUT PROMPT AS NECESSARY. SINGLE CODE. PRIORITY CODE: IF TWO OR MORE ANSWERS GIVEN,

CODE ANSWER WHICH IS HIGHER UP LIST.

Degree level qualification including foundation degrees, graduate membership of a professional institute, PGCE or higher
Diploma in higher education
HNC/HND
ONC/OND
BTEC/BEC/TEC/EdExcel
Teaching qualification (excluding PGCE)
Nursing or other medical qualification not yet mentioned
Other higher education qualification below degree level
A-level/Vocational A-level or equivalent
International Baccalaureate
NVQ/SVQ
GNVQ/GSVQ
AS-Level/Vocational AS-Level or equivalent
Access to HE
O-Level or equivalent
GCSE/Vocational
CSE
RSA/OCR
City and Guilds
YT Certificate
Key Skills
Basic Skills
Any other professional/vocational/foreign/other
Don't know

ASK ALL

Q87.   Thinking of the whole period between leaving school or college and today, which of these statements would you say apply to you? READ OUT

I have spent most of my working life in steady, long-term jobs
I have spent most of my working life self-employed
I have mainly done casual, short term or seasonal work
I have spent more time unemployed than in work
I have been in and out of work several times
I have spent a lot of time out of work because of sickness or injury
I have spent a lot of my adult life looking after family or the home
None of these apply to me

DISABILITIES/HEALTH CONDITIONS AND BARRIERS TO WORK

(if under 16, only ask next 2 questions and final question)

Q88.   Do you have any longstanding illness, condition or disability of any kind? By longstanding I mean anything that is likely to affect you for a year or more.

Yes
No

IF YES

Q89.   What kind of illness or disability do you have?

DO NOT READ OUT. CODE ALL THAT APPLY.

Any physical disability
Long-term/chronic health condition
Learning difficulty
Mental health illness
Other health problem or disability (specify)
Don't know

IF YES

Q90.   Does this/do these affect…..READ OUT CODE ALL THAT APPLY

The KIND of paid work that you might do
The AMOUNT of paid work that you might do,
Or neither

ASK ALL

Q91.   Have any of the following problems made it difficult for you to find or keep a job in the past year?

READ OUT. MULTI CODED

Own ill-health or disability
Illness of other member of family
Care of disabled/elderly, relative or household member
None of these
Don't know

IF HAVE DEPENDENT CHILDREN

Q92.   Do any of these things make it difficult for you to work, or to work longer hours?

READ OUT. MULTI CODED.

Availability of childcare in the area
The cost of childcare
The age of my children
Someone else having to look after my children
Not on show card (None of these)
Don't know

ASK ALL

Q93.   I am now going to read out some statements that some people have said make it difficult for them to work. Would you say that any of them apply to you?

READ OUT. MULTI CODED.

It's difficult to find the kind of work that would suit me
There aren't enough job opportunities locally for people like me
I'm unlikely to get a job because of my age
I'm unlikely to get a job because of my health problems
My confidence about working is low
I haven't got enough qualifications and experience to find the right work
Other people's prejudices make it difficult for me to work/get work
Not on show card (None of these)
Don't know

Q94.   And what about these things – would you say any of these apply to you?

READ OUT. MULTI CODED.

I have worries about leaving benefit
I think I would be worse off financially if I started work
Travelling to work would be difficult
I need to be very flexible with the hours I work
Not on show card (None of these)
Don't know

Q95.   Have any of these problems made it difficult for you to find or keep a job in the past year? READ OUT

Lack of references from previous employer
Debt or money problems
No permanent place to live
Problems with the law, or a previous record
Problems with drugs or alcohol
Any other problems ? (TYPE IN)
None
Don't know

Q96.   Has the project/funding you received helped you to overcome or reduce any of the problems I have mentioned, or any other problems?

Yes
No

IF YES

Q97.   How has the project/funding helped? DO NOT PROMPT

Given me work experience
Increased qualifications/skills
Improved my awareness of job opportunities
Given advice/help in finding work that fits around children/caring responsibilities
Given advice/help in finding work that I can do with illness/disability
Found/made me aware of childcare
Helped with childcare costs
Increased confidence in working
Helped me financially when starting work
Re-assured me about starting work
Other (SPECIFY)

IF NOT IN PAID WORK

Q98. Apart from any help you may have received from the project/funding, what other help do you think you need to get a job?

