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for Work &  
Pensions



**European Union**  
**European Social Fund**  
Investing in jobs and skills

# European Social Fund Cohort Study (2012–2014)

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July 2015

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Research Report No 903

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# Summary

The purpose of this research was to provide evidence on the longer term outcomes of individuals who received support funded by the 2007–2013 European Social Fund (ESF) Programme and to provide data to be included in the Annual Implementation Report (AIR) which documents the implementation of ESF in England and Gibraltar.

This research suggests very positive impacts of ESF provision in terms of skills and qualifications achieved or gained; approaching nine in ten (86 per cent) of all participants felt they had received support that had helped them develop skills that are required in work. The majority of participants (91 per cent) felt that ESF provision had improved their soft skills.

Around seven in ten participants had gained either a full qualification (66 per cent) or units or modules of a qualification (three per cent).

Over the longer term there has been a significant movement into employment – just over two-fifths (42 per cent) of participants were in employment by the second reference point, a very marked increase from the 18 per cent employed when starting ESF provision.

A number of positive outcomes were reported by the programme's target groups – most notably by female participants.

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<sup>1</sup> The second reference point refers to the point six months following the end of provision for the majority of ESF participants, or the 12-month point after starting provision for the remainder.

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# List of abbreviations

<b>BME</b>	Black and minority ethnic
<b>CATI</b>	Computer assisted telephone interviewing
<b>CFO</b>	Co-financing organisation
<b>DWP</b>	Department for Work and Pensions
<b>ESF</b>	European Social Fund
<b>GLA</b>	Greater London Authority
<b>LTLI</b>	Long-term limiting illness
<b>MI</b>	Management Information
<b>NEET</b>	Not in employment, education or training
<b>NOMS</b>	National Offender Management Service
<b>SFA</b>	Skills Funding Agency

# Glossary of terms

<b>Carer</b>	Participants who have any caring responsibilities for a member of their immediate family or a close relative who has any long-standing illness, disability or infirmity. This may be a member of the household or someone who lives elsewhere.
<b>Disability or LTLI</b>	Participants who report a long-standing illness, health problem, mental or physical disability or infirmity, which limits their daily activities or the work they do.
<b>Economically inactive</b>	<p>Those not working, and are either not looking for work, or not available for work. It includes the following groups:</p> <ul style="list-style-type: none"><li>• participants in full or part-time education;</li><li>• those not in employment because of sickness or disability;</li><li>• those looking after the family or home full time;</li><li>• those caring for an adult family member, relative or friend who has any long-standing illness, disability or infirmity;</li><li>• those in a voluntary, unpaid role or internship (not a family business); and</li><li>• those in prison.</li></ul>
<b>First reference point</b>	This is the point at which changes in status and other outcomes of ESF provision are first explored in the report. For most participants, the first reference point was the point in time immediately after they finished their provision. However, for recipients of DWP or GLA provision that had not completed provision at the time of the Wave 1 survey, their first reference point focused on what they were doing at the time of that survey, commonly six months into their provision <sup>2</sup> .
<b>Full-time work</b>	Participants who work 30 hours or more per week.

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<sup>2</sup> This is different to the ESF Cohort Study Wave 1 Report (2010) which evaluated the first half of the 2007-2013 ESF Operational Programme.

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<b>In employment</b>	<p>An employment status that includes the following groups:</p> <ul style="list-style-type: none"><li>• participants working in a full-time or part-time role for an employer;</li><li>• the self-employed; and</li><li>• those in a voluntary, unpaid role or internship for a family business.</li></ul>
<b>Local Authority CFOs</b>	<p>These comprise regional and local authorities acting as co-financing organisations. They include: Central Bedfordshire and Bedfordshire Borough Council, East Midlands Local Authority Consortium, London Councils, the Greater London Authority (GLA), and Luton Borough Council.</p>
<b>Lone parents</b>	<p>Participants who do not live with a husband, wife or partner and have children under the age of 16 living with them.</p>
<b>Part-time work</b>	<p>Participants who work less than 30 hours per week.</p>
<b>Priority 1 provision</b>	<p>This aimed to extend employment opportunities. It supported projects to increase employment and tackle the barriers to work faced by unemployed and disadvantaged people across England, except Cornwall and the Isles of Scilly. It aimed to support people to enter jobs and, in some instances, progress within work. Examples of the type of support provided include developing soft skills such as confidence building, helping with basic skills needs, providing support towards finding a job (e.g. CV writing, interview preparation), sector-specific pre-employment training, and further engagement and support to encourage people to take part in other activities designed to improve their employability. About £3 billion of ESF money was available for this priority in 2007–2013.</p>
<b>Priority 2 provision</b>	<p>This aimed to develop a skilled and adaptable workforce. It supported projects to train people who do not have basic skills and qualifications needed in the workplace, and also sought to develop managers and workers in small enterprises. It aimed to help people gain relevant skills and qualifications needed for their career progression and for business growth and innovation in the knowledge economy. It covered all areas of England across England except Cornwall and the Isles of Scilly. About £1.7 billion of ESF money was available for this priority.</p>
<b>Priority 4 provision</b>	<p>This aimed to tackle barriers to employment, increase employment and reduce unemployment and inactivity. It covered Cornwall and the Isles of Scilly. Around £77 million of ESF money was available to tackle barriers to employment.</p>

**Priority 5 provision**

This aimed to improve the skills of the local workforce to the highest level to allow individuals to find jobs and improve their chances of career progression. This was delivered in Cornwall and the Isles of Scilly. Approximately £123 million of ESF money was available to improve the skills of the local workforce in 2007–2013.

**Second reference point**

This was the second point in which changes in status and other outcomes of ESF provision are explored in the report. For SFA, NOMS and local CFO participants the second reference point was six months after leaving their provision. However, for recipients of DWP or GLA provision the second reference point was around 12 months after **starting** on ESF provision and, overall, 14 per cent of these participants were still on provision when the research was conducted.

# Executive summary

## Background and aims

The European Social Fund (ESF) was set up to improve employment opportunities in the European Union (EU) and thereby raise standards of living. It aims to help people fulfil their potential by giving them better skills and better job prospects. The investment is providing new opportunities to people who face the greatest barriers to work and learning. Priority groups for support include young people not in education, employment or training (NEET), families with multiple problems, offenders and people with low skill levels.

The purpose of this research was to provide evidence on the longer term outcomes of individuals who received support funded by the 2007–2013 ESF Programme and to provide data to be included in the Annual Implementation Report (AIR) which documents the implementation of ESF in England and Gibraltar.

## Research method

The research involved a two-stage longitudinal quantitative survey; the first wave comprised a total of 8,440 interviews between October 2012 and November 2013 with individuals who had received support or training funded through ESF. A follow-up survey was conducted with 4,276 of these individuals between February 2013 and March 2014.

Both sets of interviews were conducted over the telephone from IFF's in house computer-assisted telephone interviewing (CATI) centre in Central London.

While the survey plays an important role in enabling us to capture views and monitor participants' outcomes over time, there are certain limitations to the research that should be recognised. For example, while levels of impact are captured, it is largely a descriptive report and there is no counterfactual assessment on the impact of the ESF on participant outcomes over time.

## Summary of findings

A wide variety of provision types were offered by a range of co-financing organisations (CFOs), from courses designed to reduce the risk of redundancy to those tackling the barriers to work specifically faced by current, or ex-offenders. With the study covering a wide coverage of this provision, any comparisons of outcomes across different types of provision should be made in this context.

## Demographics and status upon entry to provision (Chapter 2)

Management Information (MI) indicates that approximately 2.68 million people started ESF provision in the second half of the 2007-13 programme.

The demographic profile of participants varied widely by CFO and priority, owing to the different types of provision that CFOs offered:



- The SFA's provision covered all priorities and as such sought to help those who were unemployed move into work, upskill individuals already in work, particularly those at risk of redundancy and focus on young people classified as NEET as well. Their provision therefore targeted a higher proportion of younger and unemployed individuals than any other CFO. A significantly higher proportion of Skills Funding Agency (SFA) participants were also classified as NEET (aged 16-19).
- National Offender Management Service (NOMS) provision targeted offenders, either in prison or on community sentences. The vast majority of NOMS participants were male (89 per cent) – significantly higher than any other CFO – and were more likely to report drug dependency and alcohol abuse as barriers to employment.
- Department for Work and Pensions (DWP) provision comprised three programmes, targeting families with multiple disadvantages, individuals claiming Incapacity Benefit (IB) or Income Support (IS) and young people based in London claiming Jobseeker's Allowance (JSA). Nearly all participants under this CFO had labour market disadvantages and they were significantly more likely to have caring responsibilities (69 per cent), be lone parents (49 per cent), or have a disability or long-term health condition (36 per cent).
- Local authorities provision was particularly mixed and included a variety of tailored programmes helping individuals with labour market disadvantages find work. Some of these CFOs also helped upskill those already in employment. Local authority CFOs delivered provision to significantly higher proportions of black and minority ethnic (BME) participants (44 per cent) and those whose first language was not English (34 per cent).

### Details of ESF provision (Chapter 3)

The ways in which participants first heard about ESF provision varied widely by CFO. The flexibility of the provision was important for many, with around four-fifths indicating that flexibility in the content and in the timing were motivating factors for starting on provision.

Overall, eight per cent faced barriers to attending provision (22 per cent among DWP participants) – approaching half of these participants indicated that their training provider helped them overcome these barriers (44 per cent).

Childcare support was provided for many ESF projects as a means of increasing participation. Where given, this support usually took the form of financial assistance (55 per cent) or a crèche facility (51 per cent). A quarter of participants had childcare responsibilities. Of those with childcare responsibilities, 75 per cent said they did not need support with childcare, 21 per cent said they did not receive but would have liked childcare support, and four per cent were offered and took up childcare support. Where childcare support was provided most were very satisfied (64 per cent).

Satisfaction with the ESF provision was high, with 82 per cent satisfied (49 per cent very satisfied). This was higher than that reported for the first half of the programme (when 73 per cent were satisfied). It is possible that higher levels of satisfaction were linked to an improvement in economic conditions and higher employment levels over this period, but this is speculative. Local CFO participants, as well as those aged under 20, were most satisfied than average, but some of the programme's key groups were less satisfied – namely those with a disability and BME participants.

Many early leavers reported positive experiences: most felt the provision had helped them improve work-related skills (71 per cent), given them practical help in finding a job (61 per cent) or had motivated them to undertake more training (66 per cent).

## **Skills and qualifications gained from provision (Chapter 4)**

Findings suggest very positive impacts of ESF provision in terms of skills and qualifications achieved or gained.

The vast majority of Priority 1 and 4 participants (92 per cent) received support that was designed to give them practical help finding a job: three-quarters (75 per cent) felt the ESF provision had actually helped them gain job-seeking skills.

Approaching nine in ten (86 per cent) of all participants felt they had received support that had helped them develop skills that are required in work. Around three-fifths (61 per cent) of participants felt their basic skills, such as IT/basic computing, reading and writing, English speaking skills or mathematics and numerical skills had improved.

Just over nine in ten (91 per cent) participants felt that ESF provision had improved their soft skills, most commonly improving their motivation to do more training (75 per cent). Female participants and those aged under 20 were more likely to report an improvement in all of these areas.

More than two-fifths (44 per cent) of participants who faced barriers to employment felt that ESF provision had helped them overcome these, and this was particularly the case among female participants and lone parents.

Seven in ten participants had gained either a full qualification (66 per cent) or units or modules of a qualification (three per cent) as part of their ESF provision and this was more likely to be the case among participants in Priorities 2 and 5, SFA participants and those aged under 20.

Overall, 23 per cent of all participants gained a full Level 2 qualification (and 24 per cent of those without any prior qualifications achieved their first qualification at Level 2 or higher, and 16 per cent of all participants gained a higher qualification than they previously had.

## **Status at the second reference point (Chapter 5)**

By the second reference point just over two-fifths (42 per cent) of participants were in employment, a very marked increase from the 18 per cent employed when starting their ESF provision<sup>3</sup>. The proportion unemployed and looking for work had fallen significantly (from 62 per cent to 39 per cent), while the proportion economically inactive had dropped slightly (19 per cent compared with 21 per cent at the start of provision, although a relatively small change, the difference is still statistically significant).

Overall, just under two-fifths (38 per cent) of those that had been unemployed and looking for work upon starting provision were in employment six months after completing ESF provision.

The proportion in employment by the second reference point increased across all CFOs and priorities. The proportion of participants aged 20 to 24 in employment rose by 33 percentage points (higher than the 23 percentage points across all participants), and more generally there was an increase in the proportion of participants in employment by the second reference point across all of the ESF Programme's target groups.

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<sup>3</sup> Those counted as in employment include those working as self-employed, full or part-time for an employer and those working in a family business.

Among participants who remained in employment before and after ESF provision, positive developments to note include:

- There was an increase in participants aged under 20 in full-time work for an employer (71 per cent up from 61 per cent).
- There was a small increase in the proportion working 30 or more hours per week (from 69 per cent to 73 per cent).
- There was little change in terms of pay overall, but the gender gap decreased, and pay increased for those under 20.

Those moving into work from inactivity and unemployment are likely to be harder to help, and more disadvantaged, than those already in work. Therefore it is perhaps unsurprising that those who moved into employment since their ESF provision generally had lower skilled jobs, lower pay and were more likely to be on temporary or short fixed-term contracts than those who remained in employment, although a majority (65 per cent) worked more than 30 hours per week.

### Longer-term impact of provision (Chapter 6)

Over the longer term, the vast majority of ESF participants felt that the support they had received through the programme was relevant to their needs (85 per cent). This was especially the case among SFA and local authority participants, and those aged under 20.

A majority felt their ESF had given them a better chance of finding work (76 per cent).

Nearly all participants felt they had developed at least one work-related skill over the longer term – 93 per cent, up from 86 per cent at the first reference point, demonstrating the ongoing impact of ESF provision. Young participants, female participants and those on SFA provision were all more likely than average to report gaining skills in all the work-related skills areas covered in the survey.

Four-fifths of participants were satisfied with what they had achieved by the second reference point – again women and those aged under 20 were more satisfied than average.

### Conclusions (Chapter 7)

Satisfaction with provision delivered in the second half of the programme was higher than that recorded during the first half of the programme (82 per cent and 73 per cent respectively and this is reflected in a number of positive outcomes as reported by participants:

**Impact of ESF on employability and skills of participants:** The ESF programme successfully gave Priority 1 and 4 participants (i.e. those receiving support specifically designed to help them move into employment) practical help with finding a job:

- More than nine in ten (92 per cent) Priority 1 and 4 participants received support aimed at improving job-seeking skills, and three-quarters (75 per cent) believed the support had given them practical help with finding a job.
- Around three-fifths (61 per cent) of **all** participants had gained or improved their basic skills such as reading and writing or mathematics and numeracy.

The ESF programme allowed the majority of participants to become more highly qualified or to update and broaden existing qualification levels:

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- 69 per cent of all participants gained either a full or part qualification through ESF provision

**‘Soft outcomes’ gained by participants, in addition to jobs and qualifications:** The ESF programme developed the soft skills, such as self-confidence and motivation to work, of the vast majority of participants (91 per cent of participants believed they developed at least one soft skill as a result of ESF provision) and is perceived by nearly all participants to develop or improve soft skills over the longer-term:

- 93 per cent of all participants had developed or improved soft skills six months after completing/12 months after starting provision.

**Participant outcomes six months after participants leave ESF/at the second reference point and sustainability of employment outcomes:** Results indicate that ESF provision has helped many participants to find work (although this needs to be considered in the context of a recovery in the jobs market more generally):

- The proportion of ESF participants in work by the second reference point had doubled (to 42 per cent) compared to the point of entry into ESF provision (18 per cent).

There is evidence that for the vast majority of those participants who were in employment at the point of entering provision, ESF support had helped them sustain this employment outcome.

- 81 per cent of those who were employed when starting provision were also employed at the second reference point.

**Effectiveness of ESF for particular disadvantaged groups:** There was evidence that provision catered for the various needs of the different target groups:

- Young participants (aged under 25) and women were more likely than average to have received any practical job-seeking help and to have developed any soft skills, and the over 50s and BME participants to have received work-related skills training and support.
- Across all the programme’s target groups, employment rates had increased by the second reference point and this was most marked among those classed as NEET.

There were also a number of positive findings relating to the impact of ESF provision on women who were more likely than men to report that they:

- had received practical help to find a job;
- had improved in all (bar one) of the soft skill areas;
- had overcome barriers to work;
- were employed in permanent contracts at the second reference point; and
- had progressed in the workplace.

Notably the gender pay gap among participants had also decreased by the second reference point: the difference in mean annual salaries between men and women dropped from £6,500 at the start of provision to £2,500 by the second reference point.

However more could be done to support certain target groups during provision:

- A quarter of participants had childcare responsibilities: whilst 75 per cent felt they did not need childcare support, one-fifth with childcare responsibilities did not receive childcare support but would have wanted it. This makes up five per cent of all ESF participants.

- Some groups (those with a disability and BME participants) that ESF provision is particularly catered for, were less satisfied than average with their provision.

**ESF supporting progression at the workplace:** The research suggests that ESF support has helped many participants progress at their workplace: there was an increase in the proportion of participants aged under 20 for example who were in full-time work by the second reference point (61 to 71 per cent).

# 1 Introduction

## 1.1 The European Social Fund

The European Social Fund (ESF) was set up to improve employment opportunities in the European Union (EU) and thereby raise standards of living. It aims to help people fulfil their potential by giving them better skills and better job prospects.

### 1.1.1 Objectives of the fund

As one of the EU's Structural Funds, ESF seeks to reduce differences in prosperity across the EU and enhance economic and social cohesion. Hence, although ESF funding is spread across the EU, those countries and regions where economic development is less advanced receive more funding.

The ESF is a key part of the Europe 2020 strategy for jobs and smart, sustainable and inclusive growth. It supports the EU's goal of increasing employment by giving unemployed and disadvantaged people the training and support they need to enter jobs. ESF also equips the workforce with the skills needed by business in a competitive global economy.

It is a requirement of each country or region receiving ESF funding to match the amount received from the fund using national resources. The ESF invested £2.5 billion in England in the 2007–2013 programme. This was matched to a similar amount of national funding.

The 2007–2013 ESF programme had two primary objectives:

- The **Convergence Objective** aimed to develop areas where the economy is lagging behind the rest of the EU. In England, only Cornwall and the Isles of Scilly benefited from ESF funding under the Convergence Objective; and
- The **Regional Competitiveness and Employment Objective** covers all areas outside the 'Convergence' objective (including Gibraltar). The whole of England is covered by this objective, except Cornwall and the Isles of Scilly.
- Funding for the former Objective was more generous than the latter: the ESF intervention rate<sup>4</sup> was 50 per cent in the Regional Competitiveness and Employment Objective, and 75 per cent in the Convergence Objective.

### 1.1.2 ESF priorities

The priorities in the 2007–2013 ESF programme were designed to focus ESF spending on specific activities and to ensure that it reached people in most need of support. There were two main priorities in England:

- **Priority 1:** was 'Extending employment opportunities', and supported projects to increase employment and tackle the barriers to work faced by unemployed and disadvantaged people across England, except Cornwall and the Isles of Scilly. It aimed to support

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<sup>4</sup> Funding allocated to each priority is split between the ESF funds, and the funding provided by each relevant 'national counterpart'. The ESF intervention rate is the proportion of funding that the ESF funds represent as a total of the funding allocated towards a particular priority.

people to enter jobs and, in some instances, progress within work. Examples of the type of support provided include developing soft skills such as confidence building, helping with basic skills needs, providing support towards finding a job (e.g. CV writing, interview preparation), sector-specific pre-employment training, and further engagement and support to encourage people to take part in other activities designed to improve their employability. About £3 billion of money (both ESF and match funding) was available for this priority in 2007–2013.

- **Priority 2** was ‘Developing a skilled and adaptable workforce’. It supported projects to train people who do not have basic skills and qualifications needed in the workplace, and also sought to develop managers and workers in small enterprises. It aimed to help people gain relevant skills and qualifications needed for their career progression and for business growth and innovation in the knowledge economy. It covered all areas of England, except Cornwall and the Isles of Scilly. About £1.7 billion of ESF and match funding was available for this priority in 2007–2013.

In addition:

- **Priority 4** was ‘Tackling barriers to employment’. It had similar goals as Priority 1, but covered Cornwall and the Isles of Scilly. Around £77 million of ESF and match funding was available to tackle barriers to employment.
- **Priority 5** was ‘improving the skills of the local workforce’. It had similar goals as Priority 2, but covered Cornwall and the Isles of Scilly. Approximately £123 million of ESF and match funding was available to improve the skills of the local workforce in 2007–2013<sup>5</sup>.

In Priorities 2 and 5 resources were focused on people in the workforce who lacked basic skills or good qualifications. In particular, it focused on those who are least likely to receive training, and people made redundant or at risk of redundancy.

Priorities 3 and 6 are technical assistance funds available to finance the preparatory, management, monitoring, evaluation, information and control activities of the Operational Programme, together with activities to reinforce the administrative capacity for implementing the funds. These two priorities were not in scope of this research study.

### 1.1.3 Co-financing organisations

The Department for Work and Pensions (DWP) has overall responsibility for ESF funds in England, and is the managing authority for the England ESF Programme 2007–2013 at a national level.

ESF funds were distributed through ‘Co-financing organisations’ (CFOs). CFOs are public bodies which bring together ESF and domestic funding for employment and skills so that ESF complements national programmes. This cohort survey, covering the 2011-13 Programme, drew participants from eight CFOs. The Skills Funding Agency (SFA), the DWP Delivery Directorate, and the National Offender Management Service (NOMS) were the nationwide CFOs the survey covered. A few regional and local authorities were also CFOs: Central Bedfordshire and Bedfordshire Borough Council, East Midlands Local Authority

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<sup>5</sup> Further detail on funding allocations by priority can be found in the ESF operational programme for England and Gibraltar (2007-2013) report (2011): [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/313408/esf-operational-programme-2007-2013-plus-logo.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/313408/esf-operational-programme-2007-2013-plus-logo.pdf)

## European Social Fund Cohort Study (2012–2014)

Consortium, London Councils, the Greater London Authority (GLA), and Luton Borough Council.

The CFOs contracted organisations or ‘providers’ that delivered ESF projects on the ground. Providers could be from the private, public or voluntary sectors. CFOs made ESF funds available through a process of open and competitive tendering. Successful providers did not have to find their own ‘match funding’, as CFOs were responsible for both the ESF money and match funding.

### Skills Funding Agency (SFA)

SFA provision helped those who were unemployed into work and supported low-skilled workers through training and learning opportunities, as well as hard to reach individuals who may have restricted access to this type of support. The provision also targeted young people (aged 14-19) who were not in education, employment or training (NEET) or those who were at risk of becoming NEET. The details of the SFA ESF funded projects being delivered in the period 2011 to 2015 are discussed below:

- **Skills Support for the Workforce (SSW) (Priority 2 and 5)** supported individuals in small and medium enterprises, targeting skills gaps or emerging skills needs identified by local enterprise partnerships. The project moved these workers into more advanced learning or on to apprenticeships;
- **Skills Support for the Unemployed (SSU) (Priority 1 and 4)** targeted those who were unemployed and actively seeking work, but lacked the skills that enabled them to get a job. SSU provided skills support to participants to improve their overall employability;
- **Skills Support for Redundancy (SSR) (Priority 2 and 5)** offered training support to those under consultation or notice of redundancy, at high risk of redundancy or who had recently become unemployed;
- **Workplace learning (Priority 2 and 5)** targeted low-skilled workers who were vulnerable to future unemployment. Through work-related skills training and the opportunity of gaining qualifications, the project aimed to improve the job security and employment status of participants. NEETs aged 19 to 24 and those who were recently unemployed also received support through this project;
- **Community grants (Priority 1 and 4)** gave grants to small community organisations, which were used to help individuals in hard to reach communities (and who would usually be unable to access ESF provision) into work; and
- **NEETs aged 14 to 19 (Priority 1 and 4)** provides tailored training and support to NEET and at risk of NEET individuals to help move them into education or employment. These groups included young carers, young people with mental health difficulties and teenage parents for example. Provision was designed to help them gain a greater understanding of their own abilities, learning needs and the range of opportunities available to them.

The SFA also uses its other mainstream programmes as a source of match funding and used ESF funding to support additional capacity for the National Careers Service. It is worth noting, however, that the Next Steps/National Careers Service provision delivered by the SFA were not covered in this cohort survey.



## Department for Work and Pensions (DWP)

The DWP delivered provision across three programmes; Provision for Families with Multiple Problems, Voluntary Incapacity Benefit (IB) Work Programme Referrals and London Day One Support for Young People. The details of each are outlined below:

- **ESF Provision for Families with Multiple Problems** was targeted at families facing multiple disadvantages. Officially individuals are on the programme for 12 months and participation is voluntary. The central feature of the programme offer is a key worker, who will devise a package of measures tailored to the needs of individuals and to families to help remove the barriers they face (to work).
- **Voluntary IB Work Programme Referrals** for individuals claiming IB or IS who opted to participate in the Work Programme even though it was not mandatory for them to do so. The Work Programme provided personalised support for claimants who needed more help looking for and staying in work. Service providers had freedom to decide how best to support Work Programme participants. The Work Programme lasts for up to two years.
- **London Day One Support for Young People:** A trailblazer programme running in North and South London giving young people with little or no work experience support from day one of their Jobseeker's Allowance (JSA) claim. From the start of their claim participants were required to undertake a 13-week work placement alongside provider-led job search. When this came to an end, if they were still looking for work then they joined the Work Programme.

## National Offender Management Service (NOMS)

NOMS provision specifically targeted offenders removed from mainstream activity who had low levels of motivation and faced multiple barriers to education training and employment such as alcohol and/or drug dependencies. As part of the support, individuals worked on a one-to-one basis with a Case Manager. The Case Manager might also signpost participants to additional support in the following areas where considered appropriate: training courses, financial advice, mentoring, housing, drugs and alcohol counselling and employment services.

As will be seen from the participant profile, the NOMS CFO was arguably delivering provision to the hardest to help groups – offenders who were furthest removed from the labour market.

Unlike other CFOs, these clients were not able to opt-out of being a NOMS participant which may have meant that they considered ESF provision as an integral part of their conviction or synonymous with their time in prison or on probation. Any findings relating to NOMS provision should therefore be considered in this context.

## Greater London Authority (GLA)

This was a bespoke support package delivered to vulnerable young groups in London. The programme consisted of three main projects: The 'Young People with Learning Difficulties and/or Disabilities' project, The 'Re-settlement of Young Offenders' project and The 'Re-engagement for Young People Excluded from School' project.

As part of each project, delivery partners devised a bespoke Individual Training Plan for participants which was designed to enable them to progress to sustained employment, education or training. The delivery of these plans varied according to the participant's particular needs.

### Local authorities

Local CFOs used a variety of tailored project streams to help the unemployed back into work, focusing on target groups including NEETs aged 14 to 19, women, lone parents, those with caring responsibilities, black and minority ethnic (BME) participants and those aged 50 and over. Further to this, some CFOs allocated funding to upskilling those already in employment, many of whom fell into these target groups.

Support for NEETS included the following:

- skills development activities aimed at personal and skills development to improve employability;
- pre-NEET work increasing work with school and colleges to provide activities to those at risk of becoming NEET;
- multi-agency liaison to re-engage those in deprived areas and help them into education, work, or training; and
- small innovative projects aimed at specific younger target groups.

Support for adults included the following:

- targeted support for those who were unemployed or economically inactive including volunteer training and English for speakers of other languages (ESOL) training for BME participants;
- targeted training support for young adults looking for their first job; and
- upskilling those already in work but at risk of future unemployment.

CFOs were required to identify and maintain match funding. The Skills Funding Agency focused on using the larger mainstream programmes as match, and ESF activity under each priority was aligned with these programmes. For Priorities 1 and 4, SFA match funding came from such provision as Adult Learner Responsive (ALR) and 16 to 18 Apprenticeship Programmes, and for Priorities 2 and 5 match funding was aligned with apprenticeships and work-based learning.

By the end of November 2013 there had been over four million participant starts on the programme (the original target was almost 1.8 million). It is worth noting that most projects funded under the 2007–2013 England ESF Programme continue running to mid-2015.

## 1.2 The research and evaluation programme for ESF

DWP established an ESF evaluation strategy to examine the effectiveness of the ESF programme 2007–2013 and its contribution to policies to extend employment opportunities and develop a skilled workforce. This evaluation was based upon three sources: ESF administrative databases; the ESF Cohort survey; and other ESF research studies.

The ESF Cohort study is therefore an important element contributing to the overall evaluation of the ESF programme. The ESF Cohort Study is a survey of participants in projects funded by the ESF and aims to provide evidence on the longer term outcomes of the support provided by the 2007–2013 ESF programme. Some of the data gathered from the survey is used in the Annual Implementation Report (AIR) which documents the implementation of

ESF in England and Gibraltar. The report includes a number of indicators and targets that cannot be captured through respondent Monitoring Information (MI) such as participation and achievement rates by particular subgroups.

There were some limitations to the research that we cover below:

- The various CFOs covered a wide range of diverse provision. A study attempting to cover all such provision offered means that outcomes are quite difficult to compare, and any such comparisons should be treated with caution, and within the specific context of the objectives of the provision and its target group.
- This is not an impact assessment in the sense that it does not uncover aspects of deadweight among participants. Changes to employment rates as covered in the report for example do not represent the net impact of the ESF, however, we do capture the extent to which participants themselves felt that the provision they received helped them to reach the outcomes that they did.
- As Section 1.3.1 on Sampling details, two large participant groups were excluded from the survey, hence these findings do not cover the entirety of the ESF programme.

However, despite these limitations, the research provides important insights into the longer term outcomes of ESF participants.

A Cohort study was undertaken covering the 2008-2010 period, involving three waves of research with participants, each wave reported separately.<sup>6</sup> The ESF Cohort Study 2012 built on the 2008-2010 study though shared the same aims and objectives. The specific objectives of the survey were to:

- acquire more detailed information on participants which enables analysis of sub-groups and multiple disadvantages, particularly in terms of gender;
- obtain more detail on the type of support offered and the views of participants on the support they receive;
- understand how individuals come to be on ESF training courses;
- understand what activities they are engaged in on their course; and,
- understand their aspirations for their training.

The study also sought to address the following research questions:

- What difference has ESF made to the employability and skills of participants?
- What 'soft outcomes' did participants gain, in addition to jobs and qualifications?
- What are the outcomes six months after participants leave ESF and have employment outcomes been sustained?
- How effective is ESF for particular disadvantaged groups?

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<sup>6</sup> European Social Fund Cohort Study: Wave 1: [research.dwp.gov.uk/asd/asd5/rports2009-2010/rrep647.pdf](http://research.dwp.gov.uk/asd/asd5/rports2009-2010/rrep647.pdf)

European Social Fund Cohort Study: Wave 2: [research.dwp.gov.uk/asd/asd5/rports2009-2010/rrep709.pdf](http://research.dwp.gov.uk/asd/asd5/rports2009-2010/rrep709.pdf)

European Social Fund Cohort Study: Wave 3: [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/214552/rrep771.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/214552/rrep771.pdf)

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- Has ESF supported progression at the workplace (e.g. to more skilled and better paid jobs)?

It should be noted that the Cohort survey was undertaken at a time when the effects of the recent economic downturn had led to higher levels of unemployment. Between 2011 and 2013 unemployment rates hovered at around eight per cent before dropping to seven per cent in 2014.<sup>7</sup>

### 1.3 Evaluation methodology

The ESF Cohort Study 2012 involved a large-scale longitudinal quantitative survey involving two waves of interviews with participants. These were mainly conducted by telephone supplemented by a small number of face-to-face interviews (70) with more vulnerable respondents.

#### 1.3.1 Sampling

Practical considerations in terms of the availability of contact details meant that it was necessary to conduct the survey with participants drawn from different sampling windows.

Two large participant groups were also excluded from the Study for the following practical reasons:

- Due to difficulties accessing contact details, NOMS match<sup>8</sup> participants were not included in this study. These match participants were individuals receiving ‘standard’ NOMS services in prison and as such they were not required to sign any consent forms for participation in the evaluation of ESF. As a result, NOMS were not able to share contact details for this group.
- The aim was to be representative of participants on all ESF provision. This included participants on ESF-funded provision and, where available, match funded provision. Because there was no DWP match provision happening at the time that the survey was carried out, no DWP match participants could be included.

Table 1.1 shows the sampling windows for each of the participant groups included in the survey.

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<sup>7</sup> [www.statistics.gov.uk/hub/labour-market/people-in-work/employment/index.html](http://www.statistics.gov.uk/hub/labour-market/people-in-work/employment/index.html)

<sup>8</sup> It is a requirement of each country or region receiving ESF funding to match the amount received from the fund using national resources. The 2007-2013 England ESF programme involved investing £5 billion over seven years, of which £2.5 billion was from the ESF and £2.5 billion was from national funding.

**Table 1.1 Sampling windows**

	Sampling window	Interviewing Period for Wave 1	Interviewing Period for Wave 2
DWP: ESF provision	Starts December 2012 – March 2013	September – October 2013	January – March 2014
SFA ESF provision	Leavers June 2012 – September 2012	October – November 2012	February – March 2013
SFA match provision	Leavers Jan 2012 – August 2012	April – June 2013	May – August 2013
NOMS ESF provision	Leavers June 2012 – June 2013	October 2012 – August 2013	February 2013 – October 2013
GLA ESF provision	Starts December 2012 – March 2013	September – October 2013	January – March 2014
Other local authorities ESF/match provision	Leavers June 2012 – August 2012	October – November 2012	February – March 2013

For each group a census approach was taken to Wave 1 interviewing, with all available records (i.e. all those who had given their permission to be approached for research) sampled and as many interviews as possible achieved<sup>9</sup>.

Wave 2 interviewing again took a census approach following-up all those taking part at Wave 1 who agreed to be re-contacted.

More detailed information regarding sampling may be found in the Technical Report.

### 1.3.2 Piloting

A pilot phase was conducted prior to both the Wave 1 and Wave 2 surveys. 70 pilot interviews were captured in Wave 1 and 34 at Wave 2. Findings from these pilot exercises informed the final development of both questionnaires. These questionnaires are contained within the separate Technical Report.

### 1.3.3 Opt-out

All individuals sampled were sent an opt-out letter prior to contact where they were also given the opportunity to request a foreign language or face-to-face interview. Some local CFOs conducted their own opt-out exercises.

### 1.3.4 Main survey

The Wave 1 survey took place between October 2012 to October 2013, during which 8,440 ESF (and match) respondents were interviewed. All participants who completed the Wave 1 interview and agreed to be re-contacted were followed up with a Wave 2 interview. In total, 4,276 Wave 2 interviews were achieved between February 2013 and March 2014. The aim was for Wave 2 interviews to be conducted around six months after their first interview.

The Wave 1 survey focused on establishing the situation of the participant prior to involvement with ESF provision, the nature of support received (and satisfaction with this) and the immediate destination on leaving provision. For the purposes of this report the point of leaving provision is referred to as the **'first reference point'**.

<sup>9</sup> This is different to the ESF Cohort Study Wave 1 Report (2010) which evaluated the first half of the 2007-2013 ESF Operational Programme.

## European Social Fund Cohort Study (2012–2014)

The Wave 2 survey tracked activities engaged in up to six months following the end of provision. This six-month point is referred to as the '**second reference point**' throughout this report.

However, this broad approach was adapted for some of the longer programmes of support that formed part of the ESF Programme. For example, the DWP provision consisted of programmes that offered flexible content depending on an individual's needs that could last up to two years. These programmes got underway late in 2012 and hence there were no individuals who had reached the end of their programme of support within the timeframe of the Cohort Study. The same also applied to the provision delivered by the GLA.

In these cases, the Wave 1 interview was conducted after individuals had received a substantive element of the provision (typically six months into provision), and this constitutes their first reference point.

The Wave 2 interview was conducted to coincide with the participant reaching the 12th month of their support package, termed as the second reference point for these groups of participants. This approach allowed a fairer comparison of outcomes at and between the first and second reference points across all participants.

The survey data was weighted to be representative of the profile of the ESF and match participant cohort of 2011-13 using Management Information available in April 2014. The weighting followed a two stage process; a first weight was applied to correct for sampling and non-response bias; the second weight corrected for the relative size the overall 2011-13 ESF population by priority and funding within CFO.

Of the 8,440 interviews achieved in Wave 1, 358 were with participants who had left their SFA or local CFO provision early. These were not considered as part of the main sample for the study and as such were excluded from the analysis (and weighting), and were not re-contacted in Wave 2. Analysis on this particular group is included at the end of Chapter 3.

A profile of the interviews achieved as part of the research is included in Table 1.2.

More detail on the sampling, survey methodology, response rate and weighting strategy is included in a separate Technical Report.

**Table 1.2 Sample available and interviews achieved by CFO**

<b>CFO</b>	<b>Funding<sup>1</sup></b>	<b>Total sample records received</b>	<b>Total productive sample<sup>2</sup></b>	<b>Achieved Wave 1 interviews</b>	<b>Achieved Wave 2 interviews</b>
SFA	ESF	25,134	6,157	3,408	1,969
	Match	18,476	5,779	2,805	1,235
NOMS	ESF	24,749	2,612	720	317
DWP	ESF	9,884	3,566	1,377	695
Central Beds Council	ESF	26	9	5	2
	Match	130	0	0	0
Luton Council	ESF	41	26	15	7
East Midlands Consortium	ESF	9	8	5	2
	ESF/Match	20	13	6	4
London Councils	ESF/Match	11	9	3	2
GLA	ESF	641	280	96	43
<b>Total</b>		<b>79,121</b>	<b>18,459</b>	<b>8,440</b>	<b>4,276</b>

Please note that no contact details were supplied with the Central Bedfordshire Council match sample and could not be included in the survey.

- <sup>1</sup> Where certain CFO provision made no distinction between ESF and match funding, this has been marked as 'ESF/Match'. Where tables and charts compare funding streams their figures have generally been excluded from this report due to the low statistical robustness of these participants' results (only nine responded to the Wave 1 survey).
- <sup>2</sup> This accounts for all individuals for whom a telephone number could be sourced and was found to be accurate, and who did not ask to be excluded from this (or indeed any) research study.

The Wave 2 survey aimed to achieve as many interviews as possible with Wave 1 respondents. Overall, interviews were achieved with 51 per cent of Wave 1 participants. The profile of Wave 2 participants was very similar to Wave 1 both in terms of demographics and satisfaction with the provision received. Hence we are confident that Wave 2 participants are representative of the overall cohort. This is shown in Table 1.3 overleaf.

**Table 1.3 Profile of Wave 1 and Wave 2 respondents**

	Unweighted profile of respondents			
	Wave 1 (Base: 8,082)		Wave 2 (Base: 4,276)	
	N	%	N	%
<b>Age</b>				
Under 16	198	2	113	3
16-19	2,362	29	1,104	26
20-24	1,384	17	660	15
25-49	3,228	40	1,824	43
50+	869	11	569	13
<b>Gender</b>				
Male	4,480	55	2,371	55
Female	3,602	45	1,905	45
<b>Ethnicity</b>				
White	6,540	81	3,484	81
BME	1,499	19	779	18
<b>CFO</b>				
SFA	5,859	72	3,204	75
NOMS	720	9	317	7
DWP	1,377	17	695	16
Local CFOs	126	2	60	1
<b>Satisfaction with provision</b>				
Satisfied	6,553	81	3,511	82
Dissatisfied	740	9	345	8

*Base: all Wave 1 and Wave 2 respondents*

## 1.4 Report structure

- **Chapter 2** looks at the status of individuals on entry to provision in terms of demographics, employment, skills level and perceived barriers to employment.
- **Chapter 3** looks at motivations for taking up provision, any difficulties encountered in participating, support provided for those with caring responsibilities and overall satisfaction with provision.
- **Chapter 4** looks at the skills and qualifications acquired as a result of participation.
- **Chapter 5** details the employment and status of individuals at the second reference point.
- **Chapter 6** explores the impact of provision on skill development, and also explores satisfaction with provision.
- **Chapter 7** provides conclusions.
- **Appendix A** contains additional data tables referenced in the report.
- **Appendix B** shows the Performance Indicator data captured from the survey which feeds into the ESF Operational Programme targets.



## 1.5 Reporting conventions

Unless otherwise stated, all differences commented on in this report are significant at the 95 per cent confidence level, meaning that we can be 95 per cent confident that a reported difference is a real one, as opposed to one resulting from the fact that we conducted a survey rather than a census of participants.

Data are not presented where unweighted base sizes are less than 50. This means that in some tables columns are left blank showing only the unweighted base.

Differences by CFO have been highlighted throughout this report. However, any comparisons made in this way should be considered in the context of the varying nature of the provision delivered by the individual CFOs. Owing to the different nature of the provision delivered by the SFA, this has often been split out by Priorities 1 and 4, and Priorities 2 and 5.

In the tables, the following conventions apply:

- ‘0’ zero
- ‘\*’ greater than zero but less than 0.5 per cent
- ‘[x]’ figure to be treated with caution as base size less than 50

## 2 Demographics and status upon entry to provision

The European Social Fund (ESF) Programme has two primary aims: extending employment opportunities; and developing a skilled and adaptable workforce. Embedded within these aims are efforts to engage individuals belonging to demographic groups that tend to struggle to find work or progress in the workplace. Priorities 1 and 4, for example, are focused on ‘extending employment opportunities’ and support projects which aim to reduce barriers to work especially for unemployed and disadvantaged people. Key target groups for these priorities include:

- people with a disability;
- lone parents;
- people aged over 50;
- black and minority ethnic (BME) participants;
- people with low qualification levels;
- young people not in education, employment or training (NEET); and
- female participants.

This chapter shows the general profile of ESF participants at the time they started on their ESF course by each individual co-financing organisation (CFO) and priority group. It summarises the basic demographic information of participants, such as gender, age, ethnicity etc., as well as whether they were lone parents or had caring responsibilities. The highest qualification level achieved prior to starting on ESF provision is also reported.

The employment situation of individuals (whether they were in employment, unemployed or economically inactive immediately before starting provision) is also discussed.

### 2.1 Chapter summary

The demographic profile of participants varied widely by CFO and priority. It also varied within CFO, particularly Skills Funding Agency (SFA) provision which covered all priorities. As such, demographic variation between CFOs is to be expected because the provision seeks to respond to different objectives for different target groups.

SFA provision targeted a higher proportion of younger and unemployed individuals than any other CFO. A significantly higher proportion of SFA participants were also classified as NEET (aged 16 to 19).

The vast majority of National Offender Management Service (NOMS) participants were male (89 per cent) – significantly higher than any other CFO – and were more likely to report drug dependency and alcohol abuse as barriers to employment.

The Department for Work and Pensions (DWP) provision was targeted at many of the hardest to reach groups. Nearly all participants under this CFO had labour market disadvantages and were significantly more likely to have caring responsibilities (69 per cent), be lone parents (49 per cent), or have a disability or long-term health condition (36 per cent) than any other CFO.

Local authority CFOs delivered provision to significantly higher proportions of BME participants (44 per cent) and those whose first language was not English (34 per cent).

Management Information (MI) data for the second half of the ESF Programme indicated that 31 per cent of participants were female, 20 percentage points lower than the target.

## 2.2 Overview of the ESF population for the second half of the programme

MI indicates that approximately 2.68 million people started ESF provision in the second half of the 2007-13 programme. The information presented in Table 2.1 is taken from MI for the second half of the ESF and is based on participants who had a start date from 1 January 2011 to 31 December 2013. These figures are approximate only but show that the majority of provision was delivered by the SFA and under Priority 1.

**Table 2.1 Number of participants starting ESF provision in the second half of the programme (from MI)**

	Total number of participants
SFA	1,337,808
NOMS	362,520
DWP	127,678
Local authority CFOs (Priorities 1 and 4)	71,129
Local authority CFOs (Priorities 2 and 5)	21,661
Priority 1	1,379,020
Priority 2	484,061
Priority 4	23,682
Priority 5	34,033

MI for the second half of the ESF 2007-13 programme. Participants that had a start date on or between the 1 January 2011 and 31 December 2013.

The female participation target for the ESF Programme 2007-13 was set at 51 per cent. While in the first half of the ESF Programme (2007-10) the female participation rate was 38 per cent, by the second half of the ESF Programme, MI data indicated that this had dropped to 31 per cent, 20 percentage points lower than the target. These figures should be contextualised against the inclusion of NOMS provision in the second half of the ESF Programme. The vast majority of this provision was directed at males owing to the generally skewed gender population of prisons.

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The female participation rate among Priority 2 and 5 participants either met or exceeded targets (50 and 54 per cent respectively). However, targets for female participation rates in Priorities 1 and 4 were commonly not met.

By CFO, Local CFO and SFA Priorities 2 and 5 provision met or exceeded their female participation targets, while NOMS Priorities 1 and 4 provision also exceeded their targets, as Table 2.2 shows.

**Table 2.2 Female participation rate by CFO and priority against target**

	Target %	Achieved %
<b>Total</b>	<b>51<sup>1</sup></b>	<b>31</b>
<b>SFA</b>		
Priority 1	51	41
Priority 2	50	50
Priority 4	51	36
Priority 5	51	53
<b>NOMS</b>		
Priority 1	5	8
Priority 4	10	11
<b>DWP</b>		
Priority 1	51	42
Priority 4	51	47
<b>Local CFOs</b>		
Priority 1	51	47
Priority 2	50	50
Priority 4	51	49
Priority 5	51	61

*Base: All ESF participants*

MI for the 2nd half of the ESF 2007–13 programme.

<sup>1</sup> This target was set at the start of the ESF Cohort Programme, in 2007. When NOMS provision was introduced three years later, while their female participation target was much lower than the average owing to the nature of their population, the overall target was not revised accordingly.

Detailed analysis of outcomes among female participants has been undertaken and are continually referred to throughout this report and summed up at the end of each chapter. Please note that where comparisons between female and male participant outcomes are made these figures could be affected by the different gender profiles within each CFO.

The key characteristics of participants receiving provision from each CFO and under each Priority are summarised in the next sections. Any findings that are statistically significant are presented in bold text.

Demographic data relating to the findings presented in this chapter can be found in the accompanying full set of survey tabulations provided in Excel format.

Further information on participants facing multiple disadvantages can be found in Appendix A.1.

## 2.3 Skills Funding Agency provision

SFA provision was the only CFO delivering provision across all four priorities covered in the research. As well as seeking to help those who were unemployed move into work, it also sought to upskill individuals already in work. For example, SFA has provided redundancy support projects. Through community grants, the provision also focused on individuals who were considered hard to reach and typically lacked access to this type of support. SFA provision also targeted young people not in education, employment or training (NEET).

The following information summarises the key characteristics of SFA participants at the point of starting provision.

### Key demographic information for SFA participants at the time of starting provision

- Around two-thirds (65 per cent) of SFA participants were male.
- 17 per cent of SFA participants were BME.
- **One-third (33 per cent) of SFA participants were aged under 20, the highest proportion of any CFO.**
- Ten per cent had a disability or long-term health issue.
- Around one-quarter (24 per cent) had any caring responsibilities and six per cent of SFA participants were lone parents.
- 15 per cent were classified as NEET (aged 16-19).
- For eight per cent English was not their first language.
- SFA participants were the least likely to have any labour market disadvantages (74 per cent).<sup>10</sup>

### Employment status

- Almost two-thirds (64 per cent) of SFA participants were unemployed before starting provision and 18 per cent were economically inactive. Almost one-fifth (19 per cent) were in employment (joint highest with local authority CFOs – 18 per cent).
- 14 per cent were in training or education before starting provision.
- SFA participants in employment were most likely to work in caring, leisure and other service occupations (18 per cent), skilled trades occupations (16 per cent) and elementary occupations (12 per cent). That said, they were much more likely to be in professional occupations (ten per cent) than those receiving provision from other CFOs.
- Four-fifths (80 per cent) of SFA participants in employment before provision were on permanent or long fixed-term contracts.
- SFA participants in employment before provision were more likely to be in full-time work (71 per cent) and on a higher annual salary (mean annual salary of £16,500; median of £12,250) than participants on alternative provision.
- SFA participants not in employment before starting provision were far more likely to have been out of work for a short period of time – over half (56 per cent) had been out of work less than a year.
- 18 per cent of SFA participants not in employment before starting provision had never had a job.

Continued

<sup>10</sup> See Appendix A.1 for further information on labour market disadvantages.

### Qualifications and skills

- Almost a third (32 per cent) were qualified to at least Level 3.
- Five per cent of SFA participants reported having no skills or poor skills in reading and writing, the lowest proportion by CFO. A low proportion of participants also reported a lack of English speaking skills (one per cent), mathematics and numerical skills (nine per cent) and IT skills (12 per cent).

In summary: SFA provision targeted a higher proportion of younger and unemployed individuals than any other CFO. A significantly higher proportion of SFA participants were also classified as NEET (aged 16-19) compared to NOMS and DWP. SFA participants in employment were more likely to be on longer-term contracts and better paid than individuals on alternative provision. This likely reflects the fact that this support was delivered to those already in work.

## 2.4 National Offender Management Service provision

NOMS provision targeted offenders, either in prison or on probation, who had low levels of motivation and faced multiple barriers to education, training and employment such as alcohol and/or drug dependencies. Key demographic information on NOMS participants is presented below.

### Key demographic information for NOMS participants at the time of starting provision

- All provision was delivered under Priority 1.
- **NOMS participants were predominantly male (89 per cent), significantly higher than any other CFO.**
- 20 per cent of NOMS participants were BME.
- The majority (58 per cent) were aged 25-49, **although the proportion aged 20-24 was higher than any other CFO (28 per cent).**
- Around one-quarter (26 per cent) had a disability or long-term health issue.
- Almost two-fifths (39 per cent) had caring responsibilities and five per cent were lone parents.
- **Almost all (97 per cent) of NOMS participants' first language was English – significantly more than any other CFO.**
- Almost half (47 per cent) had multiple labour market disadvantages.

Continued

### Employment status

- Around two-fifths (41 per cent) of NOMS participants were unemployed before starting provision compared with ten per cent that were employed<sup>11</sup>. **Half were economically inactive, significantly higher than any other CFO: almost two-fifths (39 per cent) of NOMS participants were in prison.**
- Only two per cent of NOMS participants were in education or training before starting their provision.
- The mean annual salary among working NOMS participants was £14,500 (median of £13,000).
- Less than half (46 per cent) of NOMS participants who were not in employment before starting provision were actively seeking work.
- Seven in ten NOMS participants that were seeking work (70 per cent) felt their criminal conviction was a barrier to finding work. They were more likely to report drugs dependency (9 per cent) and alcohol dependency (6 per cent) as a barrier to work than other CFO participants.

### Qualifications and skills

- **25 per cent of NOMS participants were qualified to Level 3 or higher, significantly lower than any other CFO.**
- 23 per cent reported having no, or poor, IT skills. Ten per cent reported having poor mathematical and numerical skills, nine per cent no or poor reading and writing skills, while two per cent reported poor English speaking skills.

In summary, the typical NOMS participant was male and aged 20-49. Almost all reported some form of labour market disadvantage, with almost half facing multiple labour market disadvantages. NOMS participants were also more likely to be lower skilled and less qualified than participants on other provision.

## 2.5 Department for Work and Pensions provision

DWP provision comprised three programmes: ESF Provision for Families with Multiple Problems, Voluntary Incapacity Benefit (IB) Work Programme Referrals, and London Day One Support for Young People. Families Provision targeted families with multiple disadvantages and was by far the largest of the DWP ESF provisions. Voluntary IB Work Programme Referrals supported individuals claiming IB or Income Support (IS) in finding work. London Day One Support for Young People was a localised programme which supported young people claiming Jobseeker's Allowance (JSA) by providing them with a work placement.