READ OUT. CODE ANY THAT APPLY

More one-to-one help from a personal adviser
Work trials/experience
Vocational/skills training
Help with basic skills (literacy/numeracy)
Help with English
Help with job search techniques, interview skills and CV
Help with alcohol/drug problems
Help to overcome health problems
Better transport
Childcare
Sympathetic employer
Sheltered/supported employment
Other (SPECIFY)
None of these
Don't know

ASK ALL

Q99. Thank you for helping us with this research. We will be sending you a £10 voucher to thank you for your time. Can I double check your name and address, so that we can send this to you. We will be sending this out in the next week or two.

THANK AND CLOSE

Appendix B
Topic guide with Global Grant beneficiary organisation staff

Objectives:

1. To explore the performance and effectiveness of Global Grant funded projects in helping disadvantaged individuals to progress towards the labour market

2. To explore the outcomes and impacts of Global Grants funded projects?

3. To increase our understanding of how effective Global Grants funded projects have been in enhancing the employability of the most disadvantaged

4. What types of Global Grant support is most effective in getting [the various types] of disadvantaged beneficiaries into jobs/ nearer to the labour market

1   Group/Organisation Background

1.   What is the name of your organisation/group?

2.   What does your organisation/group do?

3.   When was your organisation/group established?

4.   Can you briefly explain your main roles and responsibilities within the organisation/group *(probe: establish whether individual is a paid employee of the organisation/group or an 'active' participant involved in the running of the group/project)?*

5.   What kind of people does your organisation/group work with/try to help *(probe: types of benefits they may be receiving and 'type' of disadvantaged group, e.g. people on IB, lone parents, young people, older people, people from ethnic minorities, etc)?*

6.   Why do they come to your organisation/group for help *(probe: feel more comfortable, fear of their benefits being affected, etc)?*

7.   What kinds of problems/barriers do they have regarding (getting) work?

8.   In what way(s) does your group/organisation try to help these people?

2   An overview of the Global Grants programme

9.   What is your overall view of the [Global Grants] funding stream?

10.   Are you aware that the [Global Grants] funding you received is ESF (European Social Fund) money? If so, how were you made aware that it was ESF funding?

11.   What would you say have been the main strengths of the [Global Grants] funding?

12.   What would you say have been the main weaknesses of the [Global Grants] funding?

13. In what way(s) would you like to see the [Global Grants] funding changed and/or adapted in the future?

14. What have been the key lessons learned for you as a group/organisation as a result of your experience using [Global Grants] funding?

15. What practical advice would you give to another group/organisation attempting to use a funding stream such as [Global Grants]?

3   The Global Grant project

16. Prior to accessing [Global Grants] funding had your group/organisation received any funding in the past? If yes, what and how much funding had you received?

17. How did your group/organisation use this funding?

18. Can you briefly explain what your group/organisation achieved as a result of using this funding (i.e. what were the main impacts and outcomes)?

19. How did you hear about the availability of [Global Grant] funding *(probe: by word of mouth, via IB advertising, via GO advertising, other)?*

20. When did your organisation/group receive [Global Grant] funding?

21. Why did your organisation/group apply for [Global Grant] funding?

22.   Approximately how much [Global Grant] funding has your organisation/group received?

23.   How many times has your group/organisation received [Global Grants] funding?

24.   What did your group/organisation use the [Global Grant] funding for? **If received more than once**, please explain how and for what it has been used on each occasion?

25.   Where did the idea for the project(s) come from?

26.   Who is/are the main target group(s) for your project(s) that has/have been funded through [Global Grants]?

27.   What kind of support do you offer to individuals participating on your [Global Grant] funded project?

28.   Can you explain the types of activities undertaken by individuals participating on your [Global Grant] funded project?

29.   Overall, what do you hope to achieve with individuals who are taking part on your [Global Grant] funded project

30.   What are the main outcomes you are aiming to achieve with your project participants *(probe and explore all of the following)?*

- To help people find a job?
- To improve people's job prospects?
- Gain a qualification? If so, what qualification(s)?
- Help people to progress in to further education/training course(s)?
- To improve people's self-confidence/self-esteem?
- To improve motivation?
- To help them to become more involved in wider community activities?
- Other?

4   Global Grant project outcomes and impacts

31. To date, approximately how many individuals have participated on your [Global Grant] funded project(s)?

32. What have been the specific outcomes arising from your [Global Grant funded] project(s)?

33. Approximately what proportion of your project participants, to date, have **(probe numbers for each of the following)** after completing your project(s)?

- **Progressed into training?**
- **Progressed into education**?
- **Progressed into work?**
- **Become volunteers?**
- **Gained a qualification (please provide details of qualification type(s))?**

34. How many individuals do you currently have participating on your [Global Grant] funded project(s)?

35. What sorts of things will these current participants generally go on to do once they have completed your project(s) *(probe: employment, further training/education, voluntary work, increased community activity, etc)?*

36. What do you think they would be doing if they had not taken part on your project?

37. Could you provide **two examples** (anonymised) of individuals who have participated on your [Global Grant] funded project. For both of them could you explain……*(probe and explore the following for each example):*

   - Why did this individual participate on your [Global Grant] funded project?
   - What problems/barriers did they face in relation to securing employment prior to taking part on your project?
   - What activities did they undertake while on your [Global Grant] funded project?
   - How did they benefit from participating on your [Global Grant funded] project?
   - Did they make any progress towards the labour market as a result of participating on your [Global Grant funded] project? If yes, in what way(s) *(probe for soft and hard outcomes)*?
   - Do you feel they would have made the same progress had they not participated on your project? If no, why not?
   - What is it about your [Global Grant] funded project that enabled this individual to progress closer towards the labour market?

5 Good practice, innovation and value for money

38. What has worked well and what has worked less well, with your [Global Grant funded project], in helping individuals move closer towards finding work?

39. What would you say have been the particular strengths of your [Global Grants] funded project(s)?

40. Which aspects of your [Global Grant] funded project(s) have been most important in terms of helping people to move towards employment? *(probe and explore the following)*:

   - Staff skills?
   - Venue/location of project?
   - Delivery organisation?
   - Type and amount of help?
   - Other?

41.   Do you think you are offering anything that is over and above what more mainstream services (i.e. Jobcentre Plus, FE colleges, etc) currently offer? If so, what and how does it compare?

42.   Overall, what does your [Global Grant funded] project offer to individuals that can't be offered to them through other (more mainstream) courses/employment programmes?

43.   In what way(s) does/do your [Global Grant] funded project(s) add value to existing provision which supports individuals your group/organisation helps?

6   Summary

44.   Overall, how effective would you say has/have your [Global Grants] funded project(s) been in helping to move individuals closer towards employment?

45.   Has any good practice emerged from your project(s)?

46.   What have been the key lessons learned for your organisation/group in relation to what works in helping disadvantaged individuals to progress towards the labour market?

47.   Are there any elements to your [Global Grants funded] provision that you will be maintaining or developing further in the future? If yes, what provision (and in what way(s) will it be developed)? If not, why?

48. What has happened to your organisation/group since getting a [Global Grant]? Have you been able to carry-on and do other things *(probe: group has grown, employed staff, more volunteers, moved into new premises, etc…)*? **Probe – which (if any) of the above things that have happened to your organisation/group would you attribute to the fact you received Global Grants funding**?

49. Has your organisation applied for or received any further funding since receiving Global Grants (for the first time) *(probe: more Global Grants funding, name of other funding stream(s))*?

50. To what extent has receiving [Global Grants] funding contributed to your organisation/group applying for and/or receiving further funding?

51. (If applicable) What type(s) of activities/projects have you been able to run with this additional funding?

52. Are there any other issues or points you would like to raise that we have not covered?

    Thank-you very much for your time and contribution

Appendix C
Topic guide with Intermediary Body staff

Objectives:

1. **To explore the performance and effectiveness of Global Grant funded projects in helping disadvantaged individuals to progress towards the labour market**

2. **To explore the outcomes and impacts of Global Grants funded projects?**

3. **To increase our understanding of how effective Global Grants funded projects have been in enhancing the employability of the most disadvantaged**

4. **What types of Global Grant support is most effective in getting [the various types] of disadvantaged beneficiaries into jobs/ nearer to the labour market**

1.   Background

1.   What is your job title?

2.   How long have you worked in this position?

3.   How long have you specifically been involved with the Global Grants programme?

4.   How long has your organisation been operating as a Global Grants IB?

5.   What are your main roles and responsibilities in relation to the Global Grants programme?

6.   Do you/your organisation work on any other funding programmes other than Global Grants? If so, what are these?

7.   (If applicable) How does the Global Grants programme compare to other funding programmes you deal with? In what ways does it differ?