<sup>11</sup> NOMS participants who were employed when starting provision were all on probation.

### Key demographic information for DWP participants when starting provision

- Provision was delivered under Priorities 1 and 4.
- **DWP participants were predominantly female (67 per cent), higher than any other CFO.**
- A quarter (25 per cent) of DWP participants were BME.
- **DWP participants were most likely to be aged 25-49 (63 per cent), the highest proportion amongst all CFOs.**
- **Over one-third (36 per cent) had a disability or long-term health issue, significantly more participants than any other CFO.**
- **More than two-thirds (69 per cent) had caring responsibilities and half (49 per cent) of DWP participants were lone parents, the highest proportions across all CFOs.**
- English was not the first language for one in seven DWP participants (14 per cent).
- **Nearly all (96 per cent) DWP participants had a labour market disadvantage. Over four-fifths (83 per cent) had multiple disadvantages.**

### Employment status

- Half of DWP participants were unemployed (52 per cent) and two-fifths (41 per cent) were economically inactive before starting provision. **Seven per cent were in employment, the lowest proportion across all CFOs.** Those who were in employment were mainly receiving support under the DWP's ESF Provision for Families with Multiple Problems.
- Only four per cent of DWP participants were in education or training before starting their provision.
- Those in work were most likely to be in elementary occupations (28 per cent), in caring, leisure and other service occupations (20 per cent) or in sales and customer service occupations (19 per cent).
- Around half (49 per cent) of DWP participants in employment were on permanent or long fixed-term contracts, while over a third (36 per cent) were on temporary or short fixed-term contracts.
- Two-fifths (39 per cent) of DWP participants in employment worked full-time upon entering provision.
- The mean annual salary for working DWP participants was £9,550 (median of £7,200).

### Qualifications and skills

- Almost one-third (32 per cent) of DWP participants were qualified to Level 3 or higher.
- One-quarter (25 per cent) of DWP reported having no or poor IT skills. A relatively high proportion also reported a lack of mathematics and numerical skills (18 per cent). 12 per cent lacked reading or writing skills, while four per cent lacked English speaking skills.



This demographic profile shows that the DWP provision was delivered to higher proportions of the hardest to help groups and those furthest away from the labour market than found among other CFOs; for example more than a third had a disability or long-term health issue.

## 2.6 Local authorities provision

Local authorities provision included a variety of tailored programmes helping individuals with labour market disadvantages find work, including NEETs aged 16 to 19, lone parents or those with caring responsibilities, BME individuals, and those aged 50 and over. Some CFOs also helped upskill those already in employment. The characteristics of individuals receiving this provision are set out below.

### Key demographic information for local authority participants at the time of starting provision

- Provision was delivered under Priorities 1 and 2.
- **Unlike other CFOs there was a roughly even split by gender: 53 per cent of participants were male, 47 per cent female.**
- **44 per cent were BME, significantly higher than any other CFO.**
- Almost one-fifth (19 per cent) had a disability or long-term health issue.
- Around one-fifth (21 per cent) had caring responsibilities, with three per cent lone parents.
- **English was not the first language for just over one-third (34 per cent) of participants, the highest rate amongst all CFOs.**
- 88 per cent on local authorities' provision reported having a labour market disadvantage, and over three-fifths (63 per cent) had multiple labour market disadvantages.

### Employment status and activity

- Almost two-thirds of participants on local authorities' provision were unemployed before starting provision (64 per cent). The remainder were evenly split between those in employment and those economically inactive (each 18 per cent).
- One in nine (11 per cent) participants receiving local authorities' provision were in education or training before starting provision.
- One-quarter (25 per cent) not in work before starting provision had never had a job.

### Qualifications and skills

- Around one-third of participants on local authorities provision (34 per cent) had achieved Level 3 qualifications or higher before starting provision.
- **13 per cent felt they lacking English speaking skills, the highest rate amongst all CFOs.** A similar proportion lacked IT skills (15 per cent), mathematics and numerical skills (14 per cent), and reading and writing skills (14 per cent).

The gender split between participants on local authorities' provision was more even than amongst any other CFO. A higher proportion of provision than among other CFOs was delivered to BME participants and those whose first language was not English.

## 2.7 Priority 1 provision

Priority 1 provision was aimed at extending employment opportunities amongst unemployed and disadvantaged people across England, excluding Cornwall and the Isles of Scilly, by helping participants find work or progress within their existing jobs. Key demographic information on their participants is detailed below.

### Key demographic information for Priority 1 participants at the time of starting provision

- Around two-thirds of participants were male (65 per cent).
- **One-fifth (20 per cent) of Priority 1 participants were BME, the highest rate amongst all Priority groups.**
- **37 per cent of Priority 1 participants were aged under 20, more than any other Priority group.**
- 14 per cent of Priority 1 participants had a disability or long-term health issue.
- One-quarter (25 per cent) had caring responsibilities and eight per cent were lone parents.
- English was not the first language for eight per cent of Priority 1 participants.
- 78 per cent reported having a labour market disadvantage. Under half (45 per cent) had multiple labour market disadvantages.

### Employment status and activity

- Two-thirds (65 per cent) of Priority 1 participants were unemployed on starting provision, while one-quarter (25 per cent) were economically inactive. Ten per cent were in employment.
- **Significantly more participants were in education or training before starting provision (16 per cent) than among any other Priority group.**
- Those in employment were most commonly working in caring, leisure and other service occupations (23 per cent). A large proportion were also working in elementary occupations and skilled trades occupations (both 18 per cent).
- Around one-quarter (26 per cent) of Priority 1 participants in employment when starting provision were on temporary or short fixed-term contracts, the highest proportion amongst all Priority groups.
- Nearly three-fifths (58 per cent) of Priority 1 participants in employment were working full time upon entering provision. The proportion working fewer than 16 hours per week (20 per cent) was higher than found among other priority groups.

Continued

- 72 per cent of those not in work upon entering provision were actively seeking work. 31 per cent of Priority 1 participants not in work upon entering provision had been out of work for a year or more.

#### Qualifications and skills

- One quarter (26 per cent) had achieved qualifications at Level 3 or higher.
- Priority 1 participants quite commonly felt they had no, or poor, IT skills (14 per cent). 11 per cent lacked mathematics and numerical skills, six per cent lacked reading and writing skills, while two per cent reported a lack of English speaking skills.

A higher proportion of provision was delivered to BME participants and those aged under 20 in Priority 1 than any other Priority.

## 2.8 Priority 2 provision

Priority 2 provision was aimed at developing a skilled and adaptable workforce, supporting those who lacked basic skills as well as developing managers and workers in small enterprises across England, excluding Cornwall and the Isles of Scilly. Key characteristics of individuals enrolled on this provision are detailed below.

#### Key demographic information for Priority 2 participants when starting provision

- Around two-thirds of Priority 2 participants were male (63 per cent).
- 15 per cent of Priority 2 participants were BME.
- **Around one-sixth (17 per cent) were aged 50 or over, the highest proportion of any Priority group.**
- Eight per cent had a disability or long-term health issue.
- 30 per cent had caring responsibilities; five per cent were lone parents
- English was not a first language for 11 per cent of Priority 2 participants – more than any other Priority group.
- 71 per cent had a labour market disadvantage, with 31 per cent reporting multiple disadvantages.

#### Employment status and activity

- Over half (56 per cent) of Priority 2 participants were unemployed and six per cent were economically inactive immediately before starting provision. **38 per cent were in employment, a significantly higher proportion than among Priority 1 and Priority 4 participants.**
- Priority 2 participants most commonly worked in professional occupations (16 per cent). Five per cent were managers, directors and senior officials, while there was a fairly even spread across other occupations.
- **90 per cent of those in employment were on permanent or long fixed-term contacts, the highest proportion amongst all Priority groups.**

Continued

- Over three-quarters (78 per cent) of Priority 2 participants in employment were working full-time upon entering provision.
- The mean annual salary for working Priority 2 participants was £20,900 (median of £16,000).
- **Nine in ten Priority 2 participants (91 per cent) who were not in work upon entering provision were actively seeking employment, the highest proportion among all Priority groups.**
- Priority 2 participants not in employment upon entering provision tended to have been out of work for shorter periods of time than participants of other CFOs. Four-fifths (80 per cent) had been out of work for less than a year.

### Qualifications and skills

- Just under half of Priority 2 participants (45 per cent) had achieved qualifications at Level 3 or higher.
- 11 per cent felt they had no, or poor, IT skills; six per cent that they lacked mathematics and numerical skills; four per cent lacked reading and writing skills, while only one per cent reported a lack of English speaking skills.

There was a higher proportion of participants aged 50 and over within Priority 2 than in any other Priority group. Those Priority 2 participants in employment at the point of starting provision tended to be in more secure and better paid jobs, whilst those not working had been out of work for less time than participants in other Priorities.

## 2.9 Priority 4 provision

Priority 4 provision shared similar goals as Priority 1, but covered Cornwall and the Isles of Scilly. There were far fewer participants on Priority 4 provision, and so some profile information has been excluded due to low base sizes.

### Key demographic information for Priority 4 participants at the time of starting provision

- Almost three-quarters (72 per cent) of Priority 4 participants were male and nearly all were white (99 per cent).
- **There were significantly more participants aged 20 to 24 on Priority 4 provision than on Priority 1 and Priority 2 provision (both 21 per cent).**
- **One-third (32 per cent) had a disability or long-term health issue, significantly higher than any Priority group.**
- **More than one-quarter (27 per cent) were lone parents, significantly higher than any Priority group.** In total, two-fifths (40 per cent) had some form of caring responsibility.
- All Priority 4 participants spoke English as a first language.
- 86 per cent reported having a labour market disadvantage; half of these (43 per cent overall) had multiple labour market disadvantages.

Continued

### Employment status and activity

- Two-thirds (67 per cent) of participants on Priority 4 provision were unemployed upon entering provision. Almost a fifth (19 per cent) were economically inactive and 14 per cent in employment.
- **Over half had been unemployed and looking for work for more than six months (52 per cent), higher than any other Priority group.**
- 78 per cent of Priority 4 participants not in work on starting provision were actively seeking employment.
- 63 per cent of Priority 4 participants who were unemployed upon entering provision had been out of work for a year or more, the highest proportion amongst all Priority groups.

### Qualifications and skills

- Around two-fifths (39 per cent) had qualifications at Level 3 or higher.
- A high proportion of Priority 4 participants reported a lack of basic skills: 33 per cent reported a lack of IT skills, 29 per cent a lack of reading and writing skills and 24 per cent a lack of mathematics and numerical skills. Only one per cent reported having no or poor English speaking skills.

Priority 4 provision was delivered to a higher proportion of some of the hardest to help groups than under any other Priority, including the youngest age group, those with a disability or health condition, lone parents and those who had been unemployed and looking for work for more than six months.

## 2.10 Priority 5 provision

Priority 5 provision aimed to improve the skills of the local workforce and covered Cornwall and the Isles of Scilly.

### Key demographic information for Priority 5 participants at the time of starting provision

- Approaching three-fifths (57 per cent) of participants were male.
- All Priority 5 participants were white.
- Almost three-fifths (59 per cent) were aged 25 to 49 years old, the highest rate amongst all Priority groups.
- **Only one per cent had a disability or long term health issue, significantly lower than participants in all other Priorities.**
- 43 per cent had caring responsibilities – more than any other Priority group. Only four per cent were lone parents.
- Almost all (97 per cent) Priority 5 participants' first language was English.
- Around three-fifths (57 per cent) had a labour market disadvantage. One in eight (13 per cent) had multiple labour market disadvantages.

Continued

### **Employment status and activity**

- **87 per cent of Priority 5 participants were in employment upon entering provision, the highest rate amongst all Priority groups. Four per cent were unemployed while nine per cent were economically inactive.**
- Priority 5 participants most commonly worked in skilled trades' occupations (24 per cent), or as managers, directors or senior officials (18 per cent). 17 per cent were self-employed.
- Around four-fifths (79 per cent) of those in employment were on permanent or long fixed-term contracts, and a similar proportion (84 per cent) were working full-time.
- The mean annual salary for working Priority 5 participants was £23,050 (median of £20,800).

### **Qualifications and skills**

- There were significantly more participants with qualifications at Level 3 or higher amongst Priority 5 participants (67 per cent) than in any other Priority group.
- Of the skill areas discussed, Priority 5 participants most commonly reported a lack of IT skills (11 per cent). Very low proportions reported a lack of skills in reading and writing (one per cent), mathematics and numeracy (2 per cent) and no participants reported a lack of English speaking skills.

Corresponding with Priority 2, the vast majority of Priority 5 participants were in employment. Priority 2 participants also tended to be higher-skilled: two-thirds had Level 3 or higher qualifications, while a small minority lacked basic skills or faced multiple labour market disadvantages.

## 3 Details of European Social Fund provision

This chapter examines ways in which participants were made aware of the European Social Fund (ESF) provision and their motivations for participation, before looking at the amount of time spent on the provision. It then considers barriers participants found to attendance and whether training providers provided assistance to those with support needs (for example, caring needs). It then looks at participants' satisfaction with the provision they received.

A small proportion of participants interviewed left their provision early. While these participants were not re-contacted for the Wave 2 interview and therefore have not been considered as part of the main sample for the study, the last section of this chapter looks at reasons for leaving provision early.

### 3.1 Chapter summary

The ways in which participants first heard about ESF provision varied widely by co-financing organisation (CFO), and an element of perceived mandation was apparent particularly among National Offender Management Service (NOMS) and Department for Work and Pensions (DWP) participants, often when the provision itself was not legally mandatory. Much ESF provision is voluntary. The flexibility of the provision was important for many, with around four-fifths indicating that flexibility in the content and in the timing were motivating factors for starting on provision.

Overall, eight per cent faced barriers to attending provision (22 per cent among DWP participants) – approaching half of these participants indicated that their training provider helped them overcome these barriers (44 per cent). A quarter of participants had childcare responsibilities: a minority of these were offered childcare support (11 per cent); however, 75 per cent felt they did not need this type of assistance. One-fifth with childcare responsibilities did not receive childcare support, but would have wanted it. This makes up five per cent of all ESF participants. Where childcare support was provided most were very satisfied (64 per cent).

Satisfaction with the ESF provision was high, with 82 per cent satisfied (49 per cent very satisfied). This was higher than that reported for the first half of the programme (when 73 per cent were satisfied). It is possible that higher levels of satisfaction were linked to an improvement in economic conditions and higher employment levels over this period, but this is speculative. Local CFO participants as well as those aged under 20 were most satisfied than average, but some of the programme's key groups were less satisfied – namely those with a disability and black and minority ethnic (BME) participants.

Many early leavers reported positive experiences: most felt the provision had helped them improve work-related skills (71 per cent), given them practical help in finding a job (61 per cent) or had motivated them to undertake more training (66 per cent).

## 3.2 How participants became aware of provision

Approaching half of participants (47 per cent) found out about ESF provision via Jobcentre Plus. This contrasts to findings published in the DWP report on The Jobcentre Plus Offer: Findings from the first year of the evaluation, in which it was reported that Jobcentre Plus advisors awareness of ESF was limited<sup>12</sup>.

Other common sources through which participants first heard about ESF was their school, college or a training provider (15 per cent) or their employer (nine per cent).

As one might expect, there was wide variation by CFO. The most common way in which NOMS participants heard about the provision was through a prison or probation officer (80 per cent). For DWP and Skills Funding Agency (SFA) participants the most common means was hearing about provision via Jobcentre Plus (mentioned by 51 and 50 per cent respectively, compared with 23 per cent among local CFO participants and 11 per cent of NOMS participants).

There were also differences according to priority. Those in Priority 4 were particularly likely to have heard about ESF provision from Jobcentre Plus (76 per cent) whereas those in Priority 5 were much more likely than average to have heard about ESF provision through their employer (49 per cent versus 10 per cent overall) or through a school (37 per cent versus 15 per cent overall).

More information on how participants found out about ESF (by CFO and priority) can be found in the accompanying volume of data tables.

Participants were asked how proactive they had been in finding out about the ESF provision. **More participants approached the organisation themselves (59 per cent) than were approached by the organisation (37 per cent).** Where approached this was most often by the Jobcentre (46 per cent), by their school, college or training provider (21 per cent) or by their employer (19 per cent).

The study also looked at the extent to which participants were made to or persuaded to start on the ESF provision, or whether they felt it was something they decided to do themselves. Participants were offered the following four options: whether they were made to go on the provision, persuaded to go on it, given the opportunity to go on it or decided to go on it themselves. Results are shown in Figure 3.1.

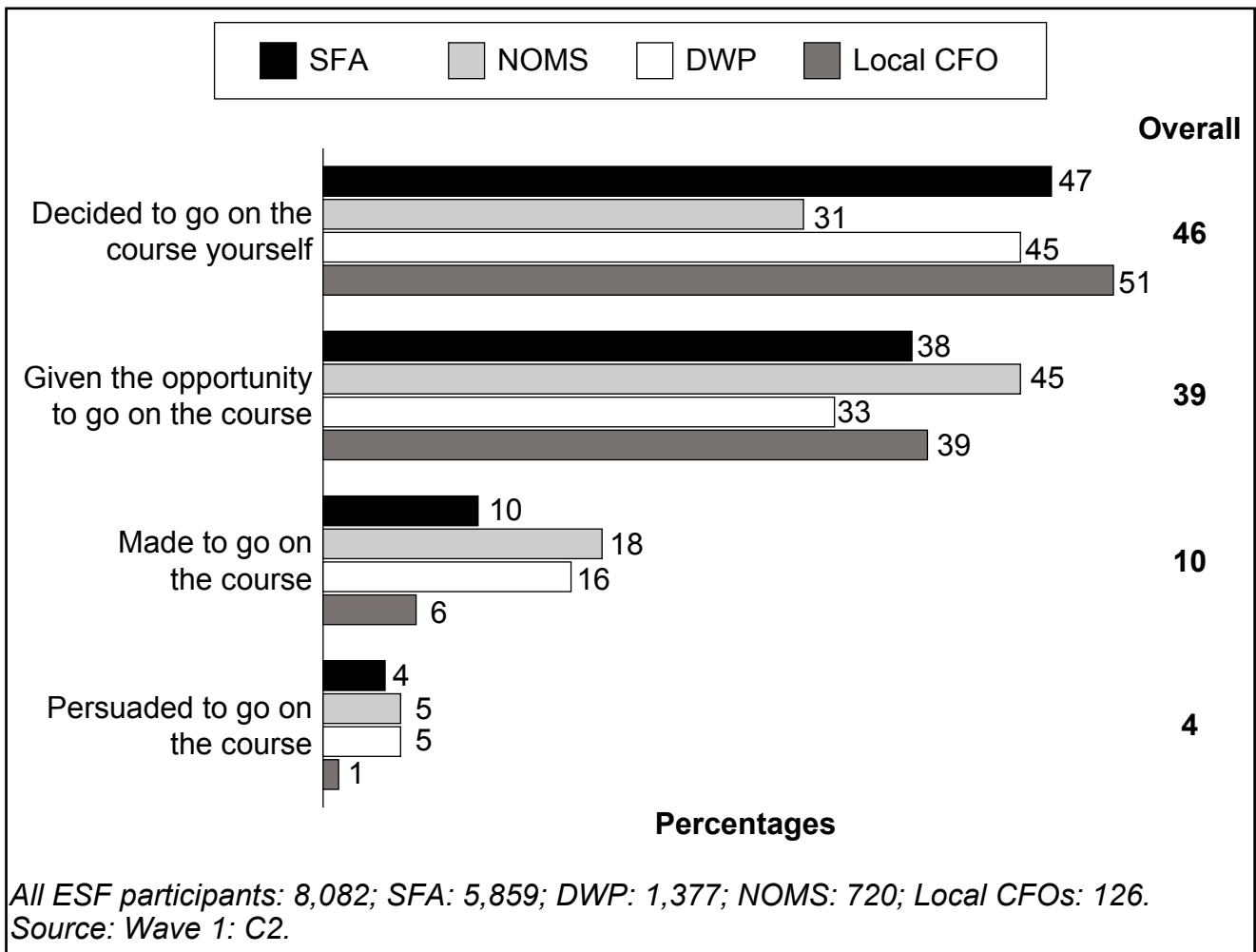
**The vast majority of participants either decided to go on their provision themselves (46 per cent) or felt they were given the opportunity to go on it (39 per cent).** Relatively few felt they were made (ten per cent) or persuaded (four per cent) to go on the provision. Hence, in relatively few cases was there a sense of compulsion in the decision to undertake ESF provision.

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<sup>12</sup> Coulter, A. *et al.* (2102). *The Jobcentre Plus Offer: Findings from the first year of the evaluation*. DWP Research Report No. 814, p.40.



Figure 3.1 Impetus for starting ESF provision (prompted)



There was some variation by CFO, priority and key demographic groups. Those who were more likely than average to report that they were **made to go on provision** were:

- NOMS participants (18 per cent compared to 10 per cent overall);
- those who left their provision early (18 per cent);
- DWP participants (16 per cent); and
- those aged between 20 and 24 (15 per cent).

Where respondents reported being made to go on provision, this was most commonly by the Jobcentre (63 per cent), their employer (13 per cent) or a school, college or training provider (ten per cent).

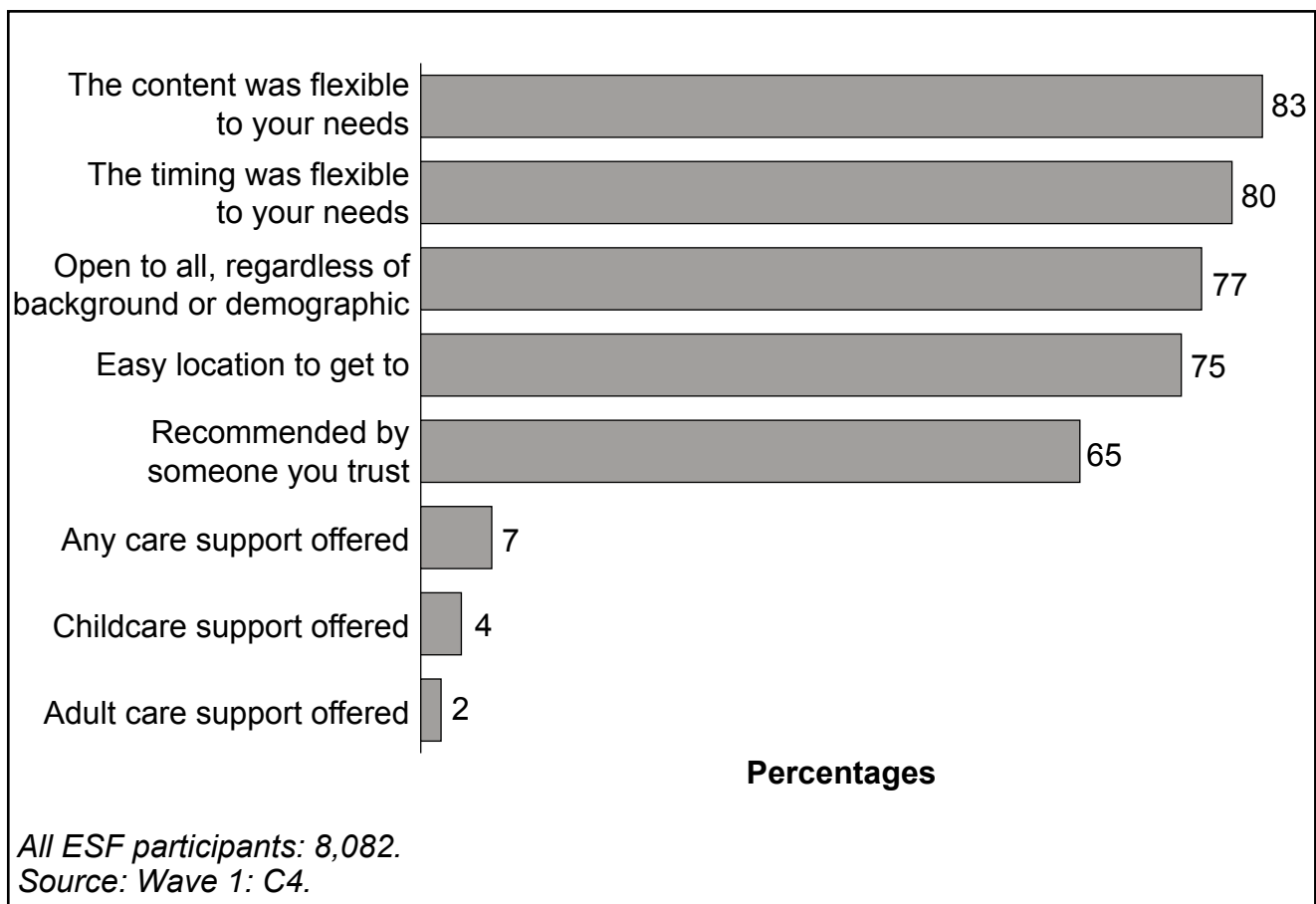
Participants on Priority 4 were far less likely to report having decided to go on the provision themselves (seven per cent versus 46 per cent among all participants) and most likely to have been given the opportunity to go on it (56 per cent versus 39 per cent overall).

### 3.3 Reasons for starting provision

Participants were read a list of possible motivations for starting on their ESF provision. Around four-fifths were motivated by the content or by the timing being flexible to their needs (83 per cent and 80 per cent respectively).

Around three-quarters were motivated by it being open to all regardless of their background or demographic (77 per cent), and it taking place in a suitable location (75 per cent). Slightly fewer (65 per cent) were influenced by it being recommended by someone they trusted. Results are summarised in Figure 3.2.

**Figure 3.2 Most common reasons for participants to be attracted to ESF provision (prompted)**



The convenience of the sessions was especially important to female participants, in particular flexible timing (83 per cent versus 78 per cent of male participants) and the location (77 per cent versus 73 per cent of males). Female participants were also more likely to be attracted to the ESF provision as a result of a recommendation by someone they trusted (69 per cent versus 63 per cent among males). Recommendations were also more important to those aged under 20 (72 per cent) and lone parents (73 per cent).

The inclusiveness and openness of the provision was a particular factor for female participants (80 per cent), younger participants under 20 (80 per cent) and lone parents (81 per cent). The timing of the provision being flexible to their needs was also of more importance than average to lone parents (86 per cent).

Across CFO, NOMS participants were more likely to cite the openness of the provision as a motivation (81 per cent versus the 77 per cent average), and both NOMS and DWP participants were more likely to have been motivated by a recommendation by someone they trusted (69 per cent and 70 per cent respectively). Local CFO participants were more likely than average to say that location was important (80 per cent).

The ESF programme is designed to provide support during provision for people with caring responsibilities (27 per cent of all participants reported having either child or adult caring responsibilities). Overall seven per cent of all participants were motivated by the care support offered by the ESF provision, rising to 19 per cent among those with caring responsibilities. DWP participants (who were more likely to have caring responsibilities than participants in other CFOs) were more likely to say that care support was a reason for being attracted to the provision (27 per cent). Looking at just those DWP participants who had caring responsibilities, 23 per cent were motivated by the offer of support with adult care responsibilities and nine per cent by the offer of support with childcare. One-quarter of lone parents (25 per cent) were motivated to start on the provision because of the childcare support.

Other, spontaneous reasons for being attracted to the provision tended to relate to the expected outcomes of the provision, in particular the prospect of gaining employment after completion or increasing the likelihood of gaining employment (ten per cent) or of gaining a qualification (seven per cent).

### **3.4 Duration of provision and time spent on provision in an average week**

As part of the Wave 1 survey participants were asked about the amount of time they spent on provision (both in terms of the number of weeks and the number of hours per week). The median duration of provision was five weeks, though with wide variation.

There was also variation in the amount of time participants spent on their provision in an average week. This variation would be expected, given the wide variety of different types of provision included within the ESF programme. For around one-quarter of participants (24 per cent) an average week consisted of at least 25 hours on provision. In contrast, around one-sixth (17 per cent) reported that they spent less than five hours a week on provision. More detailed information can be found in Table A.2 in Appendix A.

**Table 3.1 Length of time spent on the course per week and average length of course in weeks**

		Hours spent on course per week					Median length (weeks)	Base
		0-4	5-9	10-15	16-24	25+		
<b>Total</b>	%	<b>17</b>	<b>20</b>	<b>16</b>	<b>16</b>	<b>24</b>	<b>5</b>	<b>8,082</b>
<b>CFO</b>								
SFA	%	11	20	18	18	27	4	5,859
NOMS	%	61	17	5	5	6	13	720
DWP	%	54	16	9	8	8	13	1,377
Local CFOs	%	47	28	2	7	11	9	126
<b>Priority</b>								
1	%	19	19	15	16	25	5	5,698
2	%	10	21	20	20	25	4	2,210
4	%	8	32	31	1	15	4	80
5	%	22	42	23	2	10	13	94

*Base: All ESF participants*

Source: Wave 1 survey C9 and C10.

SFA participants' provision tended to be shorter, but more intense, in contrast to DWP and NOMS participants who were more likely to spend just a few hours a week on provision but over a longer period of time.

### 3.4.1 Barriers faced undertaking provision

In order to assess accessibility of ESF provision and the extent to which support was provided to help overcome any barriers faced, participants were asked whether they encountered any barriers or difficulties in attending their provision, and what these were.

One in 12 (eight per cent) reported that they faced barriers or difficulties participating. This was much higher among those on DWP provision (22 per cent) and those on Priority 4 (24 per cent), as Table 3.2 shows. It is interesting to note that early leavers were more likely than average to have faced barriers (16 per cent).

**Table 3.2 Whether barriers faced to attending provision**

		<i>Row percentages</i>	
<b>All ESF participants</b>		<b>Barriers faced</b>	<b>Base</b>
<b>Total</b>	%	8	<b>8,082</b>
<b>CFO</b>			
SFA	%	7	5,859
NOMS	%	11	720
DWP	%	22	1,377
Local CFOs	%	7	126
<b>Priority</b>			
1	%	8	5,698
2	%	8	2,210
4	%	24	80
5	%	5	94
Care responsibilities	%	11	2,568

*Base: All ESF participants*

Source: Wave 1 Survey C12.

Some groups were more likely to report barriers, particularly those with a disability (19 per cent), lone parents (15 per cent), female participants (11 per cent), and participants with care responsibilities (11 per cent).

The most common barrier was transport issues (four per cent of all participants), followed by the location of the provision (two per cent) and then start and finish times, childcare issues and personal issues (all one per cent). Those with care responsibilities were particularly likely to face barriers around start/finish times (three per cent) and childcare (four per cent).

**More than two-fifths of participants who faced barriers felt their training provider helped them overcome these barriers (44 per cent).** Participants where personal issues were the barrier were far more likely to report being provided with help to overcome their difficulties (81 per cent) than those with transport issues (31 per cent), problems with the location of the provision (34 per cent), childcare issues (34 per cent) or health problems (34 per cent).

Those on NOMS provision who faced barriers to attending provision were less likely to have received support from their provider to overcome these barriers (31 per cent) than those on either SFA or DWP provision (45 per cent and 43 per cent respectively).

There were also some variations by demographic subgroup, with those facing barriers aged under 25 more likely to receive help (51 per cent) than those compared with participants aged 25 to 49 (39 per cent).

Where help was offered by providers, the most common assistance was advice or support (29 per cent), followed by help with travel (23 per cent), being understanding of personal circumstances (17 per cent), rearranging meetings (12 per cent) and allowing participants to catch up on work at home or at a later date (ten per cent).

## 3.5 Support with caring responsibilities

ESF programmes focused on meeting the particular needs of individuals whose situation made it difficult for them to find work, including those with childcare or adult care responsibilities. Over one-quarter (27 per cent) of participants had child (24 per cent) or adult (five per cent) caring responsibilities.

### 3.5.1 Childcare responsibilities and support provision

Childcare support was provided for many ESF projects as a means of increasing participation, including by the SFA, and the DWP can fund childcare for attendance at an approved activity when needed. Where given, this support usually took the form of financial assistance (55 per cent) or a crèche facility (51 per cent).

**Overall, one in nine participants with childcare responsibilities were offered assistance with childcare by their provider (11 per cent).** Of those with childcare responsibilities, 75 per cent said they did not need support with childcare while 4 per cent were offered and took up childcare support. Around one-fifth with childcare responsibilities (21 per cent) said they did not receive, but would have liked, childcare support. This makes up five per cent of all ESF participants.

Among those who had childcare responsibilities, **DWP, Priority 1, female participants and those aged under 20 were more likely than average to have been offered and actually received assistance with childcare.**<sup>13</sup>

Additionally, lone parents (18 per cent) were more likely than others with childcare responsibilities to have been offered childcare support.

Despite being most likely to have received some assistance with childcare, both DWP and female participants were also more likely to have wanted but not received childcare support (32 per cent and 28 per cent respectively). This suggests a good deal of variation in terms of accessibility to the right level or type of childcare support.

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<sup>13</sup> DWP participants were the most likely of all CFOs to have any caring responsibilities.

**Table 3.3** Childcare assistance (prompted)

						<i>Row percentages</i>
		Offered assistance with childcare	Received assistance with childcare	Did not receive but would have liked support	Did not receive but did not want support	Base
<b>Total</b>	%	11	4	21	75	2,287
<b>CFO</b>						
SFA <sup>1</sup>	%	7	3	18	78	1,164
NOMS	%	14	1	23	75	242
DWP	%	32	13	32	54	870
<b>Priority</b>						
Priority 1	%	14	5	23	71	1,663
Priority 2	%	3	1	16	82	543
<b>Gender</b>						
Male	%	6	1	15	83	972
Female	%	18	9	28	62	1,315
Lone parents	%	18	9	33	58	1,022

*Base: All with childcare responsibilities*

Source: Wave 1 D14-D16.

Responses from those receiving local CFO provision or those on Priorities 4 and 5 are not shown because of low base sizes. Percentages reporting being offered support and receiving support overlap.

<sup>1</sup> Childcare assistance was only offered to SFA participants who were unemployed (64 per cent of SFA participants were unemployed on starting provision).

Of those offered childcare assistance, around two-thirds (67 per cent) reported that their training provider actively offered this assistance without them having to ask for it. Most (75 per cent) reported that their training provider discussed support with them on, or just after, joining provision.

Interestingly men with childcare responsibilities that were offered support were more likely than women to report that their training provider actively offered this assistance without them having to ask for it (75 per cent), that their training provider discussed support with them on, or just after, joining provision (80 per cent) and that they had seen it advertised in literature produced by the provider (46 per cent, compared with 38 per cent among all participants offered childcare support).

This assistance with childcare tended to be related to finance (55 per cent receiving assistance received help to cover the costs of childcare) and/or providing a crèche facility (51 per cent).

### 3.5.2 Adult care responsibilities

Overall five per cent of all participants had adult care responsibilities and of these **one in nine (11 per cent) were offered assistance with their adult care responsibilities** by their provider.

**Table 3.4 Assistance with adult care by CFO, priority and gender**

		<i>Row percentages</i>				
		Assistance with adult care				
		Offered assistance with adult care	Did not receive but would have liked support		Did not receive but did not want support	
			Received assistance			<i>Base</i>
<b>Total</b>	%	11	8	26	65	595
<b>CFO</b>						
SFA	%	10	8	22	60	260
NOMS	%	12	8	43	50	72
DWP	%	15	7	33	58	259
<b>Priority</b>						
Priority 1	%	13	9	28	62	484
Priority 2	%	3	1	15	80	93
<b>Gender</b>						
Male	%	7	6	22	71	220
Female	%	16	10	29	59	375

*Base: all with adult care responsibilities*

Source: Wave 1 D20-D22.

Responses from those receiving local CFO provision or those on Priorities 4 and 5 are not shown because of low base sizes. Percentages reporting being offered support and receiving support overlap.

As Table 3.4 shows, among those with adult care responsibilities, **female participants and those in Priority 1 were more likely to have been offered assistance** (16 and 13 per cent respectively).

**Eight per cent of participants with adult care responsibilities actually received any kind of support from their provider.**

**Interest in receiving assistance with their adult care needs was quite high:** around a quarter (26 per cent) of those with adult care responsibilities wanted, but did not receive, any assistance in this area, higher among women (29 per cent), those aged over 50 (32 per cent), BME participants (38 per cent), lone parents (36 per cent) and those on NOMS provision (43 per cent).

### 3.5.3 Satisfaction with support for care needs

Most of the participants who received childcare support (a base of 141 respondents) were satisfied with their support (82 per cent), with almost two-thirds (64 per cent) very satisfied. Six per cent were dissatisfied with the childcare support.



Almost three-quarters (73 per cent) of those who received adult care support were satisfied with the support they received, compared with eight per cent dissatisfied. However, because of the relatively low base of 48 respondents receiving adult care, these figures should be treated with caution.

### 3.6 Satisfaction with provision

At the end of the Wave 1 survey, participants were asked to rate their satisfaction with a number of areas considered key to the ESF Programme, such as the relevance of the provision to their needs and the support provided during the provision.

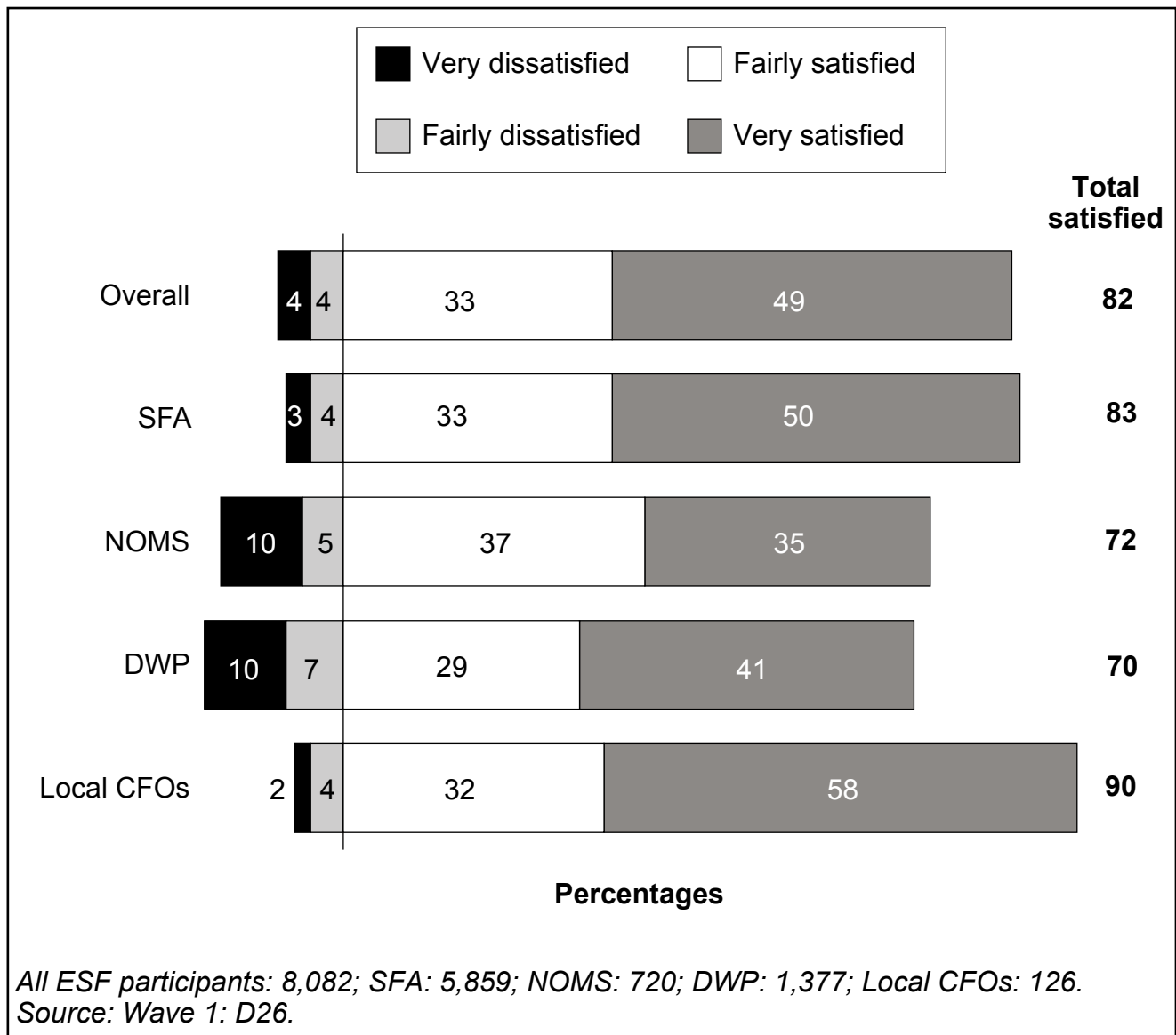
Participants reported very high levels of satisfaction. **Over four-fifths (82 per cent) were either very (49 per cent) or fairly (33 per cent) satisfied overall. This was higher than that recorded for the first half of the programme** (when 73 per cent were satisfied). It is possible that this increase in satisfaction over time is related to an improvement in economic conditions over this period leading to lower levels of unemployment. Certainly, those participants in employment on leaving provision were more likely to be satisfied with the provision they received than the average (87 per cent versus 82 per cent). Note that the bars on Figure 3.3 do not sum to 100 per cent as for simplicity it excludes those who were neither satisfied nor dissatisfied.

**Those on local CFO provision were the most satisfied** (90 per cent, with 58 per cent very satisfied) whilst those on **DWP and NOMS provision were least satisfied** overall (70 per cent and 72 per cent respectively). Among participants of these CFOs around a sixth were dissatisfied (17 and 15 per cent respectively). In the case of NOMS participants, these lower levels of satisfaction may reflect their dissatisfaction with their conviction or the fact that they were in prison or on probation which would have been the case when they were undertaking provision.

There were also differences by Priority, as Table 3.5 shows. Those in Priority 4 were the least likely to be satisfied (62 per cent, despite also being the most likely to be very satisfied (59 per cent)), and the most dissatisfied (16 per cent). A relatively high proportion of Priority 4 participants were neither satisfied nor dissatisfied (21 per cent). Results suggest quite divergent opinions amongst Priority 4 participants.

**Those aged under 20 were significantly more likely to be satisfied** with their training provision (86 per cent).

Figure 3.3 Overall satisfaction with provision by CFO



**Table 3.5 Overall satisfaction with provision by priority and demographic sub-groups**

		Overall satisfaction				Summary:	Summary:	
		Very dissatisfied	Fairly dissatisfied	Fairly satisfied	Very satisfied	Satisfied	Dissatisfied	Base
<b>Total</b>	%	4	4	33	49	82	8	8,082
<b>Priority</b>								
1	%	4	4	34	48	82	8	5,698
2	%	3	3	32	51	84	7	2,210
4	%	2	15	4	59	62	16	80
5	%	1	2	41	52	94	3	94
<b>Ethnicity</b>								
White	%	4	4	34	50	83	8	6,540
BME	%	4	5	34	45	79	9	1,499
<b>Disability status</b>								
Disability	%	6	5	31	47	77	10	1,207
No disability	%	4	4	33	50	83	8	6,857
<b>Gender</b>								
Male	%	4	4	34	48	82	8	4,480
Female	%	3	4	30	52	83	7	3,602
<b>Age</b>								
Under 20	%	3	3	35	51	86	6	2,560
20-24	%	5	4	35	45	80	9	1,384
25-49	%	4	5	31	50	81	9	3,228
50+	%	5	4	32	48	81	9	869

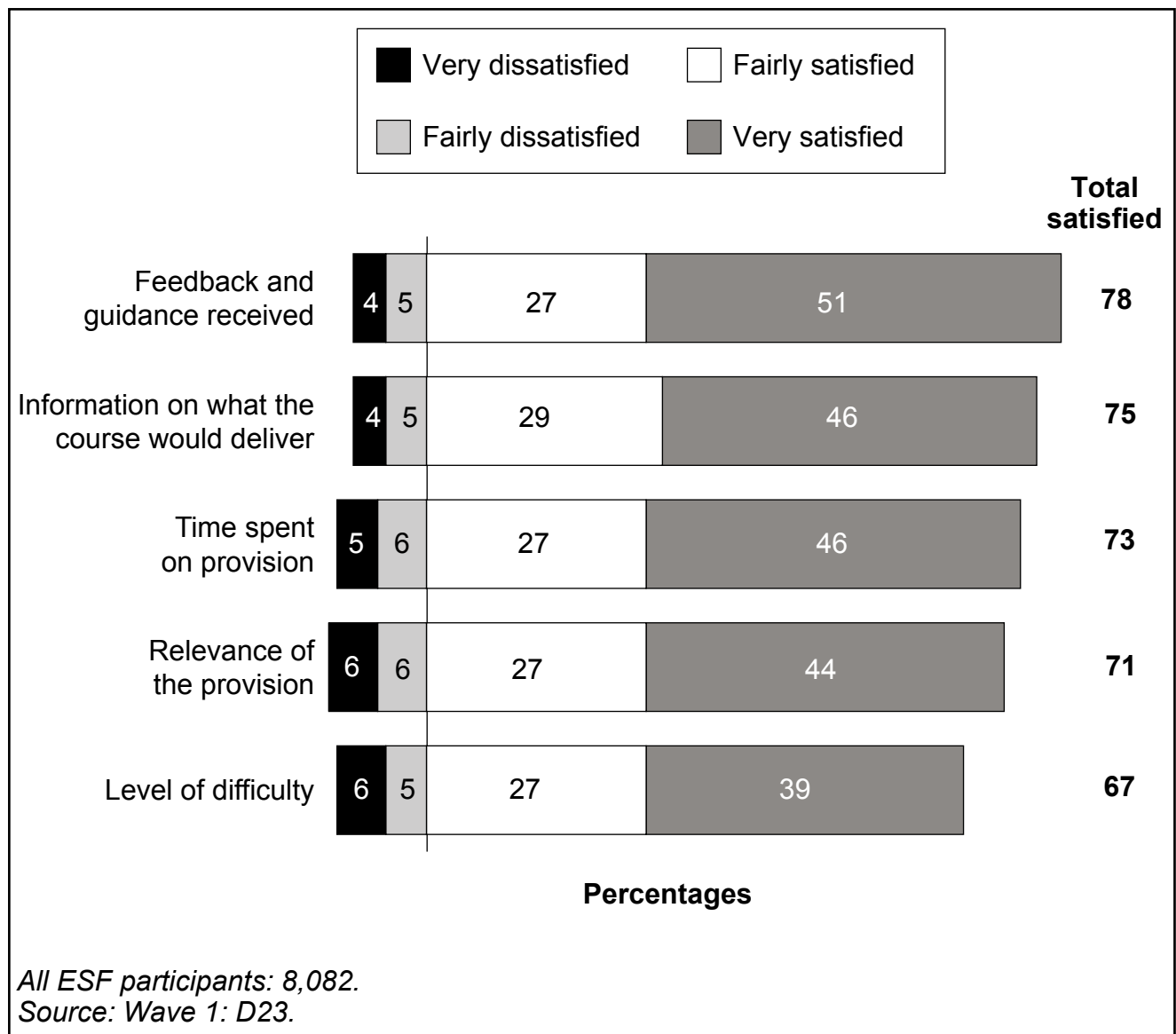
*Base: All ESF participants*

Source: Wave 1 D26.

**Some groups that the ESF Programme is particularly designed to cater for were less satisfied than average, including those with a disability and BME participants (77 per cent and 79 per cent respectively).**

Figure 3.4 shows satisfaction on specific aspects of the provision. For simplicity, participants reporting they were neither satisfied nor dissatisfied, or who did not know their level of satisfaction, have not been shown in the chart, hence bars do not sum to 100 per cent.

Figure 3.4 Satisfaction with key areas of provision



There was relatively high satisfaction for the different aspects of the provision, with this highest for the feedback and guidance received (78 per cent), the guidance and information about what training would be delivered (75 per cent) and the time spent on the provision (73 per cent). Participants were slightly less satisfied with the relevance of the provision to the participants' needs (71 per cent) and the level of difficulty (67 per cent; most participants dissatisfied with the level of difficulty felt it was too easy (73 per cent)). Around one in ten participants were dissatisfied on each measure.

Priority 4 participants were slightly (but still significantly) more likely to be satisfied with most of these key areas than those on other priorities, other than for amount of time spent on the provision, for which Priority 4 participants were more dissatisfied than average.

Those dissatisfied with the duration of the ESF provision were evenly split between those thinking it was too long (45 per cent) or too short (46 per cent).

As Table 3.6 shows, on all measures SFA participants were more likely to be satisfied than either DWP or NOMS participants.

**Table 3.6** Satisfaction with areas of provision by CFO (prompted)

		Key area of provision					Row percentages	
		Feedback and guidance received	Info on what course would deliver	Time spent on provision	Relevance of the provision	Level of difficulty	Base	
<b>Total</b>	% Satisfied	78	75	73	71	67	<b>8,082</b>	
	% Dissatisfied	9	9	11	11	11		
SFA	% Satisfied	79	76	74	73	67	5,859	
	% Dissatisfied	8	9	10	10	11		
NOMS	% Satisfied	67	62	58	55	59	720	
	% Dissatisfied	18	16	18	22	15		
DWP	% Satisfied	67	61	61	57	61	1,377	
	% Dissatisfied	18	18	19	23	13		
Local CFOs	% Satisfied	82	79	71	68	65	126	
	% Dissatisfied	9	7	13	7	16		

Base: All ESF participants

Source: Wave 1 D23.

### 3.7 Awareness of ESF

Projects that deliver the ESF Programme have an obligation to inform participants that their provision is funded through ESF. **Overall, around two-fifths (41 per cent) of all participants were aware of ESF involvement in funding the provision, less than the 46 per cent aware in the first half of the ESF Programme.**<sup>14</sup>

Those that were in Priority 4 (65 per cent) and on local CFO provision (62 per cent) were more likely to be aware of the ESF funding, whilst those in Priority 1 (39 per cent), aged under 20 (30 per cent) or on NOMS were the least likely to be aware of the ESF funding (23 per cent).

### 3.8 Early leavers from the ESF Programme (SFA participants only)

So far the report has generally concentrated on those participants who completed their provision, aside from those DWP and Greater London Authority (GLA) participants who were still receiving provision (see the discussion in section 1.3). However, 354 SFA participants that had left their provision before it finished were also interviewed in the Wave 1 survey to understand their reasons for leaving and to assess whether they had benefited from their

<sup>14</sup> European Social Fund Cohort Study: Wave 1 (2010), p.97.

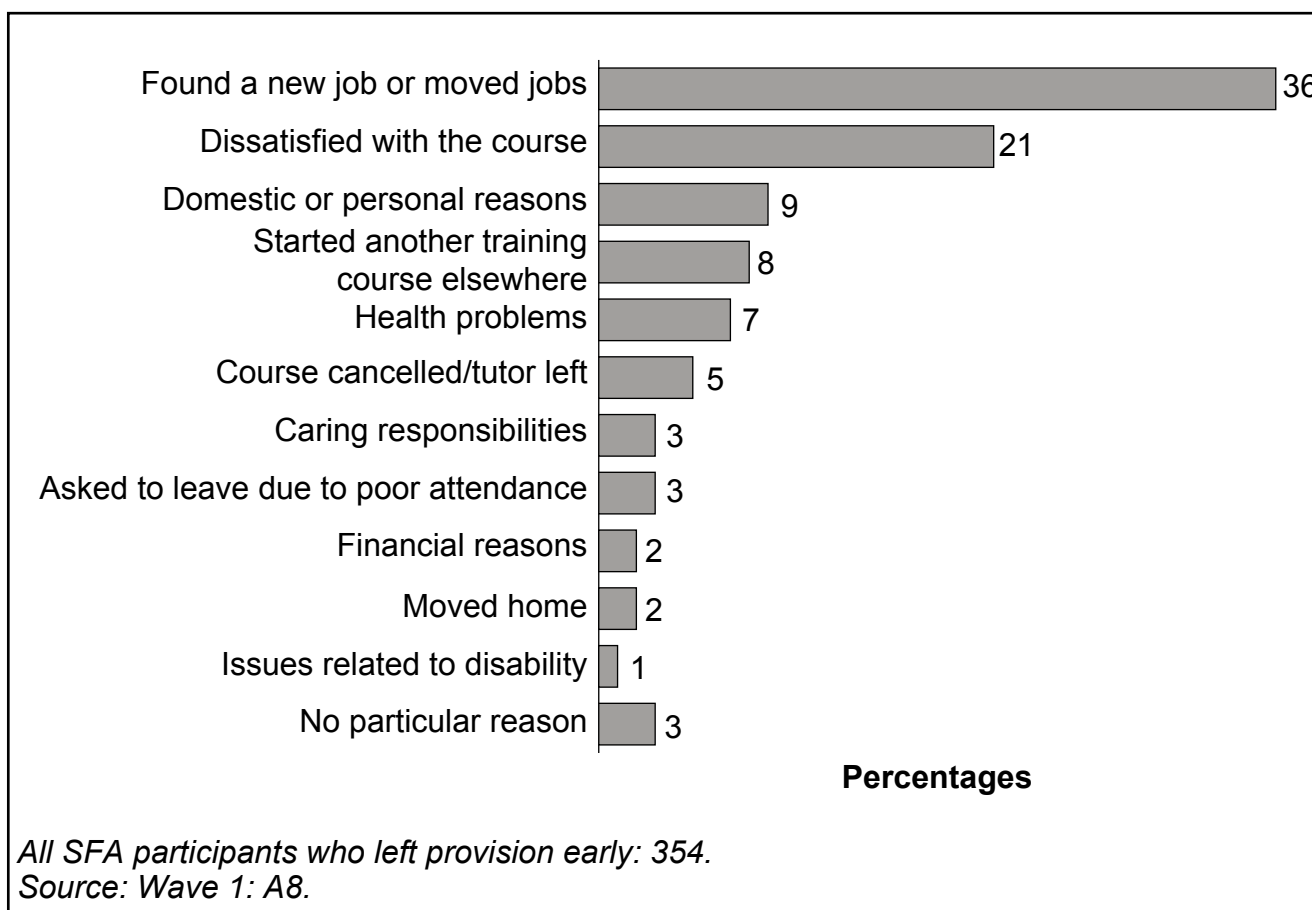
provision<sup>15</sup>. This section is based on unweighted findings only, and should therefore be treated as indicative rather than fully representative of all those who left their provision early.

### 3.8.1 Reasons for leaving provision early

The most common reason for leaving provision early was because participants had found a new job or moved jobs (36 per cent). Only around three in ten participants reported that they left the provision due to provision-related issues, either because they were dissatisfied with the course (21 per cent), that the provision stopped or the tutor left (five per cent), or they were asked to leave due to poor attendance (three per cent). Only three per cent of early leavers left their course due to their caring responsibilities.

Domestic or personal issues (nine per cent), starting a new training course elsewhere (eight per cent) and health issues (seven per cent, rising to 17 per cent among those with a disability) were also fairly common reasons for leaving the ESF provision. Figure 3.5 illustrates these reasons.

**Figure 3.5 Most common reasons for SFA participants leaving provision early (spontaneous)**



<sup>15</sup> Four interviews were also achieved with individuals who had left local CFO provision early, however their responses are not included here due to very low base sizes.

### 3.8.2 Outcomes achieved

There is evidence to suggest that participants who left their provision early nevertheless benefited from the training they received:

- Just over seven in ten (71 per cent) early leavers felt the provision had helped them with work-related skills, often those related to a particular job role (45 per cent), basic computing skills (38 per cent) or wider job skills (35 per cent);
- Two-thirds (66 per cent) felt motivated to undertake more training as a result of their ESF provision; and
- Around three-fifths (61 per cent) felt the provision had given them practical help in finding a job.

In addition, the majority of early leavers recalled receiving advice or guidance about what sorts of work or training they could do (73 per cent) or about the world of work (68 per cent).

Although these figures were generally lower than those reported by SFA participants who completed provision, they still indicate that the majority of early leavers felt they benefited from provision.

There were further indications that early leavers benefited from the provision they received:

- Around three in ten (31 per cent) felt it had helped them overcome barriers to work, particularly in regard to it building their confidence and motivation; and
- One-quarter (25 per cent) achieved either a full (15 per cent) or part (ten per cent) qualification as part of the provision.

While we have seen that around one-fifth said dissatisfaction with the course was their reason for leaving before completion, still the majority of early leavers (61 per cent) were satisfied with the provision. Indeed, around three in ten (29 per cent) were very satisfied. Overall almost one-quarter of early leavers were dissatisfied (ten per cent fairly dissatisfied, 13 per cent very dissatisfied).

It is interesting to note that almost half (45 per cent) of early leavers left after between one and six months of their provision, compared with almost two-fifths (37 per cent) that left within the first month. This suggests that for most, early leaving was not a knee-jerk response made in the first couple of weeks of attendance.

## 3.9 Key gender findings

The study revealed some key differences between male and female participants when it came to their motivations for undertaking provision and their experience of ESF provision:

- Female participants were far more likely to be attracted to provision because of the offer of support with caring responsibilities: seven per cent of female participants versus two per cent of men, while three per cent were motivated by the adult care that was offered (versus one per cent among men).
- One in nine (11 per cent) female participants faced barriers in attending provision, compared with seven per cent of male participants, however, women were just as likely as male participants to receive help from their training provider in overcoming these barriers (45 and 44 per cent respectively).

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- Female participants with childcare responsibilities were more likely than their male counterparts to have received assistance with childcare (nine per cent versus one per cent of male participants) but also more likely to have wanted and not received some support from their provider (28 per cent versus 15 per cent).
- Female participants reported high levels of satisfaction. Over four-fifths (83 per cent) were either very (52 per cent) or fairly (31 per cent) satisfied overall. These results were similar to those reported by male participants.



## 4 Skills and qualifications gained through provision

Participants were asked about their experience of receiving support to provide them with the skills required to get work and to progress in employment. This covered practical skills such as work experience or relevant training, soft skills development, including confidence and motivation, and the acquisition of qualifications as a direct result of European Social Fund (ESF) provision.

While we discuss differences by co-financing organisation (CFO), it is important to note the very different groups served by each CFO (see Chapter 2), and hence the very different support needed to help participants progress in employment. In terms of age for example, Skills Funding Agency (SFA) Priority 1 and 4 participants had a very young profile (42 per cent were aged under 20 versus the 30 per cent average). Conversely National Offender Management Service (NOMS) and Department for Work and Pensions (DWP) respondents were more likely to be aged 25 to 49 (58 and 63 per cent respectively). SFA Priority 2 and 5 participants were more likely to be in employment prior to starting provision (42 per cent) than average (18 per cent), and NOMS and DWP participants were particularly likely to be economically inactive (49 and 41 per cent respectively versus the 21 per cent average).

In terms of qualifications NOMS participants were more likely than participants from other CFOs not to have had any qualifications (28 per cent compared with an average of 21 per cent), while local CFO and SFA Priorities 2 and 5 participants were more likely than other groups to hold a qualification at Level 5 or above (20 and 17 per cent respectively, compared with less than ten per cent among other participants).

DWP (83 per cent) and NOMS (68 per cent) participants were much more likely to face multiple labour disadvantages than average (41 per cent).

### 4.1 Chapter summary

Findings suggest very positive impacts of ESF provision in terms of skills and qualifications achieved or gained.

The vast majority of Priority 1 and 4 participants (92 per cent) received support that was designed to give them practical help finding a job: three-quarters (75 per cent) felt the ESF provision had actually helped them gain job-seeking skills.

Approaching nine in ten (86 per cent) of all participants felt they had received support that had helped them develop skills that are required in work. Around three-fifths (61 per cent) of participants felt their basic skills, such as IT/basic computing, reading and writing, English speaking skills or mathematics and numerical skills had improved.

Just over nine in ten (91 per cent) participants felt that ESF provision had improved their soft skills, most commonly improving their motivation to do more training (75 per cent).

Female participants and those aged under 20 were more likely to report an improvement in all of these areas. DWP participants were more likely than average to have increased their

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confidence and/or motivation.

More than two-fifths (44 per cent) of participants who faced barriers to employment felt that ESF provision had helped them overcome these, and this was particularly the case among female participants and lone parents.

Around seven in ten participants had gained either a full qualification (66 per cent) or units or modules of a qualification (three per cent) as part of their ESF provision and this was more likely to be the case among participants in Priorities 2 and 5, SFA participants and those aged under 20.

Overall, 23 per cent of all participants gained a full Level 2 qualification (and 24 per cent of those without any prior qualifications achieved their first qualification at level 2 or higher, and 16 per cent of all participants gained a higher qualification than they previously had.

### 4.2 Help finding work (Priorities 1 and 4 only)

ESF provision delivered under Priorities 1 and 4 was specifically designed to extend employment opportunities. For this reason, findings in this section are based solely on participants in Priorities 1 and 4 – an unweighted base of 5,778 respondents.

To understand how the support received may have provided practical help finding a job, participants were asked a series of questions to establish which areas ESF provision had covered (Figure 4.1).

Around nine in ten (92 per cent) Priority 1 and 4 participants had received support in at least one of the six areas.

This was most commonly general advice about the world of work (78 per cent) and/or advice or guidance in careers and training that they might be able to do (77 per cent).

Slightly lower proportions had received training on how to look for work (66 per cent) or were provided with information about job vacancies (60 per cent). More than half (55 per cent) were provided with contacts to help look for work.

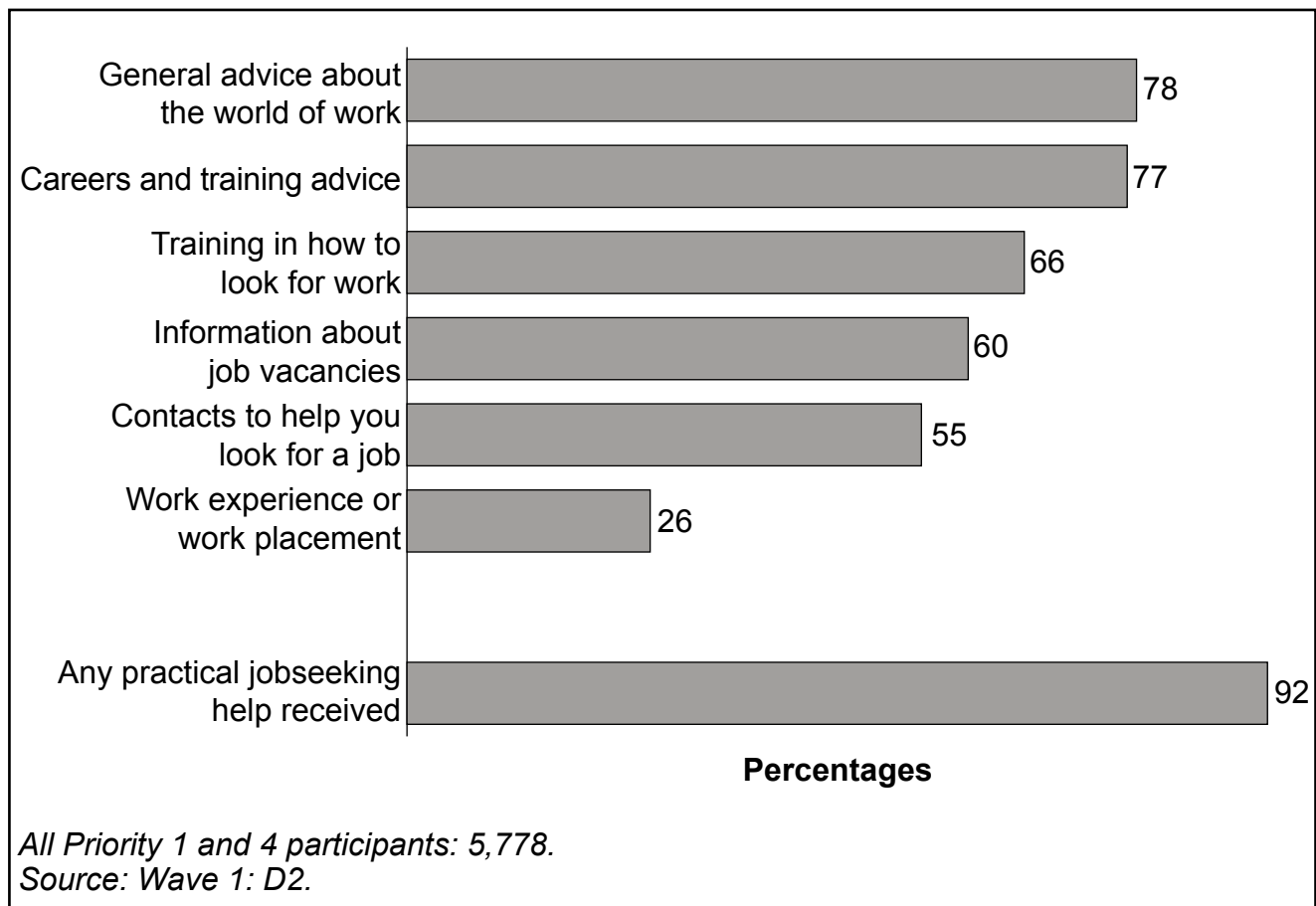
Overall, just over a quarter (26 per cent) had the opportunity of work experience or a work placement; this figure was higher (38 per cent) among those aged under 20.

**Young participants (aged under 25) were more likely to have received support in a number of these areas:** general advice about the world of work (82 per cent), careers and training advice (81 per cent), training in how to look for work (69 per cent) and work experience/work placements (32 per cent).

There was little other evidence of targeting particular support to certain groups within Priorities 1 and 4 with the exception of black minority ethnic (BME) participants who were more likely to have received general advice about the world of work (79 per cent compared with 73 per cent of white participants).

By CFO, NOMS participants were more likely to have received information on contacts to help them look for work (59 per cent compared with 51 per cent of SFA participants and 48 per cent of local CFO participants).

**Figure 4.1 Specific areas in which support to help find a job was provided (Priorities 1 and 4) – prompted**



Overall, 81 per cent of Priority 4 participants and 74 per cent of Priority 1 participants felt that the support they had received through ESF provision had given them practical help finding a job. This was lower than the 92 per cent that had received support designed to help improve their job-seeking skills. Overall, around three in ten (31 per cent) thought it had helped to a large extent.

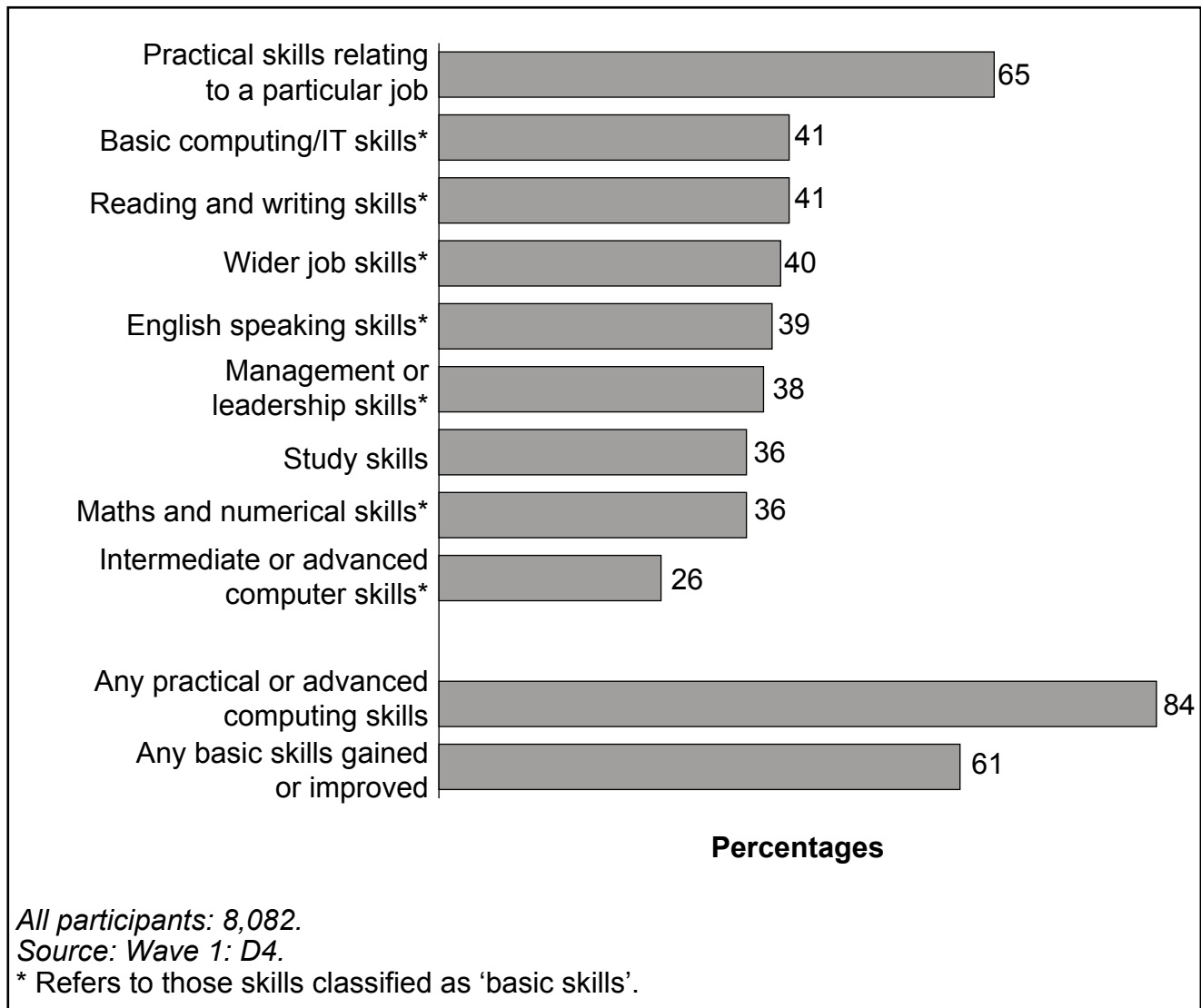
There was little variation by CFO but there was some variation by demographic group. The following were more likely to say the support had given them any practical help:

- not in employment, education or training (NEET) (participants aged 16 to 19 (81 per cent))
- females (76 per cent compared to 74 per cent of male participants); and
- white participants (75 per cent, compared to 72 per cent among BME participants).

### 4.3 Work-related skills

In addition to building skills to help people find work, ESF support was also designed to develop the skills that are required in work. To understand how the support received had helped them with work-related skills, all participants were asked a series of questions to establish which specific skills they had gained or improved (as set out in Figure 4.2).

Figure 4.2 Work skills developed as a result of ESF provision (prompted)



Overall, 84 per cent of all participants had gained or improved any work skills and three-fifths (61 per cent) had developed basic skills specifically (reading and writing, mathematics and numerical skills, English speaking skills or IT skills) as a result of their involvement in ESF.

Most commonly, participants had gained or improved practical skills relating to a particular job (65 per cent). Around two in five had gained or developed basic computing/IT skills, wider job skills (such as admin or bookkeeping), reading and writing skills, English speaking skills or management or leadership skills (each 38-41 per cent). Just over one-third had developed study skills and mathematics and numerical skills (both 36 per cent).

In the case of English speaking skills, the proportion of participants reporting these had been developed as a result of ESF provision rose to 61 per cent among those who rated themselves as having no, or poor, English skills prior to entering ESF provision. Similarly those with no, or poor, reading and writing skills were more likely than the average (51 per cent versus 41 per cent) to have developed these skills as a result of ESF provision. There were no such differences with mathematics and IT skills.

While overall 84 per cent had improved work-related wider skills and 61 per cent had improved their basic skills there was evidence of targeting support to specific demographic

groups. **Women, those aged under 20 and BME participants were more likely than average to have received support across each of the nine work and basic skill areas listed in Figure 4.2 with the exception of practical skills relating to a particular job.**

Additionally, as shown in Table 4.1, those aged under 20 and BME participants were more likely to gain or improve any of the skills and any of the basic skills listed.

In keeping with the findings relating to skills needed in work, **SFA and local CFO participants were more likely than NOMS and DWP participants to have improved any work or basic skills listed**, with local CFO participants were particularly likely to have gained or improved their basic skills.

Those who reported developing work-related skills were on the whole more likely to be in employment on leaving provision. This was particularly noticeable among participants who developed study skills (32 per cent of these participants were in employment on leaving provision compared with 26 per cent of those who did not develop study skills) and management or leadership skills (31 per cent versus 26 per cent).

**Table 4.1 Proportion of participants gaining or improving any work skills or basic skills as a result of ESF provision by gender, age, ethnicity, CFO and priority**

		<i>Row percentages</i>		
		Whether provision helped		
		Gained or improved any work skills	Gained or improved any basic skills	<i>Base</i>
<b>Total</b>	%	<b>84</b>	<b>61</b>	<b>8,082</b>
<b>Gender</b>				
Male	%	84	58	4,480
Female	%	86	67	3,602
<b>Age</b>				
Under 20	%	91	76	2,560
20-24	%	83	56	1,384
25-49	%	81	53	3,228
50 or over	%	81	54	869
<b>Ethnicity</b>				
White	%	84	60	6,540
BME	%	86	67	1,499
<b>CFO</b>				
SFA	%	87	62	5,859
NOMS	%	64	47	720
DWP	%	66	51	1,377
Local CFO	%	84	76	126
<b>Priority</b>				
1	%	84	63	5,698
2	%	86	57	2,210
4	%	94	76	80
5	%	82	39	94

*Base: All ESF participants*

Source: Wave 1 D4.

Mathematics, English, reading and writing, and IT skills comprise 'basic skills'.

## European Social Fund Cohort Study (2012–2014)

As shown in Table 4.2, approaching nine in ten (86 per cent) of all participants felt that the support they received had helped them develop skills needed in work. This was higher than the proportion of ESF participants who felt that the support they received had given them practical help in finding a job (both at the overall level and among Priorities 1 and 4 participants who answered both questions).

Just over one-third (34 per cent) felt that the ESF provision had helped them develop skills needed for work to a large extent and over half (52 per cent) felt they had helped to some extent.

Women, those aged under 20 and over 50, white participants and SFA participants, were more likely than average to feel that ESF provision had helped them to a large extent in terms of providing them with skills for work. NEET participants aged 16 to 19 were also more likely than the average to report that the support they received had helped them develop work-related skills (90 per cent).

**Table 4.2** Extent to which provision helped with skills needed in work by gender, age, ethnicity, CFO and priority

		<i>Row percentages</i>			
		Not at all	Some extent	Large extent	Base
<b>Total</b>	%	13	52	34	8,082
<b>Gender</b>					
Male	%	14	53	32	4,480
Female	%	12	50	37	3,602
<b>Age</b>					
Under 20	%	8	53	38	2,560
20-24	%	13	54	33	1,384
25-49	%	17	52	30	3,228
50 or over	%	17	47	35	869
<b>Ethnicity</b>					
White	%	13	52	34	6,540
BME	%	15	54	30	1,499
<b>CFO</b>					
SFA	%	12	53	35	5,859
NOMS	%	27	50	22	720
DWP	%	28	45	26	1,377
Local CFO	%	15	54	28	126
<b>Priority</b>					
1	%	14	53	33	5,698
2	%	14	49	36	2,210
4	%	4	69	26	80
5	%	4	51	44	94

*Base: All ESF participants*

Source: Wave 1 D3.

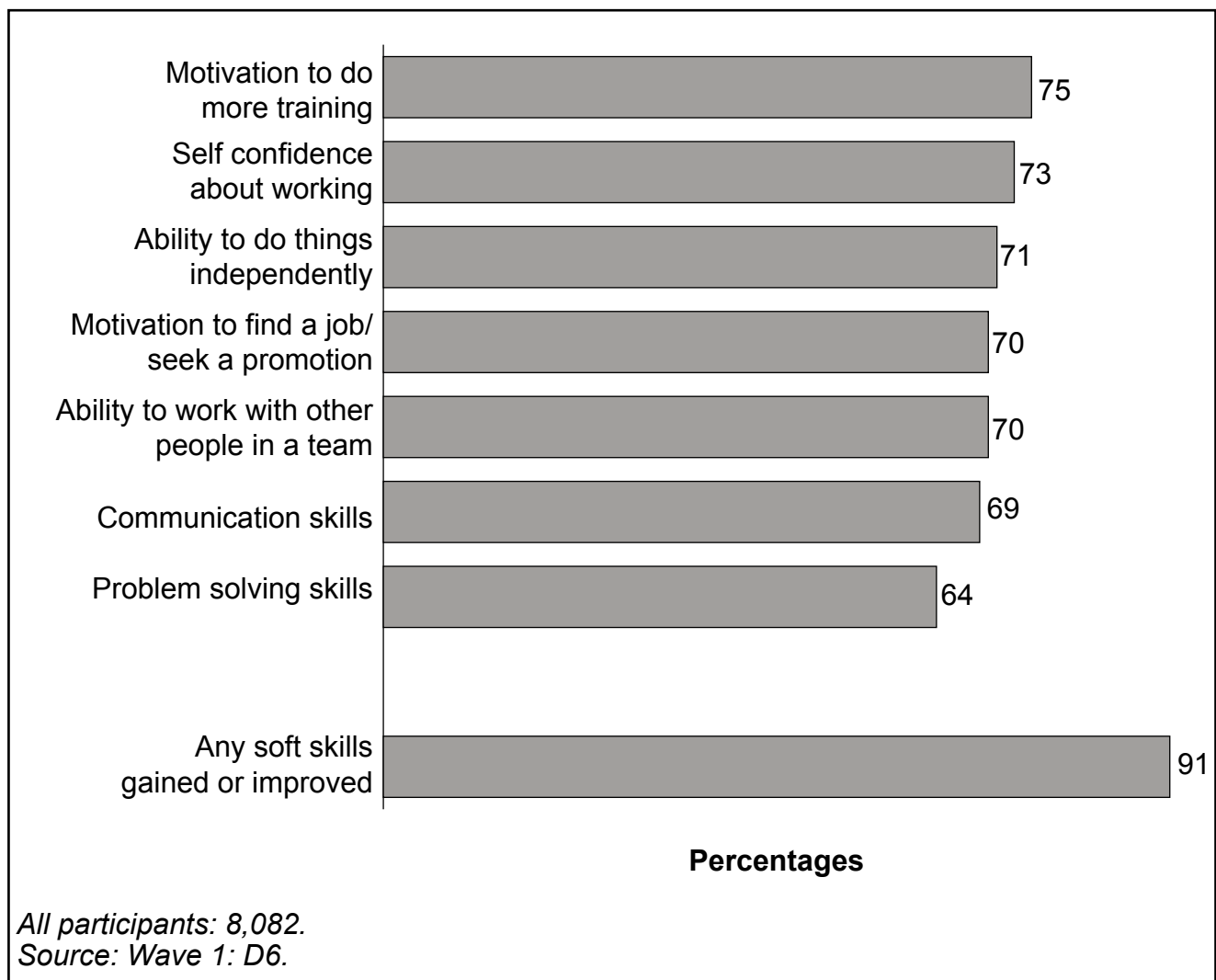
**NOMS and DWP participants were more likely than average to say that provision had not helped at all with the skills needed for work** (27 per cent and 28 per cent respectively). This may reflect the type of provision NOMS and DWP CFOs were delivering as part of ESF which was less skills-based and more rehabilitative.

## 4.4 Soft skills development

As well as skills relating to finding work and related skills, participants were also asked about other soft skills they had developed as a result of ESF provision.

**Just over nine in ten (91 per cent) participants felt that ESF provision had improved at least one of the soft skills shown in Figure 4.3 and this was especially the case for participants aged under 20 (96 per cent) and female participants (93 per cent).**

**Figure 4.3 Soft skills gained or improved through ESF provision (prompted)**



Broadly similar proportions felt they had developed each of the soft skills listed in Figure 4.3 (with motivation to do more training highest (75 per cent) and problem solving skills lowest (64 per cent)).

## European Social Fund Cohort Study (2012–2014)

Again, there was variation in the skills improved according to CFO, as Table 4.3 shows. **SFA and local CFO participants were more likely to have experienced improvements in at least one soft skill** (92 per cent and 93 per cent respectively).

**Table 4.3 Soft skills gained or improved through ESF provision by CFO and priority**

	CFO				Priority				Total %
	SFA %	NOMS %	DWP %	Local CFOs %	P1 %	P2 %	P4 %	P5 %	
Motivation to do more training	76	73	64	67	75	72	59	81	<b>75</b>
Self-confidence about working	74	66	62	67	76	67	77	65	<b>73</b>
Ability to do things independently	71	64	59	64	73	64	64	58	<b>71</b>
Motivation to find work	71	62	62	64	73	63	71	52	<b>70</b>
Team working	72	61	54	59	73	61	71	65	<b>70</b>
Communication	70	60	57	63	72	61	58	51	<b>69</b>
Problem solving	65	58	51	52	65	58	84	57	<b>64</b>
Any soft skills	92	79	84	93	91	89	98	91	<b>91</b>
<i>Base: All ESF participants</i>	5,859	720	1,377	126	5,698	2,210	80	94	<b>8,082</b>

Source: Wave 1 D6.

As was the case with work skills, **female participants (93 per cent) and those aged under 20 (96 per cent) were both more likely to feel that ESF provision had helped improve at least one of these soft skills**. Female participants were in particular more likely to feel that ESF provision had helped improve their self-confidence about working (79 per cent versus 70 per cent of male participants) and their communication skills (75 per cent versus 66 per cent). BME participants were also more likely to feel that ESF provision had helped improve their soft skills, most notably regarding their ability to work with others in a team (78 per cent versus 68 per cent of white participants). Table A.3 in Appendix A summarises these differences by demographics.

## 4.5 Overcoming barriers to work (Priorities 1 and 4 only)

The ESF programme was designed to target specific groups facing disadvantage or discrimination, hence participants were asked whether the support received through the ESF programme had helped them to overcome any barriers to work they might have had.

As Priorities 1 and 4 were focused on helping people who were unemployed or who had become inactive in the labour market, results in this section are based exclusively on participants in these priorities.



**Overall, 45 per cent of participants in Priority 1 and 36 per cent of those in Priority 4 had overcome barriers to work as a result of their ESF provision.** Among the disadvantaged groups targeted under these priorities, **lone parents were particularly likely to have overcome any barriers to work (50 per cent compared with 44 per cent of remaining participants), as were female participants (46 per cent vs. 43 per cent of male participants).**

Participants were asked how the ESF provision had helped them to overcome barriers to work. Results are shown in Figure 4.4. Most commonly, participants mentioned that participating had resulted in improvements in their confidence and motivation (16 per cent).

Among Priority 1 and 4 participants a number of the target groups were more likely to have felt they had gained in confidence and motivation:

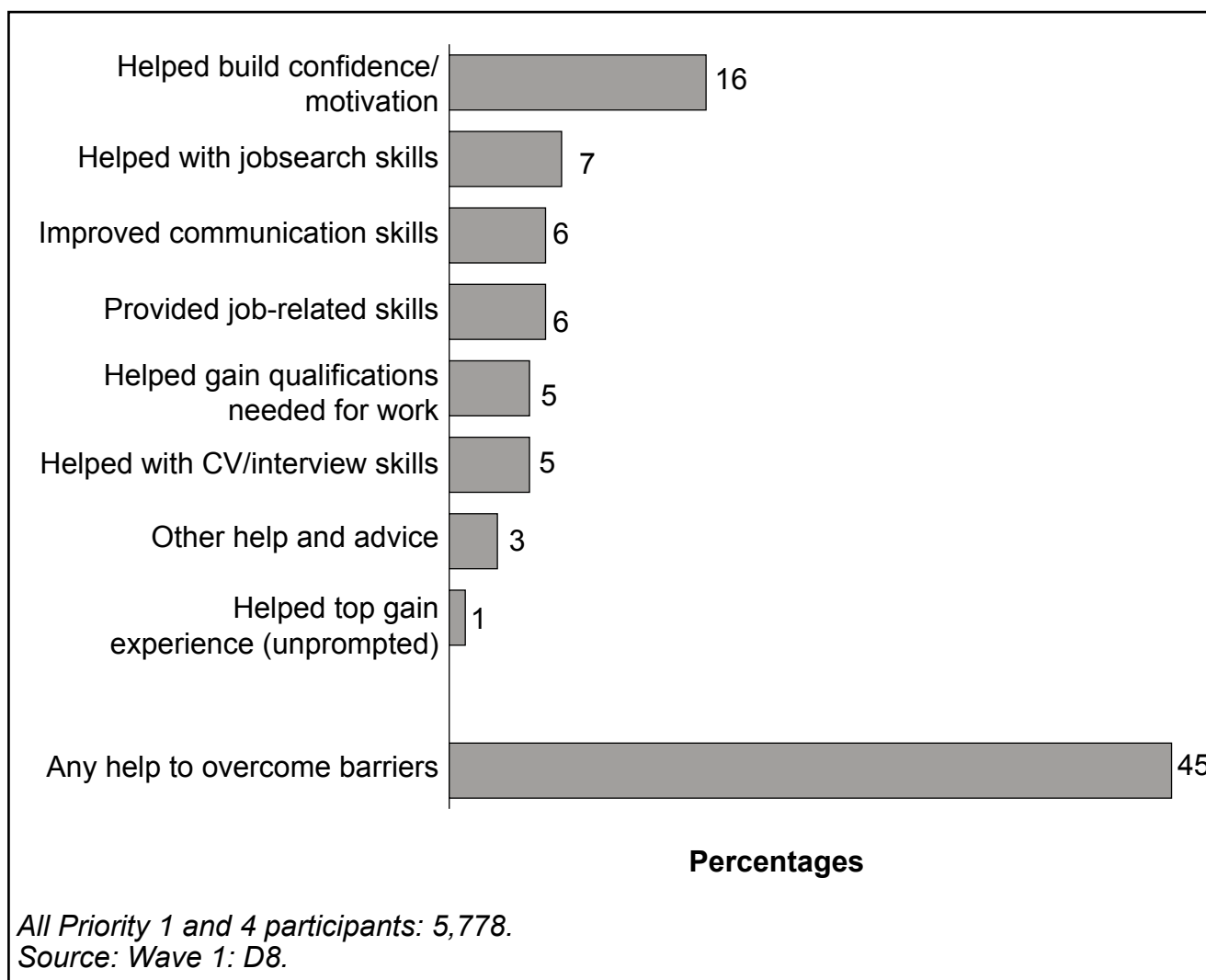
- female participants (22 per cent compared to 13 per cent of men);
- lone parents (22 per cent);
- NEETs 16-19 (19 per cent); and
- participants with a disability (19 per cent).

**Additionally, DWP participants were more likely to have increased their confidence and/or motivation as a result of ESF provision** (24 per cent compared to the 16 per cent average), while participants who reported that they faced barriers to employment due to alcohol and drugs dependency were also more likely to have increased confidence and/or motivation (37 per cent and 35 per cent respectively).

In addition to improving confidence and motivation, ESF provision assisted key target groups overcome specific barriers, as follows:

- Participants aged 50 and over were significantly more likely than average to have felt that ESF provision helped overcome any barriers to work by providing job-related skills (nine per cent);
- BME participants and lone parents were more likely to report that ESF provision had helped with CV/interview skills (both seven per cent).

**Figure 4.4 Barriers overcome as a result of ESF provision, among Priority 1 and 4 participants (prompted)**



## 4.6 Qualifications achieved

Qualifications are integral to an individual’s ability to be able to move closer/into work or to ensure that they are suitably skilled once in the workplace. Therefore, along with the development of work skills more generally, training that led to a qualification was a key element of ESF provision.

This section concentrates specifically on the qualifications achieved by participants as a result of the provision received. Figures are based on all participants regardless of the priority under which they received support.

**Almost seven in ten (69 per cent) participants had gained either a full qualification (66 per cent) or units or modules of a qualification (three per cent) as part of their ESF provision.** Just over a quarter (27 per cent) of participants did not achieve full or part qualifications through ESF support (three per cent were unsure).

Reflecting the focus of Priorities 2 and 5 provision (i.e. to train people who do not have basic skills and qualifications needed in the workplace), participants in these priorities were more

likely than average to have achieved full or part qualifications as a result of ESF intervention (74 per cent and 87 per cent respectively). **SFA participants (75 per cent) and those aged under 20 (75 per cent) were also more likely to have gained a qualification.**

Participants that already held qualifications at the point of entering ESF provision were more likely to have achieved further qualifications through ESF support than those participants who did not (72 per cent compared to 60 per cent).

**DWP and NOMS participants were far less likely than average to have gained a full/part qualification (68 per cent and 64 per cent respectively).** This reflects that DWP and NOMS provision had a focus on harder to assist groups in transition who arguably require more general rehabilitative support as opposed to formal qualifications for work. Both DWP and NOMS participants were more likely than average not to have qualifications when embarking on ESF provision (28 per cent and 24 per cent respectively compared with the 21 per cent average).

Figure 4.5 summarises the highest level of qualification participants gained as a result of ESF provision. Figures do not sum to 100 per cent as 'don't know' responses are not shown.

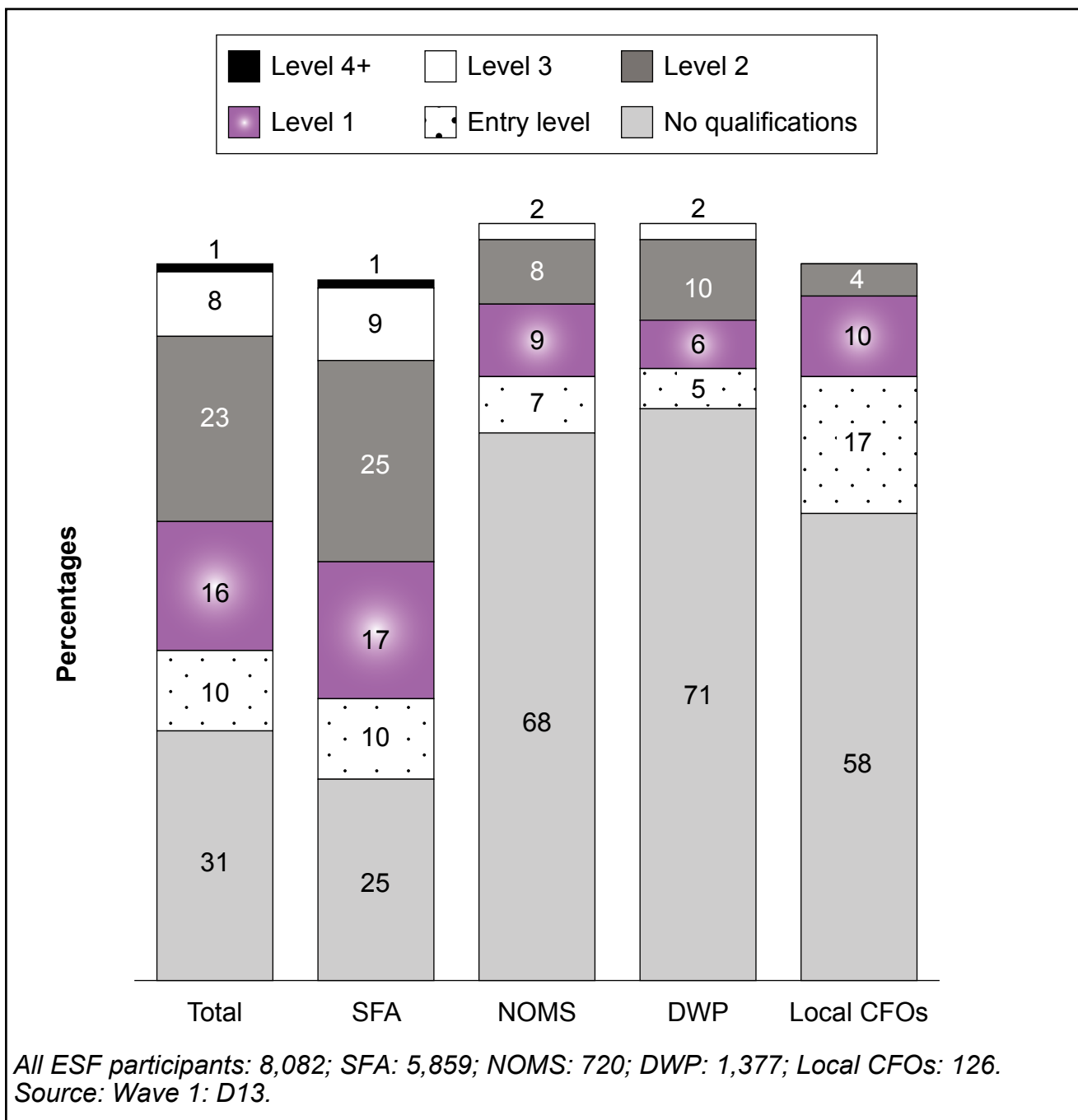
The highest level of qualification achieved by participants was most commonly either at Level 1 or Level 2 (16 per cent of all participants and 23 per cent respectively).

Patterns differed slightly between CFO; NOMS and DWP participants tended to achieve Entry, Level 1 qualifications or Level 2 qualifications in roughly equal measures and local CFO participants tended to achieve a greater proportion of Entry level qualifications than the other groups. SFA participants were significantly more likely to have gained qualifications at either Level 2 or Level 3.

Overall, 24 per cent of participants without a prior qualification achieved their first qualification at Level 2 or higher and 16 per cent of all participants gained a qualification higher than they previously had.

Among the participants who already had a Level 2 qualification upon entering provision and subsequently achieved another qualification through the programme, around seven in ten (71 per cent) achieved a qualification that was either another Level 2 qualification or at a lower level. This suggests that in some cases the focus of ESF provision was to update or broaden rather than to necessarily raise participants' qualification levels. More detailed information on this can be found in Table A.4 in the Appendix.

Figure 4.5 Highest level of qualification gained through ESF provision



## 4.7 Key gender findings

The study revealed some key differences between male and female participants in terms of what they achieved as a result of undertaking ESF provision:

- Overall, three-quarters (76 per cent) of female participants in Priorities 1 and 4 felt that the support they had received through ESF had given them practical help finding a job. This was slightly, but significantly, higher than the proportion of male participants reporting this (74 per cent).

- Women were also significantly more likely than men to feel they had gained or improved all except one of the nine skills areas listed in Figure 4.2 (the exception being practical skills relating to a particular job).
- Female participants were significantly more likely than their male counterparts to have developed their soft skills as a result of provision (93 per cent versus 89 per cent).
- There is evidence to suggest that the support offered to women facing barriers was more effective: approaching half (47 per cent) of female participants in Priorities 1 and 4 felt they had overcome barriers to work as a result of the ESF provision (compared with 43 per cent of male participants).

## 5 Status at the second reference point

A number of targets and indicators have been set to measure the performance of the European Social Fund (ESF) 2007-13 Operational Programme. These targets and indicators are tailored to each of the priorities covered by the programme. Key measures across all priorities are based on participants' status six months after leaving provision, termed as the second reference point in this report to enable comparability across all participants. Therefore, this chapter focuses on the activities of participants at this point in time and covers:

- participants' status at the second reference point and a comparison with their status pre-ESF;
- employment information of those in work at the second reference point; and
- progress made in employment in the intervening period.

Figures for this section are generally based just on those respondents who completed the Wave 2 survey. This was conducted around six months after participants' provision ended, or, in the case of Department for Work and Pensions (DWP) and Greater London Authority (GLA) participants, around 12 months after their provision commenced. Just over half (51 per cent) of Wave 1 respondents completed the Wave 2 survey, an unweighted base of 4,276 respondents.

### 5.1 Chapter summary

By the second reference point just over two-fifths (42 per cent) of participants were in employment, a very marked increase from the 18 per cent employed when starting their ESF provision<sup>16</sup>. The proportion unemployed and looking for work had fallen significantly (from 62 per cent to 39 per cent), while the proportion economically inactive was little changed (19 per cent compared with 21 per cent at the start of provision).

Overall just under two-fifths (38 per cent) of those that had been unemployed and looking for work upon starting provision were in employment six months after completing ESF provision.

The proportion in employment by the second reference point increased across all co-financing organisations (CFOs) and priorities. The proportion of participants aged 20 to 24 in employment rose by 33 percentage points (higher than the 23 percentage points across all participants), and more generally there was an increase in the proportion of participants in employment by the second reference point across all of the ESF Programme's target groups.

Among participants who remained in employment before and after ESF provision, positive developments to note include:

- There was an increase in participants aged under 20 in full-time work for an employer (71 per cent up from 61 per cent).

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<sup>16</sup> Those counted as in employment include those working as self-employed, full or part time for an employer and those working in a family business.

- There was a small increase in the proportion working 30 or more hours per week (from 69 per cent to 73 per cent).
- There was little change in terms of pay overall, but the gender gap decreased, and pay increased for those under 20.

Participants who moved into employment were much more likely to have undergone Priority 1 provision (81 per cent compared with 42 per cent of those who remained in employment). This type of provision aimed to help people attain employment by developing basic skills, and it perhaps follows that those in need of basic skills are more likely to enter employment in lower skilled jobs. Therefore it is perhaps unsurprising that those who moved into employment since their ESF provision generally had lower skilled jobs, lower pay and were more likely to be on temporary or short fixed-term contracts than those who remained in employment, although a majority (65 per cent) worked more than 30 hours per week<sup>17</sup>.

## 5.2 Employment status at second reference point

At the point of entering provision, the majority of participants were unemployed and actively seeking work (62 per cent), with around one-fifth in employment (18 per cent) or economically inactive (21 per cent). By the second reference point the employment status profile had changed considerably and **the proportion in employment had doubled to 42 per cent** (27 per cent of all participants were in full-time work for an employer, 11 per cent were in a part-time job and four per cent were self-employed).

By the second reference point, **the proportion of participants that were unemployed and looking for work had dropped from 62 per cent to 39 per cent**. Overall results and by CFO and priority are shown in Table 5.1 overleaf (note findings for Priority 4 are excluded due to small base sizes).

**The employment rate at the second reference point was highest among local authority CFO participants** (46 per cent up from 19 per cent pre-provision) followed by Skills Funding Agency (SFA) participants (43 per cent up from 18 per cent).

National Offender Management Service (NOMS) participants were the most likely to be unemployed and actively seeking work (46 per cent) and DWP participants economically inactive at the second reference point (37 per cent, though note – at this point, many DWP participants would still have been undergoing provision and as such their employment outcomes are likely to be underestimated).

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<sup>17</sup> This is a slightly higher proportion compared to others who have moved into employment. For example, a 2011 DWP study found that 56 per cent of benefit claimants who entered paid work at the end of their claim were working more than 30 hours per week: [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/214578/rrep791.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/214578/rrep791.pdf)

**Table 5.1 Employment status at the second reference point by CFO and priority**

	SFA	NOMS	DWP	Local CFOs	Priority 1	Priority 2	Priority 5	Total (4,276)
	%	%	%	%	%	%	%	%
<b>Unemployed and actively seeking work</b>	<b>39</b>	<b>46</b>	<b>29</b>	<b>40</b>	<b>42</b>	<b>33</b>	<b>1</b>	<b>39</b>
<b>Economically inactive</b>	<b>18</b>	<b>25</b>	<b>37</b>	<b>14</b>	<b>23</b>	<b>8</b>	<b>6</b>	<b>19</b>
In training	13	3	8	10	15	4	6	12
<b>In employment</b>	<b>43</b>	<b>28</b>	<b>34</b>	<b>46</b>	<b>35</b>	<b>59</b>	<b>93</b>	<b>42</b>
Full-time paid work	28	18	14	24	22	40	65	27
Part-time paid work	11	5	15	16	10	13	12	11
Self-employed	3	5	5	6	3	6	17	4
Working in a family business without being paid	*	–	*	–	–	–	–	*
<b>Retired</b>	<b>*</b>	<b>1</b>	<b>–</b>	<b>-</b>	<b>*</b>	<b>1</b>	<b>–</b>	<b>*</b>
<i>Base: All ESF participants completing the Wave 2 survey</i>	<i>3,204</i>	<i>317</i>	<i>695</i>	<i>60</i>	<i>3,040</i>	<i>1,126</i>	<i>69</i>	<i>4,276</i>

Source: Wave 2 D8 – Six month activity.

N.B. Priority 4 data excluded due to low base size (41).

In addition to NOMS participants, men (42 per cent) and those in Priority 1 (42 per cent) were more likely to be unemployed at the second reference point.

The following groups were more likely to be economically inactive than average:

- those who had a disability or long-term illness (31 per cent compared with 17 per cent who did not);
- women (24 per cent versus 16 per cent of men); and
- BME participants (22 per cent compared to 18 per cent of white participants).

Table 5.2 shows the change in participants' status from before provision to the second reference point<sup>18</sup>.

**Across all groups, the proportion in employment by the second reference point had increased.**

**The greatest movement into employment was among participants aged 20-24 (up by 33 percentage points from the time of entering provision) followed by DWP and local authority CFO participants (up by 27 per cent and 28 per cent respectively). In proportional terms the increase in employment was highest for DWP participants increasing more than four-fold (from seven per cent to 34 per cent).**

<sup>18</sup> Findings for Priority 4 participants were excluded due to small base sizes.



Hand in hand with this change there was a fall in the proportion unemployed and looking for work by the second reference point for all groups with the exception of NOMS participants, among whom there was an increase of five percentage points (the key change among this group was a movement from being economically inactive into employment).

**Table 5.2 Percentage point change in economic status from pre-provision to second reference point by subgroup**

		In employment	Unemployed and looking for work	Economically inactive
				<i>Row percentages</i>
<b>Total</b>	%	<b>+24</b>	<b>-23</b>	<b>-2</b>
<b>CFO</b>				
SFA	%	+24	-25	0
NOMS	%	+18	+5	-24
DWP	%	+27	-23	-4
Local CFOs	%	+28	-24	-4
<b>Priority</b>				
1	%	+25	-23	-2
2	%	+21	-23	+2
5	%	+6	-3	+3
<b>Gender</b>				
Male	%	+26	-23	-3
Female	%	+21	-22	+2
<b>Age</b>				
Under 20	%	+20	-14	-6
20-24	%	+33	-32	-1
25-49	%	+25	-26	-1
50 and over	%	+16	-21	2
<b>Ethnicity</b>				
White	%	+24	-22	-2
BME	%	+22	-22	-1
<b>Caring responsibilities</b>				
Yes	%	+22	-23	0
No	%	+25	-23	-3

*Base: All Wave 1 and Wave 2 participants (8,082) and (4,276)*

Source: Wave 1 B1/B1A and Wave 2 D8 – Six month activity.

To illustrate the impact of ESF provision on the ESF Programme's target groups Table 5.3 summarises employment status immediately before starting ESF provision and at the second reference point.

**Table 5.3 Status at second reference point compared to entry to provision by target group**

	Disability or long-term limiting illness %	Lone parents %	Aged 50+ %	BME %	Low level quals (Level 2 and below) %	NEET (16-19) %	Total %
<b>Status upon entering provision</b>	(1,207)	(1,022)	(869)	(1,499)	(5,286)	(742)	(8,082)
In employment	6	12	24	13	14	0	<b>18</b>
Unemployed and actively seeking work	61	64	69	64	60	90	<b>62</b>
Economically inactive	33	25	7	23	25	10	<b>21</b>
<b>Status at 2nd reference point</b>	(693)	(534)	(569)	(779)	(1,543)	(378)	(4,276)
In employment	26	35	40	35	42	32	<b>42</b>
Unemployed and actively seeking work	43	40	48	42	40	49	<b>39</b>
Economically inactive	31	25	9	22	17	19	<b>19</b>

*Base: All ESF participants*

Wave 1 B1/B1A and Wave 2 D8 – Six month activity.