8.   To date, approximately how many projects have you had funded via Global Grants?

9.   To date, what is the total amount of Global Grants funding your organisation has distributed (including match funding)?

2.   An overview of the Global Grants programme

10.   What is your overall view of the Global Grants funding stream?

11.   What do you perceive to be the main advantages/strengths of Global Grants?

12.   What do you perceive to be the main disadvantages/weaknesses of Global Grants?

13.   What elements of Global Grants funding for the voluntary and community sector would you like to see continue into the next operational programme (2007-2013)?

14. Are there any particular elements of the Global Grants programme that you would like to see adapted and/or changed if it were to be continued into the next operational programme?

15. What have been the key lessons learned in terms of your organisation's involvement in administrating Global Grants funding?

3. An overview of Global Grants funded projects

16. Overall, how effective do you believe Global Grant funded projects have been in progressing disadvantaged individuals closer towards the labour market?

17. Are there any particular 'types' of projects that have been more successful than others in moving the various groups of disadvantaged individuals closer towards employment? If yes, who are these and how and why have they been more successful?

18. Thinking about your Global Grants funded projects as a whole, what would you say are the key elements of good practice in relation to what works in progressing the different 'types' of disadvantaged individuals closer towards the labour market **(prompt and explore good practice from projects working with each of the following)**?

    • Women and lone parents?
    • Individuals with health problems/disabilities?
    • Young people?
    • Older people (over 50)?
    • Individuals suffering with drug addiction and/or alcohol dependency?
    • Ex-offenders or those at risk of offending?
    • Individuals living in rural areas?
    • Individuals from ethnic minorities?
    • Refugees?
    • Other?

19. Have there been any particular 'types' of projects that have not worked as effectively in moving individuals towards employment?

20.   (If applicable) Overall, how do Global Grant funded project(s) compare to projects from other funding streams in relation to their ability to progress disadvantaged individuals towards employment? If they are more successful, why is this? If not as successful, why is this?

21.   In what way(s) do your Global Grant funded project(s) add value to existing (more mainstream) provision which supports disadvantaged individuals seeking employment?

22.   Overall what do Global Grants funded projects offer to disadvantaged individuals that can't be offered to them through other (more mainstream) courses/employment programmes?

23.   Overall, do you believe Global Grants funded projects are cost effective and provide value for money? If yes, why is this? If no, why not?

24.   Can you provide examples of any projects that have provided particular value for money in terms of the amount of funding they received in relation to what they achieved?

25.   On the whole, to what extent have groups/organisations been able to progress and sustain their projects and activities after receiving Global Grants funding for the first time?

26.   (If known) Approximately what proportion of groups have successfully applied for or received further funding (including further Global Grants funding) or sustained their projects after receiving Global Grants for the first time?

27.   Are there any particular kinds of groups and/or projects that have been more successful than others at receiving further funding and sustaining their projects? If yes, can you provide examples?

28. Have you had any evaluation(s) undertaken on your Global Grants programme? If yes, what were the key findings from this/these evaluation(s)? **(ask IB for a copy of their evaluation for background purposes**)

4. Case study projects

'I would like to discuss [name of case study Global Grants project(s)] with you and explore your views on its/their performance and effectiveness in relation to progressing disadvantaged individuals towards the labour market.'

For EACH case study explore the following questions:

29. How much Global Grants funding did [name of Global Grant project] receive?

30. When did this group/organisation receive Global Grants funding?

31. What types of individuals did this group/organisation use the Global Grants funding to work with?

32. What were the employment barriers faced by individuals participating on this project?

33. Could you tell me why this group/organisation wanted to use Global Grants funding?

34. What types of activities did they undertake as a result of receiving the funding?

35. What key elements of support/provision were they undertaking to help disadvantaged individuals progress towards the labour market?

36. Overall, how effective do you perceive this support/provision to have been in moving project participants closer to the labour market?

37. (If known) What types of outcomes did this group/organisation achieve with its project participants?

38. (If known) How many individuals taking part on the [Global Grant funded project]……*(probe for numbers of project beneficiaries for each of the following)*:

    - Progressed into further training?
    - Progressed into education?
    - Progressed into work?
    - Became volunteers?
    - Gained a qualification (please provide details of qualification type(s)?