**Across all target groups the proportion in employment by the second reference point was higher than that reported upon entry to provision. This was most marked for 16 to 19 year old NEETs among whom the employment rate increased from zero to 32 per cent.**

The increased employment rate was also particularly noticeable among those who reported a disability or long-term health condition upon entering provision – 26 per cent were in employment by the second reference point compared to six per cent just before starting provision.

Accordingly, the proportion who were unemployed and looking for work had fallen since entering ESF provision across all target groups. The profile of those who were economically inactive however was rather more mixed; whereas the proportion economically inactive by the second reference point had fallen or remained the same among some groups, this was not the case for those aged 50+ and NEETs aged 16 to 19.

## 5.3 Transition from pre-provision to the second reference point by outcome

Figure 5.1 summarises the transition of participants from just before starting provision to the second reference point. Findings referenced in this figure are based on just those participants who responded to both waves of the survey to provide a consistent picture of transition.

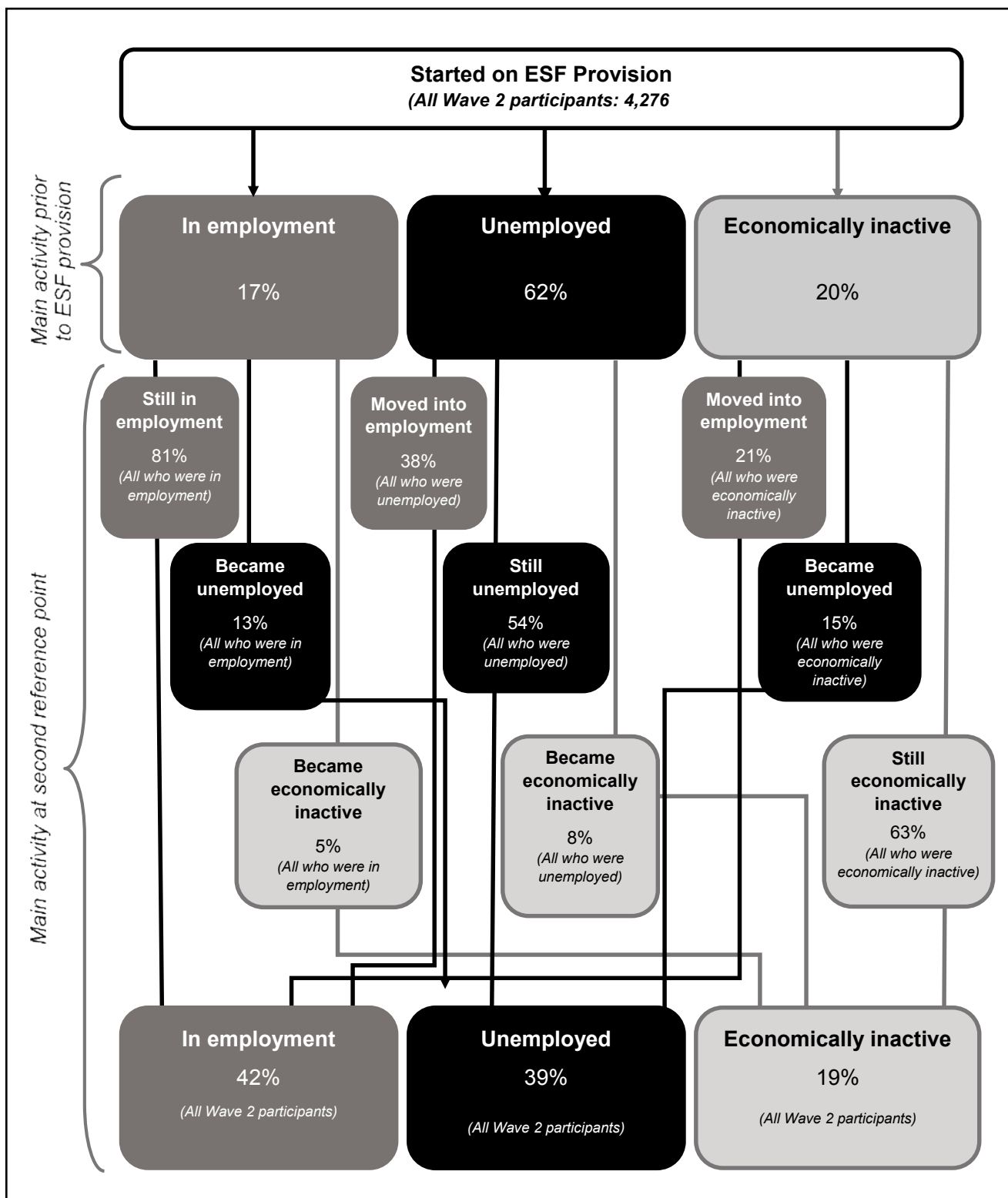
Encouragingly, 38 per cent of those unemployed before provision had moved into employment by the second reference point, as had 21 per cent of those who were economically inactive prior to provision.

Despite a significant fall in the proportion unemployed between the point of entering ESF, around half **(54 per cent) who were unemployed upon entering provision were still unemployed by the second reference point.**

Approaching two-thirds (63 per cent) of participants who were economically inactive at the point upon entering ESF provision remained so by the second reference point, although this was mostly driven by the high proportion undertaking further training or education (44 per cent of all who were economically inactive before provision). A further 15 per cent had become unemployed.

This suggests that the impact of ESF provision in terms of employment status was limited for certain groups, particularly Priority 1 participants, as Tables A.7 and A.8 in the Appendix show. (Note, the proportion specifically in training or education at the second reference point was comparable to that at the point of entry into ESF provision (12 per cent and 13 per cent respectively)).

Figure 5.1 Type of employment at second reference point



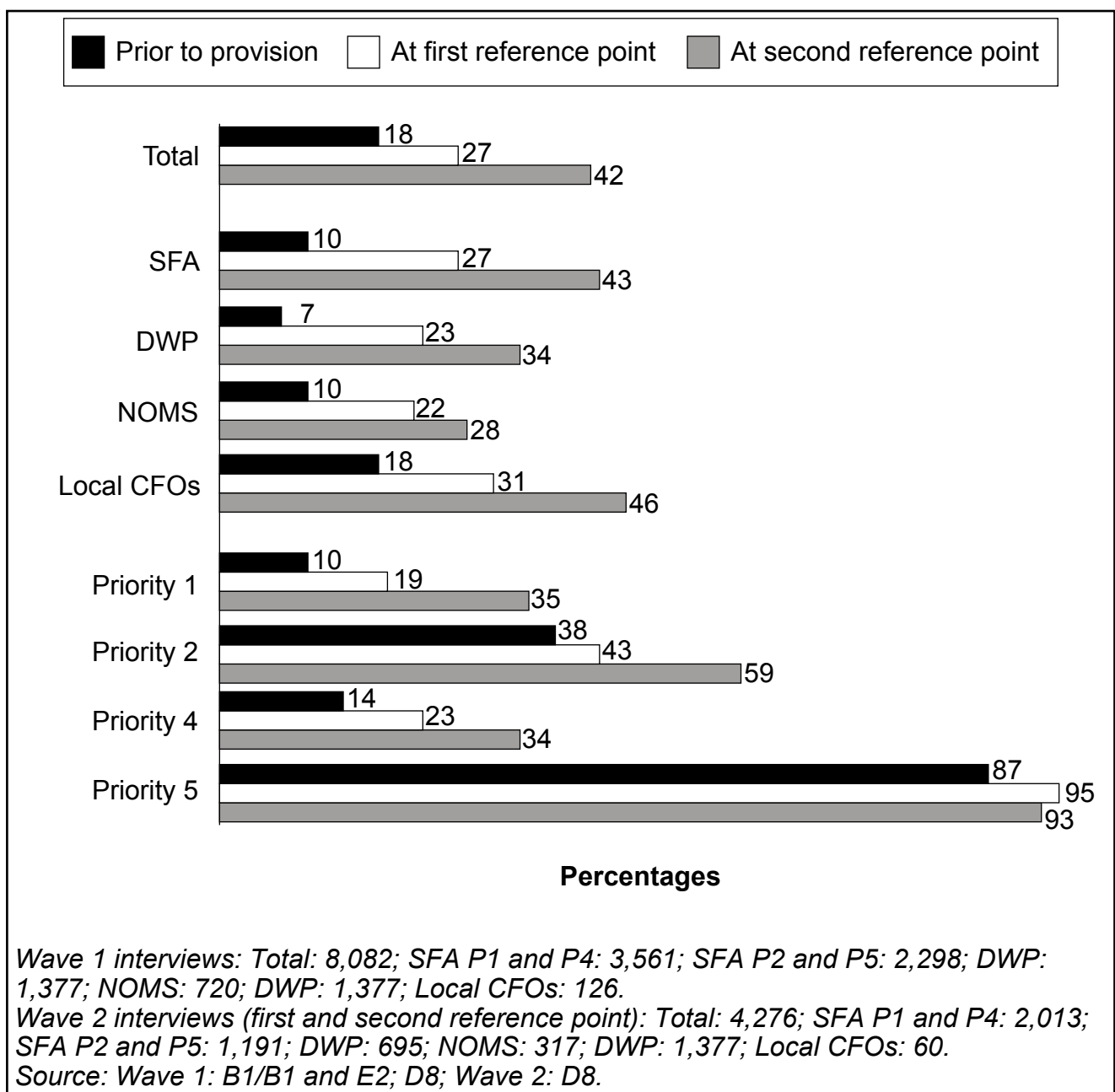
The change in employment status by the second reference point also brought some change in the demographic make-up of those in employment, unemployed and economically inactive.

Whereas at the point of entering provision women were significantly more likely to be in employment than men (22 per cent versus 15 per cent respectively), no such difference existed by the second reference point. However, it did remain the case that:

- women were more likely to be economically inactive at the second reference point (24 per cent compared to 16 per cent of men) and;
- men were more likely to be unemployed and looking for work (42 per cent compared to 34 of per cent of women).

Figure 5.2 shows the proportion of participants (by CFO and priority) in employment at three separate points in time – pre-provision, at the first reference point (which for the majority of participants meant immediately upon completion and for the remainder, approximately six months after the start of provision) and the second reference point.

**Figure 5.2 Tracking level of employment from pre-provision through to the second reference point**



At the overall level, the flow into employment was steady in the period from starting provision up to the first reference point and the period between the first reference point and the second reference point.

However at CFO level, the pattern of flow into employment was highest in the period between the start of provision and the first reference point for NOMS participants, and much less marked in the six months following completion.

The flow into employment for Priority 1 and 4 participants was quite even between the start of provision and the first reference point and then the first reference point to the second. For Priority 2 participants most of the increase in employment levels came between the first and the second reference points (i.e. generally in the six months after completing).

Tables A.5 to A.8 in Appendix A.1 show what participants who were unemployed or economically inactive before provision started were doing at the first and second reference points, split by CFO and priority.

### 5.4 Participants in employment at second reference point

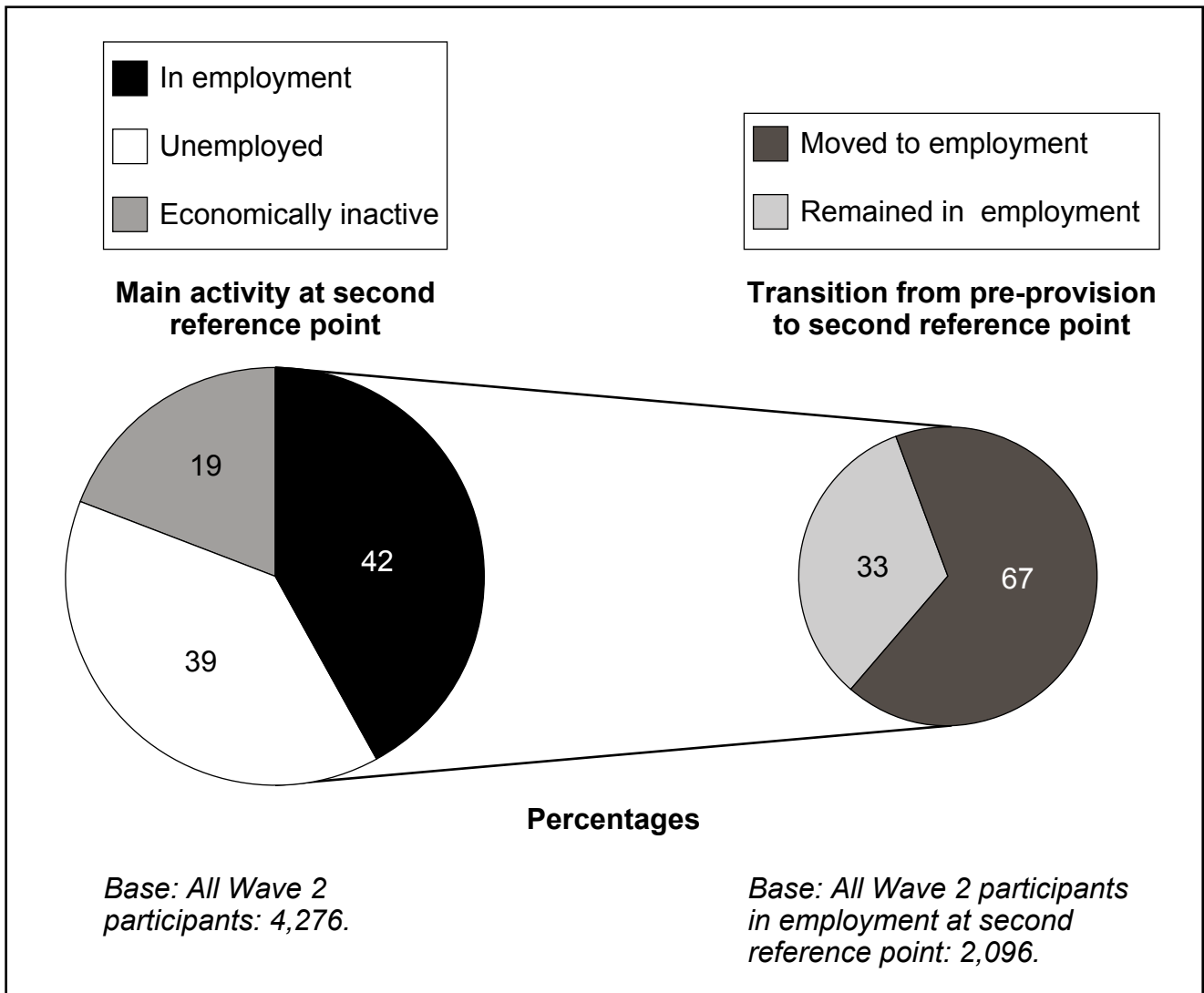
More than two-fifths (42 per cent) of all participants were in employment at the second reference point. This figure is made up of two groups of participants:

(a) participants who were in employment before their ESF provision started and were in employment at the second reference point. This includes those who had remained in the same job as well as those who moved into a new job. For ease of reference in this report, this group is referred to as **those who remained in employment**, and they comprised 33 per cent of all participants in work at the second reference point.

(b) participants who were not in employment before starting their ESF provision and were in employment at the second reference point. For ease of reference in this report, this group is referred to as **those who moved into employment**, and they comprised 67 per cent of all participants in work at the second reference point, as Figure 5.3 shows.

This section, examining the types of employment participants were experiencing at the second reference point, splits outcomes between these two groups of participants.

**Figure 5.3 Proportions in employment at second reference point**

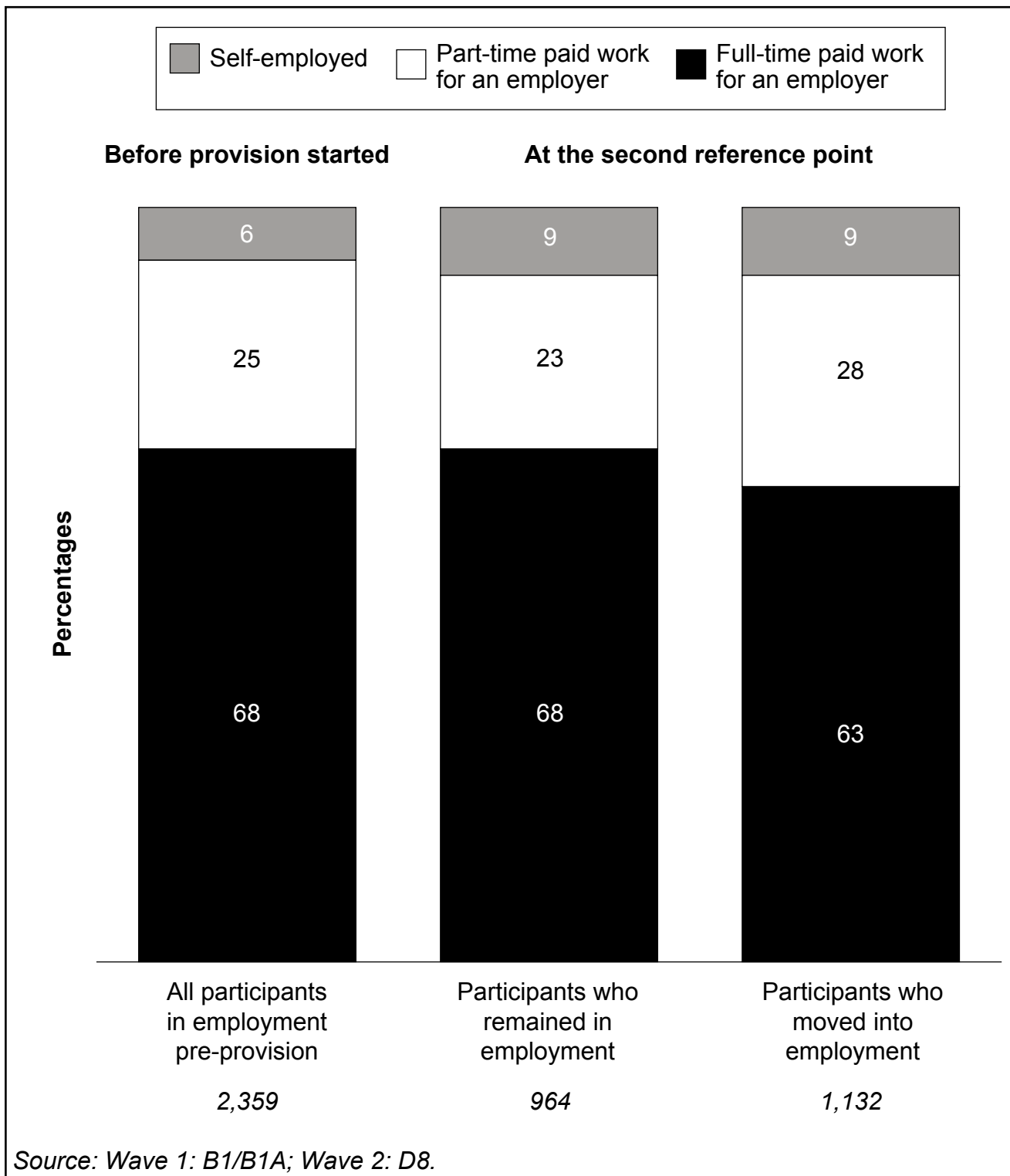


### 5.4.1 The nature of employment

The majority of all participants who were in employment at the second reference point were in full-time paid work for an employer (working 30 hours or more per week). Those who remained in employment were more likely to be in full-time paid work (68 per cent) than those who moved into employment (63 per cent). This latter group were more likely than those who remained in employment to be in part-time work for an employer (28 per cent versus 23 per cent) – both groups were equally likely to be self-employed (nine per cent).

The employment profile of those in work at the second reference point was broadly consistent with that at the point of starting provision, although the proportion in work that were self-employed had risen significantly from six per cent to nine per cent, as Figure 5.4 shows.

Figure 5.4 Type of employment pre-provision and at second reference point





Among those who remained in employment there were a couple of distinct differences within subgroups over time:

- Priority 1 participants were more likely to be in full-time work at the second reference point than pre-provision (71 per cent compared with 58 per cent), while the reverse was true for Priority 2 participants (69 per cent compared with 78 per cent). A much higher proportion of Priority 2 participants were in fact self-employed at the second reference point (11 per cent compared with three per cent). This difference should be appreciated within the context of Priority 2 participants commonly being at risk of redundancy prior to receiving ESF provision; it would appear some of these participants may have left their job and been unable to secure full-time work elsewhere.
- By age, the greatest level of positive movement occurred among those aged under 20: seven in ten (71 per cent) were working full time at the second reference point compared with six in ten (61 per cent) before provision started. Those aged 25 or over were more likely to be self-employed at the second reference point than before provision (14 per cent compared with eight per cent).

There were few differences by other subgroups.

Among participants who moved into employment there were more substantial differences by subgroup, particularly when examining the proportions in part-time work. The following sets of participants were all more likely to be in part-time work:

- DWP participants (41 per cent compared with the average of 28 per cent among all those moving into employment);
- Priority 1 participants (30 per cent);
- Female participants (38 per cent);
- Participants with a disability or long-term health issue (40 per cent); and
- Lone parents (48 per cent).

## 5.4.2 Occupational information

Overall the occupational profile has barely changed among those who remained in employment. Participants who moved into employment were much more likely to be in lower skilled jobs than those remaining in employment. It is noticeable that those who moved into employment were much more likely to have undergone Priority 1 provision (81 per cent compared with 42 per cent of those who remained in employment). This type of provision aimed to help people attain employment by developing basic skills, and it perhaps follows that those in need of basic skills are more likely to enter employment in lower skilled jobs.

Nearly one-quarter of participants who moved into employment were in elementary occupations (24 per cent), while 18 per cent were in sales or customer service roles. This compared with 11 per cent and eight per cent respectively among those who remained in employment.

Table 5.4 illustrates the occupational profile of these three sets of participants.

**Table 5.4 Occupational profile at second reference point compared with starting provision**

	Pre-provision	At second reference point	
	All participants in employment	Participants who remained in employment	Participants who moved into employment
	%	%	%
Managers, Directors and Senior Officials	5	5	1
Professional Occupations	9	6	2
Associate Professional and Technical Occupations	8	9	6
Administrative and Secretarial Occupations	8	10	9
Skilled Trades Occupations	15	16	10
Caring, Leisure and Other Service Occupations	17	20	12
Sales and Customer Service Occupations	9	8	18
Process, Plant and Machine Operatives	8	5	8
Elementary Occupations	13	11	24
None (self-employed)	6	9	9
<i>Base</i>	2,359	964	1,132

Source: Wave 1 B6 and Wave 2 D15.

Occupation at the second reference point among those who remained in employment varied by gender. In line with the situation at the point of entering ESF provision, it remained the case that men were significantly more likely to be working in skilled trades roles (26 per cent compared to two per cent of women) or as process, plant and machine operatives (eight per cent versus two per cent).

Women, on the other hand, were more likely to be working in caring, leisure and other service occupations (40 per cent versus five per cent of men) or in administrative and secretarial occupations (16 per cent versus five per cent). There was no difference by gender among managerial and professional occupations.

The occupational profile among those who remained in employment also differed according to ESF priority:

- Priority 1 participants were more likely to be working in caring, leisure and other service occupations (29 per cent) and skilled trades occupations (23 per cent); and
- Priority 5 participants were more likely to be working in managerial roles (19 per cent).

Among those who moved into employment, similar differences existed by gender, however by priority there were few differences of note.

In line with the proportion of participants who had supervisory responsibilities pre-provision (28 per cent), over a quarter of those who remained in employment had formal responsibility for supervising other employees at the second reference point (27 per cent). For those who moved into employment, this proportion was predictably much lower, at 14 per cent.

### 5.4.3 Contract type

The majority of participants who remained in employment were employed on permanent (72 per cent) or long fixed-term contracts (seven per cent). This represented little change from pre-provision figures. One in nine were employed on temporary (eight per cent) or short fixed-term contracts (three per cent).

Within this participant group, women were significantly more likely than men to be employed on a permanent or long fixed-term contract at the second reference point (85 per cent compared to 73 per cent of men) as were those aged under 20 (89 per cent).

Meanwhile, both black minority ethnic (BME) participants and lone parents were more likely to be in temporary or short fixed term contacts than the average (28 and 21 per cent respectively versus 14 per cent).

Jobs appeared to be less secure for those who moved into employment. This is perhaps unsurprising given that those moving into work from inactivity and unemployment are likely to be harder to help, and more disadvantaged, than those already in work. Almost six in ten (59 per cent) were employed on permanent (55 per cent) or long fixed-term contracts (four per cent), and a much higher proportion had jobs of a temporary (20 per cent) or short fixed-term nature (nine per cent).

NOMS participants (30 per cent) and BME participants (29 per cent) in particular were more likely than average (20 per cent) to be employed on a temporary basis. Interestingly, lone parents were less likely to be employed in this way (ten per cent).

### 5.4.4 Hours worked

While participants declared whether their main activity was full time (working full time for an employer in a paid role 30 hours or more per week) or part time (working part time for an employer in a paid role less than 30 hours per week), the survey also separately captured the number of hours that they typically worked in a week.

Among those in work before provision, just under seven in ten (69 per cent) were working 30 or hours or more a week at that time. For those remaining in employment, this had increased to nearly three-quarters (73 per cent). This was more likely to be the case among Priority 5 participants (85 per cent), men (78 per cent) and white participants (77 per cent), although it was only white participants who were actually more likely to declare themselves as working full-time for an employer. Almost one-fifth (19 per cent) worked more than 16 hours but fewer than 30, and six per cent worked fewer than 16 hours. BME participants (18 per cent) were more likely to work fewer than 16 hours a week.

While participants who moved into employment tended to have less secure employment, as noted in section 5.4.3, still around two-thirds (65 per cent) worked 30 hours or more per week. Almost a quarter (23 per cent) worked more than 16 hours, but fewer than 30, and 11 per cent worked fewer than 16 hours. Similar subgroup patterns occurred here as among those who remained in employment, while those with a disability (22 per cent) and lone parents (21 per cent) were also more likely to work fewer than 16 hours a week.

### 5.4.5 Pay

Among those who remained in employment there was little evidence to suggest a general increase in pay levels. Among these participants (excluding those unwilling to share their

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information for this survey), the mean salary of those in paid work at the second reference point was £16,200, consistent with the £16,150 seen before provision started<sup>19</sup>. This ties in with the fact that the types of occupations and hours worked by these participants had changed little.

For participants who moved into employment the mean salary was lower, at £12,150. Again, this is perhaps understandable given that those moving into work from inactivity and unemployment are likely to be harder to help, and more disadvantaged, than those already in work. When examining median salaries, however, the difference is greatly reduced: £11,250 for this group and £13,100 for those in work prior to provision.

Table 5.5 shows mean salaries, split by key subgroups of the study.

**Table 5.5 Salary information before starting provision and at the second reference point**

	Mean salary pre-provision		Salary at second reference point for those remaining in employment		Salary at second reference point for those moving into employment	
	<i>Base</i>	Mean (£)	<i>Base</i>	Mean (£)	<i>Base</i>	Mean (£)
<b>Total</b>	<b>1,924</b>	<b>16,150</b>	<b>834</b>	<b>16,200</b>	<b>980</b>	<b>12,150</b>
<b>CFO</b>						
SFA	1,767	16,500	795	16,400	726	12,150
NOMS	60	14,500	8	[15,700]	68	13,250
DWP	84	9,550	25	[7,800]	177	9,750
<b>Priority</b>						
1	817	9,300	321	12,050	733	11,500
2	1,038	20,900	461	18,050	232	14,150
5	63	23,050	48	[25,150]	6	[15,600]
<b>Type of work</b>						
Full time	1,343	20,600	635	19,050	634	15,000
Part time	565	6,250	195	8,350	345	6,550
<b>Gender</b>						
Male	925	19,050	375	17,850	579	13,000
Female	999	12,600	459	14,200	401	10,450
<b>Age</b>						
Under 20	665	7,550	273	10,150	285	9,550
20-24	382	11,550	144	13,300	180	11,600
25-49	668	21,050	316	20,500	402	14,000
50 and over	205	22,150	101	17,950	111	13,300
<b>Ethnicity</b>						
White	1,637	16,850	734	16,800	808	12,150
BME	284	11,600	100	11,450	166	12,250

Continued

<sup>19</sup> Salary information is rounded to the nearest £50.

Table 5.5 Continued

	Mean salary pre-provision		Salary at second reference point for those remaining in employment		Salary at second reference point for those moving into employment	
	<i>Base</i>	Mean (£)	<i>Base</i>	Mean (£)	<i>Base</i>	Mean (£)
<b>Total</b>	<b>1,924</b>	<b>16,150</b>	<b>834</b>	<b>16,200</b>	<b>980</b>	<b>12,150</b>
<b>Disability status</b>						
Disability	90	13,300	35	[12,600]	124	10,300
No disability	1,831	16,250	798	16,350	856	12,350
<b>Lone parent</b>						
Yes	122	10,850	51	11,250	112	8,550
No	1,802	16,500	782	16,500	867	12,400
<b>Caring responsibilities</b>						
Yes	532	20,100	251	19,400	268	12,900
No	1,391	14,350	583	14,800	712	11,900
<b>Total median</b>		<b>12,050</b>		<b>13,100</b>		<b>11,250</b>

Source: Wave 1 B8-B15 and Wave 2 D17-D24.

Looking first at those who remained in employment, although at the overall level average salaries did not change significantly pre- and post-provision, pay did increase for some groups, most notably for female participants and those aged under 20. The difference in pay for the younger participants could be a result of incremental nature of the minimum wage for young workers.

**Whilst men who remained in employment continued to earn more on average than women at the second reference point (a mean salary of £17,850 versus £14,200), the difference between the two groups had reduced by the second reference point.**

Many of the differences in pay between the target groups and other participants which existed before entering provision remained at the second reference point. For example, lone parents (£11,250) earned less than those who were not lone parents (£16,500). Similarly, white participants (£16,800) earned more than BME participants (£11,450).

The story was somewhat different among participants who moved into employment. While the average salary was lower than those who remained in employment, at £12,150, there were fewer subgroup differences. A greater equality of pay was most noticeable among the BME participants (mean salary of £12,250 compared with £12,150 among white participants), and by age band too.

## 5.5 Key gender findings

The study revealed some differences between male and female participants in terms of their outcome by the second reference point:

- At the second reference point 43 per cent of women were in employment (compared to 41 per cent of men). This meant that by the second reference point women were no longer significantly more likely to be in employment than men as had been the case at the point of entering provision.

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- However, it did remain the case that by the second reference point:
  - women were more likely to be economically inactive (24 per cent compared with 16 per cent of men); and
  - men were more likely to be unemployed and looking for work (42 per cent compared with 34 of per cent of women).
- Female participants who were in work at the second reference point were significantly less likely to be in full-time paid work for an employer than men (59 per cent compared with 68 per cent of men)<sup>20</sup>. However, they were more likely to be employed on permanent or long fixed-term contracts than male participants who were in work (72 per cent versus 62 per cent).
- The type of occupation entered by the second reference point was determined to a large degree by gender; as was the case upon entering provision women were more likely to be working in:
  - caring, leisure and other service occupations (31 per cent versus five per cent of men);
  - sales and customer service occupations (17 per cent versus 13 per cent), or in administrative; and
  - secretarial occupations (16 per cent versus six per cent).
- Women earned less on average at the second reference point than men (a mean salary of £11,950 versus £14,400), though the gender pay gap was far less than at the point of starting provision (£12,600 versus £19,050 respectively).

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<sup>20</sup> This difference is similar to UK-wide statistics, although less stark. Labour Market Statistics from show that in March 2015 71 per cent of men were in full-time work compared with 53 per cent of women: [www.ons.gov.uk/ons/dcp171778\\_402319.pdf](http://www.ons.gov.uk/ons/dcp171778_402319.pdf)

## 6 Longer-term impact of provision

This chapter explores the difference European Social Fund (ESF) has made to the employability and skills of participants over the longer term. Specifically it looks at participants' views on how well suited the provision was to their individual needs and explores their perceptions of the impact of provision in helping them enter into and then progress in employment (including the further development of soft-skills) and/or study. It concludes by looking at participant satisfaction with what they had achieved by the time of the Wave 2 interview.

Figures for this section are based on those respondents who completed the Wave 2 survey. Just over half (53 per cent) of Wave 1 respondents completed the Wave 2 survey, an unweighted base of 4,276 respondents.

### 6.1 Chapter summary

Over the longer term, the vast majority of ESF participants felt that the support they had received through the programme was relevant to their needs (85 per cent). This was especially the case among Skills Funding Agency (SFA) and local authority participants, and those aged under 20.

A majority felt their ESF had given them a better chance of finding work (76 per cent).

Nearly all participants felt they had developed at least one work-related skill over the longer term – 93 per cent, up from 86 per cent at the first reference point, demonstrating the ongoing impact of ESF provision. Young participants, female participants and those on SFA provision were all more likely than average to report gaining skills in all the work-related skills areas covered in the survey.

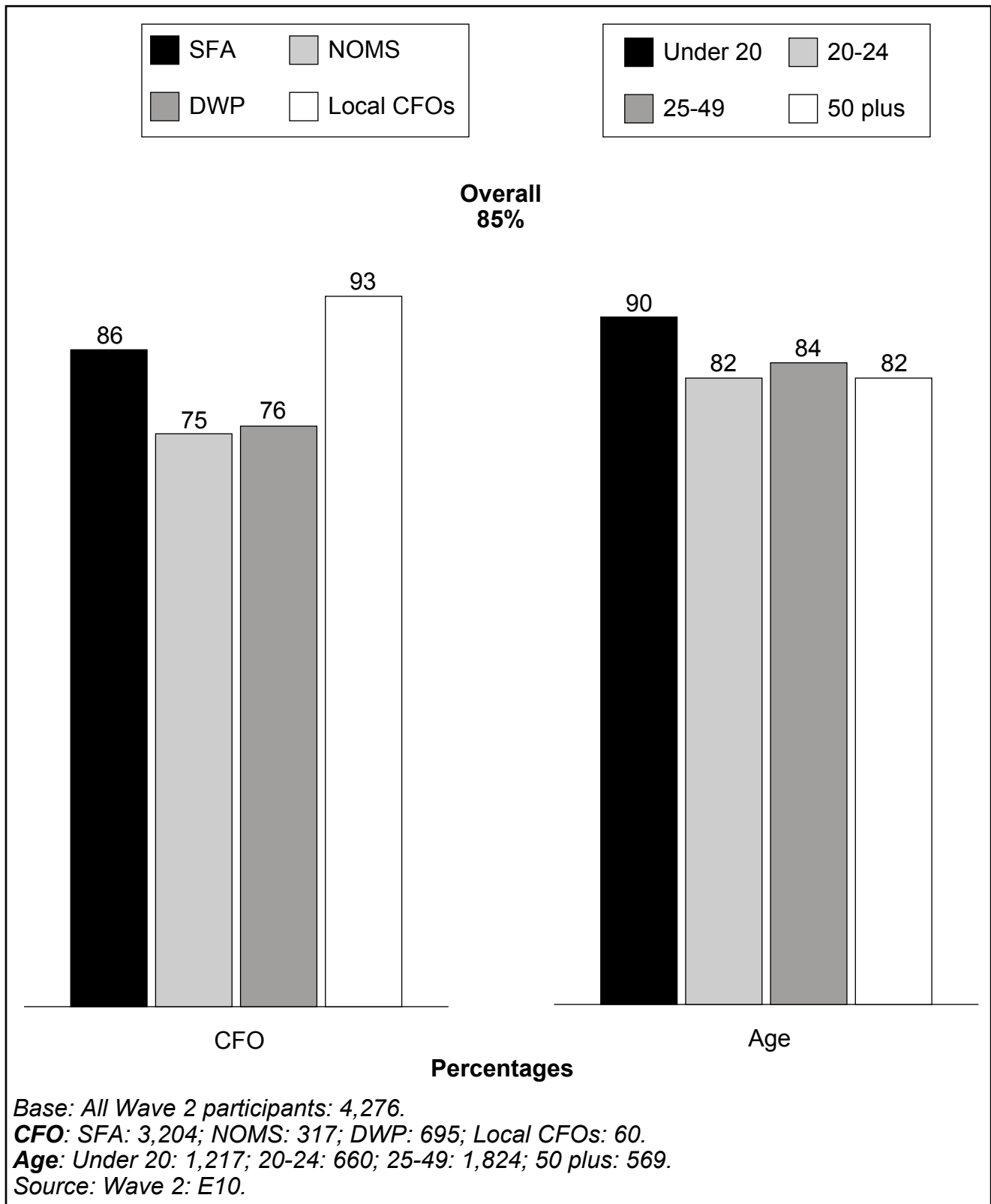
Four-fifths of participants were satisfied with what they had achieved by the second reference point – again women and those aged under 20 were more satisfied than average.

### 6.2 Relevance of ESF provision to participants' needs

As part of the Wave 2 survey all participants were asked whether they felt ESF provision had given them support that was relevant to their needs. Approaching nine in ten (85 per cent) participants felt that this was the case.

**Local co-financing organisation (CFO) and SFA participants were much more likely to report that the support had been relevant to their needs** (93 per cent and 86 per cent respectively) than Department for Work and Pensions (DWP) or National Offender Management Service (NOMS) participants (76 per cent and 75 per cent respectively). Participants aged under 20 (90 per cent) were also significantly more likely to feel that ESF provision has been relevant than other age groups, as Figure 6.1 illustrates.

Figure 6.1 Relevance of ESF provision by CFO and age



There was little variation according to priority.

**The story was more mixed when assessing the perceived relevance of provision by the ESF Programme’s target audience.** While female participants and those with



qualifications at Level 2 or lower were more likely than average to find that the provision was relevant to their needs (both 87 per cent), both black minority ethnic (BME) participants and participants with a disability were significantly less likely to feel that the support had been relevant (81 per cent and 80 per cent respectively). There were no significant differences from the average among the not in employment, education or training (NEET) aged 16 to 19, lone parent and carer groups.

Differences according to a participant's status prior to provision were small, but nevertheless significant: 84 per cent of those unemployed and looking for work felt the provision relevant to their needs, lower than found those in employment (86 per cent) and those economically inactive (87 per cent) when starting provision.

### 6.3 Impact on finding work

**At the second interview, all participants were asked to reflect on whether ESF provision had given them a better chance of finding work. Positively, around three-quarters (76 per cent) of participants reported that it had, rising to 80 per cent among participants aged under 20.**

Both NOMS and DWP participants were less likely to feel that provision had given them better chance of finding work (67 per cent and 70 per cent respectively), as were those with a disability or long-term illness (70 per cent).

### 6.4 Development of work-related skills

All participants were also asked the extent to which they had developed certain soft and hard work-related skills by the point of their wave two interview; specifically those listed in Figure 6.2. **Nearly all (93 per cent) participants reported that they had developed at least one of the six soft skill areas.** This is an increase of six percentage points on the proportion that reported they had developed any work-related skills at the first reference point, demonstrating the ongoing impact of ESF provision.

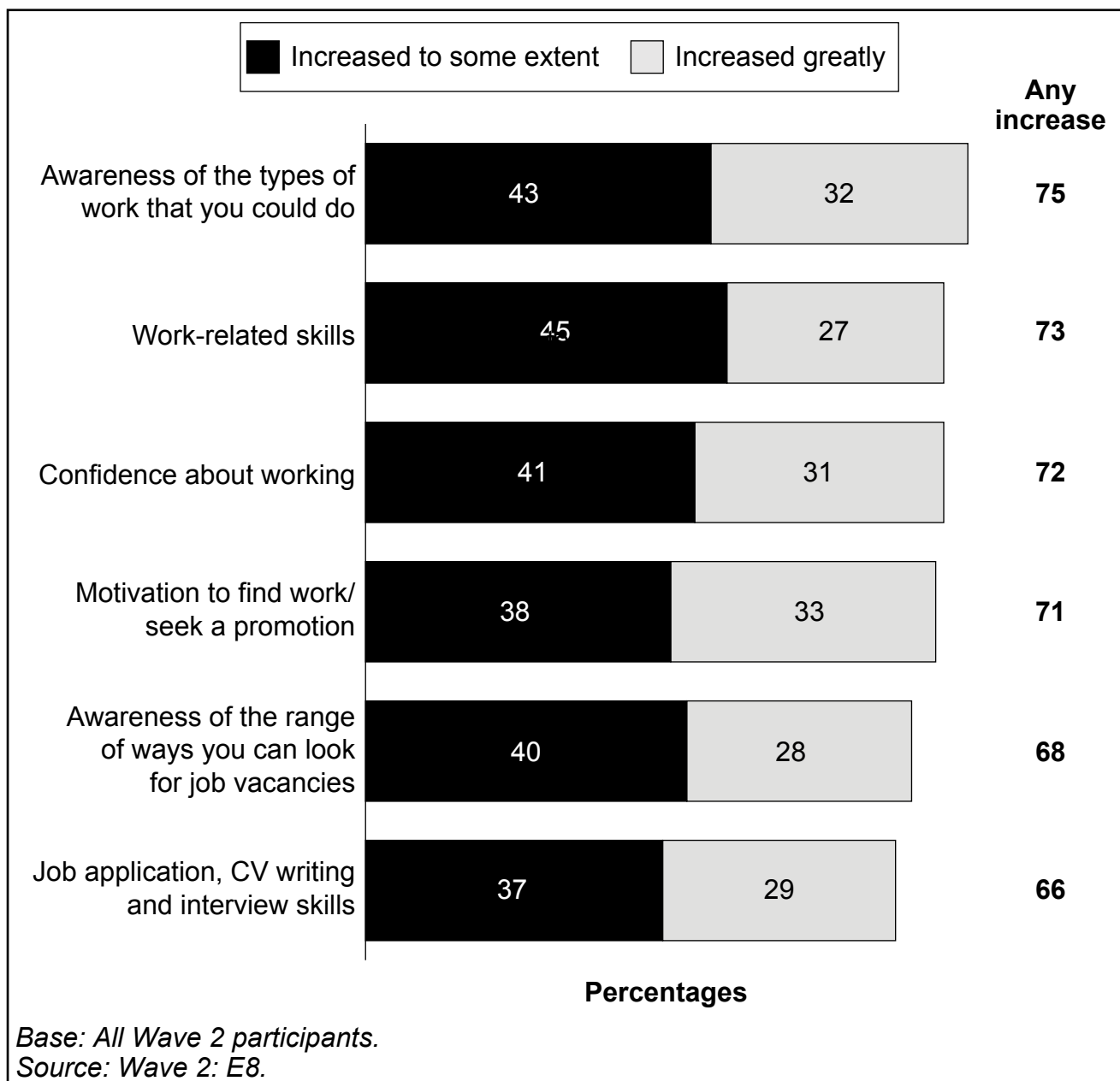
Between seven in ten and three-quarters had increased: their awareness of the types of work they could do (75 per cent), work-related skills (73 per cent), confidence about working (72 per cent) and their motivation to find work/seek a promotion (71 per cent). Slightly lower proportions had increased their awareness of the range of ways to look for job vacancies (68 per cent) and job application, CV writing and interview skills (66 per cent).

**Young participants, female participants and those participants on SFA provision were all more likely to report gaining in all work-related skills.** This was more pronounced among participants aged under 20, particularly in terms of their confidence about working (83 per cent) and their motivation to find work/seek a promotion (81 per cent).

Although the vast majority of NOMS and DWP participants gained work-related skills, both groups were significantly less likely to report improvements in at least one of these skill areas (85 per cent and 90 per cent respectively) than SFA and local CFOs participants (93 per cent and 98 per cent respectively).

In a number of skill areas, BME participants were also more likely to report improvements, most notably in their job application, CV writing and interview skills (73 per cent versus 64 per cent of white participants).

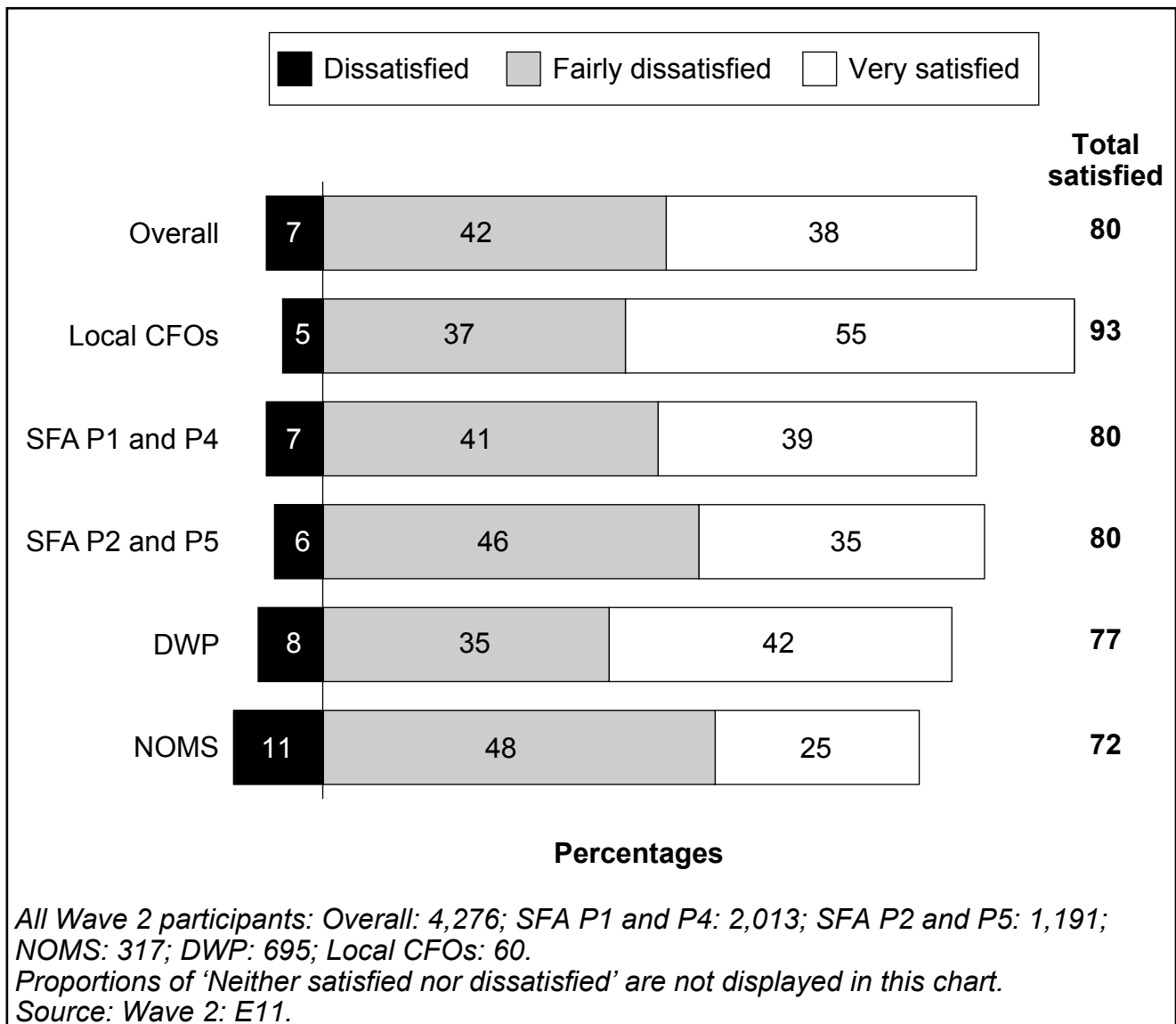
Figure 6.2 Work-related skills gained by the second reference point



## 6.5 Overall satisfaction with achievement since completing provision

Figure 6.3 shows satisfaction with what participants achieved by the Wave 2 interview.

**Figure 6.3 Satisfaction with what participants had achieved by the second reference point**



**Overall, four-fifths (80 per cent) of participants were satisfied with what they had achieved by the second reference point, with 38 per cent very satisfied.** There were some differences by CFO, with local CFO participants much more likely to be satisfied (93 per cent) and NOMS participants much less satisfied (72 per cent). This may reflect that NOMS participants considered their experience on ESF provision synonymous with being in prison or probation. There were no significant differences by priority.

The following groups of participants, a number of which were those identified as being most likely to face disadvantage or discrimination, were more satisfied than average:

- participants aged under 20 (86 per cent);
- those in employment or economically inactive prior to starting provision (85 per cent and 84 per cent); and
- female participants (82 per cent versus 78 per cent of male participants).

The comparatively high levels of satisfaction among both participants aged under 20 and female participants may in part reflect that these were among the key groups to have reported progression at the workplace in terms of positive changes to contract type, salary, hours worked and level of responsibility.

### **6.6 Key gender findings**

The study revealed that ESF provision had greater longer-term impact for female participants in a number of areas:

- They were more likely to report ongoing development in all work-related skills, and were significantly more likely to be satisfied than men with what they had achieved by their second interview (82 per cent versus 78 per cent of male participants).
- This is likely a result of suitable targeting of provision to women; female participants were more likely than men to find that the provision was relevant to their needs (87 per cent versus 84 per cent).

# 7 Conclusions

The study has provided insight into the type of support offered through the European Social Fund (ESF) Programme and its longer-term impact on individuals' employment outcomes by exploring participant experiences. Findings from this research are based on participant outcomes relating to the second half of the 2007–2013 Operational Programme only, and do not relate to any support or training delivered as part of National Offender Management Service (NOMS) match or Department for Work and Pensions (DWP) match provision: the conclusions should be considered in these contexts.

**Satisfaction with provision delivered in the second half of the programme was higher than that recorded during the first half of the programme (82 per cent and 73 per cent respectively and this is reflected in a number of positive outcomes as reported by participants:**

## 7.1 What difference has ESF made to the employability and skills of participants?

**The ESF Programme successfully gave Priority 1 and 4 participants (i.e. those receiving support to help them move into employment) practical help with finding a job:**

- **More than nine in ten (92 per cent) Priority 1 and 4 participants received support aimed at improving job-seeking skills**, and three-quarters (75 per cent) believed the support had given them practical help with finding a job.

**The ESF Programme delivered work-related skills training and support which was considered helpful:**

- **More than four-fifths (84 per cent) of all participants received work-related skills training and support** and a slightly higher proportion (86 per cent) considered the support received through the ESF Programme as a whole had helped them develop the skills required in work.
- **Around three-fifths (61 per cent) of all participants had gained or improved their basic skills such as reading and writing or mathematics and numeracy.**

**The ESF Programme allowed the majority of participants to become more highly qualified or to update and broaden existing qualification levels:**

- **69 per cent of all participants gained either a full or part qualification through ESF provision.**
- **A quarter of those with no prior qualifications achieved at least a level 2 qualification through ESF.**
- **One in six of all participants gained a higher level qualification than any they previously had.**

## 7.2 What ‘soft outcomes’ did participants gain, in addition to jobs and qualifications?

The ESF Programme developed the soft skills of the vast majority of participants:

- **91 per cent of participants believed they developed at least one soft skill as a result of ESF provision.**
- Most commonly, participants increased their motivation to do more training and self-confidence about working.
- Skills Funding Agency (SFA) and local co-financing organisation (CFO) participants were among those most likely to have developed at least one soft skill area.

**ESF provision is perceived by nearly all participants to develop or improve soft skills over the longer term:**

- **93 per cent of all participants had developed or improved soft skills** six months after completing/12 months after starting provision.

## 7.3 What are the outcomes six months after participants leave ESF and have employment outcomes been sustained?

Results indicate that ESF provision has helped many participants to find work (although this needs to be considered in the context of a recovery in the jobs market more generally):

- **The proportion of ESF participants in work by the second reference point had doubled (to 42 per cent) compared to the point of entry into ESF provision (18 per cent).** Among those that had been unemployed and looking for work immediately before their ESF provision, 38 per cent were in work by the second reference point, and **almost half (45 per cent) of those unemployed when starting ESF provision had some employment between the first and second reference points.**

**There is evidence that for the vast majority of those participants who were in employment at the point of entering provision, ESF support had helped them sustain this employment outcome.**

- 81 per cent of those who were employed when starting provision were also employed at the second reference point.
- **More than one-third (35 per cent) of participants receiving support under Priorities 1 and 4 were in employment by the second reference point.** This indicates that support delivered under these priorities (which focuses on extending employment opportunities and overcoming barriers to employment faced by unemployed and disadvantaged groups) has impacted positively on the longer-term employment outcomes of some ESF participants.

**Almost two-fifths (39 per cent) of participants were unemployed at the second reference point** – down from 62 per cent at the point of entering provision, while 19 per cent were economically inactive (down two percentage points).

## 7.4 How effective is ESF for particular disadvantaged groups?

There was evidence that provision catered for the various needs of the different target groups:

- Young participants (aged under 25) and women were more likely than average to have received any practical job-seeking help and to have developed any soft skills, and the over 50s and BME participants to have received work-related skills training and support.

Barriers to work have been overcome for some participant groups:

- Approaching half (45 per cent) of all participants who faced barriers felt their provider had helped them overcome these, and this was more so the case among lone parents (50 per cent).

There is evidence to suggest that ESF provision enables younger participants (particularly those aged under 20) to continue in learning:

- 12 per cent of all ESF participants, increasing to a third of those aged under 20, were in education or training at the second reference point.

Across all the programme's target groups, employment rates had increased by the second reference point and this was most marked among those classed as not in employment, education or training (NEET).

There were also a number of positive findings relating to the impact of ESF provision on women who were more likely than men to report they:

- had received practical help to find a job;
- had improved in all (bar one) of the soft skill areas;
- had overcome barriers to work;
- were employed in permanent contracts at the second reference point; and
- had progressed in the workplace.

Notably the gender pay gap among participants had also decreased by the second reference point: the difference in mean annual salaries between men and women dropped from £6,500 at the start of provision to £2,500 by the second reference point.

Findings suggest more could be done to support certain target groups during provision:

- A quarter of participants had childcare responsibilities: whilst 75 per cent felt they did not need childcare support, one-fifth with childcare responsibilities did not receive childcare support, but would have wanted it. This makes up five per cent of all ESF participants.
- Some groups (those with a disability and BME participants) that ESF provision is particularly catered for, were less satisfied than average with their provision.

## **7.5 Has ESF supported progression at the workplace (e.g. to more skilled and better paid jobs)?**

**The research suggests that ESF support has helped many participants progress at their workplace.** There was an increase in the proportion of participants aged under 20 for example who were in full-time work by the second reference point (61 to 71 per cent), while the gender gap in terms of annual salaries also decreased.



# Appendix A

## Additional data tables

European Social Fund (ESF) provision is targeted at groups with various labour market disadvantages. The profile of participants with these disadvantages has been described throughout this chapter individually. This section considers those who have multiple labour market disadvantages. For the purpose of this analysis, the following groups are considered to be at a disadvantage:

- 1 black minority ethnic (BME) individuals;
- 2 those for whom English is not a first language;
- 3 lone parents;
- 4 those with a disability or long-term limiting illness;
- 5 carers (with child or adult caring responsibilities);
- 6 those aged 50 and over;
- 7 those out of work for a year or more;
- 8 young people not in employment, education or training (NEET);
- 9 offenders and ex-offenders;
- 10 those with citizenship or visa issues;
- 11 those with alcohol or substance abuse issues; and
- 12 those with no qualifications.

Around three-quarters of all participants had at least one of these disadvantages, mostly one (35 per cent) or two (22 per cent).

As Table 2.22 shows, there were differences by priority. Priority 4 participants were most likely to face at least one labour market disadvantage (86 per cent). Those in Priority 4 were also far more likely to face five or more disadvantages (16 per cent) than any other corresponding subgroup.

In contrast Priority 5 participants were the most likely to have no disadvantages (43 per cent), while only 12 per cent faced multiple disadvantages, far less than any other priority. Priority 1 participants were most likely to face multiple disadvantages (45 per cent faced two or more labour market disadvantages), though closely followed by participants in Priority 4 in this respect (42 per cent).

**Table A.1 Multiple disadvantages by priority**

	Priority				Total (8,082)
	Priority 1 (5,698)	Priority 2 (2,210)	Priority 4 (80)	Priority 5 (94)	
	%	%	%	%	%
No disadvantage	22	29	14	43	24
1 disadvantage	33	41	44	45	35
2 disadvantages	23	19	3	10	22
3 disadvantages	13	8	20	1	12
4 disadvantages	6	3	3	1	5
5+ disadvantages	3	1	16	-	3
<i>Base: All ESF participants</i>					

Source: B1, B1A, B17, B20, B23-B25, F1, F2, F3, F7, F8.

There were also differences by funding stream. For instance, the majority of match funding was allocated to those who experienced no labour market disadvantages (55 per cent), while only 15 per cent was allocated to those with multiple disadvantages (versus 45 per cent of those ESF funded).<sup>21</sup> In contrast, only one-fifth of those receiving ESF-funded provision faced no disadvantages.

By co-financing organisation (CFO) (and reflecting the agreed engagement boundaries), Department for Work and Pensions (DWP) participants were the most likely to face multiple disadvantages: over four-fifths (83 per cent) of DWP participants faced at least two labour market disadvantages. This compared with just 29 per cent of Skills Funding Agency (SFA) Priorities 2 and 5 participants, 40 per cent of SFA Priorities 1 and 4 participants, 63 per cent of National Offender Management Service (NOMS) participants and 68 per cent of local CFO participants. Indeed, SFA participants were far more likely than participants from other CFOs to have no disadvantages (26 per cent across all priorities versus 12 per cent of local CFO, eight per cent of NOMS and four per cent of DWP participants).

<sup>21</sup> All match funding recipients surveyed received provision through the SFA. The SFA were more likely than other CFOs to provide support to those in employment and education or training (see Table 2.11), which may account for the high proportion of participants with no labour market disadvantages receiving match funding.

**Table A.2 Length of provision by: CFO; priority; priority and funding stream; and gender**

		Length of course					Average median length (weeks)	Base
		Less than a month	1 month to 6 months	>6 months to 12 months	A year or more			
<b>Total</b>	%	<b>46</b>	<b>31</b>	<b>5</b>	<b>11</b>	<b>5</b>	<b>8,082</b>	
<b>CFO</b>								
SFA	%	49	29	5	12	4	5,859	
NOMS	%	25	50	5	6	13	720	
DWP	%	17	37	4	5	13	1,377	
Local CFOs	%	32	40	1	6	9	126	
<b>Priority</b>								
Priority 1	%	44	32	5	11	5	5,698	
Priority 2	%	52	28	4	11	4	2,210	
Priority 4	%	54	26	0	2	4	80	
Priority 5	%	33	42	10	9	13	94	
<b>Priority and funding</b>								
ESF	%	51	33	3	4	1	5,268	
Match	%	2	4	16	65	12	2,805	
<b>Gender</b>								
Male	%	50	30	4	9	4	4,480	
Female	%	38	33	6	13	9	3,602	

*Row percentages**Base: All ESF participants*

Source: Wave 1 survey C9 and C10.

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**Table A.3 Any soft skills gained or improved through ESF provision by gender, age and ethnicity**

<i>Row percentages</i>			
		Whether provision helped Gained or improved any soft skills	<i>Base</i>
<b>Total</b>	%	<b>91</b>	<b>8,082</b>
<b>Gender</b>			
Male	%	89	4,480
Female	%	93	3,602
<b>Age</b>			
Under 20	%	96	2,560
20-24	%	90	1,384
25-49	%	88	3,228
50 or over	%	86	869
<b>Ethnicity</b>			
White	%	90	6,540
BME	%	92	1,499

*Base: All ESF participants*

Source: Wave 1 D6.

**Table A.4 Proportion of participants gaining a higher level of qualification than they had before starting ESF provision**

<i>Row percentages</i>			
		Qualification level achieved Achieving a higher qualification than already held (where known)	<i>Base</i>
<b>Total</b>	%	<b>19</b>	<b>7,833</b>
No prior qualification	%	55	1,612
Entry level	%	50	69
Level 1	%	26	572
Level 2	%	11	3,033
Level 3	%	1	1,558
Level 4	%	1	370
Level 5 plus	%	*	619

*Base: All ESF participants with known prior qualification*

Source: Wave 1 D9-D10.

**Table A.5** Main activity at first reference point among participants who were unemployed before provision, by CFO and priority

<i>Row percentages</i>					
	Activity at first reference point			Base	
	In employment	Unemployed and looking for work	Economically inactive		
<b>Total</b>	%	<b>16</b>	<b>80</b>	<b>4</b>	<b>3,560</b>
<b>CFO</b>					
SFA	%	14	81	4	2,477
NOMS	%	23	72	5	303
DWP	%	23	66	10	727
Local CFOs	%	33	64	3	53
<b>Priority</b>					
1	%	15	80	5	2,881
2	%	19	79	2	652
	%				

*Base: All Wave 1 participants who were unemployed before provision*

Source: Wave 1 E1 – E2a.

**Table A.6** Main activity at first reference point among participants who were economically inactive before provision, by CFO and priority

<i>Row percentages</i>					
	Activity at first reference point			Base	
	In employment	Unemployed and looking for work	Economically inactive		
<b>Total</b>	%	<b>15</b>	<b>12</b>	<b>72</b>	<b>2,157</b>
<b>CFO</b>					
SFA	%	16	9	75	1,199
NOMS	%	17	33	50	341
DWP	%	12	5	82	558
Local CFOs	%	5	14	81	59
<b>Priority</b>					
1	%	14	12	74	1,820
2	%	35	11	54	279

*Base: All Wave 1 participants who were economically inactive before provision*

Source: Wave 1 E1 – E2a.

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**Table A.7 Main activity at second reference point among participants who were unemployed before provision, by CFO and priority**

					<i>Row percentages</i>
Activity at second reference point					
		In employment	Unemployed and looking for work	Economically inactive	<i>Base</i>
<b>Total</b>	%	<b>38</b>	<b>54</b>	<b>8</b>	<b>2,092</b>
<b>CFO</b>					
SFA	%	37	55	8	1,569
NOMS	%	33	57	9	126
DWP	%	38	47	14	367
<b>Priority</b>					
1	%	36	56	8	1,680
2	%	46	47	7	396

*Base: All Wave 2 participants who were unemployed before provision*

Source: Wave 2 D8 – Six month activity.

**Table A.8 Main activity at second reference point among participants who were economically inactive before provision, by CFO and priority**

					<i>Row percentages</i>
Activity at second reference point					
		In employment	Unemployed and looking for work	Economically inactive	<i>Base</i>
<b>Total</b>	%	<b>21</b>	<b>15</b>	<b>63</b>	<b>1,051</b>
<b>CFO</b>					
SFA	%	21	12	67	590
NOMS	%	23	36	40	162
DWP	%	24	6	70	277
<b>Priority</b>					
1	%	19	15	65	901
2	%	39	20	41	121

*Base: All Wave 2 participants who were economically inactive before provision*

Source: Wave 2 D8 – Six month activity.

# Appendix B

## Indicator data

The following tables show the indicator data captured from the survey which feeds into the European Social Fund (ESF) Operational Programme targets. Please note that, as per the rest of the report, data has been suppressed where base sizes are less than 50 (hence the low number of indicators for Priorities 4 and 5 provision). Those indicators taken from the Wave 2 survey are coloured in blue to help differentiation.

**Table B.1 Priority 1 Indicator Data**

Indicator	Description	%		Target	Base
1.06	Participants who are lone parents	8	<i>of all participants</i>	12	5,698
1.11	Participants in work six months after leaving	35	<i>of all participants</i>	26	3,040
1.12	Economically inactive participants engaged in jobsearch activity or further learning (distance travelled indicator)	61	<i>of economically inactive participants</i>	45	1,820
1.14	Participants who receive support with caring responsibilities	7	<i>of participants with caring responsibilities</i>		1,888
1.16	Unemployed in work six months after leaving	36	<i>of all unemployed participants</i>		1,680
1.18	Economically inactive participants in work six months after leaving	19	<i>of all economically inactive participants</i>		901
1.20	Participants with disabilities or health conditions in work six months after leaving	21	<i>of all participants with disabilities or health conditions</i>		596
1.21	Lone parents in work on leaving	17	<i>of participants who are lone parents</i>		880
1.22	Lone parents in work six months after leaving	28	<i>of all participants who are lone parents</i>		453
1.24	Participants aged 50 or over in work six months after leaving	31	<i>of all participants who are aged 50 or over</i>		355
1.26	Ethnic minority participants in work six months after leaving	31	<i>of all ethnic minority participants</i>		615
1.28	Female participants in work six months after leaving	36	<i>of all female participants</i>		1,315

*Base: All Priority 1 participants (5,698)*

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**Table B.2 Priority 2 Indicator Data**

Indicator	Description	%		Base
2.12	Participants in a managerial position upon entering provision	13	<i>of all participants</i>	2,210
2.13	Female participants in part time work	13	<i>of female participants</i>	1,024
2.14	Participants (without level 2 qualifications) gaining units or modules of, or full, Level 2 qualifications	22	<i>of participants not already with qualifications at Level 2 or higher</i>	423
2.15	Participants (without level 3 qualifications) gaining units or modules of, or full, Level 3 qualifications	9	<i>of participants not already with qualifications at Level 3 or higher</i>	1,220
2.17	Participants gaining units or modules of, or full, Level 4+ qualifications	2	<i>of all participants</i>	2,210
2.22	Female participants gaining units or modules of any qualifications, or full qualifications	76	<i>of female participants</i>	1,024
2.25	Participants with disabilities or health conditions gaining units or modules of any qualifications, or full qualifications	67	<i>of participants with disabilities or health conditions</i>	120
2.28	Participants aged 50 or over gaining units or modules of any qualifications, or full qualifications	67	<i>of participants aged 50 or over</i>	299
2.31	Ethnic minority participants gaining units or modules of any qualifications, or full qualifications	79	<i>of ethnic minority participants</i>	352
2.32	Part time female workers gaining basic skills	65	<i>of participants who are part time female workers</i>	200
2.33	Part time female workers gaining full qualifications	81	<i>of participants who are part time female workers</i>	200
2.34	Part time female workers gaining units or modules of qualifications, or full qualifications	83	<i>of participants who are part time female workers</i>	200

*Base: All Priority 2 participants (2,210)*

**Table B.3 Priority 4 Indicator Data**

Indicator	Description	%		Target	Base
4.06	Priority 4: Participants who are lone parents	27	<i>of all participants</i>	8	80

*Base: All Priority 4 participants (80)*



**Table B.4 Priority 5 Indicator Data**

<b>Indicator</b>	<b>Description</b>	<b>%</b>		<b>Base</b>
5.18	Participants in a managerial position upon entering ESF provision	42	<i>of all participants</i>	94
5.22	Participants (without level 4 qualifications) gaining units or modules of, or full, qualifications at Level 4 or above	2	<i>of participants not already with qualifications at Level 4 or higher</i>	54
5.23	Participants (without level 5 qualifications) gaining units or modules of, or full, qualifications at Level 5 or above	0	<i>of participants not already with qualifications at Level 5 or higher</i>	60

*Base: All Priority 5 participants (94)*

**Table B.5 Priority 1 and 4 Indicator Data**

<b>Indicator</b>	<b>Description</b>	<b>%</b>		<b>Base</b>
PPI	Participants in work six months after leaving	35	<i>of all participants</i>	3,081

*Base: All Wave 2 Priority 1 and 4 participants (3,081)*





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# European Social Fund Cohort Study (2012–2014)

**Technical report**

# Summary

This technical report serves as an accompanying document to the main report on the Evaluation of the second half of the 2007-2013 European Social Fund programme. This evaluation was carried out by IFF Research working on behalf of the Department for Work and Pensions.

Here we document how the survey was conducted, detailing sample design, questionnaire development, fieldwork methodology, data preparation and analysis. This report also contains copies of the questionnaires used in the survey, in Appendix E and F.

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# List of abbreviations

<b>BME</b>	Black and minority ethnic
<b>CATI</b>	Computer assisted telephone interviewing
<b>CFO</b>	Co-financing organisation
<b>DWP</b>	Department for Work and Pensions
<b>ESF</b>	European Social Fund
<b>GLA</b>	Greater London Authority
<b>LTLI</b>	Long-term limiting illness
<b>MI</b>	Management Information
<b>NEET</b>	Not in employment, education or training
<b>NOMS</b>	National Offender Management Service
<b>SFA</b>	Skills Funding Agency

# Glossary of terms

<b>Carer</b>	Participants who have any caring responsibilities for a member of their immediate family or a close relative who has any long-standing illness, disability or infirmity. This may be a member of the household or someone who lives elsewhere.
<b>Disability or LTLI</b>	Participants who report a long-standing illness, health problem, mental or physical disability or infirmity, which limits their daily activities or the work they do.
<b>Economically inactive</b>	Those not working, and are either not looking for work, or not available for work. It includes the following groups: <ul style="list-style-type: none"><li>• participants in full or part-time education;</li><li>• those not in employment because of sickness or disability;</li><li>• those looking after the family or home full time;</li><li>• those caring for an adult family member, relative or friend who has any long-standing illness, disability or infirmity;</li><li>• those in a voluntary, unpaid role or internship (not a family business); and</li><li>• those in prison.</li></ul>
<b>First reference point</b>	This is the point at which changes in status and other outcomes of ESF provision are first explored in the report. For most participants, the first reference point was the point in time immediately after they finished their provision. However, for recipients of DWP or GLA provision that had not completed provision at the time of the Wave 1 survey, their first reference point focused on what they were doing at the time of that survey, commonly six months into their provision <sup>1</sup> .
<b>Full-time work</b>	Participants who work 30 hours or more per week.
<b>In employment</b>	An employment status that includes the following groups: <ul style="list-style-type: none"><li>• participants working in a full-time or part-time role for an employer;</li><li>• the self-employed; and</li><li>• those in a voluntary, unpaid role or internship for a family business.</li></ul>

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<sup>1</sup> This is different to the ESF Cohort Study Wave 1 Report (2010) which evaluated the first half of the 2007-2013 ESF Operational Programme.

<b>Lone parents</b>	Participants who do not live with a husband, wife or partner and have children under the age of 16 living with them.
<b>Part-time work</b>	Participants who work less than 30 hours per week.
<b>Priority 1 provision</b>	This aims to extend employment opportunities. It supported projects to increase employment and tackle the barriers to work faced by unemployed and disadvantaged people across England, except Cornwall and the Isles of Scilly. It aimed to support people to enter jobs and, in some instances, progress within work. Examples of the type of support provided include developing soft skills such as confidence building, helping with basic skills needs, providing support towards finding a job (e.g. CV writing, interview preparation), sector-specific pre-employment training, and further engagement and support to encourage people to take part in other activities designed to improve their employability. About £3 billion of ESF money was available for this priority in 2007–2013.
<b>Priority 2 provision</b>	This aims to develop a skilled and adaptable workforce. It supported projects to train people who do not have basic skills and qualifications needed in the workplace, and also sought to develop managers and workers in small enterprises. It aimed to help people gain relevant skills and qualifications needed for their career progression and for business growth and innovation in the knowledge economy. It covered all areas of England across England, except Cornwall and the Isles of Scilly. About £1.7 billion of ESF money was available for this priority.
<b>Priority 4 provision</b>	This aims to tackle barriers to employment, increase employment and reduce unemployment and inactivity. It covered Cornwall and the Isles of Scilly. Around £77 million of ESF money was available to tackle barriers to employment.
<b>Priority 5 provision</b>	Aimed to improve the skills of the local workforce to the highest level to allow individuals to find jobs and improve their chances of career progression. This was delivered in Cornwall and the Isles of Scilly. Approximately £123 million of ESF money was available to improve the skills of the local workforce in 2007-2013.
<b>Second reference point</b>	This is the second point in which changes in status and other outcomes of ESF provision are explored in the report. For SFA, NOMS and Local CFO participants the second reference point was six months after leaving their provision. However, for recipients of DWP or GLA provision the second reference point was around 12 months after <b>starting</b> on ESF provision and, overall, 14 per cent of these participants were still on provision when the research was conducted.

# 1 Introduction

This report details the methodology used for the European Social Fund (ESF) Cohort Study (2012 – 2014), covering the second half of the 2007-2013 ESF programme. The survey was carried out by IFF Research working on behalf of the Department for Work and Pensions (DWP) and involved two waves of interviews with participants. Interviews were conducted primarily by telephone and supplemented by face-to-face interviews with more vulnerable participants.

## 1.1 Background to the survey

### 1.1.1 The European Social Fund

The ESF was set up to improve employment opportunities in the European Union (EU) and thereby raise standards of living. It aims to help people fulfil their potential by giving them better skills and better job prospects.

As one of the EU's Structural Funds, ESF seeks to reduce differences in prosperity across the EU and enhance economic and social cohesion. Hence, although ESF funding is spread across the EU, those countries and regions where economic development is less advanced receive more funding.

Each country or region receiving ESF funding is required to match the amount received from the fund using national resources. The 2007-2013 England ESF programme involved investing £5 billion over seven years, of which £2.5 billion was from the ESF and £2.5 billion was from national funding.

The 2007-2013 ESF programme had two primary objectives:

- the **Convergence Objective** aimed to develop areas where the economy is lagging behind the rest of the EU. In England, only Cornwall and the Isles of Scilly benefited from ESF funding under the Convergence Objective; and
- the **Regional Competitiveness and Employment Objective** covers all areas outside of the 'Convergence' objective (including Gibraltar). The whole of England is covered by this objective, except Cornwall and the Isles of Scilly.

### 1.1.2 ESF priorities

The priorities in the 2007-2013 ESF programme were designed to focus ESF spending on specific activities and to ensure that it reached people in most need of support. The survey focused on four priority areas:

- **Priority 1** was 'Extending employment opportunities', and supported projects to increase employment and tackle the barriers to work faced by unemployed and disadvantaged people across England, except Cornwall and the Isles of Scilly. About £1.5 billion of ESF money was available for this priority in 2007-2013; and
- **Priority 2** was 'Developing a skilled and adaptable workforce'. It supported projects to train people who do not have basic skills and qualifications needed in the workplace, and also sought to develop managers and workers in small enterprises. It aimed to help people gain relevant skills and qualifications needed for their career progression and for business growth and innovation in the knowledge economy. It covered all areas of England, except

Cornwall and the Isles of Scilly. About £825 million of ESF money was available for this priority in 2007-2013.

In addition:

- **Priority 4** was 'Tackling barriers to employment'. It had similar goals as Priority 1, but covered Cornwall and the Isles of Scilly. Around £77 million of ESF money was available to tackle barriers to employment;
- **Priority 5** was 'improving the skills of the local workforce'. It had similar goals as Priority 2, but covered Cornwall and the Isles of Scilly. Approximately £123 million of ESF money was available to improve the skills of the local workforce in 2007-2013.

### 1.1.3 Co-financing organisations

The DWP had overall responsibility for ESF funds in England 2007-2013, and managed the England ESF programme at a national level.

ESF funds were distributed through 'Co-financing organisations' (CFOs). CFOs are public bodies which bring together ESF and domestic funding for employment and skills so that ESF complements national programmes. The main CFOs across the whole of England 2007-2013 were the Skills Funding Agency (SFA), the DWP Delivery Directorate, and the National Offender Management Service (NOMS). A few regional and local authorities were also CFOs, including Central Bedfordshire and Bedfordshire Borough Council, East Midlands Local Authority Consortium, London Councils, the Greater London Authority (GLA), and Luton Borough Council.

The CFOs contracted organisations or 'providers' that delivered ESF projects on the ground. Providers could be from the private, public or voluntary sectors. CFOs made ESF funds available through a process of open and competitive tendering. Successful providers did not have to find their own 'match funding', as CFOs were responsible for both the ESF money and match funding.

## 1.2 Survey objectives

The ESF Cohort Survey forms part of the ESF evaluation strategy designed by the DWP to examine the effectiveness of the ESF programme 2007-2013. This survey of participants involved in ESF-funded provision aims to provide evidence on the longer term outcomes of the support provided by the 2007-2013 ESF programme. The core purpose of the survey is to report against the targets set out in the Operational Programme and reported in the Annual Implementation Report (AIR), which documents the implementation of ESF in England and Gibraltar. The report includes a number of indicators and targets that cannot be captured through respondent Monitoring Information (MI) such as participation and achievement rates by particular subgroups.

The ESF Cohort Study 2012 built on the 2008-2010 study though shared the same aims and objectives. The specific objectives of the survey were to:

- acquire more detailed information on participants which enables analysis of sub-groups and multiple disadvantages, particularly in terms of gender;
- obtain more detail on the type of support offered and the views of participants on the support they receive;

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- understand how individuals come to be on ESF training courses;
- understand what activities they are engaged in on their course; and,
- understand their aspirations for their training.

The study also sought to address the following research questions:

- What difference has ESF made to the employability and skills of participants?
- What 'soft outcomes' did participants gain, in addition to jobs and qualifications?
- What are the outcomes six months after participants leave ESF and have employment outcomes been sustained?
- How effective is ESF for particular disadvantaged groups?
- Has ESF supported progression at the workplace (e.g. to more skilled and better paid jobs)?

## 2 Sample design and selection

The sampling strategy for the European Social Fund (ESF) Cohort Study (2012-2014) set out to improve on the previous Cohort survey design (2008-10), and cover outcomes for participants across all co-financing organisations (CFOs). This approach is documented in this section, which also explores the challenges faced acquiring contact details and the impact this had on response levels.

IFF Research conducted an in-depth feasibility study in spring 2012, following commission of the project, to inform the sample strategy for the Cohort Survey. As a result of subsequent communications with each CFO which had offered provision as part of the Fund, the initial sampling window was set as 'all participants who had left provision between June and August 2012 and not opted out of the research prior to IFF contact'. This period was set to provide a suitable number of participants from which we could achieve the required number of interviews for the study.

IFF Research were supplied with the contact details of participants as well as information on their provision and demographic details.

Practical considerations in terms of the availability of contact details, however, meant that it was often necessary to extend or change the sampling windows for certain CFOs:

- Owing to the fact that the Department for Work and Pensions (DWP) and Greater London Authority (GLA) ESF provision started significantly later than the remainder of provision, and typically lasted up to two years, there were no individuals who had completed provision within the lifetime of the Cohort Survey. As a result, the sampling window used for this provision was 'those who started between December 2012 and March 2013'. These individuals were interviewed for Wave 1 around a year after commencing their provision, once individuals had received a substantive element of the provision (typically six months).
- Very few telephone numbers were provided for National Offender Management Service (NOMS) participants, and while tele-matching addresses resulted in the acquisition of a small proportion of telephone numbers, the lack of contacts details required an extension of the sampling window (to June 2013) in order to acquire an appropriate number of interviews for analysis.
- Skills Funding Agency (SFA) match participants were identified retrospectively, only once the academic year had ended (November 2012). Owing to there being a smaller number of participants available to take part in the research, the sampling window was backdated to start in January 2012. There was also a high proportion of both SFA ESF and SFA match participants who requested that their details not be used for research purposes or asked that they not be contacted by telephone or post. This substantially reduced the number of records we were able to use in the survey.

Two large participant groups (NOMS match and DWP match) were also excluded from the Study, for the following reasons:

- Due to difficulties accessing contact details, NOMS match participants were not included. These match participants were individuals receiving 'standard' NOMS services in prison and as such they were not required to sign any consent forms for participation in the evaluation of ESF. As a result, NOMS were not able to share contact details for this group.

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- The DWP had not allocated the match population in time for the study, having not reached their ESF spend. As such, no DWP match sample was made available for the research.

Table 2.1 shows the final sampling windows for each of the participant groups included in the survey.

**Table 2.1 Sampling windows by CFO**

	<b>Sampling window</b>
DWP ESF provision	Starts December 2012 – March 2013
SFA ESF provision	Leavers June 2012 – September 2012
SFA match provision	Leavers January 2012 – August 2012
NOMS ESF provision	Leavers June 2012 – June 2013
GLA ESF provision	Starts December 2012 – March 2013
Other local authorities ESF/match provision	Leavers June 2012 – August 2012

These issues have led to some bias in the sampling approach. The key caveat to findings from the ESF Cohort Survey is that these findings do not cover NOMS match and DWP match participants.

There is a secondary impact of the sampling issues, which is that acquiring contact details for a relatively small proportion of participants within a CFO might reduce the representativeness of participants whom we were able to contact and secure an interview; particular types of individuals might be more likely to provide consent to be interviewed. This concern was particularly pertinent for SFA participants who were more likely to state on record that they did not want to be contacted for research purposes, as well as NOMS participants, for whom we received very few contact details.

However, by key demographics, differences in the sample issued and population figures within these CFOs are relatively small. Indeed, differences by age and gender among SFA participants were negligible. Among NOMS participants there was no difference by gender and only slight variation by age, with the proportion of participants aged under 25 was slightly lower in the sample that was available for fieldwork (37 per cent instead of 39 per cent).

Where differences existed by key demographics between the achieved sample and population profile within each CFO, weighting was applied to compensate for these differences. Chapter 6 has more detail on the approach to weighting.

For each group, apart from SFA participants where respondents were sampled on a random basis, a census approach was taken to Wave 1 interviewing. This meant we attempted to contact all available records (i.e. all those who had given their permission to be approached for the research and for whom we had contact details) sampled and tried to capture as many interviews as possible. We also set out to achieve interviews with a small number of individuals who left their provision early. In addition, 358 interviews were conducted with SFA ESF participants who left their course early and the main report contains a small section on these individuals' outcomes.

A census approach was taken to the Wave 2 follow-up interviewing, contacting all those who agreed to be re-contacted for the follow-up survey except where they had left their course early.



### 3 Questionnaire development

The European Social Fund (ESF) Cohort Survey 2012 questionnaire built on previous studies with ESF participants to increase the potential for cross-survey comparisons. The ESF England 2007-13 Operational Programme also required that the survey supplied ‘indicator’ data across priorities that enables the European Union (EU) to measure the success of the ESF Programme. Both Wave 1 and Wave 2 questionnaires therefore had to contain questions that suitably enabled this indicator data to be reached. The two questionnaires are presented at the back of the report, in Appendix E and F.

**Table 3.1 Wave 1 questionnaire content**

<b>Section</b>	<b>Coverage of questions</b>
Screener	Introducing the survey
Section A: Confirming ESF provision	Ensuring the respondent is eligible for the survey, and clarifying a few details of the provision. It also examines reasons for leaving provision early.
Section B: Status prior to provision	What the main activity of the participant was immediately before starting their provision. Details of employment, unemployment, qualification and skills, and pastoral responsibilities also captured.
Section C: Details of provision	Motivations for starting provision, time spent on provision and barriers faced in attending sessions.
Section D: Outcomes gained	What types of skills and qualifications participants gained from undergoing provision and whether provision helped remove any barriers to employment. It also covered the extent to which providers helped participants with child or adult care responsibilities, as well as capturing satisfaction with provision.
Section E: Status on leaving provision	What participants were doing when their provision ended (or at the time of interview).
Section F: Demographics	Capturing information on gender, age, ethnicity, long-term limiting illness (LTLI), any benefits, and language.
Section G: Re-contact questions	Whether participants are willing to be called back for the Wave 2 survey and for their responses to be linked to other DWP held administrative records.

**Table 3.2 Wave 2 questionnaire content**

<b>Section</b>	<b>Coverage of questions</b>
Screener	Introducing the survey and (for Batch 3) when they finished their provision
Section A: Further detail about work on leaving ESF provision	Whether participants in work at the end of provision (or at the time of the Wave 1 interview) had experienced improvements to their contract and details of employment for those with new work.
Section B: Further detail about training entered on leaving ESF provision	Extent to which provision was responsible for participants starting training on leaving provision
Section C: Establishing whether changed status since leaving course	Whether main activity has changed since leaving provision (or since Wave 1 interview)
Section D: Establishing other activities since last interview	Activities engaged in since provision ended (or since Wave 1 interview), capturing information on employment, unemployment and qualifications achieved.
Section E: Impact of ESF provision	The extent to which provision improved participants' employment or training situation and overall satisfaction with the provision.
Section F: Data linking and re-contacting	Whether participants are willing for their responses to be linked to other DWP held administrative records.

## 4 Fieldwork

### 4.1 Interviewer briefings

All interviewers working on the project were required to undertake training before conducting interviews. Interviewers were provided with briefing notes with background information on the European Social Fund (ESF) Programme, information on sample design and methodology, as well as a list of specific sections or questions where issues might arise and guidance on how to deal with these issues.

Face-to-face briefings were attended by all interviewers, in which senior IFF researchers discussed the briefing notes and the questionnaire, providing advice on how to approach questions and responding to any interviewer queries. The briefing notes provided to interviewers can be found in Appendix A and B.

### 4.2 Fieldwork period

Wave 1 interviews were carried out by interviewers in the IFF Research telephone centre between October 2012 and October 2013. These interviews were categorised into four distinct fieldwork batches, owing to the sampling windows used for these participants and when each co-financing organisation (CFO) delivered their sample file of participants. Table 4.1 breaks down these batches by participant type and shows when interviews were conducted among these groups.

**Table 4.1 Batches of fieldwork**

	Participant	Interviewing period for Wave 1	Interviewing period for Wave 2
Batch 1	SFA ESF Local authority ESF and Match	October – November 2012	February – March 2013
Batch 2	SFA Match	January – March 2013	May – August 2013
Batch 3	DWP and GLA ESF	July – September 2013	January – March 2014
Batch 4	NOMS ESF	October 2012 – August 2013	February – October 2013

The Wave 2 survey aimed to track activities and progression up to six months after leaving provision. However, this broad approach was adapted for some of the longer programmes of support that formed part of the ESF Programme. For example, the DWP provision consisted of programmes that offered flexible content depending on an individual's needs that could last up to 2 years. These programmes got underway late in 2012 and hence there were no individuals who had reached the end of their programme of support within the timeframe of the Cohort Study. The same also applied to the provision delivered by the GLA.

In these cases, the Wave 1 interview was conducted after individuals had received a substantive element of the provision (typically six months into provision), and this constitutes their first reference point.

The Wave 2 interview was conducted to coincide with the participant reaching the 12th month of their support package, termed as the second reference point for these groups of participants. This approach allowed a fairer comparison of outcomes at and between the first and second reference points across all participants.

### 4.3 Contact procedures

ESF participants were initially sent a letter via post explaining the purposes of the survey and allowing them to opt out if they did not wish to take part, using IFF's free opt-out telephone line.

The letter also contained alternative language translations aimed at those for whom English was not their first language. Furthermore, participants were given the opportunity to request a face-to-face interview if they wished to do so by returning an attached form. A copy of the advance letter can be found in Appendix C.

The approach taken with National Offender Management Service (NOMS) participants was slightly different. These participants were initially contacted by NOMS to request their consent to be contacted by IFF about the research. A copy of the NOMS consent form can be found in Appendix D. IFF then sent the 'opt-out' letter to those who consented to the research, requesting phone numbers as well since only a small proportion had included a phone number in their returned consent form. To try to boost the amount of contactable sample further, IFF then conducted a tele-matching exercise with NOMS participants who had consented to take part, but who had not provided a phone number. There were additional levels of complexity with this group as they were more likely to move house and hence landline numbers would often be outdated when the time came to interview them.

Screening questions at the beginning of the interviews also gave respondents the option to complete the interview in an alternative language or face-to-face if they preferred to do so. While the majority of interviews were conducted by phone, 70 were conducted face-to-face at Wave 1 and 20 at Wave 2 (a large proportion of those interviewed face-to-face in Wave 1 were happy for the follow-up interview to be conducted by phone).

Wave 1 respondents were asked if they would be prepared at the end of their interviews to be re-contacted for a Wave 2 interview.

### 4.4 Length and quality of interviews

The average duration of the Wave 1 interview was 20 minutes, but this length varied hugely across respondents. Around three-fifths of interviews (61 per cent) lasted between 15 and 25 minutes. Wave 2 interviews on average were shorter, lasting nine minutes on average. Around half (55 per cent) lasted between six and 12 minutes, although a minority lasted over half an hour due to the nature of the questionnaire.

Quality control of interviewing was conducted via listening into the interviews, as well as listening to interview recordings, in order to assess if interviewers were administering the questionnaire as intended (e.g. reading out all of the pre-code options where instructed to do so). All interviewers were monitored by IFF's Quality Control team at least once and, across all interviewers, at least five per cent of interviews were monitored.

## 4.5 Fieldwork outcomes

Table 4.2 shows the fieldwork outcomes achieved in the ESF Cohort Study. Of the 33,519 sample records issued for Wave 1, a total of 8,440 interviews were achieved (25 per cent). This level of response is fairly typical of surveys of this nature: the first Cohort Study (2008-2010) achieved a Wave 1 response rate of 30 per cent of all issued cases<sup>2</sup>, while a 2012 survey of ESF leavers from Wales achieved a response rate of 25 per cent of all issued cases<sup>3</sup>.

With a total productive sample of 19,226 (i.e. once records with unobtainable or inaccurate numbers or who during the screening questions were found to be ineligible for the survey are excluded), this represented a response rate of 44 per cent, as Table 4.2 shows.

**Table 4.2 Summary of Wave 1 fieldwork response**

	Number of cases	%	%
Total sample records received	79,121		
Total drawn with valid phone number	33,519	100	
Total productive sample (excl. unobtainable numbers, out of quota and ineligible following screener)	19,226	57	100
Refused	2,863	9	15
Ongoing contact	7,923	24	41
<b>Completed interviews</b>	<b>8,440</b>	<b>25</b>	<b>44</b>

Table 4.3 shows fieldwork outcomes by CFO, with percentage figures referring to outcomes as a proportion of the total productive sample. As discussed earlier in this chapter, the NOMS figures are quite different to the remaining CFOs owing to the difficulty in obtaining suitable contact details, and the difficulty in getting through to NOMS participants once contact details were obtained. An aspect of the weighting, as documented in Chapter 6, ensured that responses were weighted to the total number of participants belonging to each CFO, according to the latest Management Information data available (by funding and priority).

<sup>2</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/214553/rrep771techrep.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/214553/rrep771techrep.pdf)

<sup>3</sup> <http://gov.wales/docs/wefo/report/140127esfleaverssurvey2012reporten.pdf>

**Table 4.3 Wave 1 fieldwork response by CFO**

	<b>SFA</b>	<b>%</b>	<b>NOMS</b>	<b>%</b>	<b>DWP</b>	<b>%</b>	<b>Local CFOs</b>	<b>%</b>
Total sample records received	43,610		24,749		9,884		878	
Total drawn with valid phone number	20,085		6,133		6,670		631	
Total productive sample	12,524	100	2,636	100	3,706	100	360	100
Refused	1,974	16	381	14	430	12	78	22
Ongoing contact	4,337	35	1,535	58	1,899	51	152	42
<b>Completed interviews</b>	<b>6,213</b>	<b>50</b>	<b>720</b>	<b>27</b>	<b>1,377</b>	<b>37</b>	<b>130</b>	<b>36</b>

The majority of respondents who completed the Wave 1 survey and who were eligible to take part in the Wave 2 survey agreed to be re-contacted for this purpose (6,485). In total, 4,276 of these individuals responded to the survey, a response rate of 53 per cent of the eligible sample (72 per cent of the total productive sample), as Table 4.4 shows.

**Table 4.4 Summary of Wave 2 fieldwork response**

	<b>Number of cases</b>	<b>%</b>	<b>%</b>	<b>%</b>
Total completed Wave 1	8,440			
Total eligible for Wave 2	8,082	100		
Total agreeing to be re-contacted	6,485	80	100	
Total productive sample	5,966	74	92	100
Refused	566	7	9	9
Ongoing contact	1,124	14	17	19
<b>Completed interviews</b>	<b>4,276</b>	<b>53</b>	<b>66</b>	<b>72</b>

# 5 Data preparation

This chapter covers the work carried out with the dataset after interviewing had been completed.

## 5.1 Coding

The survey included a number of questions at which interviewers recorded the respondents' answers verbatim, rather than coding them, as follows:

### 'Other – please specify' questions

Throughout the questionnaire there were a number of questions where an 'other – please specify' option was included to allow interviewers to record verbatim responses if they did not fit into the existing code frames assigned to each question.

In many cases it was possible to code these responses back into the existing code frame at the analysis stage. Where this was not possible – and if similar or identical responses emerged among the 'other' answers – additional codes to be added to the code frame were suggested by the coding team for approval or amendment by the research team. Code frames for the Wave 1 survey were carried over to the Wave 2 survey where questions corresponded to one another.

### Open questions

Some questions had no pre-developed code frame and these required the interviewer to record verbatim what was said by the respondent. Code frames were drawn up reflecting the common responses.

### Standard Occupational Classification coding

Respondents were asked to provide details of their job title for their employer before starting provision and at both the first and second reference points if they were in employment at these stages. These responses were transcribed by interviewers as verbatim. This information was coded to the Standard Occupational Classification (SOC 2010) at a 4-digit level. The Cascot (Computer Assisted Structured Coding Tool) software was used for this purpose by the IFF coding team.

Cascot is a computer programme designed to make the coding of text information to standard classifications simpler, quicker and more reliable. The software is capable of occupational coding and industrial coding to the UK standards developed by the UK Office for National Statistics. Cascot is designed to assign a code to a piece of text. For the Standard Industrial Classification (SIC) the text is a description of the main product or services provided by an employing establishment. The quality of coding performed by Cascot depends on the quality of the input text. Cascot has been designed to perform a complicated analysis of the words in the text, comparing them to the words in the classification, in order to provide a list of recommendations. If the input text is not sufficiently distinctive it may not be the top most recommendation that is the correct code.

When Cascot suggests a code to a piece of text it also calculates a score from 1 to 100 which represents the degree of certainty that the given code is correct. When Cascot

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encounters a word or phrase that is descriptive of industry but lacks sufficient information to distinguish it from other categories (i.e. without any further qualifying terms) Cascot will attempt to suggest a code but the score is limited to below 40 to indicate the uncertainty associated with the suggestion. The coders, in all cases, reviewed the recommended codes and decided whether or not to accept the suggested codes or whether to assign the correct codes manually.

### **Quality control process**

All coding was carried out by IFF's in house-coding team. The Research team also conducted random checks of at least ten per cent of coding, making suggestions and amendments to the code frames and coding decisions where appropriate.

## **5.2 Editing**

The computer assisted telephone interviewing (CATI) set-up removed much of the requirement for post-fieldwork data editing as range, logic and consistency checks were built into the programme, thus interviewers could resolve the majority of inconsistencies by pointing them out to the respondent during the interview.

Nevertheless, quality assurance checks were carried out on the data during the data preparation stage. Post-fieldwork data checks are often necessarily subjective in nature in determining what data should be amended or removed. Recognising this, the IFF research team adopted a 'conservative' approach to the data checking/editing process by only editing data where it was deemed an 'obvious' error/contradiction had been made.



# 6 Weighting

The datasets were weighted to ensure they were as representative as possible of the full population of European Social Fund (ESF) participants.

## 6.1 Wave 1 weighting

The rim weight accounted for non-response within each funding type and co-financing organisation (CFO) 'cell'. This involved looking across basic demographics, such as age and gender, within each funding type and CFO, and weighting the data to ensure that proportions of response by these cells matched the eligible sample. For National Offender Management Service (NOMS) participants, this weight also took into account the proportion of those in prison and those in on community sentences. Department for Work and Pensions (DWP) provision was split out between Families Provision, Incapacity Benefit (IB)/Income Support (IS) voluntary referrals to the Work Programme and Day One Provision owing to the different demographic audiences of these programmes, while individual local CFOs were combined into one category due to the low number of participants made available for the survey.

A second rim weight was then applied, correcting for the relative sizes of the achieved sample to the total number of participants belonging to each CFO (by funding and priority), as shown in Table 6.1. This used April 2014 DWP ESF monitoring information that contained data collected up to December 2013.

The final weight was simply a multiplication of the first and second weights.

**Table 6.1 Wave 1 population weighting grid (sums to 100 per cent)**

CFO	Funding	Priority			
		1 %	2 %	4 %	5 %
SFA	ESF	53.52	19.02	1.25	2.07
SFA	Match	8.12	2.80	0.01	0.01
NOMS	ESF	6.08	–	0.04	–
DWP (Families Provision)	ESF	3.27	–	0.16	–
DWP (IB/IS voluntary referrals to the Work Programme)	ESF	0.28	–	–	–
DWP (Day one provision)	ESF	0.37	–	–	–
Local CFOs	ESF and Match	2.09	0.20	–	–
GLA	ESF	0.71	–	–	–

## 6.2 Wave 2 weighting

CHAID analysis was used at the first step to examine non-response variation at Wave 1 by key variables. However, there were no significant differences of note to affect the subsequent weighting strategy.

As such, the Wave 2 dataset was weighted to the same profile as used for Wave 1 data since it was the same group of participants, only interviewed approximately six months later.

# 7 Sampling error

Sampling error for the survey results overall and for key sub-groups by which analysis is presented in the report is shown in Table 7.1. Figures have been based on a survey result of 50 per cent (the ‘worst’ case in terms of statistical reliability), and have used a 95 per cent confidence level. Where the table indicates that a survey result based on all respondents (in Wave 1) has a sampling error of +/- 1.1 per cent, this should be interpreted as follows: ‘for a question asked of all respondents where the survey result is 50 per cent, we are 95 per cent confident that the true figure lies within the range 48.9 per cent to 51.1 per cent’.

As a note, the calculation of sampling error has taken into account the finite population correction factor to account for cases where we are measuring a significant portion of the population universe (i.e. even if two sample sizes are the same, the sampling error will be lower if in one case a far higher proportion of the population was covered).

**Table 7.1 Sampling error (at a 95 per cent confidence level) associated with findings of 50 per cent, by co-financing organisation and priority**

	Wave 1			Wave 2	
	Population (2011–13)	Achieved interviews	(Maximum) sampling error	Achieved interviews	(Maximum) sampling error
<b>Total</b>	<b>1,920,796</b>	<b>8,082<sup>1</sup></b>	<b>±1.1</b>	<b>4,276</b>	<b>±1.5</b>
SFA	1,337,808	5,855	±1.3	3,204	±1.7
NOMS	362,520	720	±3.7	317	±5.5
DWP	127,678	1,377	±2.6	695	±3.7
Local CFOs	92,790	130	±8.6	60	±12.7
Priority 1	1,379,020	5,698	±1.3	3,040	±1.8
Priority 2	484,061	2,210	±2.1	1,126	±2.9
Priority 4	23,682	80	±10.9	41	±15.2
Priority 5	34,033	94	±10.0	69	±11.8

<sup>1</sup> This figure removes those 358 Skills Funding Agency participants who left their course early as they were for the most part excluded from the analysis in the main report.

## 8 Analysis

Throughout the main report comparisons of outcomes and experiences were made with the previous Cohort Survey where appropriate, alongside sub-group analysis including:

- co-financing organisation;
- priority;
- funding;
- age of participant upon entering provision;
- gender;
- disability status upon entering provision;
- ethnicity;
- lone parent upon entering provision;
- caring responsibilities upon entering provision (covering both child and adult care responsibilities);
- satisfaction with provision;
- status on entering provision (including employment status and qualification level); and
- status upon leaving provision.

# Appendix A

## Wave 1 briefing notes

### Purpose of the research

The aim of the research is to collect information on individuals' experiences of work-related training courses and support programmes funded by the European Social Fund (ESF) in England. ESF was set up with the aim of improving standards of living in Europe by getting more people into work. The courses are all work-related and are aimed to help those not working into employment or to upskill low skilled workers. As part of the research we will be speaking with vulnerable and disadvantaged groups including those with few or no qualifications, unemployed people, those being released from prison, and lone parents.

The research is important in that it will provide data on how well training providers are meeting the targets of the ESF programme.

The **Department for Work and Pensions (DWP)** is overseeing the survey in England and has commissioned us to carry out the work.

### The training courses and support programmes

Along with a list of names of individuals who have received training, advice or support through the ESF programme, we have also been provided (in most cases) with the name of the course or support package and the name of the provider delivering this course, training or support. Where we can we have used these course names and provider names to focus respondents on the specific ESF course we want them to answer about.

It is unlikely that respondents will recognise the term ESF, and support and training packages will vary significantly, so it is extremely **important that you read out the question text as it appears on the screen**. Different respondents will be read different text, depending on the support they received.

### Who we will be speaking to

**We will be speaking to people who have been identified as finishing (or leaving before completing) their ESF training courses or support programmes recently, between June and September 2012.**

**We want to speak to everyone on the sample, even if they do not believe their course or support is ESF/DWP funded** – although people who do not remember finishing any training or support at any point around June to September 2012 will be filtered out in Section A.

We also want to speak to everyone regardless of what they are doing now.

We will only be contacting:

- a. those individuals who upon starting ESF provision signed a declaration form stating that they were happy for their details to be passed on and to be contacted for research

purposes; and

- b. have **not** told us that they do not want to participate in the research during the opt-out exercise.

There is some sensitivity in this data and so it is important that respondents understand that completing the survey will not affect dealings with DWP, either now or in the future.

**Some of the respondents we will be talking to are ex-prisoners or those who have recently finished a probation period and you will know in advance who these individuals are.**

Under the terms of Section 33 of the Data Protection Act, 1998, the DWP is permitted to give their information to other organisations for the use of research and statistics.

Please assure them that IFF has only been supplied with their contact details for the purpose of this research, we hold no financial details or other information and will not contact them again for this research if they do not wish to participate.

All responses to the survey will be treated with the strictest confidence under the guidelines of the Market Research Society. The findings of the study will not identify them, and no personal information will be passed to anyone outside the research team and the DWP research team.

Taking part in the survey will not affect their future eligibility to claim benefit or any dealings with the DWP.

## What we will ask about

The survey covers:

- What they were doing immediately before the start of the course/support.
- Participants' reasons for starting on and aspirations for the training/support course.
- What the course/support involved and how long it lasted.
- Participants' experience of the course/support.
- Outcomes of the course/support.
- Situation on leaving provision.
- Key demographic information.

At the end of the survey respondents will be asked if they would be willing to take part in a follow-up interview, in around five to six months' time when we'd like to find out what they have been doing since this initial interview.

As some respondents may not have a fixed address, we will ask them to confirm the best number to contact them on, as well as the contact details for a close friend or family member so that we can reach them for the follow-up survey.

## Alternative interview methods

At the very start of the survey, or towards to the end of Section A, respondents can state that they would prefer to complete the survey in another language or face-to-face. If this is the case, please record the language in which the respondent would like to complete the survey and if they have requested a face-to-face interview advise them that someone will call them back in due course to arrange an interview at a time convenient to them.

## Question specifics

### Throughout

The wording of the survey will change depending on the type of training or support received. Dates will also vary according to when a respondent finished their provision.

Similarly, different sections of the questionnaire will concentrate on different time periods, i.e. **immediately before, during and immediately after** provision, so it is crucial that the script is read out in full to ensure that the respondent is answering in relation to the period we are talking about.

### Screener

We don't really want to lose many people at the screener, especially through them saying that they don't recall being on a training course / support package. **At least progress them through to Section A** where we used more tailored prompts to jog their memory about the provision and establish their eligibility for the research.

### Section A – Confirming ESF provision:

It is extremely important that each question and 'add as necessary' text are read out in full (where required). This section provides further detail on the respondent's provision and establishes their eligibility for the research.

**A1:** Important question at which the respondent will indicate whether or not they recall the provision. Depending on their level of recall they will be directed to a series of questions from **A2 to A6** to collect more information about the start date, end date and training or support name. Once these details have been confirmed we will tell the respondent that this is the course or support that we want them to think about when answering the rest of the survey and for convenience we shall refer to the provision as either; **course** or **support programme**.

**A8:** If the respondent left the course early we will **not** be screening them out and they will be expected to complete a full interview. Instead we will ask why they left the course early.

### Section B – Status prior to provision

This section will look to establish the participant's situation **immediately before starting their training or support package**. If the respondent is struggling to focus, ask them to think about what they were doing in the week leading up to them starting the provision.