39. Overall, what have been the overall strengths of this project? Any weaknesses?

40. In your view, have there been any particularly innovative features to this project that have worked well in progressing disadvantaged individuals closer towards the labour market?

41. Do you believe that this project has proved to be cost effective and provided value for money? If yes, why and in what way(s)? If no, why not?

42. Are there any other issues or points you would like to raise that we have not covered?

Thank you very much for your time and contribution

Appendix D
Topic guide with individual project participants

Objectives:

1. To investigate the views and experiences of individual participants on the effectiveness of Global Grants funded projects

2. What are the direct and indirect employment and qualification outcomes arising from individual beneficiaries' participation in Global Grants funded projects?

3. To increase our understanding of how effective Global Grants funded projects have been in enhancing the employability of the most disadvantaged

4. What types of Global Grant support is most effective in getting [the various types] of disadvantaged beneficiaries into jobs/ nearer to the labour market

IMPORTANT INTERVIEWER NOTE: Many of those being interviewed will come from disadvantaged groups (e.g. individuals with learning difficulties) and the interview questions will need to be adapted and phrased in ways which are understandable from the interviewee's perspective

1.   Background and personal circumstances

1.   How old are you?

2.   Are you married/single/divorced/with a partner?

3.   Do you have any children?
   - How many?
   - Ages?

4.   What is your ethnic origin?

5.   Do you live alone? With parents? With a partner? With friends?

6.   (If applicable) What is the employment status of other members of your household?

2.   Work history and training experience

7.   What educational qualifications do you have?

8.   Do you have any work related, vocational qualifications? If so, at what level (i.e. NVQ 2)? When and where did you attain your work related/vocational qualification?

9.   Can you briefly go through the kind of work/jobs you have had since you left school?
   a.   Length of periods of employment for each job
   b.   What types of jobs you have had?
   c.   Were they full or part-time?
   d.   Any voluntary work?

10. Are you working at the moment?

If yes

     a. what type of job?
     b. number of hours per week?
     c. how long have you been in this job?
     d. Is it a permanent or temporary job?
     e. how did you get this job *(prompt: under their own steam, via Jobcentre, via involvement with Global Grant funded project)*

If no

- how long is it since you were last in work?
- why aren't you in work at the moment? any specific issues/barriers?
- would you prefer to be in work if you could?
- are you looking for work at the moment?
- If yes, what sort of work, if not, why not?
- are you doing any voluntary or unpaid work? if yes, what are you doing and how long have you being doing it for?
- how did you secure this voluntary/unpaid work *(prompt: under own steam, via Global Grant funded group, etc)*?

11. Are you currently taking part on any training course(s)?

If yes

     a. what course are you doing?
     b. where are you doing this training course?
     c. how long have you been doing it for?
     d. any qualifications attached to the course?
     e. how did you end up doing this course *(prompt: under own steam, via Global Grant funded group, etc)*?

If no

- do you have any plans to undertake a training course in the future?
- **if yes**, what course do you plan to do and did/has participating on the [Global Grants funded project] have any impact of this decision?

3. Barriers to Work

12. How easy or difficult have you found getting work in the past? What sorts of factors have made/make it difficult for you to get or keep jobs *(prompt and explore all of the following)*?

     a. Caring responsibilities (including childcare)
     b. Criminal record *(probe: have they spent time in prison or has it been a community service related punishment)*
     c. Disability/health condition
     d. Drug or alcohol dependency
     e. English language difficulties
     f. Housing problems
     g. Lack of qualifications/work experience
     h. Literacy/numeracy difficulties
     i. Living in a rural area
     j. Other

13. In what ways do these problems affect your ability to get or to keep work?

4. Benefits history

14. Are you currently claiming any benefits?

15. **If currently claiming.** What benefits are you claiming and how long have you been claiming them for? Have you ever claimed any other benefit(s) before this (if so, prompt which benefits)? *Explore whether participation on Global Grants funded project had any bearing on the type of unemployment benefits/ employment related benefits they are claiming (e.g. working tax credits, etc)*

16. **If not currently claiming.** Have you ever claimed any benefits in the past? If yes, what, when and for how long did you claim this/ these benefit(s)? *Explore whether participation on Global Grants funded project had any bearing on the fact they are not currently claiming any benefits.*

5. **Involvement with the Global Grant funded project?**

17. Can you tell me about the [Global Grant funded] project you took part in? *(Probe: in what capacity individual was involved in the project i.e. project participant, volunteer worker, actively running the project and/or group)*

18. How did you find out about the [Global Grant funded project] *(Probe: through a friend, publicity (what and where), through prior involvement with a particular organisation/group, were involved in setting up the project/group, etc)?*

19. Were you aware that this [Global Grant] funded project was funded via European Social Fund money (ESF)? If so, how did you know this?