**B1:** If the respondent says they were doing more than one thing, then ask them to consider what their main activity was (either time spent doing it or the activity they felt was most

important to them, e.g. earning money or studying). If the respondent is really struggling then code the option they have stated which appears closest to the top of the list.

**B1a:** Will be asked to those who say that immediately before starting provision they were working in an unpaid role. We want to check if they were working or contributing to a family business if so, we will class them as being employed and will follow up with questions about their job title and contract type.

**B4:** How many people in total working at the site means the total **including the respondent**.

**B6:** Please probe for as much detail as possible to allow for coding to 4 digit level SOC 2010.

**B8 – B13:** Automatic checks built in for impossibly high and impossibly low salaries.

**B19:** Reason for not wanting paid work – we are only collecting the **main reason** here, if a respondent says more than one, then code their first response.

**B21:** Respondents will be asked whether immediately before starting provision they had a L2 qualification.

IF YES: They will be asked whether they had any qualifications at a level higher than Level 2 starting with Level 5 and working down towards Level 3 until they say 'yes'.

IF NO: They will be asked whether they had a L1 qualification or lower working down to entry level until they say yes.

Both routes will provide us with the highest qualification level achieved by the respondent immediately before the start of provision.

## Section C – Details of provision

This section asks for more reasons why the respondent came to be on the course or receiving support, seeks to establish what they wanted to achieve from it and understand any barriers the respondent may have faced in attending the course.

**C1A/C3A:** These questions are asked to establish whether the respondent first heard about/attended the course or support programme through an outreach programme. An outreach programme usually involves someone from the training provider knocking on an individual's door or approaching them in the street/at a support centre and providing information about what support might be available to them.

**C3A:** This question will be asked up to a maximum of three times based on answers given at C3.

**C4:** Code 7 is coming from the angle of equal opportunities

**C9:** Time spent travelling to and from training/support classes should **not be included** in the answer

**C10:** This is about the total length of time between the start of the course to the end of the course, including days/weeks when no provision happened.

## Section D – Outcomes gained

This section explores the immediate impact of the provision – both hard and soft outcomes,

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e.g. qualifications gained as well as levels of confidence or motivations well as respondent satisfaction with the provision.

**D4:** The question asks if they had ‘gained or improved’ skills in these areas – please code both gained and improved as ‘yes’. Statements 2 and 3 are asking about different levels of IT skills.

**D13:** Multicoded version of the qualification question – please code all levels of all qualifications the respondent achieved as a result of their training or support.

### Section E – Status on leaving provision

This section asks about respondents’ status **immediately upon leaving the course** and whether or not they were doing exactly the same activity as that immediately before starting the provision.

**E2:** If the respondent says they were doing more than one thing, then ask them to consider what their main activity was (either time spent doing or the activity they felt was most important to them, e.g. earning money or studying). If the respondent is really struggling then code the option they have stated which appears closest to the top of the list.

**E2a:** Will be asked to those who say that immediately before starting provision they were working in an unpaid role. We want to check if they were working or contributing to a family business so we know whether or not to class them as being employed.

### Section F – Demographics

**F6:** If the respondent replies ‘working tax credit’ code to other along with Incapacity Benefit (IB) and Income Support (IS) stating the name of the benefit. If the respondent states their IB/IS is being assessed for Employment and Support Allowance code to other stating IB/IS.

### Section G – Recontact questions

Respondents will be asked if they would be willing to take part in a follow-up interview, in around five to six months’ time when we’d like to find out what they have been doing since this initial interview.

As some respondents may not have a fixed address, we will ask them to confirm the best number to contact them on as well as the contact details for a close friend or family member so that we can reach them for the follow-up survey.



# Appendix B

## Wave 2 briefing notes

### Purpose of the research

The aim of the research is to collect information on individuals' experiences of work-related training courses and support programmes funded by the European Social Fund (ESF) in England. ESF was set up with the aim of improving standards of living in Europe by getting more people into work. The courses are all work-related and are aimed to help those not working into employment or to upskill low-skilled workers. As part of the research we will be speaking with vulnerable and disadvantaged groups including those with few or no qualifications, unemployed people, those being released from prison, and lone parents.

The research is important in that it will provide data on how well training providers are meeting the targets of the ESF programme.

The **Department for Work and Pensions (DWP)** is overseeing the survey in England and has commissioned us to carry out the work.

This is Wave 2 of the research, which is a follow-up interview to Wave 1, taking place about six months after the course ended. In Wave 1 we asked about the ESF course they took part in, and what they were doing immediately beforehand and afterwards. In this Wave we will focus on their activities since they left the course, and how much impact they believe the ESF provision has had on them longer term.

### The training courses and support programmes

We have been provided (in most cases) with the name of the course or support package and the name of the provider delivering this course, training or support. We have updated this information with that provided by the respondents in Wave 1 (if they disagreed with the information we had for them) and these names are used to prompt respondents in this survey. The name of the course and provider will also appear at the top of the screen throughout the interview in case prompting is required to this effect. Please note that respondents may be unaware that the provision involved either ESF or DWP.

It's important to remember that ESF provision varies significantly, ranging from explicitly work-related training, through less obviously employment-related things such as English language courses, to things like support with drug addiction which might not even be recognised as a course. As a result, different respondents will be read different text, depending on the provision they received. **It is important to read the question text carefully since it will vary from interview to interview.**

### Who we will be speaking to

In this wave, we will be speaking to people who have left their ESF training courses or support programmes at least six months ago, although they might not have actually

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completed their ESF course.

We want to speak to everyone regardless of what they are doing now and will only be contacting those individuals who consented to being called back at Wave 1. **It is vital that we conduct the interview with the named respondent.**

Some of the respondents we will be talking to are ex-prisoners or those who have recently finished a probation period.

The data being gathered is sensitive, so it is important that respondents understand that completing the survey will not affect dealings with DWP, either now or in the future. Taking part in the survey will not affect their future or current eligibility to claim benefits and will not be used to monitor compliance with the DWP, Jobcentre or probation requirements.

Under the terms of Section 33 of the Data Protection Act, 1998, the DWP is permitted to give their information to other organisations for the use of research and statistics.

Please assure respondents that IFF has only been supplied with their contact details for the purpose of this research, we hold no financial details or other information and will not contact them again for this research if they do not wish to participate.

All responses to the survey will be treated with the strictest confidence under the guidelines of the Market Research Society. The findings of the study will not identify them, and no personal information will be passed to anyone outside the research team and the DWP research team.

## What we will ask about

The survey includes:

- Asking for more information (in addition to that gathered in Wave 1) about what they were doing immediately after the ESF provision ended.
- Building up a record of what else they have been doing since the course, for example:
  - periods of employment;
  - further training and education; and
  - periods where they weren't employed.
- How much they think the ESF provision contributed to what has happened since it ended.
- What impact they think the ESF provision has had in the longer term.

## Alternative interview methods

At the very start of the survey, respondents can state that they would prefer to complete the survey in another language or by an alternative method (e.g. face to face). If this is the case, please record the language in which the respondent would like to complete the survey and if they have requested an alternative method of interview advise them that someone will call them back in due course to arrange this at a time convenient to them.

## Question specifics

### Throughout

The wording of the survey and options available at many questions will change depending on the situation of the participant, so **it is particularly important to read the text each time**.

Different sections of the questionnaire will concentrate on different time periods, following through in time order. You should ensure you are clear (particularly around dates/'What did you do **immediately** after that?') and that the respondent has understood the question.

There are a lot of routing instructions and text subs in the script, if you don't stick to the script the survey could become very confusing and messy. **It shows particular dates and you MUST read these out even if it seems repetitive**. Part of the questionnaire will be asked multiple times if they have done multiple things since leaving ESF provision, once about each activity they have done.

It is very important where text questions are asked that if the respondent does not know or refuses to give an answer to use the 'DK' and 'REF' options below the text box. **If you type 'Don't know' or any other text which does not answer the question into a text box, the questionnaire script will later give you question texts which do not make sense**.

### Screeners

This identifies the named respondent from Wave 1 and mentions the interview which took place previously, mentioning the course title and provider of the ESF provision (if this is available). **It is not important that they remember the previous interview**.

### Section A – Further detail about work on leaving ESF provision

This section is only asked of those who said in Wave 1 that they were in work immediately after leaving ESF provision. The questions vary depending on whether they started a new job during or **immediately** after ESF provision, or if they had the same employment all along.

**All questions in Section A are about the situation during and immediately after leaving ESF provision, not things happening since or the situation now.**

If the respondent is employed via an agency, all questions should be answered about the actual place of work of the respondent, not about the agency.

**A1:** This asks about changes which may have happened in the respondent's existing employment (e.g. a pay rise) during or immediately after ESF provision. **This should include all changes during that time, even if the respondent does not consider them to be anything to do with the ESF provision**. We ask about whether they think ESF was responsible for these changes at the end of the section.

**A4:** The number of employees at the workplace should **include** the participant, and includes the site where they work only. If they are a mobile worker, this is the number of employees with the same base (e.g. taxi office). If it varies, take a rough average.

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**A6:** Please probe for as much detail as possible to allow for coding to 4 digit level SOC 2010.

**A8:** We realise this is a sensitive question but please reassure respondents that the data is confidential and useful to assess what sort of employment ESF participants are able to secure. Checks have been built in in case the response seems too high or too low.

### Section B – Further detail about training entered on leaving ESF provision

This section is only asked of those who said in Wave 1 that they were in training immediately after leaving ESF provision.

**All questions in Section B are about the situation immediately after leaving ESF provision, not things happening since or the situation now.**

**B2:** This should show the name of the training/education course, rather than the qualification studied towards (unless the two are the same). Qualifications are asked about later. If the participant is at school, type 'at school' or 'at college', rather than qualification names. Wording used here is employed in later text substitutions in the question texts.

### Section C – Establishing whether changed status since leaving course

This section establishes whether we need to ask about other things they have done since leaving the course.

This includes things they may have done **temporarily**, even if they went back to the same activity afterwards. Finally, holidays or other temporary breaks (e.g. off work sick, maternity leave) do not count as a change in activity.

This also includes people who have changed employer or changed training course, **even if their general activity remains the same**. It does not include being promoted for an existing employer, or moving from GCSEs to A-Levels.

This section is very important to get right, and if you realise you have coded something wrongly here, you **MUST** return to these pages and amend during the interview as the routing is heavily affected by responses here.

Occasionally a respondent might disagree with the Wave 1 activity we have for them. If this is the case, we can no longer continue with the survey.

### Section D – Establishing other activities since last interview

This section first asks a few more questions about the **activity they were doing immediately after doing the course, and when and why they stopped doing that**.

**D1:** It is important to give as many reasons as possible here – e.g. if they got another job please do ask if there were any other reasons why they left the previous job. They may, for example, have left due to lack of promotion prospects, or been made redundant – there's a major difference between the two.

**D2 to D6:** These questions are about the training or education they took part in **immediately after leaving the ESF provision** (in some cases they may have been on this training before the course too). It is very important to note they are **not about the ESF provision itself, or any subsequent training course done since**.

**D7:** This question is about the end date of the activity **immediately after leaving the ESF provision, not any subsequent activity or the ESF provision itself**. If they temporarily stopped doing something and came back to it, it's the date they temporarily stopped doing it.

**D8:** This is where they are asked what they did next, and **we move on to talking about that activity in the following questions**.

**At D8, it is important to avoid using the 'Other' box where possible**, because this affects the questions asked next. If something is only slightly different from one of the precodes, please **use the precode**. The exception is that unemployed people **not** looking for work should be coded as 'Other', unless they fall into another category. For example:

- If they are doing two activities, ask them to choose a main activity, even if it's very close to half and half.
- If they are not sure if they are self-employed or working for an employer, pick the one which seems most likely rather than using the 'Other' box.
- You do not have to be claiming Jobseeker's Allowance (JSA) to be unemployed.
- Volunteering in a charity shop is 'working for an employer unpaid'.
- Waiting to start a job for more than a couple of weeks should be counted as a period of being 'unemployed and actively seeking work'.
- Waiting for a training course to start should be counted as full-time or part-time training.

**D11:** The name of the employer – this is the name of the company.

**D13:** Again, the number of employees at the workplace should include the participant, and includes the site where they work only. If they are a mobile worker, this is the number of employees with the same base (e.g. taxi office). If it varies, take a rough average.

**D15:** Please probe for as much detail as possible to allow for coding to 4 digit level SOC 2010

**D17:** We realise this is a sensitive question, but please reassure respondents that the data is confidential and useful to assess what sort of employment ESF participants are able to secure. Checks have been built in in case the response seems too high or too low.

**D25:** This should show the name of the training/education course, rather than the qualification studied towards (unless the two are the same). Qualifications are asked about later. If the participant is at school, type 'at school' or 'at college', rather than qualification names.

**D32:** This determines whether to go back to ask about another activity.

The criteria for having changed activity are the same as in Section C. People who have changed employer or changed training course should be counted as not doing the same thing, **even if their general activity remains the same**. However, being promoted for an existing employer or moving from GCSEs to A-Levels does not count as a change. Finally, holidays or other temporary breaks (e.g. off work sick, maternity leave) do not count as a change in activity.

## **Section E – Impact of ESF provision**

This section looks at how the respondent considers the ESF provision to have impacted on their activities more broadly. **It is important in this section to focus on the ESF provision – we are not talking about any other subsequent training that the respondent might have talked about during the questionnaire.**

Where available, the course name and provider will be used.

**E3:** When we say **anyone from the course** we mean the provider, not other students

## **Section F – Data linking and re-contacting**

**F1 and F2:** **It is important to read out everything here** – it's very important for legal reasons that respondents give genuinely informed consent for data sharing/combining.

# Appendix C

## Advance letter to participants

Dear <NAME>

### **Skills for Jobs Study 2012**

We are writing to ask you to help us by taking part in a telephone survey of people who have recently completed work-related training courses. The study is for the Department for Work and Pensions (DWP) and European Social Fund (ESF) and is being carried out by IFF Research, an independent research company.

The study is an important one, as the results will help the Government and the European Commission to decide what types of work-related training courses to fund in the future, and to improve the services they provide.

You have been selected at random from a list of people who have recently completed work-related training. An IFF telephone interviewer will call you in the next few weeks to ask some questions about the training you have done, how it relates to what you are doing now, and what you want to do in the future. The telephone interview should take no longer than 20 minutes and will take place at a time convenient to you.

Anything you tell the interviewers will be held in the strictest confidence. The findings of the study will not identify you, and no personal information will be shared with any third parties. Taking part in the research is entirely voluntary and will not affect any benefits you receive either now or in the future. If you do not want to take part, please let IFF know by calling our free opt-out line on 08000 147353, leaving your name and quoting the reference number at the top of this letter, before Thursday 4 October. If you find it difficult to speak over the phone or would prefer to complete the survey face-to-face please complete the short form overleaf and return to IFF using the pre-paid envelope enclosed.

If you have any questions about the study please call a member of our team on 08000 542376 or send an email to [ESF2012@iffresearch.com](mailto:ESF2012@iffresearch.com). You can also find more information about the research at [www.dwp.gov.uk/esf/esf-in-action/esf-evaluation/](http://www.dwp.gov.uk/esf/esf-in-action/esf-evaluation/).

Thank you for your help.

Yours sincerely,

Sam Morris

Research Executive, IFF Research

# Appendix D

## NOMS consent form

The National Offender Management Service (NOMS) are working with the Department for Work and Pensions (DWP) to see what you thought of the support you received whilst you were in prison. We are hoping you will be able to help us with this study which will help ensure future provision meets the needs of people like yourself. The work is being conducted by IFF Research, an independent research company, on behalf of the DWP. If you agree to be contacted one of their interviewers will call you in the next few weeks. The interview will just take about 15-20 minutes.

Please be assured that **you will not speak to anyone associated with the prison from which you have been released or with anyone from the Government.**

If you are happy to take part, **please could you provide your name and contact details below and sign at the bottom of the page.** Please provide the best number(s) on which to contact you over the next few months. **Please be assured your personal details will only be seen by IFF and will not be passed on to anyone else.**

If you have any queries or would like more information you can contact Sam Morris at IFF Research by email: [sam.morris@iffresearch.com](mailto:sam.morris@iffresearch.com) telephone: 0207 250 3035.

Thank you for your help with this important piece of research.

First name	
Surname	
Home phone number	
Mobile phone number	
Full postal address	
Post code	

I confirm I am happy to take part in the research and for IFF Research to contact me using the contact information I have provided above.

SIGNED: \_\_\_\_\_ DATE: \_\_\_\_\_



# Appendix E

## Wave 1 questionnaire

### S Screener

ASK PERSON WHO ANSWERS PHONE

- S1 **Good morning/afternoon/evening. My name is NAME and I'm calling from IFF Research. Please can I speak to NAME?**

Respondent answers phone	1	CONTINUE
Transferred to respondent	2	
Hard appointment	3	MAKE APPOINTMENT
Soft appointment	4	
Refusal	5	CLOSE
Not available in deadline	6	
Respondent not known at address	7	
Respondent has died	8	
Respondent is in prison	9	
Respondent is living outside the UK	10	
Respondent unable to participate due to health/ disability (please specify)	11	
Engaged	12	
Fax line	13	
No reply/Answer phone	14	
Business number	15	
Dead line	16	

ASK ALL

- S2 **Good morning/afternoon, my name is NAME, calling from IFF Research, an independent market research company. We are currently conducting a project on behalf of the Department for Work and Pensions talking to people like yourself about your experiences of your time on a <COURSE> [IF HAVE PROVNAME: run by <PROVNAME>.1**

**If you wish to take part the interview will take around 20 minutes to complete, depending on your answers. Please note, this call may be recorded for quality or training purposes.**

**ADD IF NECESSARY:** [IF BATCH 1, 2 OR NOMS: **You would have finished this <COURSE>, [IF HASAIMREF: called <AIMREF>].**] [IF BATCH 1 AND NOT NOMS: **between June and September 2012**] [IF NOMS: **in the last few months.**] [IF BATCH 2: **between January and September 2012.**]

[IF NOMS: **ADD IF NECESSARY: This would have involved you being assigned a Case Manager [IF NOMSTYPE=1: whilst you were in prison] [IF NOMSTYPE=2:**

whilst you were on probation] who would, as well as working with you on a one-to-one basis, have arranged additional support for you. Among the support they may have helped you to access are training courses, financial advice, mentoring, housing, drugs and alcohol counselling and employment services.]

[IF BATCH = 1 OR 2 AND NOT NOMS: *ADD IF NECESSARY*: Some people have done a course or studied towards a certificate in something work related. Others have done courses in English, mathematics or computer skills or have had training in how to look for work.]

[IF BATCH = 3 AND CFO=3 AND DWPTYPE = 1/2: *ADD IF NECESSARY*: You [IF DWPTYPE=1: and your family] might have received practical support or advice to help find work or deal with everyday problems. Alternatively, you might have been on a voluntary or compulsory work experience scheme, or had support with literacy or numeracy.]

[IF BATCH = 3 AND CFO = 3 AND DWPTYPE = 3: *ADD IF NECESSARY*: You would have undertaken a 13 week community-based work placement at the start of the <COURSE>. Following this you might have received practical support or advice to help find work or deal with everyday problems. You might have also done more voluntary or compulsory work experience, or had support with literacy or numeracy. The name of the <COURSE> is ‘Day One Support for Young People’.

[IF BATCH = 3 AND CFO=8: *ADD IF NECESSARY*: The first part of this support would have involved you working through an Individual Training Plan which would have lasted around 14 hours. This training plan is designed to help you develop skills so that you can enter and remain in employment or further training over a longer period of time. This may have been part of a larger scheme called <AIMREF>.]

[IF CFO=1-3, 5, 8: *ADD IF NECESSARY*: We recently sent you a letter informing you about this research project.]

Continue	1	CONTINUE
Referred to someone else in household RECORD NAME_____	2	TRANSFER AND RE-INTRODUCE AT S2
Hard appointment	3	MAKE APPOINTMENT
Soft appointment	4	
Refusal	5	THANK AND CLOSE
Not available in deadline	6	
Respondent cannot complete interview in English (INTERVIEWER RECORD PREFERRED LANGUAGE)	7	GO TO S3
Respondent prefers to conduct interview face-to-face	8	GO TO S4
Respondent claims they haven't been on ESF provision	9	THANK AND CLOSE

IF RESPONDENT PREFERS ALTERNATIVE LANGUAGE (S2=7)

S3 **We will try to our best to arrange for someone to call you who can speak your preferred language and help you complete the survey.**

THANK AND CLOSE

S3a **Can I just check that you are aged 16 or over?**

Yes	1	CONTINUE TO A1
No – consent from adult given for respondent to continue	2	
No – consent not given for respondent to continue	3	THANK AND CLOSE

IF RESPONDENT WISHES TO COMPLETE SURVEY FACE TO FACE (S2=8)

S4 **Are you happy to be interviewed in English, or would you prefer another language?**

English	4	CONTINUE TO A1
Other language requested (PLEASE SPECIFY)	5	GO TO S5
Refuse	6	THANK AND CLOSE

IF RESPONDENT PREFERS ALTERNATIVE LANGUAGE (S4=2)

S5 **We will try to our best to arrange for someone to call you who can speak your preferred language and help you complete the survey.**

THANK AND CLOSE

REASSURANCES TO USE IF NECESSARY

The interview will take around 20 minutes to complete.

Please note that all data will be reported in aggregate form and your answers will not be reported to our client in any way that would allow you to be identified.

The survey is intended to find out your views about the support you received **[IF HAVE PROVNAME: from [provname]]**. The findings will be used to help the Government and European Commission plan how to better help people into work and training and improve the services they provide.

Your contact details were supplied to us by **[IF HAVE PROVNAME: [provname]; IF NO PROVNAME: your training provider]**.

Completing the survey will not affect your benefits or other dealings with DWP or Jobcentre Plus, either now or in the future.

If respondent wishes to confirm validity of survey or get more information about aims and objectives, they can call:

- **MRS: Market Research Society on 0500396999**
- **IFF: Sam Selner and Andrew Skone James (Research Executives): 0207 250 3035**
- **Sonia Jemmotte: Research Programme Quality Review and Security Manager (DWP): 0207 449 7094 (REFER TO IFF CONTACTS FIRST)**

## A Confirming ESF provision

ASK ALL

- A1 [IF REQUESTED FACE TO FACE INTERVIEW (S4=1): **Before one of our face-to-face interviewers contacts you to set up an appointment, I just want to check your eligibility for the survey.**]

ASK ALL

[IF BATCH 1, 2 OR NOMS: **First of all could you confirm you finished a <COURSE> [IF HAVE AIMREF: called <AIMREF>] in <SURVENDMONTH> and run by <PROVNAME>.**]

[IF BATCH 3 AND CFO=3: **First of all, could you confirm that you are currently on (or have recently finished) a <COURSE> [IF HAVE AIMREF: called <AIMREF>] [IF HAVE PROVNAME: run by <PROVNAME>]?**]

[IF BATCH = 3 AND CFO = 3 AND DWPTYPE = 3: *ADD IF NECESSARY: As part of this support package you will have been asked to undertake a work placement for 13 weeks whilst receiving additional support to help you find and stay in work*]

[IF BATCH 3 AND CFO=8: **First of all, could you confirm that you are currently on (or have recently finished) a <COURSE> with <PROVNAME>? This might have been part of a larger scheme called <AIMREF>.**]

[IF NO AIMREF AND BATCH 1, 2: *ADD IF NECESSARY: Some people have done a course or studied towards a certificate in something work-related. Others have done courses in English, mathematics or computer skills, or have had training in how to look for work.*]

[IF NOMS AND NO AIMREF: **This would have involved you being assigned a Case Manager [IF NOMSTYPE=1: whilst you were in prison] [IF NOMSTYPE=2: whilst you were on probation] who would, as well as working with you on a one-to-one basis, have arranged additional support for you. They may have helped you to access training courses, financial advice, mentoring, housing, drugs and alcohol counselling and employment services.**]

Yes	1	CHECK ROUTING ABOVE A3
<b>No – don't agree with the name of the course title / [IF HAVE PROVNAME: provider name] [IF BATCH 1, 2 OR NOMS: / end date]</b>	2	GO TO A1a
IF BATCH 1, 2 OR NOMS: <b>No – have not completed [IF HAVE AIMREF: &lt;AIMREF&gt;] [IF NO AIMREF: a &lt;COURSE&gt;] run by &lt;PROVNAME&gt; and am still [IF HAVE AIMREF: doing &lt;AIMREF&gt;][IF NO AIMREF: on the &lt;COURSE&gt;]</b>	3	THANK AND CLOSE
<b>No – [IF BATCH 1, 2 OR NOMS: did not complete [IF HAVE AIMREF: &lt;AIMREF&gt;] [IF NO AIMREF: a course / support package] run by &lt;PROVNAME&gt; and ] have never [IF HAVE AIMREF: done &lt;AIMREF&gt;] [IF NO AIMREF: been on the &lt;COURSE&gt;].</b>	4	THANK AND CLOSE

Don't know	5	GO TO PRIORITY DESCRIPTION (A2)
------------	---	---------------------------------

IF DON'T AGREE WITH SAMPLE COURSE INFORMATION (A1=2) FORCE THOSE WHO ARE BATCH = 3 AND NO PROVNAME TO AND A1=2 to A1a = 3 – DO NOT SHOW QUESTION TO THESE PEOPLE.

A1a **Which of the following pieces of information we have about the <COURSE> do you not agree with?**

READ OUT. MULTICODE

IF BATCH 1, 2 OR NOMS: <b>That it finished in &lt;SURVENDMONTH&gt;</b>	1	GO TO A3
IF HAVE PROVNAME: <b>That the &lt;COURSE&gt; was run by &lt;PROVNAME&gt;</b>	2	CHECK A3 FILTER. GO TO A3A
IF HAVE AIMREF: <b>That the &lt;COURSE&gt; was called &lt;AIMREF&gt;</b>	3	CHECK A3 and A3A FILTER. GO TO A4

IF DON'T RECALL COURSE (A1=5)

A2 [IF BATCH 1, 2 AND NOT NOMS: **Some people have done a course or studied towards a certificate in something work-related. Others have done courses in English, mathematics or computer skills or have had training in how to look for work. [IF BATCH = 1 OR 2: Between ][IF BATCH = 1: June and September 2012] [IF BATCH=2: January and September 2012] did you finish a training course or support programme that was designed to develop your skills or help you to look for work in the future?**]

[IF NOMS: **This would have involved you being assigned a Case Manager [IF NOMSTYPE=1: whilst you were in prison] [IF NOMSTYPE=2: whilst you were on probation] who would, as well as working with you on a one-to-one basis, have arranged additional support for you. They may have helped you to access training courses, financial advice, mentoring, housing, drugs and alcohol counselling and employment services.**]

[IF BATCH 3 AND CFO=3 AND DWPTYPE=1: **This is a voluntary programme available to families in which parents or children might be involved in crime or anti-social behaviour, have been excluded from school or have a poor attendance record or are claiming out-of-work benefits. The support is designed to help these families overcome any of these difficulties so they can move away from claiming benefits and move into employment.**]

[IF BATCH 3 AND CFO=3 AND DWPTYPE=2: **You would have volunteered to enter the Work Programme during a claim for Incapacity Benefit or Income Support. The Work Programme lasts for two years and is designed to help you move into work by providing support that is specific to your circumstances. Once in work, you continue to receive help and advice to give you a better chance of staying in work long term.**]

[IF BATCH 3 AND CFO=3 AND DWPTYPE=3: **This is a programme that is designed specifically to help those aged between 18 and 24 years of age who have never worked or have little work history. As part of this support package you will have been asked to undertake a work placement for 13 weeks whilst receiving**

**European Social Fund Cohort Study (2012–2014)**

**additional support to help you find and stay in work.]**

**[IF BATCH 3 AND CFO=8: [The first part of this support would have involved you working through an Individual Training Plan which would have lasted around 14 hours. This training plan is designed to help you develop skills so that you can enter and remain in employment or further training over a longer period of time. This may have been part of a larger scheme called <AIMREF>.]**

**[IF BATCH = 3: Have you in the last 12 months started a support programme which fits this description?]**

Yes	1	GO TO A3
No	2	THANK AND CLOSE
Don't know	3	

IF DON'T AGREE WITH END DATE ON SAMPLE (A1a=1) OR STRUGGLED TO REMEMBER COURSE (A2=1) AND BATCH ≠ 3

**A3 When did you finish the <COURSE> [IF HAVE AIMREF AND A1a ≠ 3: called <AIMREF>]?**

ADD IF NECESSARY: **Approximately when did the <COURSE> end?**

DP: DO NOT SHOW MONTHS WHICH ARE IN THE FUTURE

IF BATCH 1 OR NOMS: <b>Before June 2012</b>	1	THANK AND CLOSE
IF BATCH 3 AND NOT NOMS: <b>Before April 2013</b>	2	
IF BATCH 2: <b>Before 2012</b>	24	
IF BATCH 2: <b>January 2012</b>	25	CHECK ROUTING ABOVE A3a
IF BATCH 2: <b>February 2012</b>	26	
IF BATCH 2: <b>March 2012</b>	27	
IF BATCH 2: <b>April 2012</b>	28	
IF BATCH 2: <b>May 2012</b>	29	
IF BATCH 1, 2 OR NOMS: <b>June 2012</b>	3	
IF BATCH 1, 2 OR NOMS: <b>July 2012</b>	4	
IF BATCH 1, 2 OR NOMS: <b>August 2012</b>	5	
IF BATCH 1, 2 OR NOMS: <b>September 2012</b>	6	
IF NOMS: <b>October 2012</b>	7	
IF NOMS: <b>November 2012</b>	8	
IF NOMS: <b>December 2012</b>	9	
IF NOMS: <b>January 2013</b>	10	
IF NOMS: <b>February 2013</b>	11	
IF NOMS: <b>March 2013</b>	12	
IF NOMS: <b>April 2013</b>	13	
IF NOMS: <b>May 2013</b>	14	
IF NOMS: <b>June 2013</b>	15	
IF BATCH 1 OR 2 AND NOT NOMS: <b>After September 2012</b>	16	THANK AND CLOSE
IF NOMS: <b>After June 2013</b>	17	

DO NOT READ OUT: <b>Still on course</b>	18	THANK AND CLOSE
DO NOT READ OUT: Don't know	19	

<b>FINAL ENDDATE TEXT SUB</b>		
IF A1=1 OR A1a=NOT 1 use sample enddate		1
IF A1a=1 use A3 enddate		2
IF BATCH = 3 leave blank		3

IF DON'T AGREE WITH PROVIDER NAME (A1a=2) OR STRUGGLED TO REMEMBER COURSE (A2=1) OR DON'T HAVE PROVNAME

- A3a **Can I ask what was the name of the organisation which ran the <COURSE> [IF BATCH ≠ 3: you finished in <FINAL ENDDATE>]?**

WRITE IN	CHECK ROUTING ABOVE A4
ALLOW DK	

<b>FINAL PROVIDER NAME TEXT SUB</b>		
IF A1a=2 AND A3a is NOT DK, use A3a answer		1
IF A3a=DK use 'your training provider'		2
IF A1a=NOT 2 use sample provname		3

IF DON'T AGREE WITH NAME OF PROVISION (A1a=3) OR IF STRUGGLED TO REMEMBER COURSE (A2=1) OR IF NO AIMREF

- A4 **Can I ask what was the name of the <COURSE>[IF BATCH ≠ 3: which you finished in <FINAL ENDDATE>] run by <FINAL PROVIDER NAME>[IF NOMSTYPE=1: whilst you were in prison] [IF NOMSTYPE=2: whilst you were on probation]?**

WRITE IN	CONTINUE TO START DATE (A5/A6)
ALLOW DK	

<b>FINAL AIMREF TEXT SUB AND ROUTING INSTRUCTION</b>		
IF A1a=3 OR NO AIMREF USE NAME FROM A4 IF A4 NOT DK		1
IF A4=DK USE ' <b>TRAINING COURSE OR SUPPORT PROGRAMME</b> '		2
IF A1=1 USE AIMREF VAR UNLESS NO AIMREF		3

ASK ALL WITH STARTDATE ON SAMPLE

- A5 **According to our records, you started on the <COURSE>[FINAL AIMREF = 1 OR 3: called <FINAL AIMREF>] around <STARTDATE>[IF NOMSTYPE=1: whilst you were in prison] [NOMSTYPE=2: whilst you were on probation]. Is that correct?**

Yes	1	CHECK FILTER ABOVE A7
No	2	
Don't know	3	

IF DON'T AGREE WITH SAMPLE START DATE (A5 = 2 OR 3) OR START DATE NOT ON SAMPLE

- A6 **Can I just check when did you start the <COURSE>[IF START DATE NOT ON**

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SAMPLE: [IF FINAL AIMREF = 1 OR 3: **called** <FINAL AIMREF>] [IF NOMSTYPE=1: **whilst you were in prison**] [IF NOMSTYPE=2: **whilst you were on probation**]]?

*ADD IF NECESSARY:* Approximately when did you start your <COURSE>, run by <FINAL PROVIDER NAME>?

INTERVIEWER RECORD MONTH AND YEAR (CANNOT BE BEFORE 2006 OR AFTER JULY 2013)
ALLOW DK

ASK ALL

**From now on I shall refer to the <FINAL AIMREF> ~~you did~~ as your <COURSE>.**

ASK ALL

A7 [BATCH ≠ 3: **Did you complete the <COURSE> or did you leave early?**]

[BATCH = 3: **Can you confirm if you are still on the <COURSE>, did you complete the <COURSE> or did you leave early?**]

[BATCH =3 AND DWPTYPE = 3: *ADD IF NECESSARY:* **Your <COURSE> should last up to two years, involving a 13 week work placement at the start, followed by infrequent, but ongoing support from <FINAL PROVIDER NAME>.**

SINGLE CODE. DO NOT READ OUT.

Completed course	1	CHECK FILTER ABOVE A10
Left early	2	BATCH 1/3: CONTINUE BATCH 2: THANK AND CLOSE
Don't know	3	CHECK FILTER ABOVE A10
[DP: Can you make this appear at the top of the list] Still on course	4	CHECK FILTER ABOVE A10

IF BATCH 3 AND COMPLETED OR LEFT COURSE EARLY (BATCH = 3 AND A7=1/2)

A7a **Can we just check, when did you finish the <COURSE>?**

*ADD IF NECESSARY:* **Approximately when did the <COURSE> end?**

DP: DO NOT SHOW MONTHS WHICH ARE IN THE FUTURE



<b>Before December 2012</b>	1	DP: PLEASE ALIGN CODES TO A3 / END DATE.
<b>December 2012</b>	15	
<b>January 2013</b>	2	
<b>February 2013</b>	3	
<b>March 2013</b>	4	
<b>April 2013</b>	5	
<b>May 2013</b>	6	
<b>June 2013</b>	7	
<b>July 2013</b>	8	
<b>August 2013</b>	9	
<b>September 2013</b>	10	
<b>October 2013</b>	11	
<b>November 2013</b>	12	
<b>December 2013</b>	13	
Don't know	14	

IF LEFT COURSE EARLY (A7=2)

**A8 Why did you leave the <COURSE> early? (ESF 2009: W1WhyLft)**

MULTICODE. DO NOT READ OUT. PROBE FULLY	
I was not satisfied with the course/support	1
I found a job or moved jobs	2
I started a course at college or training centre	3
I moved away	4
Financial reasons	5
Caring responsibilities	6
I had problems relating to my disability	7

**European Social Fund Cohort Study (2012–2014)**

I became ill	8
Other domestic or personal reasons	9
Other (write in)	10
No particular reason	11

IF DISSATISFIED WITH COURSE / SUPPORT (A8=1)

A9 **Why were you dissatisfied with the <COURSE>?**

WRITE IN <i>ALLOW DK</i>
-----------------------------

IF S2=NOT 8

A10 **Is it okay if we conduct this interview by phone, or would you rather we met face to face?**

SINGLE CODE. DO NOT READ OUT.

Phone	1	CONTINUE TO SECTION B
Face-to-face	2	GO TO A10a
Other (RECORD DETAILS)	3	

A10=2

A10b **Are you happy to be interviewed in English, or would you prefer another language?**

English	1	
Other language requested (PLEASE SPECIFY)	2	
Refuse	3	

A10a=1/2 OR S4=1

A10c **One of our face-to-face interviewers will be in touch in the next few weeks to arrange an appointment with you.**

THANK AND CLOSE

## **B Status prior to provision**

ASK ALL EXCEPT NOMS WHO RECEIVED PROVISION IN PRISON (ALL EXCEPT NOMSTYPE=1. DP: AUTOMATICALLY CODE NOMSTYPE=1 TO BE CODE 12 AND SKIP TO B16)

**Before I talk to you about the <COURSE>, I would like to ask a few questions about your situation immediately before you began the <COURSE>.**

B1 **First of all could you tell me what you consider to have been your main activity immediately before starting the <COURSE>. If you were doing more than one of**

these activities please just tell me about the activity you consider to have been your main activity.

So were you... (adapted from ESF 2009: Act12mth)

SINGLE CODE. READ OUT.

*INTERVIEWER NOTE: IF ON MATERNITY LEAVE CODE TO TYPE OF EMPLOYMENT HAD PRIOR TO MATERNITY LEAVE*

*IF THE RESPONDENT WAS WAITING FOR A TRAINING COURSE TO START CODE AS F/T – P/T TRAINING – PROBE FOR WHICH*

*IF THE RESPONDENT WAS WAITING TO START A NEW JOB CODE AS UNEMPLOYED AND ACTIVELY SEEKING WORK*

<b>working full time for an employer in a paid role – 30 hours or more per week</b>	1
<b>working part time for an employer in a paid role – less than 30 hours per week</b>	2
<b>self-employed</b>	3
<b>retired and/or claiming a pension/Pension Credit</b>	4
<b>in full-time training or education – 16 hours or more per week</b>	5
<b>in part-time training or education – less than 16 hours per week</b>	6
<b>unemployed and actively seeking work</b>	7
<b>not in employment because of sickness or disability</b>	8
<b>looking after the home or family full time</b>	9
<b>caring for an adult family member, relative or friend who has any long-standing illness, disability or infirmity</b>	10
<b>working for an employer in a voluntary, unpaid role or internship</b>	11
DP: PUT AT TOP OF LIST FOR NOMS PARTICIPANTS IF NOMS: <b>in prison</b>	12
(DO NOT READ OUT) Other (Specify)	13

IF WORKING FOR AN EMPLOYER IN A VOLUNTARY, UNPAID ROLE OR INTERNSHIP (B1=11)

B1a **And immediately before you began the <COURSE> were you working in a family business without being paid?**

Yes	1
No	2
Don't know	3

**B1DUM EMPLOYMENT DUMMY VARIABLE, DO NOT ASK**

**European Social Fund Cohort Study (2012–2014)**

In paid work (B1=1-3)	1
Self-employed (B1=3)	2
In paid work for an employer (B1=1-2)	3
In training or education(B1=5-6)	4
Unemployed and seeking work (B1=7)	5
In paid or unpaid work (B1=1-3/11)	6
Unpaid work for an employer or working in a voluntary capacity (B1=11)	7
Not in employment and not retired (B1=5-10 OR 12 OR 13) OR (B1A=2/3)	8
Not in employment, not retired and not unemployed and actively seeking work (B1=5-6, 8-10, 12-13) OR B1A=2/3	9
Economically inactive (B1=5-6 OR 8-10 OR 12-13) OR (B1A=2-3)	10
In employment (including family worker) (B1=1-3 OR B1A=1)	11
Retired	12

IF IN EMPLOYMENT BUT NOT SELF-EMPLOYED (B1DUM=11 AND B1DUM#2)

**B2 And what was the name of your employer?**

WRITE IN <i>ALLOW DK AND REF.</i>
--------------------------------------

IF IN EMPLOYMENT BUT NOT SELF-EMPLOYED (B1DUM=11 AND B1DUM#2)

**B3 Thinking about this job, was it...**

SINGLE CODE. READ OUT.

On a permanent or open-ended contract	1
On a fixed-term contract lasting 12 months or longer	2
On a fixed-term contract lasting less than 12 months	3
On a temporary or casual basis	4
On some other basis (PLEASE SPECIFY)	5
(DON'T READ OUT) Don't know	6
(DON'T READ OUT) Refused	7

IF IN EMPLOYMENT BUT NOT SELF-EMPLOYED (B1DUM=11 AND B1DUM#2)

**B4 How many people were employed at the site where you worked?**

INTERVIEWER INSTRUCTION: This is the total number of employees at the site where the respondent works including the respondent

WRITE IN
----------

IF DON'T KNOW EXACT NUMBER – PROMPT WITH RANGES

**Would you say it was...?**

1-9	1
-----	---

10-24	2
25-49	3
50-249	4
250+	5
Don't Know	6

B5 QUESTION DELETED

IF IN EMPLOYMENT BUT NOT SELF-EMPLOYED (B1DUM=11 AND B1DUM#2)

B6 **And what was your job title and your main duties or responsibilities?**

*PROBE FOR FULL DETAILS.*

*E.G. IF RESPONDENT IS "SUPERVISOR" ASK WHAT KIND OF SUPERVISOR, WHERE? IF 'ASSISTANT, WHAT SORT OF ASSISTANT?*

WRITE IN. TO BE CODED TO 4 DIGIT SOC 2010. ALLOW REF.
---

IF IN EMPLOYMENT (B1DUM=11)

B7 **Did you have formal responsibility for supervising the work of other employees?**

Yes	1
No	2
Don't know	3

IF IN PAID WORK (B1DUM=1)

B8 **We would like to ask you how much you [B1DUM=3: were paid] [B1DUM=2: earned] in your main job prior to starting the <COURSE>.**

**Would it be easiest to tell us how much you were paid before tax...**

**ADD IF NECESSARY: All your answers will be held in the strictest confidence, and will be used for statistical purposes only**

SINGLE CODE. READ OUT.

<b>Per year (annual salary)</b>	1
<b>Per month</b>	2
<b>Per week</b>	3
<b>Per hour</b>	4
Other (please type in) (DO NOT READ OUT)	5
Unwilling to answer (DO NOT READ OUT)	6

ASK IF WANT TO ANSWER PER YEAR (B8=1)

B9 **What was your salary per year before tax?**

DO NOT INCLUDE ANY BONUSES, TAX CREDITS OR BENEFITS

TYPE IN FIGURE E.G. 15000
---------------------------

**European Social Fund Cohort Study (2012–2014)**

CATI CHECK – IF LESS THAN £5,000 OR MORE THAN £50,000

**Can I just confirm that your salary per YEAR, before tax was £[AMOUNT AT B9]?**

Yes	1	CONTINUE
No	2	GO BACK AND AMEND PAY

ASK IF WANT TO ANSWER PER MONTH (B8=2)

**B10 What were you paid per month before tax and any other deductions?**

DO NOT INCLUDE ANY BONUSES, TAX CREDITS OR BENEFITS

TYPE IN FIGURE E.G. 800
-------------------------

CATI CHECK – IF LESS THAN £400 OR MORE THAN £4,000

**Can I just confirm that you were paid £[AMOUNT AT B10] per MONTH, before tax and any other deductions?**

Yes	1	CONTINUE
No	2	GO BACK AND AMEND PAY

ASK IF WANT TO ANSWER PER WEEK (B8=3)

**B11 What were you paid per week before tax and any other deductions?**

DO NOT INCLUDE ANY BONUSES, TAX CREDITS OR BENEFITS

INTERVIEWER INSTRUCTION: IF RATE OF PAY VARIES THEN ASK FOR RATE OF PAY THIS WEEK. DO NOT INCLUDE OVERTIME RATE IF DIFFERENT TO NORMAL RATE.

TYPE IN FIGURE E.G. 200
-------------------------

CATI CHECK – IF LESS THAN £100 OR MORE THAN £1,000

**Can I just confirm that you were paid £[AMOUNT AT B11] per WEEK, before tax and any other deductions?**

Yes	1	CONTINUE
No	2	GO BACK AND AMEND PAY

ASK IF WANT TO ANSWER PER HOUR (B8=4)

**B12 What were you paid per hour before tax and any other deductions?**

DO NOT INCLUDE ANY BONUSES, TAX CREDITS OR BENEFITS

INTERVIEWER INSTRUCTION: IF RATE OF PAY VARIES THEN ASK FOR RATE OF PAY TODAY. DO NOT INCLUDE OVERTIME RATE IF DIFFERENT TO NORMAL RATE.

TYPE IN FIGURE E.G. 7.50
--------------------------

CATI CHECK – IF LESS THAN £5 OR MORE THAN £25

**Can I just confirm that you were paid £[AMOUNT AT B12] per HOUR, before tax and any other deductions?**

INTERVIEWER NOTE: Please use decimal point so 7.50 = £7.50, 10.00 = £10

Yes	1	CONTINUE
No	2	GO BACK AND AMEND PAY

ASK IF WANT TO ANSWER OTHER (B8=5)

**B13 What were you paid per [AS ENTERED AT B8 OTHER] before tax and any other deductions?**

DO NOT INCLUDE ANY BONUSES, TAX CREDITS OR BENEFITS

INTERVIEWER INSTRUCTION: IF RATE OF PAY VARIES THEN ASK FOR RATE OF PAY TODAY. DO NOT INCLUDE OVERTIME RATE IF DIFFERENT TO NORMAL RATE.

TYPE IN FIGURE E.G. 7.50

ASK IF WANT TO ANSWER PER HOUR (B8=4)

**B14 How many hours on average did you work per week in this job?**

WRITE IN NUMBER OF HOURS  
ALLOW DK/REF

CATI CHECK – IF OVER 50 HOURS PER WEEK

**Can I just check that you worked [TEXT SUB: INSERT NUMBER OF HOURS FROM B14] hours per week?**

Yes	1	CONTINUE
No	2	GO BACK AND AMEND HOURS

ASK IF NUMBER OF HOURS WORKED NOT YET GIVEN BY THOSE IN EMPLOYMENT (B8=NOT 4 OR B14=DK/REF OR B1a=1)

**B15 Would you say that you typically worked...?**

READ OUT. CODE ONE ONLY

<b>Fewer than 16 hours per week</b>	1
<b>At least 16 hours per week but less than 30 hours per week</b>	2
<b>30 hours or more per week</b>	3
Don't know/can't remember (DO NOT READ OUT)	4
Refused (DO NOT READ OUT)	5

IF NOT IN EMPLOYMENT AND NOT RETIRED (B1DUM=8)

**B16 At the time you started the course or project, how long had you been out of employment? (from ESF 2009: W1Unem)**

PROMPT IF NECESSARY – SINGLE CODE.

Less than 3 months	1
Between 3 and less than 6 months	2
Between 6 and less than 12 months	3
Between 12 months and less than 2 years	4

**European Social Fund Cohort Study (2012–2014)**

2 years or more	5
Never had a job	6
Don't know	7

IF UNEMPLOYED AND ACTIVELY SEEKING WORK (B1DUM=5)

- B17 In the period immediately before you started the <COURSE>, would you say that any of the following problems were making it difficult for you to find work?**  
(adapted from ESF 2009: W1Barr)

MULTICODE. READ OUT.

DP: ROTATE CODES EXCEPT 10-13

<b>You did not have the right qualifications or skills</b>	1
<b>There were few jobs available where you lived</b>	2
<b>Your age counted against you</b>	3
<b>You had a lack of recent experience of working</b>	4
<b>You could not find suitable and/or affordable childcare</b>	5
<b>You had problems with transport or the cost of transport</b>	6
<b>You had a disability or problems with your health</b>	7
<b>You needed to take care of an elderly, ill or disabled friend or relative</b>	8
<b>There were issues with your citizenship/visa status</b>	9
<b>Any criminal convictions</b>	10
<b>Alcohol dependency</b>	11
<b>Drugs dependency</b>	12
<b>Any other reason</b> (Please specify)	13
(DO NOT READ OUT) None of the above	14
(DO NOT READ OUT) Don't know / Refused	15

IF NOT IN PAID WORK, NOT RETIRED, NOR UNEMPLOYED AND ACTIVELY SEEKING WORK (B1DUM≠1 AND B1DUM≠5 AND B1≠4)

- B18 At the time immediately before you started on the <COURSE>, did you want a regular paid job either full time or part time?**



Yes	1
No	2
Don't know	3

IF DIDN'T WANT WORK (B18=2)

B19 **What was the main reason for you not wanting paid work at this time?** (ESF 2009: *W1NotWnt*)

*DO NOT READ OUT. SINGLE CODE.*

Unable to work because of illness or health problem	1
Unable to work because of a disability	2
Waiting for results of a job application	3
Waiting to start a paid job already accepted	4
Studying full-time	5
Looking after family/home	6
Unable to find suitable and/or affordable childcare	7
Caring for an elderly, ill or disabled relative or friend	8
No jobs available	9
Financially secure and did not need work	10
Retired	11
Preferred to work part-time	12
Other (write in)	13

ASK ALL

B20 **And before you started on the <COURSE>, did you have any qualifications?**

Yes	1
No – no previous qualifications	2
Don't know	3

IF HAD QUALIFICATIONS (B20=1)

B21 **Qualifications are often classified by their level. Were any of the qualifications**

**European Social Fund Cohort Study (2012–2014)**

**that you had at the following levels? Were any at.....?**

READ OUT LEVELS AND PROMPT WITH EXAMPLES AS NECESSARY.

	YES	NO	DK
<b>A: LEVEL 2 which includes GCSEs Grades A*-C, GCEs O Level, CSEs Grade 1, NVQ Level 2, Level 2 VQs, Key Skills Level 2, Skills for Life, Higher Diploma, BTEC awards, certificates and diplomas at level 2, Functional Skills level 2</b>	1	2	3
IF YES OR DON'T KNOW TO A ASK B IF NO ASK E			
(IF YES OR DK TO A) <b>B: LEVEL 5 or above which covers HNDs, Postgraduate certificates and diplomas, BTEC Professional Diplomas, Certificates and Awards, BTEC advanced professional awards, certificates and diplomas, Fellowships and fellowship diplomas</b>	1	2	3
IF NO OR DON'T KNOW TO B ASK C			
<b>C: LEVEL 4 which covers NVQs at level 4, Key Skills level 4, Certificates of higher education, BTEC Professional Diplomas, Certificates and Awards</b>	1	2	3
IF NO OR DON'T KNOW TO C ASK D			
<b>D: LEVEL 3 which includes A levels, AS levels, Advanced Extension Awards, International Baccalaureate, Key Skills level 3, NVQs at level 3, Cambridge International Awards, Advanced and Progression Diploma, BTEC awards, certificates and diplomas at level 3, BTEC Nationals, OCR Nationals</b>	1	2	3

IF A=NO OR (A=DK AND (D=NO OR D=DK)) <b>E: LEVEL 1 qualifications, for example GCSEs graded D-G, NVQs at level 1, Key Skills level , Skills for Life, Foundation Diploma, BTEC awards, certificates and diplomas at level 1, Functional Skills level 1, OCR Nationals, Foundation Learning Tier pathways</b>	1	2	3
IF NO OR DON'T KNOW AT E ASK F <b>F: Entry level qualification, for example Entry level certificates, Skills for Life at Entry level, Entry level awards, certificates and diplomas, Foundation Learning Tier pathways, Functional Skills at Entry level</b>	1	2	3

<b>B21DUM HIGHEST LEVEL DUMMY VARIABLE, DO NOT ASK</b>	
No quals (B20=2)	1
Level 5 or higher (B21B=1)	2
Level 4 ((B21C=1)	3
Level 3 (B21D=1)	4
Level 2 (B21A=1 AND ((B21B=2/3) AND (B21C=2/3) AND (B21D=2/3))	5
Level 1 (B21E=1)	6
Entry Level (B21F=1)	7
Don't know if quals (B20=3 OR B21F=3)	8
No quals mentioned (B21F=2)	9

ASK ALL

- B22 We would now like to know about your level of certain skills before you started on the <COURSE>. So with regards to your <B22 ITERATION> would you describe yourself as being at a good level, a satisfactory level, a poor level or having no skills at all?**

DP: SHOW EACH ITERATION ON SEPARATE SCREENS

	<b>No skills</b>	<b>Poor</b>	<b>Satisfactory</b>	<b>Good</b>
<b>a Reading and writing skills</b>	1	2	3	4
<b>b Mathematics and numerical skills</b>	1	2	3	4
<b>c English speaking skills</b>	1	2	3	4
<b>d IT skills</b>	1	2	3	4

ASK ALL

B23 **Were you the parent or guardian of any children who were under 16 at the time when you started the <COURSE>?**

Yes	1
No	2
Refused	3

IF HAVE CHILDREN (B23=1)

B24 **And were you a single parent living with children aged under 16 when you started the <COURSE>?**

Yes	1
No	2
Refused	3

ASK ALL

B25 **Before starting the <COURSE> did you have any caring responsibilities for a member of your family, a close relative or friend suffering from any long term illness, health problem or disability which limited YOUR daily activities or the work YOU could do?**

Yes	1
No	2
Refused	3

## C Details of provision

ASK ALL

C1 **Where or from whom did you first hear about the <COURSE>? (adapted from ESF 2009: HearAbt)**

SINGLE CODE. DO NOT READ OUT.

Friend or family member	1
Jobcentre	2
Connexions	3
Adult Careers Service	4
Local community organisation	5
Local authority	6
School/college/training provider	7
Employer	8
Youth offending team/courts	9
Prison or probation	10

An advert	11
Other (write in)	12
Don't know	13

ASK IF (C1=2-9 OR 12)

- C1A **And can I just check, did you first hear about the <COURSE> by going to see the [INSERT ANSWER FROM C1] or did someone from the [INSERT ANSWER FROM C1] approach you about the <COURSE>, either by coming to your home or talking to you in a community centre, on the street, in a shopping centre or somewhere like that?**

SINGLE CODE

I went to [INSERT ANSWER FROM C1]	1
[INSERT ANSWER FROM C1] approached the respondent	2
Don't know	3

ASK ALL

- C2 **What was the main reason for joining the <COURSE>. Were you... (ESF 2009: WhyESF1)**

SINGLE CODE. READ OUT.

<b>Made to go on it</b>	1
<b>Persuaded to go on it</b>	2
<b>Given the opportunity to go on it</b>	3
<b>Or did you decide yourself to go on it?</b>	4
Other (Specify)	5
(DO NOT READ OUT) Don't know	6

IF MADE / PERSUADED / GIVEN THE OPPORTUNITY TO GO ON COURSE (C2=1-3)

- C3 **Who [C2=1: made you] [C2=2: persuaded you] [C2=3: gave you the opportunity] to go on the <COURSE>? (ESF 2009: WhoOpp)**

MULTICODE. DO NOT READ OUT.

Friend or family member	1
Jobcentre	2
Connexions	3
Adult Careers Service	4
Local community organisation	5
Local authority	6
School/college/training provider	7
Employer	8
Youth offending team/courts	9

**European Social Fund Cohort Study (2012–2014)**

Prison or probation	10
An advert	11
Other (write in)	12
Don't know	13

ASK IF (C1≠C3) AND (C2=1-3) AND C3=2-9 OR 12)

**C3A And can I just check, did [INSERT ANSWER FROM C3] [C2=1: make you][C2=2: persuade you][C2=3: give you the opportunity] to do the <COURSE> after you had gone to see [INSERT ANSWER FROM C3] or after someone from the [INSERT ANSWER FROM C3] approached you about the <COURSE>, either by coming to your home or talking to you in a community centre, on the street, in a shopping centre or somewhere like that?**

SINGLE CODE

DP: ASK THIS ABOUT EACH C3 ANSWER (WHERE NOT THE SAME AS AT C1), UP TO A MAXIMUM OF THREE TIMES (SELECT C3 CODES RANDOMLY)

After I went to [INSERT ANSWER FROM C3]	1
After [INSERT ANSWER FROM C3] approached the respondent	2
Don't know	3

ASK ALL

**C4 Were any of the following reasons for attracting you to the <COURSE>?**

READ OUT. MULTICODE.

DP: ROTATE

IF CHILDCARE (B23=1) <b>Childcare support offered</b>	1
IF HEALTHCARE (B25=1) <b>Offer of support with care of adults</b>	2
<b>It was an easy location to get to</b>	3
<b>The content of the &lt;COURSE&gt; was flexible to your needs</b>	4
<b>The timing of the &lt;COURSE&gt; was flexible to your needs</b>	5

<b>The &lt;COURSE&gt; was recommended by someone I trust</b>	6
<b>It seemed to be open to all people regardless of background or demographic</b>	7
<b>Anything else</b> (Please specify)	8
(DO NOT READ OUT) Nothing in particular	9
(DO NOT READ OUT) Don't know	10

C5 QUESTION DELETED

C6 QUESTION DELETED

C7 QUESTION DELETED

ASK ALL

C8 **How many hours a week did you typically spend on the <COURSE> [IF BATCH 1, 2 AND NOT NOMS: including both time spent receiving tuition and time spent studying independently]? Please do not include any time spent travelling to and from the <COURSE>. (adapted from ESF 2009: TimeAvWk)**

SINGLE CODE. DO NOT READ OUT.

INTERVIEWER INSTRUCTION: IF THE RESPONDENT SAYS THAT THEIR TIME PER WEEK ON THE COURSE VARIES (E.G. IF ATTENDS IN BLOCKS), ASK THEM TO GIVE AN AVERAGE NUMBER OF HOURS PER WEEK

0-4 hours	1
5-9 hours	2
10-15 hours	3
16-24 hours	4
25 hours or more	5
Don't know	6

IF LEFT COURSE (A7=1-3)

C9 **And how long did the <COURSE> last for?**

*INTERVIEWER INSTRUCTION: THESE ARE TO BE TAKEN CUMULATIVELY. SO IF RESPONDENT SAYS 9 WEEKS, PLEASE WRITE IN 2 IN 'MONTHS' AND 1 IN 'WEEKS'.*

*IF RESPONDENT ANSWERS MORE THAN 5 WEEKS, PLEASE CONVERT INTO MONTHS AS SHOWN.*

WRITE IN NUMBER OF MONTHS (DP: ALLOW 0-100)	ALLOW DK
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WRITE IN NUMBER OF WEEKS (DP: ALLOW 0-5)	ALLOW DK
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C10 QUESTION DELETED

ASK ALL

C11 [A7=1-3: **Did**][A7=4: **Do**] you face any barriers or difficulties in attending the <COURSE>?

Yes	1
No	2
Don't know	3

IF BARRIERS FACED (C12=1)

C12 [A7=1-3: **Were**][A7=4: **Are**] these barriers or difficulties due to any of the following factors?

READ OUT. MULTICODE.

DP: ROTATE

<b>The location of the &lt;COURSE&gt;</b>	1
<b>Start and / or finish times of the &lt;COURSE&gt;</b>	2
IF CHILDCARE RESPONSIBILITIES (B23=1) <b>Childcare issues</b>	3
IF HEALTHCARE RESPONSIBILITIES (B25=1) <b>Issues relating to care of adults</b>	4
<b>Transport issues</b>	5
<b>Anything else (Please specify)</b>	6
(DO NOT READ OUT) Don't know	7

IF BARRIERS FACED (C12=1)

C13 [A7=1-3: **Did** <FINAL PROVNAME> help you overcome these difficulties?]

[A7=4: **Has** <FINAL PROVNAME> helped you overcome these difficulties?]

Yes (Please specify how)	1
No	2
Don't know	3

IF BATCH ≠ 2

C14 **Are you aware that the European Social Fund (ESF) helped to pay for the**



<COURSE>? (ESF 2009: AwareESF)

ADD AS NECESSARY: The European Social Fund was set up to improve employment opportunities in the European Union. It aims to help people fulfil their potential by giving them better skills and better job prospects.

Yes	1
No	2

## D Outcomes gained

ASK ALL

- D1 I would now like to understand a bit more about the extent to which the <COURSE> [A7=1-3: gave] [A7=4: has so far given] you practical help finding a job. Please say whether the <COURSE> [IF A7=1-3: gave] [A7=4: gives] you practical help to a large extent, to some extent or not at all. (adapted from ESO 2009: W1Pract)

<b>A large extent</b>	1	CONTINUE
<b>Some extent</b>	2	
<b>Not at all</b>	3	
<b>Don't know</b>	4	

ASK ALL

- D2 And can you say for each of the following statements whether the <COURSE> [A7=4: has so far] covered these areas. So [A7=1-3: did] [A7=4: does] it... (adapted from ESO 2009: W1Pract)

DP: ROTATE ITERATIONS

<i>READ OUT</i>	Yes	No	Don't know
<b>Give you work experience or a work placement</b>	1	2	3
<b>Give you general advice about the world of work</b>	1	2	3
<b>Give you advice or guidance about what sorts of work or training you could do</b>	1	2	3
<b>Provide you with training in how to look for work</b>	1	2	3

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Provide you with contacts to help you look for a job	1	2	3
Tell you about job vacancies that you could try to go for	1	2	3

ASK ALL

- D3 **And to what extent would you say the <COURSE> [A7=4: has so far] helped you with the skills you need for work? Please say whether the <COURSE> [A7 = 1-3: helped] [A7=4: helps] you with work skills to a large extent, to some extent or not at all. (adapted from ESO 2009: W1ImpSK)**

A large extent	1	CONTINUE
Some extent	2	
Not at all	3	
Don't know	4	

ASK ALL

- D4 **Would you say you have [A7=4: so far] gained or improved any of the following skills as a result of the <COURSE>? (adapted from ESO 2009: W1WrkSk)**

DP: ROTATE ITERATIONS

READ OUT

	Yes	No	Don't know
Practical skills relating to a particular job	1	2	3
Basic computing/IT skills	1	2	3
Intermediate or advanced computing skills	1	2	3
Study skills (such as essay or report writing, using libraries)	1	2	3
Reading and writing skills	1	2	3
Mathematics and numerical skills	1	2	3
English speaking skills	1	2	3
Wider job skills (such as admin or book-keeping)	1	2	3
Management or leadership skills	1	2	3

- D5 QUESTION DELETED

ASK ALL

- D6 **And has the <COURSE> [A7=4: so far] helped you improve any of the following...? (adapted from ESF2009: W1SftSk)**

DP: ROTATE ITERATIONS

READ OUT

	Yes	No	Don't know
<b>Your self-confidence about working</b>	1	2	3
<b>Your communication skills</b>	1	2	3
<b>Your ability to work with other people in a team</b>	1	2	3
<b>Your problem solving skills</b>	1	2	3
<b>Your motivation to find a job/seek a promotion</b>	1	2	3
<b>Your motivation to do more training</b>	1	2	3
<b>Your ability to do things independently</b>	1	2	3

ASK ALL

- D7 [A7=1-3: Did][A7=4: Has] the <COURSE> [A7=1-3: help] [A7=4: so far helped] you to overcome any barriers to work that you might have had?

Yes	1	CONTINUE
No	2	GO TO D9
Don't know	3	

IF HELPED TO OVERCOME BARRIERS (D7=1)

- D8 [A7 = 1 -3: In what way did the <COURSE> help you to overcome these barriers?]  
[A7=4: In what way has the <COURSE> so far helped you to overcome these barriers?]

WRITE IN ALLOW DK OR REF
-----------------------------

ASK ALL

- D9 As part of the <COURSE> [A7=1-3: did you gain any qualifications?][A7=4: have you gained any qualifications so far?]

**ADD IF NECESSARY:** This might be a Level 1 qualification such as GCSEs graded D-G, NVQs at level 1, Key Skills level 1, Skills for Life, or a Level 2 qualification such as GCSEs Grades A\*-C, GCEs O Level, CSEs Grade 1, NVQ Level 2, Level 2 VQs, Key Skills Level 2

Yes	1	GO TO D11
No	2	CONTINUE
Don't know	3	

IF NO QUALIFICATION GAINED (D9=2/3)

- D10 Some qualifications are made up of units or modules which allow learners to achieve a part award. [A7=1-3: Did you gain any units or modules towards a full award?][A7=4: Have you gained any units or modules towards a full award so far?]

Yes	1	CONTINUE
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**European Social Fund Cohort Study (2012–2014)**

No	2	CHECK ROUTING ABOVE D14
Don't know	3	

IF ACHIEVED FULL OR PART QUALIFICATION (D9=1 OR D10=1)

D11 **What was the name of the [D9=1: qualification you achieved] [D10=1: qualification of which you gained certain units or modules]?**

WRITE IN ALLOW DK or REF
-----------------------------

IF ACHIEVED FULL QUALIFICATION (D9=1)

D12 **And how many qualifications [A7=1-3: did you achieve] [A7=4: have you achieved so far] as a result of the <COURSE>?**

WRITE IN ALLOW DK
----------------------

IF ACHIEVED FULL OR PART QUALIFICATION (D9=1 OR D10=1)

D13 **Qualifications are often classified by their level. Were any of the [IF D9=1: full] [IF D10=1: part] qualifications you gained at the following levels? Were any at.....?**

READ OUT LEVELS AND PROMPT WITH EXAMPLES AS NECESSARY.  
MULTICODE

<b>Entry level qualification</b> , for example Entry level certificates, Skills for Life at Entry level, Entry level awards, certificates and diplomas, Foundation Learning Tier pathways, Functional Skills at Entry level	1
<b>LEVEL 1</b> qualifications, for example GCSEs graded D-G, NVQs at level 1, Key Skills level , Skills for Life, Foundation Diploma, BTEC awards, certificates and diplomas at level 1, Functional Skills level 1, OCR Nationals, Foundation Learning Tier pathways	2
<b>LEVEL 2</b> which includes GCSEs Grades A*-C, GCEs O Level, CSEs Grade 1, NVQ Level 2, Level 2 VQs, Key Skills Level 2, Skills for Life, Higher Diploma BTEC awards, certificates and diplomas at level 2, Functional Skills level 2	3
<b>LEVEL 3</b> which includes A levels, AS levels, Advanced Extension Awards, International Baccalaureate, Key Skills level 3, NVQs at level 3, Cambridge International Awards, Advanced and Progression Diploma, BTEC awards, certificates and diplomas at level 3, BTEC Nationals, OCR Nationals	4
<b>LEVEL 4</b> which covers NVQs at level 4, Key Skills level 4, Certificates of higher education, BTEC Professional Diplomas, Certificates and Awards	5

<b>LEVEL 5 or above</b> which covers HNDs, Postgraduate certificates and diplomas, BTEC Professional Diplomas, Certificates and Awards, BTEC advanced professional awards, certificates and diplomas, Fellowships and fellowship diplomas	6
(DO NOT READ OUT) Don't know	7

IF CHILDCARING RESPONSIBILITIES (B23=1)

D14 **You said earlier that you had child-caring responsibilities. Did <FINAL PROVNAME> offer you assistance with childcare?**

Yes	1	CONTINUE
No	2	
Don't know	3	

IF CHILDCARING RESPONSIBILITIES (B23=1)

D15 [IF D14=1: **And can I just check did you actually take up this offer of assistance with childcare?**]

[IF D14=2 OR 3: **And can I just check [A7 = 1-3: did] [A7 = 4: do] you actually receive any assistance with childcare from <FINAL PROVNAME>?**]

Yes	1	CHECK ROUTING ABOVE D17
No	2	GO TO D16
Don't know	3	

IF PARTICIPANT DID NOT RECEIVE SUPPORT (D15/2-3)

D16 **Would you have liked to receive assistance with childcare from <FINAL PROVNAME>?**

Yes	1	CONTINUE
No	2	
Don't know	3	

IF OFFERED CHILDCARE SUPPORT (D14=1)

D17 **We would like to know how <FINAL PROVNAME> told you about this childcare support. So...**

READ OUT.

	Yes	No	DK
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European Social Fund Cohort Study (2012–2014)

<b>Was the support advertised in any of the project's publicity literature?</b>	1	2	3
<b>Did &lt;FINAL PROVNAME&gt; discuss support with you on, or just after, joining?</b>	1	2	3
<b>Did &lt;FINAL PROVNAME&gt; actively offer assistance with childcare without you having to ask for it?</b>	1	2	3

IF OFFERED OR RECEIVED SUPPORT (D14=1 OR D15=1)

D18 [IF D15=1 AND A7 =1-3: **Did you receive**][IF D14=1 AND D15≠1: **Were you offered**][IF D15 = 1 AND A7 = 4: **Do you receive**] any of the following sorts of childcare support?

MULTICODE. READ OUT.

<b>Financial – to cover the costs of childcare</b>	1
<b>Crèche</b>	2
Anything other type of support (Please specify)	3

D19 QUESTION DELETED

IF HEALTH CARE RESPONSIBILITIES (B25=1)

D20 **You said earlier that you had health care responsibilities for an adult member of your immediate family or a close relative. [A7=1-3: Did][A7=4: Does] <FINAL PROVNAME> offer you support with these caring responsibilities?**

Yes	1
No	2
Don't know	3

IF HEALTH CARE RESPONSIBILITIES (B25=1)

D21 [IF D20 = 1: **And can I just check did you actually take up this offer of support for these caring responsibilities?**]

[IF D20 = 2 OR 3: **And can I just check [A7 = 1-3: did] [A7 = 4: do] you actually receive any support for these caring responsibilities from <FINAL PROVNAME>?**]

Yes	1	CHECK ROUTING ABOVE D23
No	2	GO TO D22
Don't know	3	

IF PARTICIPANT DID NOT RECEIVE SUPPORT (D21/2-3)

D22 **Would you have liked to receive support from <FINAL PROVNAME> with your caring responsibilities?**

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Yes	1	CONTINUE
No	2	
Don't know	3	

ASK ALL

**D23 How satisfied or dissatisfied [A7 = 1-3: were] [A7 = 4: are] you with the following aspects of the <COURSE> on a scale of 1 to 5 where 1 means very satisfied and 5 means very dissatisfied? (adapted from ESF 2009: W1Qulty, W1Tlvnt, W1Level, W1ChCre, W1AdCre)**

DP INSTRUCTION: ROTATE ALL ITERATIONS APART FROM 'QUALITY'.

READ OUT

	Very satisfied	Fairly satisfied	Neither satisfied nor dissatisfied	Fairly dissatisfied	Very dissatisfied	DO NOT READ OUT: Don't know
<b>a The guidance and information about what training would be delivered in the &lt;COURSE&gt;</b>	1	2	3	4	5	6
<b>b The relevance of the course to your professional needs</b>	1	2	3	4	5	6
<b>c The level of difficulty of the &lt;COURSE&gt;</b>	1	2	3	4	5	6
<b>d The amount of time you [A7 = 1-3: spent][A7 = 4: have spent so far] on the &lt;COURSE&gt;</b>	1	2	3	4	5	6

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e The feedback and guidance you [A7 = 1-3: received during the <COURSE>][A7 = 4: have received so far]	1	2	3	4	5	6
f IF CHILDCARE RESPONSIBILITIES (B23=1) The support provided for childcare responsibilities (e.g. crèche, financial)	1	2	3	4	5	6
g IF HEALTH CARE RESPONSIBILITIES (B25=1) The support provided for caring responsibilities (e.g. financial)	1	2	3	4	5	6

IF DISSATISFIED WITH DIFFICULTY OF COURSE / SUPPORT (D23C=4/5)

D24 You said you were not satisfied with the level of difficulty of the <COURSE>. [A7 = 1-3: Did][A7 = 4: Do] you find it too easy or too difficult?

SINGLE CODE

Too easy	1
Too difficult	2
Don't know	3

DISSATISFIED WITH AMOUNT OF TIME SPENT ON COURSE/SUPPORT (D23d=4/5)

D25 You said you were not satisfied with amount of time you spent on the <COURSE>. [A7 = 1-3: Did][A7 = 4: Do] you find it too short or too long?

SINGLE CODE

Too short	1
Too long	2
Don't know	3

ASK ALL

D26 Overall, how satisfied [A7 = 1-3: were] [A7 = 4: are] you with the <COURSE>, thinking both about the training or support you [A7 = 4: have] received and how



**you have benefited from it since? [A7 = 1-3: Were][A7 = 4: Are] you...?**

Very satisfied	1
Fairly satisfied	2
Neither satisfied nor dissatisfied	3
Fairly dissatisfied	4
Very dissatisfied	5

## **E Status on leaving provision**

ASK ALL

**E1 The next few questions concentrate on your activities [A7 = 1-3: on leaving the <COURSE>] [A7 = 4: now].**

**You said earlier that before starting it you were [IF B1=3-4, 7-10, 12-13 OR B1A=2/3: INSERT B1 ITERATION] [IF B1=1/2: in paid work for <EMPLOYER>] [IF B1=5: in full-time training or education] [IF B1=6: in part-time training education] [IF B1A=1: working in a family business without being paid].**

**[A7 = 1-3: Is this what you were doing straight after leaving the <COURSE>?]**

**[A7 = 4: Is this what you are doing now?]**

Yes	1
No	2

IF ACTIVITY HAS CHANGED (E1=2)

**E2 [A7 = 1-3: What was your main activity on leaving the <COURSE>?]**

**[A7 = 4: What is your main activity now?]**

**If you were doing more than one activity, please just tell me about the activity you consider to be your main activity. [A7 = 4: For example if you spend most of your time doing activities for the <COURSE>, that would be your main activity.]**

SINGLE CODE. *READ OUT.*

*INTERVIEWER INSTRUCTION:*

*IF THE RESPONDENT WAS WAITING FOR A TRAINING COURSE TO START CODE AS F/T – P/T TRAINING – PROBE FOR WHICH*

*IF THE RESPONDENT WAS WAITING TO START A NEW JOB CODE AS UNEMPLOYED AND ACTIVELY SEEKING WORK*

*IF THE RESPONDENT WAS PROMOTED CODE AS EITHER WORKING F/T OR P/T*

*IF THE RESPONDENT WAS ON MATERNITY OR PATERNITY LEAVE BUT WAS STILL ON THE PAYROLL OF THEIR EMPLOYER PLEASE COUNT THIS AS EMPLOYED*

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working full time for an employer in a paid role – 30 hours or more per week	1
working part time for an employer in a paid role – less than 30 hours per week	2
self-employed	3
retired and/or claiming a pension/Pension Credit	4
in full-time training or education – 16 hours or more per week	5
in part-time training or education – less than 16 hours per week	6
unemployed and actively seeking work	7
not in employment because of sickness or disability	8
looking after the home or family full time	9
caring for an adult family member, relative or friend who has any long-standing illness, disability or infirmity	10
working for an employer in a voluntary, unpaid role or internship	11
(DO NOT READ OUT) Other (Specify)	12

IF WORKING FOR AN EMPLOYER IN A VOLUNTARY, UNPAID ROLE OR INTERNSHIP (E1=11)

E2a **And [A7 = 1-3: on leaving the <COURSE> were] [A7 = 4: are] you a working in a family business without being paid?**

Yes	1
No	2
Don't know	3

**W1\_STAT: STATUS ON LEAVING ESF PROVISION DUMMY VARIABLE, DO NOT ASK**

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IN PAID WORK (B1DUM=1 AND E1=1) OR E2=1-3	PAIDWORK	1
IN EMPLOYMENT (INCLUDING FAMILY WORKER) (B1DUM=11 AND E1=1) OR E2=1-3 OR E2A=1	FAMEMP	2
IN PAID WORK FOR AN EMPLOYER (B1DUM=3 AND E1=1) OR E2=1-2	PAIDEMP	3
SELF-EMPLOYED (B1DUM=2 AND E1=1) OR E2=3	SEMP	4
IN FULL-TIME PAID WORK FOR AN EMPLOYER (B1=1 AND E1=1) OR E2=1	PAIDEMPFT	5
IN PART-TIME PAID WORK FOR AN EMPLOYER (B1=2 AND E1=1) OR E2=2	PAIDEMPPT	6
WORKING IN A FAMILY BUSINESS WITHOUT BEING PAID (B1A=1 AND E1=1) OR E2A=1	FAMVOL	7
IN TRAINING (B1DUM=4 AND E1=1) OR E2=5/6	TRAIN	8
UNEMPLOYED (B1=7 AND E1=1) OR E2=7	UNEMP	9
ECONOMICALLY INACTIVE (B1DUM=10 & E1=1) OR E2=5-6/8-10 or 12 or E2A=2/3	ECOIN	10
RETIRED (B1DUM=12 AND E1=1) OR (E2=4)	RET	11
NEET IN THE WEEK BEFORE THE COURSE: (B1DUM≠4 OR B1DUM≠11) AND 14-19 ON COURSE START DATE	NEET	12
NOT IN EMPLOYMENT DUE TO ILLNESS/DISABILITY (B1=8 & E1=1) OR (E2=8)	ILL	13
LOOKING AFTER THE HOME OR FAMILY FULL TIME (B1=9 & E1=1) OR (E2=9)	HOME	14
CARING FOR ADULT (B1=10 & E1=1) OR (E2=10)	CARE	15
OTHER (B1=13 & E1=1) OR (E2=12)	OTHER	16

<b>W1_STATCHNG: WAVE 1 STATUS CHANGED DUMMY VARIABLE, DO NOT ASK</b>		
IN SAME WORK BEFORE AND AFTER ESF PROVISION B1DUM=11 AND E1=1	SAMEWORK	
ENTERED NEW JOB AFTER ESF PARTICIPATION E2=1-3 OR E2A=1	NEWORK	
ENTERED NEW TRAINING AFTER ESF PROVISION E2=5/6	NEWTRAINING	

CURRENTLY IN EMPLOYMENT, DIFFERENT TO ACTIVITY BEFORE PROVISION, EXCEPT SELF-EMPLOYED (E2=1 OR 2 OR E2A=1)

E3 [A7 = 1-3: **And what was the name of your employer on leaving the <COURSE>?**]

[A7 = 4: **And what is the name of your current employer?**]

WRITE IN  
ALLOW DK AND REF.

<b>W1_EMP NAME</b>
IF B1/1-2 OR B1A=1 & E1/1 TAKE FROM B2
IF E2/1-2 OR E2A=1 TAKE FROM E3

## F Demographics

ASK ALL

The DWP are keen to ensure that their training and support services are available to, and appropriate for, people from all parts of the community. To help us understand if this is the case, we would like to ask you a few personal questions. All your answers will be treated in the strictest confidence. We will not pass on any personal information to anyone else.

ASK ALL

F1 **What is your date of birth?**

RECORD DD/MM/YYYY

ALLOW 01/01/1942 – 01/01/2000  
ALLOW REFUSED

IF F1=REFUSED/DK

F2 **At the time when you started the <COURSE>, which of the following age bands did you fall into?**

READ OUT.

<b>Under 16</b>	1
<b>16-19 years</b>	2
<b>20-24 years</b>	3
<b>25-49 years</b>	4
<b>50+ years</b>	5
Refused (DO NOT READ OUT)	6

ASK ALL

F3 **And still thinking about your situation immediately before starting the <COURSE>, were you suffering from any long-term illness, health problem or disability which limited your daily activities or the work you could do?**

Yes	1
No	2
Refused	3

IF HEALTH PROBLEM (F3=1)

F4 **Could you tell me what your MAIN illness, health condition or disability was?**

SINGLE CODE. *PROMPT AS NECESSARY.*

Physical disability (e.g. deafness, blindness, paralysis etc.)	1
Learning disability/difficulty	2
Mental health problem	3
Long-term illness (e.g. cancer, diabetes etc.)	4
Other (write in)	5
Don't know	6

ASK ALL EXCEPT NOMSTYPE=1

F5 **Were you or your partner or spouse receiving any benefits immediately before starting the <COURSE>?**

Yes	1
No	2
Don't know	3

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IF RECEIVING BENEFIT (F5=1)

**F6 What benefits were you receiving then?**

MULTICODE. **PROMPT IF NECESSARY.**

Jobseeker's Allowance	1
Employment and Support Allowance (ESA)	2
Income Support	3
Tax Credits	4
Other (write in)	5
Don't know	6

ASK ALL

**F7 Which of the following best describes your ethnic background?**

SINGLE CODE. *PROMPT AS NECESSARY.*

<b>WHITE British</b>	1
<b>WHITE Irish</b>	2
<b>WHITE Other background</b>	3
<b>MIXED White and Black Caribbean</b>	4
<b>MIXED White and Black African</b>	5
<b>MIXED White and Asian</b>	6
<b>MIXED Other mixed background</b>	7
<b>BLACK OR BLACK BRITISH Caribbean</b>	8
<b>BLACK OR BLACK BRITISH African</b>	9
<b>BLACK OR BLACK BRITISH Other background</b>	10
<b>ASIAN OR ASIAN BRITISH Indian</b>	11
<b>ASIAN OR ASIAN BRITISH Pakistani</b>	12
<b>ASIAN OR ASIAN BRITISH Bangladeshi</b>	13
<b>ASIAN OR ASIAN BRITISH Other background</b>	14
<b>CHINESE</b>	15
<b>OTHER ETHNIC BACKGROUND</b>	16
DO NOT READ OUT: Don't know/Refused	17

ASK ALL

**F8 Is English your first language?**

Yes	1
No	2
Don't know	3

**F9 QUESTION DELETED**

ASK ALL

F10 INTERVIEWER RECORD GENDER

Male	1
Female	2

## G Re-contact questions

ASK ALL

G1 **Thank you for taking part in this very important study. Alongside this interview, the study also intends to assess longer term impacts of the <COURSE>.**

[IF BATCH = 1 / NOMS / (3 AND DWPTYPE =1 / 2): **Would you be happy to be re-contacted by IFF Research in around six months' time in relation to this study, so we can catch up with you on what you have been doing?**]

[BATCH 2: **Would you be happy to be re-contacted by IFF Research in a few weeks' time in relation to this study, so we can find out a bit more about what you have been doing since leaving the <COURSE>?**]

[BATCH 3 AND DWPTYPE = 3: **Would you be happy to be re-contacted by IFF Research in a few weeks' time in relation to this study, so we can catch up with you on what else you have been doing since starting the <COURSE>?**]

*ADD IF NECESSARY:* This will be a shorter survey, only lasting around 15 minutes.

*ADD IF NECESSARY:* This follow-up interview will help us understand how the <COURSE> benefits participants further down the line.

Yes	1
No	2

ASK ALL

G2 **Confirm details of respondent who completed interview.**

Name:	
Email:	
Telephone Number:	
IF HAPPY TO BE RE-CONTACTED FOR WAVE 2 (IF G1=1) Alternative Telephone Number for re-contact purposes:	

## European Social Fund Cohort Study (2012–2014)

HAPPY TO BE RE-CONTACTED FOR WAVE 2 (IF G1=1)

### G3 Could I also take the contact details of someone who knows you well?

**This is just in case your contact details change between now and the follow-up interview and we are no longer able to get hold of you directly.**

Name:	
Email:	
Telephone Number:	
<i>ALLOW REF</i>	

ASK ALL

### G4 Occasionally it is necessary to call people back to clarify information; may we please call you back if required?

**REASSURE IF NECESSARY: Your details will only be used by IFF Research to call you back regarding this particular study.**

Yes	1
No	2

ASK ALL

### G5 And finally would it be alright if the answers you have given to this survey were combined with administrative records held by the Department for Work and Pensions?

**All information will be used for research and statistical purposes only. Your personal details will, of course, be kept completely confidential and will not be passed to anyone else outside the research team and the Department for Work and Pensions. Your name and address are never included in the results and no individual can be identified from the research.**

ADD IF NECESSARY:

- This will be for analysis purposes only and will NOT affect your dealings, either now or in the future, with any Government department.
- Any current or future claims for benefits or tax credits will not be affected.

Yes	1	
No	2	

Finally I would just like to confirm that this survey has been carried out under IFF instructions and within the rules of the MRS Code of Conduct. Thank you very much for your help today.

THANK RESPONDENT AND CLOSE INTERVIEW

RECORD DETAILS OF RESPONDENT WHO COMPLETED INTERVIEW

Name:	
-------	--



# Appendix F

## Wave 2 questionnaire

### DUMMY VARIABLE: Wave 1 status (W1\_STAT)

W1_STAT =PAIDWORK	Paid work at Wave 1 interview
W1_STAT =SEMP	Self-employment at Wave 1 interview
W1_STAT =PAIDEMP	Paid work for an employer at Wave 1 interview
W1_STAT =FAMEMP	In employment (including family worker) at Wave 1 interview
W1_STAT =PAIDEMPFT	Full-time paid work for an employer at Wave 1 interview
W1_STAT =PAIDEMPPT	Part-time paid work for an employer at Wave 1 interview
W1_STAT =FAMVOL	Working in a family business without being paid
W1_STAT =UNEMP	Unemployed at Wave 1 interview
W1_STAT =ECOIN	Economically inactive at Wave 1 interview
W1_STAT =NEET	NEET before starting course
W1_STAT =TRAIN	In training or education at Wave 1 interview
W1_STAT =OTHER	Neither in paid work, in training or unemployed at Wave 1 interview
W1_STAT=SAMEWORK	In same work before and after ESF participation
W1_STAT=NEWORK	Entered new job after ESF participation
W1_STAT=NEWEMP	Entered new job for an employer after ESF participation
W1_STAT=NEWTRAINING	Entered new training after ESF participation

THROUGHOUT THE QUESTIONNAIRE, THE TEXT USED IN PLACE OF <COURSE> WILL VARY ACCORDING TO CFO AS OUTLINED BELOW:

SFA: COURSE

LOCAL AUTHORITY CFOS: COURSE

NOMS: SUPPORT PROGRAMME

DWP: SUPPORT PROGRAMME

GLA: SUPPORT PROGRAMME

FINAL AIMREF TEXT SUB

IF hasfaimref=1, use '<faimref> course' where <FINAL AIMREF> written.

IF hasfaimref=2, use <COURSE> where <FINAL AIMREF> written.

## S Screener

ASK PERSON WHO ANSWERS PHONE

- S1 **Good morning/afternoon/evening. My name is <NAME> and I'm calling from IFF Research. Please can I speak to <RESPONDENT NAME>?**

Respondent answers phone	1	CONTINUE
Transferred to respondent	2	
Hard appointment	3	MAKE APPOINTMENT
Soft appointment	4	
Refusal	5	CLOSE
Not available in deadline	6	
Business number	7	
Needs reassurances	8	DISPLAY REASSURANCES AND RETURN
Unobtainable number	9	IF SAMPLE HAS SECOND TELEPHONE NUMBER (IF HASTEL2=1) MOVE TO 'WRONG NUMBER' QUEUE AND SWITCH TO TEL2 AND RESET TRYCOUNT.
Not known at the address	10	IF SAMPLE HAS SECOND TELEPHONE NUMBER (IF HASTEL2=1) MOVE TO 'NOT KNOWN AT ADDRESS QUEUE AND SWITCH TO TEL2 AND RESET TRYCOUNT.

ASK ALL

- S2 **Good morning/afternoon/evening, my name is <NAME>, calling from IFF Research, an independent market research company. You may remember speaking to us in <W1MONTH> about your experiences of the <FINAL AIMREF> [IF FAIMREF=2 and CFO=1, 4-8: relating to training or work skills] [IF HAS\_FINAL\_PROVNAME: provided by <FINAL PROVNAME>].**

**At the end of the interview, you helpfully agreed to us calling back [IF BATCH ONE/NOMS: in six months' time to see how you have been getting on] [IF BATCH TWO OR THREE: to find out what you have done since [TEXT SUB IF COMPLETED PROVISION BY WAVE 1 INTERVIEW: your <COURSE>]]. Would you have 10 minutes to spare to tell us what you have been doing since [IF BATCH ONE/THREE/NOMS: we last spoke to you] [IF BATCH TWO: you finished your <COURSE>]? Please note, this call may be recorded for quality or training purposes.**

INTERVIEWER NOTE: IF STRUGGLING TO RECALL ORIGINAL ESF COURSE:

**The course was called <FINAL AIMREF> [IF HAS\_FINAL\_PROVNAME:, which was provided by <FINAL PROVNAME>] [TEXT SUB IF (BATCH 1-2) OR (BATCH 3 AND COMPLETED PROVISION BY WAVE 1 INTERVIEW): and which you left in [SURVENDMONTH].**

IF NOMSTYPE=1: [You would have received this support whilst in prison.]

IF NOMSTYPE=2: [You would have received this support whilst on probation.]

Continue	1	CONTINUE
Referred to someone else in household NAME _____	2	TRANSFER AND RE-INTRODUCE
Hard appointment	3	MAKE APPOINTMENT
Soft appointment	4	
Refusal	5	THANK AND CLOSE
Not available in deadline	6	
Respondent cannot complete interview in English (INTERVIEWER RECORD PREFERRED LANGUAGE)	7	GO TO S3
Respondent wishes to complete survey in an alternative format (INTERVIEWER RECORD AS MUCH DETAIL AS POSSIBLE)	8	GO TO S4
Needs reassurances	9	DISPLAY REASSURANCES AND RETURN

IF S2=7 (RESPONDENT PREFERS ALTERNATIVE LANGUAGE)

S3 **We will try our best to call back soon with an interviewer who can speak this language and help you to complete the survey.**

THANK AND CLOSE

IF S2=8

S4 **We will be in touch soon to try and arrange an interview with you.**

THANK AND CLOSE

S5 **Can I just check that you are aged 16 or over?**

Yes	7	CHECK ROUTING ABOVE A1
No – consent from adult given for respondent to continue	8	
No – consent not given for respondent to continue	9	THANK AND CLOSE

S6 This call may be recorded for quality and training purposes only.

REASSURANCES TO USE IF NECESSARY

The interview will take around 10 minutes to complete.

Please note that all data will be reported in aggregate form and your answers will not be reported to our client in any way that would allow you to be identified.

The survey is intended to find out your views about the support you received [IF HAS\_FINAL\_PROVNAME: from [W1\_FINAL PROVIDER NAME]] and what you have been doing over the last six months. The findings will be used to help the Government and European Commission plan how to better help people into work and training and improve the services they provide.

If respondent wishes to confirm validity of survey or get more information about aims and objectives, they can call:

- **MRS: Market Research Society on 0500396999**
- **IFF: Sam Selner and Andrew Skone James (Research Executives): 0207 250 3035**
- **Sonia Jemmotte : Research Programme Quality Review and Security Manager (DWP): 0207 449 7094 (REFER TO IFF CONTACTS FIRST)**

ASK IF BATCH 3 AND STILL ON COURSE AT WAVE 1 INTERVIEW (W1A7=4)

S7 **When we spoke to you last in <W1MONTH> you told us that you were still on the <COURSE> [IF HAS\_FINAL\_PROVNAME:, which was provided by <FINAL PROVNAME>].: Can you confirm if you are still on the <COURSE>, have you completed the <COURSE> or did you leave early?]**

SINGLE CODE. DO NOT READ OUT.

Completed course	1
Left early	2
Don't know	3
[DP: Can you make this appear at the top of the list]	4
Still on course	

ASK IF BATCH 3 AND COMPLETED OR LEFT COURSE EARLY SINCE WAVE 1 INTERVIEW (S7=1-2)

S8 **Can we just check, when did you finish the <COURSE>?**

ADD IF NECESSARY: **Approximately when did the <COURSE> end?**

DP: DO NOT SHOW MONTHS WHICH ARE IN THE FUTURE OR BEFORE <W1MONTH>

<b>September 2013</b>	1
<b>October 2013</b>	2
<b>November 2013</b>	3
<b>December 2013</b>	4
<b>January 2014</b>	5
<b>February 2014</b>	6
<b>March 2014</b>	7
Don't know	8

ASK IF BATCH 3 AND LEFT COURSE EARLY SINCE W1 INTERVIEW (S7=2)

S9 **Why did you leave the <COURSE> early?**

MULTICODE. DO NOT READ OUT. PROBE FULLY

I was not satisfied with the course/support	1
I found a job or moved jobs	2
I started a course at college or training centre	3
I moved away	4
Financial reasons	5
Caring responsibilities	6
I had problems relating to my disability	7
I became ill	8
Other domestic or personal reasons	9
Other (write in)	10
No particular reason	11

IF DISSATISFIED WITH COURSE / SUPPORT (S9=1)

S10 **Why were you dissatisfied with the <COURSE>?**

WRITE IN ALLOW DK
----------------------

## A Further detail about work on leaving ESF provision

IF WERE IN SAME EMPLOYMENT BEFORE AND AFTER PROVISION  
(W1STAT=SAMEWORK)

A1 **When we spoke to you** [BATCH ONE/THREE/NOMS: in <W1MONTH>][BATCH TWO: **a few weeks ago**], **you told us** [TEXT SUB IF (BATCH 1-2) OR (CFO=NOMS) OR (BATCH 3 AND COMPLETED PROVISION BY WAVE 1 INTERVIEW: **that immediately after finishing your** <COURSE>] **you were**

[W1\_STAT = PAIDEMPFT AND W1\_EMP = KNOWN: **in full-time work for** <EMPNAME>]

[W1\_STAT = PAIDEMPPT AND W1\_EMP = KNOWN: **in part-time work for** <EMPNAME>]

[W1\_STAT = FAMVOL AND W1\_EMP = KNOWN: **working in a family business called** <EMPNAME> **without being paid**]

[W1\_STAT = PAIDEMPFT AND W1\_EMP = NOT KNOWN: **in full-time work for an employer**]

[W1\_STAT = PAIDEMPPT AND W1\_EMP = NOT KNOWN: **in part-time work for an employer**]

[W1\_STAT = FAMVOL AND W1\_EMP = NOT KNOWN: **working in a family business without being paid**]

[W1\_STAT = SEMP: **self-employed**]

**and that you were working in the same job immediately before the** <COURSE>.

**In the time** [TEXT SUB IF (BATCH 1-2) OR (CFO=NOMS) OR (BATCH 3 AND COMPLETED PROVISION BY WAVE 1 INTERVIEW: **between starting and finishing your** <COURSE>] [TEXT SUB IF BATCH 3 AND NOT COMPLETED PROVISION BY WAVE 1 INTERVIEW: **between starting your** <COURSE> **and us speaking to you in** <W1MONTH> ], **did any of the following things happen?**

LOOP. . READ OUT.	Yes	No
IF IN EMPLOYMENT BUT NOT SELF-EMPLOYED (W1STAT=PAIDEMP OR W1STAT=FAMVOL) <b>You were promoted or were given more responsibilities or duties</b>	1	2
IF IN EMPLOYMENT BUT NOT SELF-EMPLOYED (W1STAT=PAIDEMP OR W1STAT=FAMVOL) AND A1_1=2 <b>The title, job description or work changed to a lower grade, with less responsibilities or fewer duties</b>	1	2
<b>Your hours increased</b>	1	2
DO NOT SHOW IF A1_3=1 <b>Your hours decreased</b>	1	2
IF IN PAID WORK (W1STAT=PAIDWORK) <b>Your pay increased</b>	1	2

IF IN PAID WORK (W1STAT=PAIDWORK) AND A1_5=2 <b>Your pay decreased</b>	1	2
IF IN PAID WORK FOR EMPLOYER (W1STAT=PAIDEMP) <b>Your contract was extended, renewed or made longer term or permanent</b>	1	2
IF IN PAID WORK FOR EMPLOYER (W1STAT=PAIDEMP) AND A1_7/2 <b>Your contract was made shorter term or temporary</b>	1	2

A2 DELETED

IF ENTERED NEW WORK IMMEDIATELY ON COMPLETING PROVISION (W1STAT=NEWWORK)

**I'd like to start by asking you for a little more detail about what you** [TEXT SUB IF (BATCH 1-2) OR (CFO=NOMS) OR (BATCH 3 AND COMPLETED PROVISION BY WAVE 1 INTERVIEW): **did immediately after you finished your** <COURSE>] [TEXT SUB IF BATCH 3 AND NOT COMPLETED PROVISION BY WAVE 1 INTERVIEW: **have been doing since we last spoke to you**].

**When we spoke to you** [BATCH ONE/THREE/NOMS: in <W1MONTH>] [BATCH TWO: **a few weeks ago**], **you told us that** [TEXT SUB IF (BATCH 1-2) OR (CFO=NOMS) OR (BATCH 3 AND COMPLETED PROVISION BY WAVE 1 INTERVIEW): **immediately after finishing your** <COURSE>] **you were** [W1\_STAT = PAIDEMPFT AND W1\_EMP = KNOWN: **in full-time work for** <EMPNAME>.]

[W1\_STAT = PAIDEMPPT AND W1\_EMP = KNOWN: **in part-time work for** <EMPNAME>.]

[W1\_STAT = FAMVOL AND W1\_EMP = KNOWN: **working in a family business called** <EMPNAME> **without being paid**.]

[W1\_STAT = PAIDEMPFT AND W1\_EMP = NOT KNOWN: **in full-time work for an employer**.]

[W1\_STAT = PAIDEMPPT AND W1\_EMP = NOT KNOWN: **in part-time work for an employer**.]

[W1\_STAT = FAMVOL AND W1\_EMP = NOT KNOWN: **working in a family business without being paid**.]

[W1\_STAT = SEMP: **self-employed**.]

IF ENTERED NEW EMPLOYMENT ON COMPLETING OR CONTRACT CHANGED SINCE PROVISION STARTED (W1STAT=NEWEMP OR A1\_7/8=1)

- A3 **Thinking about the job you had** [W1\_EMP = KNOWN: **with** <EMPNAME>] [W1\_EMP=NOT KNOWN AND (BATCH 1-2) OR (CFO=NOMS) OR (BATCH 3 AND COMPLETED PROVISION BY WAVE 1 INTERVIEW): **immediately after you finished your** <COURSE>] [TEXT SUB IF BATCH 3 AND NOT COMPLETED PROVISION BY WAVE 1 INTERVIEW: **in** <W1MONTH>], **was it...?**

**European Social Fund Cohort Study (2012–2014)**

SINGLE CODE. READ OUT.

<b>On a permanent or open-ended contract</b>	1
<b>On a fixed-term contract lasting 12 months or longer</b>	2
<b>On a fixed-term contract lasting less than 12 months</b>	3
<b>On a temporary or casual basis</b>	4
<b>On some other basis (PLEASE SPECIFY)</b>	5
(DON'T READ OUT) Don't know	6
(DON'T READ OUT) Refused	7

ASK IF ENTERED NEW EMPLOYMENT ON COMPLETION (W1STAT=NEWEMP)

**A4 How many people worked for the organisation, at the place where you worked?**

INTERVIEWER INSTRUCTION: This is the total number of employees at the site where the respondent works.

WRITE IN

IF DON'T KNOW EXACT NUMBER – PROMPT WITH RANGES

1-9	1
10-24	2
25-49	3
50-249	4
250+	5
Don't Know	X

ASK IF ENTERED NEW EMPLOYMENT ON COMPLETION (W1STAT=NEWWORK)

**A5 [IF IN EMPLOYMENT BUT NOT SELF-EMPLOYED (W1STAT = PAIDEMP OR FAMVOL): What type of business was the organisation that you worked for? Would you describe it as being involved with...?]**

[IF SELF EMPLOYED (W1STAT = SEMP): What type of business were you running? Would you describe it as being involved with...?]

PROMPT IF NECESSARY. SINGLE CODE

Primary, utilities and manufacturing	1
Construction	2
Wholesale and retail	3
Hotels and restaurants	4
Transport and communications	5
Financial and business services	6
Public admin, education, health and other services	7
Other (Please Specify)	8
Don't know	9



ASK IF ENTERED NEW EMPLOYMENT ON COMPLETION (W1STAT=NEWEMP) OR RESPONSIBILITIES CHANGED (A1\_2 =1 OR A1\_1 = 1)

**A6 And what was your job title and your main duties or responsibilities?**

*PROBE FOR FULL DETAILS.*

*E.G. IF RESPONDENT IS 'SUPERVISOR' ASK WHAT KIND OF SUPERVISOR, WHERE? IF 'ASSISTANT, WHAT SORT OF ASSISTANT?*

WRITE IN. TO BE CODED TO 4 DIGIT SOC.2010 ALLOW REF.
--

IF ENTERED NEW EMPLOYMENT ON COMPLETION OR RESPONSIBILITIES CHANGED ASK (A1\_1 = 1 OR A1\_2 = 1) OR (W1STAT = NEWWORK)

**A7 Did you have formal responsibility for supervising the work of other employees?**

Yes	1
No	2
Don't know	3

IF ENTERED NEW PAID WORK ON COMPLETION OR IF SALARY CHANGED BUT NOT FAMILY WORKER (W1\_STAT = NEWWORK AND W1\_STAT ≠ FAMVOL) OR ((A1\_5 OR A1\_6 = 1) AND W1STAT ≠ FAMVOL)

**A8 We would like to ask you how much you were paid in your main job [TEXT SUB IF (BATCH 1-2) OR (CFO=NOMS) OR (BATCH 3 AND COMPLETED PROVISION BY WAVE 1 INTERVIEW): at the point immediately after you left the <COURSE>] [TEXT SUB IF BATCH 3 AND NOT COMPLETED PROVISION BY WAVE 1 INTERVIEW: at the point when we last spoke to you].**

**Would it be easiest to tell us how much you were paid before tax...**

*ADD IF NECESSARY:* All your answers will be held in the strictest confidence, and will be used for statistical purposes only

SINGLE CODE. READ OUT.

<b>Per year (annual salary)</b>	1
<b>Per month</b>	2
<b>Per week</b>	3
<b>Per hour</b>	4
Other (please type in) (DO NOT READ OUT)	5
Unwilling to answer (DO NOT READ OUT)	6

ASK IF WANT TO ANSWER PER YEAR (A8=1)

**A9 What was your salary per year before tax?**

DO NOT INCLUDE ANY BONUSES, TAX CREDITS OR BENEFITS

TYPE IN FIGURE E.G. 15000
---------------------------

**European Social Fund Cohort Study (2012–2014)**

CATI CHECK – IF LESS THAN £5,000 OR MORE THAN £50,000

**Can I just confirm that your salary per YEAR, before tax was £<AMOUNT AT A9>?**

Yes	1	CONTINUE
No	2	GO BACK AND AMEND PAY

ASK IF WANT TO ANSWER PER MONTH (A8=2)

**A10 What were you paid per month before tax and any other deductions?**

DO NOT INCLUDE ANY BONUSES, TAX CREDITS OR BENEFITS

TYPE IN FIGURE E.G. 800

CATI CHECK – IF LESS THAN £400 OR MORE THAN £4,000

**Can I just confirm that you were paid £<AMOUNT AT A10> per MONTH, before tax and any other deductions?**

Yes	1	CONTINUE
No	2	GO BACK AND AMEND PAY

ASK IF WANT TO ANSWER PER WEEK (A8=3)

**A11 What were you paid per week before tax and any other deductions?**

DO NOT INCLUDE ANY BONUSES, TAX CREDITS OR BENEFITS

INTERVIEWER INSTRUCTION: IF RATE OF PAY VARIES THEN ASK FOR RATE OF PAY THIS WEEK. DO NOT INCLUDE OVERTIME RATE IF DIFFERENT TO NORMAL RATE.

TYPE IN FIGURE E.G. 200

CATI CHECK – IF LESS THAN £100 OR MORE THAN £1,000

**Can I just confirm that you were paid £<AMOUNT AT A11> per WEEK, before tax and any other deductions?**

Yes	1	CONTINUE
No	2	GO BACK AND AMEND PAY

ASK IF WANT TO ANSWER PER HOUR (A8=4)

**A12 What were you paid per hour before tax and any other deductions?**

DO NOT INCLUDE ANY BONUSES, TAX CREDITS OR BENEFITS

INTERVIEWER NOTE: **Please use decimal point so 7.50 = £7.50, 10.00 = £10**

INTERVIEWER INSTRUCTION: IF RATE OF PAY VARIES THEN ASK FOR RATE OF PAY TODAY. DO NOT INCLUDE OVERTIME RATE IF DIFFERENT TO NORMAL RATE.