20. What were you doing *(in relation to work and/or training)* **immediately before** you started participating on the [Global Grant funded project]?

21. When did you start taking part in the [Global Grant funded project]? Are you still participating?

22. **If still participating.** For how long will you be participating on the [Global Grant funded project]?

23. **If no longer participating.** How long were you participating on the [Global Grant funded project]? When and why did you finish?

24. Why did you decide to participate on the [Global Grant funded project] *(prompt: to gain a qualification, to learn new skills, to help find a job, to build confidence and self-esteem, to become more involved in community activities, general personal development, etc)?*

25. What was it about this particular project/group that attracted you to it *(prompt: the organisation running the project, type of project, location, attending with similar peer group, etc)*?

26. Is this the first time you have/had participated on such a project? **If no**, what other similar projects have you participated on in the past and with whom?

27. How do the activities you have undertaken on this project compare to other courses or projects you have been involved with in the past? Is it better (in what ways and why) or worse (in what ways and why)?

28. How often do you/did you attend the [Global Grant funded project]? How much time do you/did you spend at the [Global Grant funded project] in a typical week?

29. Can you describe the different kinds of help you got/are getting from taking part on the [Global Grant funded project]? ***Probe and explore all of the following:***

    a. Advice and guidance on jobs and training?
    b. Help with preparing and updating CV?
    c. Help with job applications and form filling?
    d. Interview preparation/form filling?
    e. Specialist support or counselling to do with drugs, alcohol, debt, housing or psychological problems, etc?
    f. Work experience?
    g. Placements or work trials?
    h. In work support?
    i. Help in securing training/qualification?
    j. Advice and information on unemployment benefits and/or in-work benefits?
    k. Advice and information on healthy living/physical exercise, etc?
    l. Help with confidence building, motivation, etc?
    m. Any other kind of help?

30. What is it about participating on this project that you particularly like? Is there anything about participating on this project that you do not like?

6. Outcomes/moves towards the labour market

For individuals who are still participating on the Global Grants funded project:

31. What have you achieved so far as a result of taking part on this project *(prompt: personal skills, work experience, qualification, become more active in the community, etc)*

32. What do you hope to achieve by the end of your time participating on this project…*(prompt and explore whether and how the Global Grants project has helped with each of the following)*?

    a. Find a job? If so, any particular kind?
    b. Improve your job prospects?
    c. Gain a qualification? If so, what?
    d. Attend any further training/education course(s)? If so, what?
    e. Improve your confidence/self-esteem?
    f. Improve motivation?
    g. Move off claiming benefits?
    h. Improve your monthly personal/household income?
    i. Become more active on community events/activities?
    j. Other?

33. Overall, has participating on the [Global Grants funded project] helped you to overcome any of the factors that have previously made it difficult for you to get or keep jobs *(refer to barriers in question 12)*? If yes, in what ways? If no, why not?

34. Had you not taken part on this project what do you think you would be doing now?

For individuals who are no longer participating on the Global Grants funded project

35. What did you do immediately after leaving the [Global Grant funded project]? In what way(s) did your involvement in the project influence what you did?

36. Did participating on the [Global Grants funded project] help you to…..*(probe and explore whether and how participating on the Global Grants project helped with each of the following):*

   a. Find a job? If so, provide details (job type, hours, pay)
   b. Improve your job prospects? In what way?
   c. Gain a qualification? If so provide details (type of qualification)
   d. Attend/Return to any further training/education course(s)? If so, provide details (name of course, location, type of qualification)
   e. Improve your confidence/self-esteem?
   f. Improve motivation?
   g. Move off claiming benefits?
   h. Improve your monthly personal/household income?
   i. Become more active in community events/activities?
   j. Other?

37. Do you feel you achieved what you set out to achieve on the [Global Grant funded project]? If not, why not?

38. (If relevant) Do you think you would have achieved what you did on the [Global Grants funded project] had you not participated on it? **If yes**, how? **If no**, what was it about taking part on this project that enabled you to achieve what you did?

39. Did taking part on the [Global Grant funded project] have any bearing on what you are currently doing now (in relation to work related activities and/or training, etc)? **If yes**, in what way(s)? **If no**, why not?

40. Did taking part on the [Global Grants funded project] help you to overcome any of the factors that have previously made it difficult for you to get or keep jobs in the past *(refer to question 12)*?

41. (If applicable) How did the activities you undertook on the [Global Grant funded project] compare to other courses/projects you had done before it (and since)? Was it better (in what ways and why)? Was it worse (in what ways and why)?

7.   Summary

For individuals who are still participating on the Global Grant funded project

42.   Do you feel you will achieve what you set out to achieve when you began taking part on the [Global Grant funded project]? If not, why?

43.   Overall do you feel that participating on the [Global Grants funded project] has improved your job prospects? If yes, in what way(s)? If no, why not?

44.   What are your plans (in relation to work and/or training) for when you finish the [Global Grants funded project]?

45.   Are these plans any different to what they were **before** you started taking part on the [Global Grant funded project]? If yes, in what way(s) are they different and why has participating on this project influenced your future plans?

46.   Overall, how happy are you with your involvement you have had on the [Global Grant funded project]?

47.   Is there anything else you would like to add about your experience of the [Global Grants funded project] that we have not covered?

For individuals who are no longer participating on the Global Grant funded project

48.   Overall, do you feel that taking part on the [Global Grant funded project] improved your job prospects? **If yes**, in what ways? **If no**, why not?

49. ***(If individual is in paid employment/volunteer work/training)*** Do you think you would have done this without the help and support you received at the [Global Grant funded project]?

50. Is there anything else you would like to say about your experience of participating on the [Global Grant funded project] that we have not covered?

Thank you very much for your time and assistance with the research.

Appendix E
Topic guide with individual grant recipients

Objectives:

1. To investigate the views and experiences of grant recipients on the effectiveness of Global Grants funding

2. What are the direct and indirect employment and qualification outcomes arising from individuals receiving Global Grants funding?

3. To increase our understanding of how effective Global Grants funding has been in enhancing the employability of the most disadvantaged

4. What types of Global Grant support is most effective in getting [the various types] of disadvantaged beneficiaries into jobs/ nearer to the labour market?

IMPORTANT INTERVIEWER NOTE: Many of those being interviewed will come from disadvantaged groups (e.g. individuals with learning difficulties) and the interview questions will need to be adapted and phrased in ways which are understandable from the interviewee's perspective

1. Background and personal circumstances

1. How old are you?

2. Are you married/single/divorced/with a partner?

3. Do you have any children?
   - How many?
   - Ages?

4. What is your ethnic origin?

5. Do you live alone? With parents? With a partner? With friends?

6. (If applicable) What is the employment status of other members of your household?

2. Work history and training experience

7. What educational qualifications do you have?

8. Do you have any work related, vocational qualifications? If so, at what level (i.e. NVQ 2)? When and where did you attain your work related/vocational qualification?

9. Can you briefly go through the kind of work/jobs you have had since you left school?
   - Length of periods of employment for each job
   - What types of jobs you have had?
   - Were they full or part-time?
   - Any voluntary work?

10. Are you working at the moment?

If yes

- what type of job?
- number of hours per week?
- how long have you been in this job?
- Is it a permanent or temporary job?
- how did you get this job *(prompt: under their own steam, via Jobcentre, via receiving Global Grant funding)*

If no

- how long is it since you were last in work?
- why aren't you in work at the moment? any specific issues/ barriers?
- would you prefer to be in work if you could?
- are you looking for work at the moment?
- If yes, what sort of work, if not, why not?
- are you doing any voluntary or unpaid work? if yes, what are you doing and how long have you being doing it for?
- how did you secure this voluntary/unpaid work *(prompt: under own steam, via receiving Global Grants funding?)*

11. Are you currently taking part on any training course(s)?

If yes

- what course are you doing?
- where are you doing this training course?
- how long have you been doing it for?
- any qualifications attached to the course?
- how did you end up doing this course *(prompt: under own steam, via receiving Global Grants funding, etc)?*

If no

- do you have any plans to undertake a training course in the future?
- **if yes**, what course do you plan to do and did receiving the Global Grants funding have any bearing on this decision?