TYPE IN FIGURE E.G. 7.50

CATI CHECK – IF LESS THAN £5 OR MORE THAN £25

**Can I just confirm that you were paid £<AMOUNT AT A12> per HOUR, before tax and any other deductions?**

Yes	1	CONTINUE
No	2	GO BACK AND AMEND PAY

ASK IF WANT TO ANSWER OTHER (A8=5)

**A13 What were you paid per <A8 TEXT> before tax and any other deductions?**

DO NOT INCLUDE ANY BONUSES, TAX CREDITS OR BENEFITS

INTERVIEWER INSTRUCTION: IF RATE OF PAY VARIES THEN ASK FOR RATE OF PAY TODAY. DO NOT INCLUDE OVERTIME RATE IF DIFFERENT TO NORMAL RATE.

TYPE IN FIGURE E.G. 7.50

ASK IF WANT TO ANSWER PER HOUR (A8=4)

**A14 How many hours on average did you work per week in the period immediately after finishing the <COURSE>?**

WRITE IN NUMBER OF HOURS  
ALLOW DK/REF

CATI CHECK – IF OVER 50 HOURS PER WEEK (A14 > 50)

**Can I just check that you worked <AMOUNT FROM A14> hours per week?**

Yes	1	CONTINUE
No	2	GO BACK AND AMEND HOURS

ASK IF NEW WORK, INCLUDING UNPAID, OR HOURS CHANGED, IF NOT ALREADY GIVEN HOURS AT A8/A14

(W1\_STAT = NEWWORK) AND (A8 ≠ 4 OR A14=DK/REF) )

OR

((A1\_3=1 OR A1\_4=1) AND (A8 ≠ 4 OR (A14=DK/REF)))

**A15 Would you say that you typically worked...?**

READ OUT. CODE ONE ONLY

<b>Less than 16 hours per week</b>	1
<b>At least 16 hours per week but less than 30 hours per week</b>	2
<b>30 hours or more per week</b>	3
Don't know/Can't remember (DO NOT READ OUT)	4
Refused (DO NOT READ OUT)	5

**European Social Fund Cohort Study (2012–2014)**

IF IN EMPLOYMENT (W1STAT=FAMVOL OR W1STAT=PAIDWORK)

**A16 When considering this**

[IF W1\_STAT=SEMP **self-employment**]

[IF W1\_STAT=PAIDEMP AND W1\_EMP = KNOWN **paid work for <EMPLOYER NAME>**]

[IF W1\_STAT=PAIDEMP AND W1\_EMP = NOT KNOWN **paid work for your employer**]

[IF W1\_STAT=FAMVOL AND W1\_EMP = KNOWN **unpaid work for <EMPLOYER NAME>**]

[IF W1\_STAT=FAMVOL AND W1\_EMP= NOT KNOWN **unpaid work in a family business**]

to what extent do you think the <COURSE> **has helped you to...** (*adapted from ESF 2009: W1Imp*)

GRID. READ OUT.	<b>A large extent</b>	<b>To some extent</b>	<b>Not at all</b>	<b>Don't know</b>
IF HAVE NEW JOB SINCE PROVISION STARTED (W1STAT=NEWORK) <b>Get this new job</b>	1	2	3	4
IF PROMOTED (A1_1=1) <b>Get promoted</b>	1	2	3	4
IF MOVED FROM TEMPORARY TO PERMANENT CONTRACT (A1_7 = 1) <b>Move from a temporary to a permanent contract</b>	1	2	3	4
IF SALARY GREATER THAN BEFORE (A1_5 = 1) <b>Receive a pay rise</b>	1	2	3	4
<b>Take on higher skilled work</b>	1	2	3	4
<b>Take on responsibility for supervising or managing other people</b>	1	2	3	4
<b>Improve your job security</b>	1	2	3	4
IF HOURS WORKED GREATER THAN BEFORE (A1_3 = 1) <b>Increase your hours of work</b>	1	2	3	4

## B Further detail about training entered on leaving ESF provision

IF ENTERED NEW TRAINING IMMEDIATELY ON COMPLETING PROVISION (W1STAT=NEWTRAINING)

- B1 I'd like to start by asking you for a little more detail about what you [TEXT SUB IF (BATCH 1-2) OR (CFO=NOMS) OR (BATCH 3 AND COMPLETED PROVISION BY WAVE 1 INTERVIEW): **did immediately after you finished your** <COURSE>] [TEXT SUB IF BATCH 3 AND NOT COMPLETED PROVISION BY WAVE 1 INTERVIEW: **were doing when we last spoke you**]. **When we spoke to you previously, you told us that** [TEXT SUB IF (BATCH 1-2) OR (CFO=NOMS) OR (BATCH 3 AND COMPLETED PROVISION BY WAVE 1 INTERVIEW): **immediately after finishing your** <COURSE> you did] [TEXT SUB IF BATCH 3 AND NOT COMPLETED PROVISION BY WAVE 1 INTERVIEW: **you were doing**] **some further training.**

**To what extent do you think the <COURSE> was responsible for you starting this training?**

SINGLE CODE

To a large extent	1
To some extent	2
Not at all	3
Don't know	4

IF IN TRAINING PRIOR TO COURSE (W1STAT= TRAIN)

- B2 **What was the title of the training course you** [IF W1STAT = NEWTRAINING: **started**] [IF W1STAT ≠ NEWTRAINING: **continued**] **studying** [TEXT SUB IF (BATCH 1-2) OR (CFO=NOMS) OR (BATCH 3 AND COMPLETED PROVISION BY WAVE 1 INTERVIEW): **immediately after finishing your** <COURSE>] [TEXT SUB IF BATCH 3 AND NOT COMPLETED PROVISION BY WAVE 1 INTERVIEW: **when we last spoke to you**]?

*INTERVIEWER NOTE: IF THEY ARE AT SCHOOL, WRITE 'at school'.  
QUALIFICATION TYPES ARE ASKED ABOUT LATER.*

WRITE IN ALLOW DK/REF
--------------------------

## C Establishing whether changed status since leaving course

ASK ALL

C1 [IF W1\_STAT = PAIDWORK, FAMVOL OR TRAIN] **I'd now like to ask you about anything else you might have done since** [TEXT SUB IF (BATCH 1-2) OR (CFO=NOMS) OR (BATCH 3 AND COMPLETED PROVISION BY WAVE 1 INTERVIEW): **completing your** <COURSE>.] [TEXT SUB IF BATCH 3 AND NOT COMPLETED PROVISION BY WAVE 1 INTERVIEW: **since we last spoke to you.**]

[IF W1\_STAT ≠ PAIDWORK, FAMVOL OR TRAIN] **I'd like to ask you about what you've been doing since** [TEXT SUB IF (BATCH 1-2) OR (CFO=NOMS) OR (BATCH 3 AND COMPLETED PROVISION BY WAVE 1 INTERVIEW): **completing your** <COURSE>.] [TEXT SUB IF BATCH 3 AND NOT COMPLETED PROVISION BY WAVE 1 INTERVIEW: **since we last spoke to you.**]

**So you told us that at this time you were**

[W1\_STAT = PAIDEMPFT AND W1\_EMP = KNOWN: **in full-time work for** <EMPNAME>.]

[W1\_STAT = PAIDEMPPT AND W1\_EMP = KNOWN: **in part-time work for** <EMPNAME>.]

[W1\_STAT = FAMVOL AND W1\_EMP = KNOWN: **working in a family business called** <EMPNAME> **without being paid.**]

[W1\_STAT = PAIDEMPFT AND W1\_EMP = NOT KNOWN: **in full-time work for an employer.**]

[W1\_STAT = PAIDEMPPT AND W1\_EMP = NOT KNOWN: **in part-time work for an employer.**]

[W1\_STAT = FAMVOL AND W1\_EMP = NOT KNOWN: **working in a family business without being paid.**]

[W1\_STAT = SEMP: **self-employed**]

[W1\_STAT = UNEMP: **unemployed and actively seeking work.**]

[W1\_STAT = TRAIN AND B2 ≠ DK OR REF: **studying** <B2\_TEXT>.]

[W1\_STAT = TRAIN AND B2 = DK OR REF: **studying for a course or qualification.**]

[W1\_STAT = OTHER OR (W1\_STAT = ECOIN AND W1\_STAT ≠ TRAIN): **neither in paid work, in training or unemployed.**]

**Is this what you are doing now?**

Yes	1	CONTINUE
No	2	CHECK C2DUM FOR ROUTING
Respondent disagrees with Wave 1 activity	3	THANK AND CLOSE

ASK IF DOING SAME THING (C1/1)

C2 **Can I just check has there been any point between now and** [TEXT SUB IF (BATCH 1-2) OR (CFO=NOMS) OR (BATCH 3 AND COMPLETED PROVISION BY WAVE 1 INTERVIEW): **immediately after you finished your <COURSE>**][TEXT SUB IF BATCH 3 AND NOT COMPLETED PROVISION BY WAVE 1 INTERVIEW: **when we last spoke to you in <W1MONTH>**] **when you**

[W1\_STAT = PAIDEMPFT AND W1\_EMP = KNOWN: **haven't been in full-time work for <EMPNAME>.**]

[W1\_STAT = PAIDEMPPT AND W1\_EMP = KNOWN: **haven't been in part-time work for <EMPNAME>.**]

[W1\_STAT = FAMVOL AND W1\_EMP = KNOWN: **haven't been working in a family business called <EMPNAME> without being paid.**]

[W1\_STAT = PAIDEMPFT AND W1\_EMP = NOT KNOWN: **haven't been in full-time work for an employer.**]

[W1\_STAT = PAIDEMPPT AND W1\_EMP = NOT KNOWN: **haven't been in part-time work for an employer.**]

[W1\_STAT = FAMVOL AND W1\_EMP = NOT KNOWN: **haven't been working in a family business without being paid.**]

[W1\_STAT = SEMP: **haven't been self-employed**]

[W1\_STAT = UNEMP: **haven't been unemployed and actively seeking work.**]

[W1\_STAT = TRAIN AND B2 ≠ DK OR REF: **haven't been studying <B2\_TEXT>.**]

[W1\_STAT = TRAIN AND B2 = DK OR REF: **haven't been studying for that course or qualification.**]

[W1\_STAT = ECOIN AND W1\_STAT ≠ TRAIN: **haven't been prevented from working by full-time care commitments, sickness or disability, or needing to look after the home or family.**]

[W1\_STAT = OTHER: **have been in work, training, or seeking work.**]

Yes – have done something else	4	CHECK C2DUM FOR ROUTING
No – have been doing same activity continuously since the last interview	5	CHECK C2DUM FOR ROUTING

**C2DUM Status change DUMMY VARIABLE, DO NOT ASK**

MULTICODE

Done the same activity continuously except if in training (C1=1 & C2=2 & W1_STAT≠TRAINING)	1	GO TO SECTION E
Done something else since (C1=2 OR C2=1)	2	GO TO SECTION D
Done same training continuously (C1=1 AND C2=2 AND W1_STAT=TRAINING)	3	GO TO SECTION D
Did something else since training (C1=2 OR C2=1) AND (W1_STAT=TRAINING)	4	GO TO SECTION D

## D Establishing other activities since last interview

ASK IF CHANGED ACTIVITY (C2DUM=2)

So I'd like to find out a bit more about what you did immediately after

[W1\_STAT = PAIDEMPFT AND W1\_EMP = KNOWN: your full-time employment for <EMPNAME> ended.]

[W1\_STAT = PAIDEMPFT AND W1\_EMP = NOT KNOWN: your full-time employment ended.]

[W1\_STAT = PAIDEMPPT AND W1\_EMP = KNOWN: your part-time employment for <EMPNAME> ended.]

[W1\_STAT = PAIDEMPPT AND W1\_EMP = NOT KNOWN: your part-time employment ended.]

[W1\_STAT = SEMP: the period of self-employment you mentioned.]

[W1\_STAT = UNEMP: the period of unemployment you mentioned.]

[W1\_STAT = FAMVOL AND W1\_EMP = KNOWN: you stopped working for a family business called <EMPNAME> without being paid.]

[W1\_STAT = FAMVOL AND W1\_EMP = NOT KNOWN: you stopped working for a family business without being paid.]

[IF W1\_STAT = TRAIN: the period of training or education you just mentioned.]

[IF W1\_STAT = OTHER OR (W1\_STAT = ECOIN AND W1\_STAT ≠ TRAIN): that period when you weren't working, training or seeking work.]

ASK IF LEFT WORK SINCE WAVE 1 INTERVIEW (C2DUM = 2 AND (W1\_STAT =FAMVOL OR W1\_STAT =PAIDWORK))



D1 **Why did you [IF W1\_STAT = PAIDEMP OR FAMVOL: leave this job] [IF W1\_STAT=SEMP: end this period of self-employment]? (ADAPTED FROM ESF 2009 W2JBLFT AND JCP DESTINATIONS C3)**

*PROMPT AS NECESSARY – CODE ALL THAT APPLY*

DO NOT SHOW IF W1_STAT=SEMP: <b>Contract ended/temporary work</b>	1
<b>Sacked/dismissed</b>	2
<b>Made redundant</b>	3
<b>Got another job</b>	4
<b>Went into training/education</b>	5
<b>Wasn't earning enough</b>	6
<b>No promotion prospects</b>	7
<b>Child care commitments</b>	8
<b>Pregnancy</b>	9
<b>Caring commitments</b>	10
<b>Health reasons</b>	11
<b>The company closed</b>	12
<b>Job was not suitable in some other way (PLEASE SPECIFY)</b>	13
<b>Transport issues/difficulty getting to work</b>	14
<b>Other (PLEASE SPECIFY)</b>	15
Refused (DO NOT READ OUT)	16

ASK IF IN TRAINING ON LEAVING PROVISION AND DONE SOMETHING DIFFERENT SINCE (C2DUM=4)

D2 **You just told us that you were studying [IF B2 = TEXT: <B2 TEXT>] immediately after [TEXT SUB IF (BATCH 1-2) OR (CFO=NOMS) OR (BATCH 3 AND COMPLETED PROVISION BY WAVE 1 INTERVIEW): completing your <COURSE>] [TEXT SUB IF BATCH 3 AND NOT COMPLETED PROVISION BY WAVE 1 INTERVIEW: we last spoke to you]. Can I just check, did you complete this?**

Yes	1
No	2

ASK IF COMPLETED TRAINING (D2=1) OR IF STILL DOING WAVE1 TRAINING (C2DUM=3)

D3 **[IF COMPLETED TRAINING (D2=1): And did you achieve a qualification as a result of completing that training or education?]**

**[IF STILL IN TRAINING (C2DUM=3): Is the training or education you are currently doing designed to lead to a qualification?]**

Yes	1
No	2

European Social Fund Cohort Study (2012–2014)

IF ACHIEVED FULL QUALIFICATION (D2=1 AND D3=1)

D3A **And how many qualifications did you achieve as a result of the training or education?**

WRITE IN ALLOW DK
----------------------

ASK IF DID NOT COMPLETE TRAINING (D2=2) (OR QUALIFICATION NOT ACHIEVED OR COURSE NOT DESIGNED TO HELP ACHIEVE A QUALIFICATION (D3=2))

D4 **Some qualifications are made up of units or modules which allow learners to achieve a part award.**

[IF DID NOT COMPLETE TRAINING (D2=2) OR IF COMPLETED TRAINING BUT DID NOT ACHIEVE A QUALIFICATION (D2=1 AND D3=2): Did you gain any units or modules towards a full award?]

[IF STILL DOING WAVE1 TRAINING AND COURSE NOT DESIGNED TO HELP ACHIEVE QUALIFICATION (C2DUM=3 AND D3=2): **As part of your current training or education, are you hoping to gain any units or modules towards a full award?**] (ADAPTED FROM NATCEN W2QUAL6)

Yes	1
No	2

IF ACHIEVED OR TRAINING TOWARDS FULL OR PART QUALIFICATION (D3/4=1)

D5 **Qualifications are often classified by their level.**

[IF IN TRAINING ON LEAVING PROVISION AND DONE SOMETHING DIFFERENT SINCE (C2DUM=4): **Were any of the full or part qualifications that you achieved at the following levels? Were any at.....?**]

[IF STILL IN TRAINING (C2DUM=3): **What full or part qualification are you working towards in your training? Is it...?**] (ADAPTED FROM JRFND FND J5)

READ OUT. MULTICODE.

Entry level qualification, for example City & Guilds certificate or BTEC certificate, Skills for Life at Entry level, Functional Skills at Entry level	1
LEVEL 1 qualifications, for example GCSE Grades D-G , CSE Grade 2 or under, Key Skills Level 1, Skills for Life, GNVQ /GSVQ Foundation, BTEC First, NVQ Level 1	2
LEVEL 2 which includes GCSEs Grades A*-C, GCEs O Level, CSEs Grade 1, NVQ Level 2, Level 2 VQs, Key Skills Level 2, Skills for Life, Higher Diploma	3
LEVEL 3 which includes A levels, AS levels, Key Skills Level 3 GNVQ or BTEC National and NVQ Level 3	4
LEVEL 4 which is an HNC, NVQ Level 4, Key Skills Level 4, Cert Ed, or BTEC Professional Diplomas Certificates and Awards	5
LEVEL 5 or above which covers Undergraduate or Foundation Degree, PGCE, HNC, HND, Dip Ed, other undergraduate diplomas or certificates	6
(DO NOT READ OUT) Don't know	7

**CATI INSTRUCTION: C2DUM=3 GO TO SECTION E**

**CATI INSTRUCTION: C2DUM=4 GO TO D7**

ASK IF NOT COMPLETED TRAINING AT WAVE 1 INTERVIEW (D2=2)

- D6 **Why did you not finish** [IF B2 = TEXT <B2 TEXT>] [IF B2=DK OR REF: **the training or education you were doing** [TEXT SUB IF (BATCH 1-2) OR (CFO=NOMS) OR (BATCH 3 AND COMPLETED PROVISION BY WAVE 1 INTERVIEW): **immediately after completing your** <COURSE>] [[TEXT SUB IF BATCH 3 AND NOT COMPLETED PROVISION BY WAVE 1 INTERVIEW: **we last spoke to you**] ? (Adapted from **ESF2009 W2WHYLFT**)

*PROMPT AS NECESSARY – CODE ALL THAT APPLY*

Started a new course	1
Wasn't enjoying it	2
Course was too easy	3
Course was too difficult	4
The course was not suited to the type of work I wanted to get into	5
The college/training provider closed	6
Course was not suitable in some other way (PLEASE SPECIFY)	7
Transport issues/difficulty getting to college/training provider	8
Unable to find suitable and/or affordable childcare	9
Other caring responsibilities got in the way	10
Other (PLEASE SPECIFY)	11
Refused (DO NOT READ OUT)	12

## European Social Fund Cohort Study (2012–2014)

ASK IF CHANGED ACTIVITY (C2DUM=2)

### D7 So, can you tell me when

[W1\_STAT = PAIDEMPFT AND W1\_EMP = KNOWN: **your full-time employment for <EMPNAME> ended**]

[W1\_STAT = PAIDEMPFT AND W1\_EMP = NOT KNOWN: **your full-time employment ended**]

[W1\_STAT = PAIDEMPPT AND W1\_EMP = KNOWN: **your part-time employment for <EMPNAME> ended**]

[W1\_STAT = PAIDEMPPT AND W1\_EMP = NOT KNOWN: **your part-time employment ended**]

[W1\_STAT = SEMP: **that period of self-employment ended**]

[W1\_STAT = UNEMP: **that period of unemployment you mentioned ended**]

[W1\_STAT = FAMVOL AND W1\_EMP = KNOWN: **you stopped working for a family business called <EMPNAME> without being paid**]

[W1\_STAT = FAMVOL AND W1\_EMP = NOT KNOWN: **you stopped working for a family business without being paid**]

[IF W1\_STAT = TRAIN AND D2 = 1 AND B2\_TEXT ≠ DK OR REF: **<B2\_TEXT> ended**]

[IF W1\_STAT = TRAIN AND D2 = 2 AND B2\_TEXT ≠ DK OR REF: **you left <B2\_TEXT>**]

[IF W1\_STAT = TRAIN AND B2\_TEXT = DK OR REF: **that period of training or education immediately after completing your <COURSE> ended**]

[IF W1\_STAT = ECOIN AND W1\_STAT ≠ TRAIN: **you became able to work (or had to work) again after that period of illness, disability, full-time caring responsibilities or looking after the home or family full time**]

[IF W1\_STAT = OTHER: **that period when you weren't working, training or seeking work ended**]?

*PROMPT IF NECESSARY CODE ONE ONLY*

**DO NOT SHOW MONTHS WHICH ARE IN THE FUTURE, OR (IF COMPLETED PROVISION AT WAVE 1 INTERVIEW BEFORE SURVENDMONTH) OR (IF NOT COMPLETED PROVISION AT WAVE 1 INTERVIEW BEFORE W1MONTH)**

June 2012	13
July 2012	14
August 2012	15
September 2012	16
October 2012	17
November 2012	18
December 2012	19
January 2013	20
February 2013	21
March 2013	22
April 2013	23
May 2013	24
June 2013	25
July 2013	26
August 2013	27
September 2013	28
October 2013	29
November 2013	30
December 2013	31
January 2014	32
February 2014	33
March 2014	34

ASK IF CHANGED ACTIVITY (C2DUM=2)

**D8 And what did you do next?**

**If you were doing more than one activity, please just tell me about the activity you consider to have been your main activity. (ESF2009 W2ACT1 / JCP DESTINATIONS B2)**

*READ OUT SINGLE CODE*

*INTERVIEWER INSTRUCTION:*

*IF THE RESPONDENT WAS WAITING FOR A TRAINING COURSE TO START CODE AS F/T – P/T TRAINING – PROBE FOR WHICH*

*IF THE RESPONDENT WAS WAITING TO START A NEW JOB CODE AS UNEMPLOYED AND ACTIVELY SEEKING WORK*

*IF THE RESPONDENT WAS PROMOTED CODE AS EITHER WORKING F/T OR P/T*

**European Social Fund Cohort Study (2012–2014)**

<b>Working full time for an employer in a paid role 30 hours or more per week</b>	35
<b>Working part time for an employer in a paid role less than 30 hours per week</b>	36
<b>Self-employed</b>	37
<b>Retired and/or claiming a pension/Pension Credit</b>	38
<b>Enter in full-time training or education – 16 hours or more per week</b>	39
<b>Enter in part-time training or education – less than 16 hours per week</b>	40
<b>Unemployed and actively looking for work</b>	41
<b>Not in employment because of sickness or disability</b>	42
<b>Looking after the home or family full time</b>	43
<b>Caring for an adult family member, relative or friend who has any long-standing illness, disability or infirmity</b>	44
<b>Working for an employer in a voluntary, unpaid role or internship</b>	45
<b>DO NOT READ OUT: Doing something else (WRITE IN)</b>	46

IF WORKING FOR AN EMPLOYER IN A VOLUNTARY, UNPAID ROLE OR INTERNSHIP (D8=11)

**D8a You said you were working for an employer in a voluntary, unpaid role or internship – was this role in a family business?**

Yes	1
No	2
Don't know	3

**D8DUM DUMMY VARIABLE, DO NOT ASK**

Entered paid work (D8=1-3)	1	
Became self-employed (D8=3)	2	
Entered paid work for an employer (D8=1-2)	3	
Entered training or education(D8=5-6)	4	
Unemployed and seeking work (D8=7)	5	
Economically inactive (D8=5-6 OR 8-10 OR 12 OR (D8A=2-3))	6	
In employment (including family worker) (D8=1-3 OR D8A=1)	7	
In employment (including family worker) but not self-employed (D8=1-2 OR D8A=1)	8	
Retired (D8 = 4)	9	

ASK IF D8DUM ≠ 1, 5 OR 9

D9 **Even though you were not looking for paid work at this point did you want a regular paid job either full time or part time?** (ESF2009 W2WNTWK)

Yes	1
No	2

ASK IF DIDN'T WANT WORK (D9=2)

D10 **What was the main reason for you not wanting paid work at this time?** (ESF2009 W2NTWNT)

*DO NOT READ OUT. SINGLE CODE*

Unable to work because of illness or health problem	47
Unable to work because of a disability	48
Waiting for results of a job application	49
Waiting to start a paid job already accepted	50
Studying full time	51
Looking after family/home	52
Unable to find suitable and/or affordable childcare	53
Caring for an elderly, ill or disabled relative or friend	54
No jobs available	55
Financially secure and does not need work	56
Retired	57
Prefer to work part time	58
Other (write in)	59

ASK IF CHANGED ACTIVITY (C2DUM = 2)

D10a **Were you receiving any benefits at this time?**

Yes	1
No	2
Don't know	3

IF RECEIVING BENEFIT (D10a=1)

D10b **What benefits were you receiving then?**

MULTICODE. *PROMPT IF NECESSARY.*

Jobseeker's Allowance	1
Employment and Support Allowance (ESA)	2
Income Support	3
Tax Credits	4
Other (PLEASE SPECIFY)	5
Don't know	X

**European Social Fund Cohort Study (2012–2014)**

ASK IF ENTERED EMPLOYMENT (D8DUM=7)

**I'd now just like to ask a few questions about this [IF D8DUM=2: period of self-employment] [IF D8DUM=3: job] [IF D8A=1: unpaid work for a family business] you started.**

ASK IF ENTERED EMPLOYMENT BUT NOT SELF-EMPLOYED (D8DUM=8)

**D11 Firstly, what was the name of your employer?**

INTERVIEWER INSTRUCTION:

IF THE RESPONDENT GAINED WORK THROUGH A TEMPING AGENCY RECORD NAME OF COMPANY PLACED WITH AND NOT TEMPING AGENCY

WRITE IN ALLOW DK/REF
--------------------------

ASK IF IN EMPLOYMENT BUT NOT SELF-EMPLOYED (D8DUM=8)

**D12 And was this job...? (JCP DESTINATIONS C13)**

*READ OUT CODE ONE ONLY*

<b>On a permanent or open-ended contract</b>	60	CONTINUE
<b>On a fixed-term contract lasting more than a year</b>	61	
<b>On a fixed-term contract lasting between six months and a year</b>	62	
<b>On a fixed-term contract lasting less than six months</b>	63	
<b>On a temporary or casual basis</b>	64	
Other (PLEASE SPECIFY)	65	
(DO NOT READ OUT) Don't know	66	
(DO NOT READ OUT) Refused	67	

ASK IF IN EMPLOYMENT BUT NOT SELF-EMPLOYED (D8DUM=8)

**D13 How many people worked for the organisation, at the place where you worked?**

INTERVIEWER INSTRUCTION: This is the total number of employees at the site where the respondent works.

WRITE IN
----------

IF DON'T KNOW EXACT NUMBER – PROMPT WITH RANGES

1-9	1
10-24	2
25-49	3
50-249	4
250+	5
Don't Know	6

OVERALL FILTER: ASK IF ENTERED EMPLOYMENT (D8DUM=7)



D14 [IF IN EMPLOYMENT BUT NOT SELF-EMPLOYED (D8DUM=8): **What type of business was the organisation that you worked for? Would you describe it as being involved with...?**]

[IF SELF EMPLOYED (D8DUM=2): **What type of business were you running? Would you describe it as being involved with...?**]

*PROMPT IF NECESSARY*

Primary, utilities and manufacturing	1
Construction	2
Wholesale and retail	3
Hotels and restaurants	4
Transport and communications	5
Financial and business services	6
Public admin, education, health and other services	7
Other (PLEASE SPECIFY)	8
Don't know	9

IF IN EMPLOYMENT BUT NOT SELF-EMPLOYED (D8DUM=8)

D15 **What was your job title and your main duties or responsibilities?**

*INTERVIEWER INSTRUCTION: PROBE FOR FULL DETAILS – CODE TO 4 DIGIT SOC 2010*

*E.G. IF RESPONDENT IS 'SUPERVISOR' ASK WHAT KIND OF SUPERVISOR, WHERE? IF 'ASSISTANT, WHAT SORT OF ASSISTANT?'*

WRITE IN
----------

ASK IF IN EMPLOYMENT (D8DUM=7)

D16 **Did you have formal responsibility for supervising the work of other employees? (ESF2009W2SUPER)**

Yes	1
No	2

IF ENTERED PAID WORK (D8DUM=1)

D17 **I would like to ask you how much you were paid. Would it be easiest to tell us how much you were paid before tax...? (JCP DESTINATIONS B9)**

**ADD AS NECESSARY: All your answers will be held in the strictest confidence, and will be used for statistical purposes only.**

Per year	68
Per month	69
Per week	70
Per hour	71
Other (PLEASE SPECIFY) (DO NOT READ OUT)	72
Unwilling to answer (DO NOT READ OUT)	73

**European Social Fund Cohort Study (2012–2014)**

ASK IF WANT TO ANSWER PER YEAR (D17=1)

**D18 What were you paid per year before tax and any other deductions?**

*DO NOT INCLUDE ANY BONUSES, TAX CREDITS OR BENEFITS*

WRITE IN FIGURE E.G. 15000

CATI CHECK – IF LESS THAN £5,000 OR MORE THAN £50,000

**Can I just confirm that you were paid £<AMOUNT AT D18> PER YEAR before tax and other deductions?**

Yes	1	CONTINUE
No	2	RE-ASK SALARY

ASK IF WANT TO ANSWER PER MONTH (D17=2)

**D19 What were you paid per month before tax and any other deductions?**

*DO NOT INCLUDE ANY BONUSES, TAX CREDITS OR BENEFITS*

WRITE IN FIGURE E.G. 800

CATI CHECK – IF LESS THAN £400 OR MORE THAN £4,000

**Can I just confirm that you were paid £<AMOUNT AT D19> PER MONTH before tax and any other deductions?**

Yes	1	CONTINUE
No	2	RE-ASK SALARY

ASK IF WANT TO ANSWER PER WEEK (D17=3)

**D20 What were you paid per week before tax and any other deductions?**

*DO NOT INCLUDE ANY BONUSES, TAX CREDITS OR BENEFITS*

*INTERVIEWER INSTRUCTION: IF RATE OF PAY VARIES THEN ASK FOR RATE OF PAY THIS WEEK. DO NOT INCLUDE OVERTIME RATE IF DIFFERENT TO NORMAL RATE.*

WRITE IN FIGURE E.G. 200

CATI CHECK – IF LESS THAN £100 OR MORE THAN £1,000

**Can I just confirm that you were paid £<AMOUNT AT D20> PER WEEK before tax and any other deductions?**

Yes	1	CONTINUE
No	2	RE-ASK SALARY

ASK IF WANT TO ANSWER PER HOUR (D17=4)

**D21 What were you paid per hour before tax and any other deductions?**

*DO NOT INCLUDE ANY BONUSES, TAX CREDITS OR BENEFITS*

*INTERVIEWER INSTRUCTION: IF RATE OF PAY VARIES THEN ASK FOR AVERAGE RATE OF PAY. DO NOT INCLUDE OVERTIME RATE IF DIFFERENT TO NORMAL RATE.*

WRITE IN FIGURE E.G. 7.50

CATI CHECK – IF LESS THAN £5 OR MORE THAN £25

**Can I just confirm that you were paid £<AMOUNT AT D21> PER HOUR before tax and any other deductions?**

Yes	1	CONTINUE
No	2	RE-ASK SALARY

ASK IF WANT TO ANSWER PER OTHER (D17=5)

**D22 What were you paid per <D17 TEXT> before tax and any other deductions?**

*DO NOT INCLUDE ANY BONUSES, TAX CREDITS OR BENEFITS*

*INTERVIEWER INSTRUCTION: IF RATE OF PAY VARIES THEN ASK FOR RATE OF PAY TODAY. DO NOT INCLUDE OVERTIME RATE IF DIFFERENT TO NORMAL RATE.*

WRITE IN FIGURE E.G. 7.50

ASK IF PAID HOURLY (D17=4)

**D23 How many hours on average did you work per week in this job?**

WRITE IN NUMBER OF HOURS  
ALLOW DK/REF

CATI CHECK – IF OVER 50 HOURS PER WEEK (D23 > 50)

**Can I just check that you worked <AMOUNT AT D23> hours per week?**

Yes	1	CONTINUE
No	2	GO BACK AND AMEND HOURS

ASK IF (D17=1-3 OR 5-6) OR D23=DK/REF OR FAMILY WORKER (D8A=1)

**D24 Would you say that you typically worked...?**

*READ OUT, CODE ONE ONLY*

<b>Less than 16 hours per week</b>	1
<b>More than 16 hours but less than 30 hours per week</b>	2
<b>30 hours or more per week</b>	3
Don't know (DO NOT READ OUT)	4
Refused (DO NOT READ OUT)	5

**European Social Fund Cohort Study (2012–2014)**

ASK IF ENTERED TRAINING (D8DUM=4)

**D25 What was the title of the training course or qualification you started studying?**

WRITE IN ALLOW DK OR REF
-----------------------------

IF ENTERED TRAINING (D8DUM=4)

**D26 Can I just check, did you complete this training? (ADAPTED FROM ESF2009 W2QUAL 2 AND W2QUAL3)**

*SINGLE CODE*

Yes	1
No – stopped studying	2
No – still studying	3

ASK IF COMPLETED TRAINING (D26=1)

**D27 And did you achieve a qualification as a result of completing that course?**

Yes	1
No	2

IF ACHIEVED FULL QUALIFICATION (D27=1)

**D27A And how many qualifications did you achieve as a result of this training or education?**

WRITE IN ALLOW DK
----------------------

ASK IF DID NOT COMPLETE TRAINING (D26=2 OR 3) OR DID NOT ACHIEVE QUALIFICATION AS A RESULT OF COMPLETING THE COURSE (D27=2)

**D28 Some qualifications are made up of units or modules which allow learners to achieve a part award. [IF D26=2 OR D27=2: Did you gain][IF D26=3: Have you gained] any units or modules towards a full award? (ADAPTED FROM ESF2009 W2QUAL6)**

Yes	1
No	2

ASK IF ACHIEVED FULL/PART QUALIFICATION (D27=1 OR D28=1)

D29 **Were any of the full or part qualifications you achieved [IF D25 not DK or REF: as a result of completing <D25 TEXT>] at the following levels? Were they...?**

READ OUT. MULTICODE.

Entry level qualification, for example City & Guilds certificate or BTEC certificate, Skills for Life at Entry level, Functional Skills at Entry level	1
LEVEL 1 qualifications, for example GCSE Grades D-G , CSE Grade 2 or under, Key Skills Level 1, Skills for Life, GNVQ /GSVQ Foundation, BTEC First, NVQ Level 1	2
LEVEL 2 which includes GCSEs Grades A*-C, GCEs O Level, CSEs Grade 1, NVQ Level 2, Level 2 VQs, Key Skills Level 2, Skills for Life, Higher Diploma	3
LEVEL 3 which includes A levels, AS levels, Key Skills Level 3 GNVQ or BTEC National and NVQ Level 3	4
LEVEL 4 which is an HNC, NVQ Level 4, Key Skills Level 4, Cert Ed, or BTEC Professional Diplomas Certificates and Awards	5
LEVEL 5 or above which covers Undergraduate or Foundation Degree, PGCE, HNC, HND, Dip Ed, other undergraduate diplomas or certificates	6
(DO NOT READ OUT) Don't know	7

ASK IF NOT COMPLETED TRAINING (D26=2)

D30 **Why did you not finish the course?** (Adapted from ESF2009 W2WHYLFT)

Started a new course	1
Wasn't enjoying it	2
Course was too easy	3
Course was too difficult	4
The course was not suited to the type of work I wanted to get into	5
The college/training provider closed	6
Course was not suitable in some other way (PLEASE SPECIFY)	7
Transport issues/difficulty getting to college/training provider	8
Unable to find suitable and/or affordable childcare	9
Other caring responsibilities got in the way	10
Other (PLEASE SPECIFY)	11
Refused (DO NOT READ OUT)	12

**European Social Fund Cohort Study (2012–2014)**

ASK IF BECAME UNEMPLOYED AND SEEKING WORK (D8DUM=5)

**D31 Which of the following reasons do you think made it difficult for you to find work? (ADAPTED FROM ESF2009 W2BARR QUESTIONS)**

MULTICODE. READ OUT. DP: ROTATE CODES EXCEPT 10-13

<b>You did not have the right qualifications or skills</b>	1
<b>There were few jobs available where you lived</b>	2
<b>Your age counted against you</b>	3
<b>You had a lack of recent experience of working</b>	4
<b>You could not find suitable and/or affordable childcare</b>	5
<b>You had problems with transport or the cost of transport</b>	6
<b>You had a disability or problems with your health</b>	7
<b>You needed to take care of an elderly, ill or disabled friend or relative</b>	8
<b>There were issues with your citizenship/visa status</b>	9
<b>Any criminal convictions</b>	10
<b>Alcohol dependency</b>	11
<b>Drugs dependency</b>	12
<b>Any other reason</b> (Please specify)	13
(DO NOT READ OUT) None of the above	14
(DO NOT READ OUT) Don't know / Refused	X

FIRST ITERATION: IF C2=1 FORCE D32=2

ALL ITERATIONS: IF (D8DUM = 4 AND D26 = 3) FORCE D32 = 1

ALL ITERATIONS: IF (D8DUM = 4 AND D26 = 1 OR 2) FORCE D32 = 2

FIRST ITERATION: ASK IF D8DUM ≠ 4 AND C2 ≠ 1

SUBSEQUENT ITERATIONS: ASK IF D8DUM ≠ 4

**D32 And is this what you are doing now?**

Yes	1
No	2

ASK IF NOT CURRENT ACTIVITY AND ENTERED EMPLOYMENT (D8DUM=7 & D32=2)

D33 **Why did you [IF D8DUM=8: leave this job] [IF D8DUM=2: end this period of self-employment]?**

READ OUT. CODE ALL THAT APPLY

ROTATE CODES

DO NOT SHOW IF D8DUM=2: <b>Contract ended/temporary work</b>	1
<b>Sacked/dismissed</b>	2
<b>Made redundant</b>	3
<b>Got another job</b>	4
<b>Went into training/education</b>	5
<b>Wasn't earning enough</b>	6
<b>No promotion prospects</b>	7
<b>Child care commitments</b>	8
<b>Pregnancy</b>	9
<b>Caring commitments</b>	10
<b>Health reasons</b>	11
<b>The company closed</b>	12
<b>Transport issues/difficulty getting to work</b>	13
<b>Job was not suitable in some other way (PLEASE SPECIFY)</b>	14
<b>Other (PLEASE SPECIFY)</b>	15
Refused (DO NOT READ OUT)	16

ASK IF DONE SOMETHING ELSE SINCE (D32=2)

WHERE # IS NUMBER OF THIS ITERATION:

D34 **So, I'd just like to check when did**

[IF D8\_# = 1 **your full-time employment** [IF D11\_# NOT MISSING for <D11\_# TEXT>] end]

[IF D8\_# = 2 **your part-time employment** [IF D11\_# NOT MISSING for <D11\_# TEXT>] end]

[IF D8\_# = 3 **that period of self-employment** end]

[If D8\_# = 4 **you come out of retirement**]

[IF D8\_# = 7 **that period of unemployment** end]

[IF D8A\_# = 1 **you stop working unpaid for** [IF D11\_# NOT MISSING <D11\_# TEXT>[IF D11\_# MISSING a family business]]]

[IF D8A\_# = 2 OR 3 **you stop working unpaid or in a voluntary role**]

[IF D8\_# = 5 OR 6 **that training activity** end]

[IF D8\_# = 8 **you became able to work (or had to work) again after that period of illness, disability**]

**European Social Fund Cohort Study (2012–2014)**

[IF D8\_# = 9 that period of looking after the home or family full time end]

[IF D8\_# = 10 that period of being a full-time carer end]

[IF D8\_# = 12 the activity you called <D8TEXT> end]?

June 2012	1
July 2012	2
August 2012	3
September 2012	4
October 2012	5
November 2012	6
December 2012	7
January 2013	8
February 2013	9
March 2013	10
April 2013	11
May 2013	12
June 2013	13
July 2013	14
August 2013	15
September 2013	16
October 2013	17
November 2013	18
December 2013	19
January 2014	20
February 2014	21
March 2014	22

**D8DUMEND DUMMY VARIABLE, DO NOT ASK**

CALCULATE IF (D32 = 1 AND D34 <= MONTHSIX) OR (D34 >= MONTHSIX AND D8DUMENDSET = 1)

= D8DUM

**D8DUMENDSET DUMMY VARIABLE, DO NOT ASK**

CALCULATE IF (D8DUMEND >= 1) (i.e. it's set to anything)

= 1



CATI INSTRUCTION:

REPEAT D8-D8DUMEND UNTIL RESPONDENT CONFIRMS THIS IS THEIR CURRENT ACTIVITY (D32=1)

ASK ALL RESPONDENTS

**D34DUMA DUMMY VARIABLE, DO NOT ASK – ASK ALL**

Whether any employment since ending ESF (W1_STAT =PAIDWORK OR W1_STAT =FAMVOL) OR (ANY ITERATION OF D8DUM=7)	1	
Whether any training since ending ESF (W1_STAT =TRAIN) OR (ANY ITERATION OF D8DUM=4)	2	

**D34DUMB DUMMY VARIABLE, DO NOT ASK – ASK ALL**

Number of paid work placements since ending ESF (SUM ACROSS ALL ITERATIONS WHERE D8DUM=1 AND INCREMENT BY 1 IF W1_STAT=PAIDWORK)	1	
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**D34DUMC DUMMY VARIABLE, DO NOT ASK – ASK ALL**

Number of different training courses since ending ESF (SUM ACROSS ALL ITERATIONS WHERE D8DUM=4 AND INCREMENT BY 1 IF W1_STAT=TRAIN)	1	
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**SIXMONTHACTIVITY DUMMY VARIABLE, DO NOT ASK – ASK ALL**

IF C2DUM = 1, TRANSFER DATA FROM W1\_STAT. SEE DETAILS OF HOW TO CODE BELOW.

IF C2DUM = 2, 3 or 4 TRANSFER DATA DIRECTLY FROM D8DUMEND.

(PLEASE NOTE SIXMONTHACTIVITY SHOULD HAVE IDENTICAL CODES TO D8DUMEND.)

Entered paid work	1	W1_STAT = PAIDWORK
Became self-employed	2	W1_STAT = SEMP
Entered paid work for an employer	3	W1_STAT = PAIDEMP
Entered training or education	4	W1_STAT = TRAIN
Unemployed and seeking work	5	W1_STAT = UNEMP
Economically inactive	6	W1_STAT = ECOIN
In employment (including family worker)	7	W1_STAT = PAIDWORK OR FAMVOL
In employment (including family worker) but not self-employed	8	(W1_STAT = PAIDWORK OR FAMVOL) AND W1_STAT ≠ SEMP

## E Impact of ESF provision

ASK ALL

**I'd now like to ask a few questions about how much you think the [IF FAIMREF=1: <FINAL AIMREF>] [IF FAIMREF=2: original <COURSE>] you did <IF hasfprovname=1: with <FINAL PROVNAME>> has helped you over the past few months.**

ASK IF SECURED ANY PAID WORK SINCE END OF ESF PROVISION

(W1\_STAT = PAIDWORK AND W1\_STAT = SAMEWORK AND D34DUMB >= 2) OR

(W1\_STAT = PAIDWORK AND W1\_STAT ≠ SAMEWORK AND D34DUMB >= 1) OR

(W1\_STAT ≠ PAIDWORK AND D34DUMB >= 1)

- E1 **Thinking about all the paid work you have had since [TEXT SUB IF (BATCH 1-2) OR (CFO=NOMS) OR (BATCH 3 AND COMPLETED PROVISION BY WAVE 1 INTERVIEW) OR (BATCH 3 AND S7=1): finishing the <FINAL AIMREF>] [TEXT SUB IF BATCH 3 AND S7=2-4: we last spoke to you], do you think you would have been able to secure this work without having undertaking your <COURSE>?**

READ OUT

<b>Yes – I would have secured that work anyway</b>	1
<b>No – I needed the &lt;COURSE&gt; to secure that work</b>	2
(DO NOT READ OUT) Don't know	3

ASK IF ANY EMPLOYMENT SINCE END OF ESF PROVISION (D34DUMA = 1)

- E2 **To what extent do you feel that the <FINAL AIMREF> has helped you progress in your work since** [TEXT SUB IF (BATCH 1-2) OR (CFO=NOMS) OR (BATCH 3 AND COMPLETED PROVISION BY WAVE 1 INTERVIEW) OR (BATCH 3 AND S7=1): it] [TEXT SUB IF BATCH 3 AND S7=2-4: **we last spoke to you**]?

<b>To a great extent</b>	1
<b>To some extent</b>	2
<b>Not at all</b>	3
(DO NOT READ OUT) Don't know	4

ASK IF ANY EMPLOYMENT SINCE END OF ESF PROVISION (D34DUMA = 1)

- E3 **Did anyone from the <COURSE> have any contact with you or** [IF D34DUMB=1: **your employer**] [IF D34DUMB>1: **any of your employers**] **at any point to discuss your progress in your** [IF D34DUMB=1: **job**] [IF D34DUMB>1: **jobs?**] (*ESF2009 W2PROG*)

Yes	1
No	2
(DO NOT READ OUT) Don't know	3

ASK IF ANY EMPLOYMENT SINCE END OF ESF PROVISION (D34DUMA = 1)

- E4 **Would you say that what you learnt on the <COURSE> has helped you in the work environment?** (*adapted from ESF 2009 W2ESF1*)

<b>Helped a lot</b>	1
<b>Helped a little</b>	2
<b>Not helped at all</b>	3
(DO NOT READ OUT) Don't know	4

**European Social Fund Cohort Study (2012–2014)**

ASK IF ANY EMPLOYMENT SINCE END OF ESF PROVISION (D34DUMA = 1)

- E5 **And would you say that overall your job satisfaction has increased, decreased or stayed the same [IF BATCH 2: in the six months] since [TEXT SUB IF (BATCH 1-2) OR (CFO=NOMS) OR (BATCH 3 AND COMPLETED PROVISION BY WAVE 1 INTERVIEW) OR (BATCH 3 AND S7=1): your <COURSE> ended] [TEXT SUB IF BATCH 3 AND S7=2-4: we last spoke to you]?**

*SINGLE CODE*

Increased	1
Decreased	2
Stayed the same	3
(DO NOT READ OUT) Don't know	4

ASK IF ANY EMPLOYMENT SINCE END OF ESF PROVISION (D34DUMA = 1)

- E6 **And thinking about overall job security, would you say that it has increased, decreased or stayed the same since [TEXT SUB IF (BATCH 1-2) OR (CFO=NOMS) OR (BATCH 3 AND COMPLETED PROVISION BY WAVE 1 INTERVIEW) OR (BATCH 3 AND S7=1): your <COURSE> ended] [TEXT SUB IF BATCH 3 AND S7=2-4: we last spoke to you]?**

*SINGLE CODE*

Increased	1
Decreased	2
Stayed the same	3
(DO NOT READ OUT) Don't know	4

ASK IF ANY TRAINING SINCE END OF ESF PROVISION

(W1\_STAT = TRAIN AND W1\_STAT ≠ NEWTRAINING AND D34DUMC ≥ 2) OR

(W1\_STAT = TRAIN AND W1\_STAT = NEWTRAINING AND D34DUMC ≥ 1) OR

(W1\_STAT ≠ TRAIN AND D34DUMC ≥ 1)

- E7 **Thinking about all the training you have done [TEXT SUB IF (BATCH 1-2) OR (CFO=NOMS) OR (BATCH 3 AND COMPLETED PROVISION BY WAVE 1 INTERVIEW) OR (BATCH 3 AND S7=1): since finishing the <FINAL AIMREF> you completed <IF hasprovname=1: with <FINAL PROVNAME>] [TEXT SUB IF BATCH 3 AND S7=2-4: apart from the <FINAL AIMREF> <IF hasprovname=1: with <FINAL PROVNAME> since we last spoke to you] , do you think you would have been able to undertake this training without having completed the <COURSE>?**

<b>Yes – I would have undertaken training anyway</b>	1
<b>No – I needed the &lt;COURSE&gt; to undertake the training</b>	2
(DO NOT READ OUT) Don't know	3

ASK ALL

- E8 **Since** [TEXT SUB IF (BATCH 1-2) OR (CFO=NOMS) OR (BATCH 3 AND COMPLETED PROVISION BY WAVE 1 INTERVIEW) OR (BATCH 3 AND S7=1): **completing the** <COURSE> <IF hasprovname=1: **with** <FINAL PROVNAME>] [TEXT SUB IF BATCH 3 AND S7=2-4: **we last spoke to you**] **do you feel that** <E8 ITERATION TEXT (see below)> **has increased greatly, increased to some extent or has not increased at all...? (JRFND FND F4)**

DP: SHOW EACH ITERATION ON A SEPARATE PAGE

	Increased greatly	Increased to some extent	Has not increased at all / no change	(DO NOT READ OUT) DON'T KNOW
<b>Your confidence about working</b>	1	2	3	X
<b>Your motivation to find work/ seek a promotion</b>	1	2	3	X
<b>Your awareness of the types of work that you could do</b>	1	2	3	X
<b>Your awareness of the range of ways you can look for job vacancies</b>	1	2	3	X
<b>Your job application, CV writing and interview skills</b>	1	2	3	X
<b>Your work-related skills</b>	1	2	3	X

ASK ALL

- E9 **And do you feel that the** <COURSE> [TEXT SUB IF (BATCH 1-2) OR (CFO=NOMS) OR (BATCH 3 AND COMPLETED PROVISION BY WAVE 1 INTERVIEW) OR (BATCH 3 AND S7=1): **gave you**] [TEXT SUB IF BATCH 3 AND S7=2-4: **has given you**] **a better chance of finding work more generally? (ADAPTED FROM ESF2009 W2PROSP1 AND 2)**

Yes	1
No	2
Don't know	3

## European Social Fund Cohort Study (2012–2014)

ASK ALL

- E10 **Thinking about the <COURSE> overall would you say it** [TEXT SUB IF (BATCH 1-2) OR (CFO=NOMS) OR (BATCH 3 AND COMPLETED PROVISION BY WAVE 1 INTERVIEW) OR (BATCH 3 AND S7=1): **gave you**] [TEXT SUB IF BATCH 3 AND S7=2-4: **has given you**] **support that's relevant to your needs?** (ESF2009 W2RLVNT)

Yes	1
No	2
Don't know	3

ASK ALL

- E11 **Overall how satisfied are you with what you have achieved since the** [TEXT SUB IF (BATCH 1-2) OR (CFO=NOMS) OR (BATCH 3 AND COMPLETED PROVISION BY WAVE 1 INTERVIEW) OR (BATCH 3 AND S7=1): <COURSE>] [TEXT SUB IF BATCH 3 AND S7=2-4: **we last spoke to you**]?

Very satisfied	1
Quite satisfied	2
Neither satisfied not dissatisfied	3
Quite dissatisfied	4
Very dissatisfied	5
(DO NOT READ OUT) Don't know	6

## F Data linking and re-contacting

ASK ALL

- F1 **That's all I need to know about what you have been doing since we last spoke to you.**

**Thank you very much for taking the time to speak to us today. Occasionally it is necessary to call people back to clarify information; may we please call you back if required, or if IFF or the DWP would like to carry out some further research on people's experiences of training and support?**

Yes	1
No	2

ASK ALL

- F2 **Would it be OK if the answers you have given to this survey were combined with administrative records held by the Department for Work and Pensions? Your answers will of course be treated in the strictest confidence by the research team and will not affect your dealings, either now or in the future, with the DWP. Your answers would be used for statistical purposes only and nothing that would identify you as an individual will be used.**

Yes	1
No	2

Finally I would just like to confirm that this survey has been carried out under IFF instructions and within the rules of the MRS Code of Conduct. Thank you very much for your help today.

THANK RESPONDENT AND CLOSE INTERVIEW

RECORD DETAILS OF RESPONDENT WHO COMPLETED INTERVIEW

Name:	
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