3. Barriers to Work

12. How easy or difficult have you found getting work in the past? What sorts of factors have made/make it difficult for you to get or keep jobs *(prompt and explore all of the following)*?

    - Caring responsibilities (including childcare)
    - Criminal record *(**probe:** have they spent time in prison or has it been a community service related punishment)*
    - Disability/health condition
    - Drug or alcohol dependency
    - English language difficulties
    - Housing problems
    - Lack of qualifications/work experience
    - Literacy/numeracy difficulties
    - Living in a rural area
    - Other

13. In what ways do these problems affect your ability to get or to keep work?

4. Benefits history

14. Are you currently claiming any benefits?

15. **If currently claiming.** What benefits are you claiming and how long have you been claiming them for? Have you ever claimed any other benefit(s) before this (if so, prompt which benefits)? ***Explore whether receiving Global Grants funding has had any bearing on the type of unemployment benefits/employment related benefits they are claiming (e.g. working tax credits, etc)***

16. **If not currently claiming.** Have you ever claimed any benefits in the past? If yes, what, when and for how long did you claim this/these benefit(s)? ***Explore whether receiving Global Grants funding has had any bearing on the fact they are not currently claiming any benefits.***

5. **Receiving the Global Grants funding?**

17. Can you tell me about the Global Grants funding that you received? *(probe: how much they received, when did they receive the funding, etc?)*

18. How did you use the [Global Grants] funding that you received? *(Probe: training course, work equipment, business start up, travel costs, etc)*

19. Why did you decide to apply for [Global Grants] funding? *(prompt: to gain a qualification, to learn new skills, to help find a job, to build confidence and self-esteem, to become more involved in community activities, general personal development, etc)*?

20. How did you find out about the [Global Grants] funding you received? *(Probe: through a friend, publicity (what and where), through prior involvement with a particular organisation/ group, were involved in setting up the project/group, etc)*?

21. Were you aware that the funding you received came via the European Social Fund money (ESF)? If so, how did you know this?

22. What were you doing *(in relation to work and/or training)* **immediately before** you received the [Global Grants] funding?

23. What was it about this particular funding that attracted you to applying for it *(prompt: the organisation providing the funding, type of funding on offer, amount of funding on offer, etc?)*

24. Is this the first time you have/had received this king of funding? **If no**, what other similar funding have you received in the past and from whom?

25. How does the funding you received from [name of IB] compare to other sources of funding you have received in the past? Is it better (in what ways and why) or worse (in what ways and why)?

26. Can you briefly describe the process you went through in order to receive this funding (i.e. application process, how long it took, etc)?

27. Overall how did you find the application process for the [Global Grants] funding you received?

6.   Outcomes/moves towards the labour market

28. Did receiving the [Global Grants funding] help you to…..*(probe and explore whether and how participating on the Global Grants project helped with each of the following):*

    - Find a job? If so, provide details (job type, hours, pay)
    - Improve your job prospects? In what way?
    - Gain a qualification? If so provide details (type of qualification)
    - Attend/Return to any further training/education course(s)? If so, provide details (name of course, location, type of qualification)
    - Improve your confidence/self-esteem?
    - Improve motivation?
    - Move off claiming benefits?
    - Improve your monthly personal/household income?
    - Become more active in community events/activities?
    - Other?

29. Do you feel you achieved what you set out to achieve when you applied for the [Global Grants] funding? If not, why not?

30. (If relevant) Do you think you would have achieved what you have achieved had you not received [Global Grants] funding? **If yes**, how? **If no**, what was it about receiving this funding that enabled you to achieve what you did?

31.   Did receiving the [Global Grants] funding have any bearing on what you are currently doing now (in relation to work related activities and/or training, etc)? **If yes**, in what way(s)? **If no**, why not?

32.   Did receiving the [Global Grants] funding help you to overcome any of the factors that have previously made it difficult for you to get or keep jobs in the past *(refer to question 12)*?

7.   Summary

33.   Overall, do you feel that receiving the [Global Grants] funding improved your job prospects? **If yes**, in what ways? **If no**, why not?

34.   *(If individual is in paid employment/volunteer work/training)* Do you think you would have done this had you note received [Global Grants] funding?

35.   Is there anything else you would like to say about your experience of participating on the [Global Grant funded project] that we have not covered?

Thank you very much for your time and assistance with the research.