

ADULT TRAINING NETWORK



**REPORT FOR THE PERIOD
AUGUST 2007 – JULY 2008**

Contents

	Page
Organisational Details	3
Mission Statement	3
Aims & Objectives	3
Company Structure	4
Training Centres	5
Business Plan	6 - 11
Company Accounts	11
Staffing Establishment	11
Staff Development & Training	12
Partnership Agreements	12
Accreditation	13
Resources & Equipment	13
Activities 2007 – 2008	14 - 17
Richmond upon Thames College	14
Waltham Forest College	14
Ealing Council	14
Heathrow City Partnership	15
LDA (English Language & Employability Skills)	15
LDA (Bangladeshi Community English & Employment Skills)	16
London Councils (Bangladeshi Community Progress to Employment)	16
LDA (Customised Employability Training for Food & Drink)	17
LDA (Adding Numeracy to Life & Employment Skills)	17
Ufi/Learndirect	17
Matrix Accreditation	17
Links with Employers	18
Enrichment & Extension Activities	18
External Verification & Inspection Reports	18 - 19
Success Stories & Case Studies	20 - 24
Celebration of Success Event	25 - 26
Future Developments & Priorities	27
Conclusion	27

Appendices

	Page
Appendix A	Richmond upon Thames - Self Assessment Report 28 - 43
Appendix B	Waltham Forest College - Self Assessment Report 44 - 51
Appendix C	Ealing Council - Self Assessment Report 52 - 59
Appendix D	Project Final Report – Essential Language and Employment Skills project 60 - 102
Appendix E	Report - Bangladeshi Community English & Employment Skills 103-104
Appendix F	Project Evaluation Report for London Councils Project 105 - 119

ORGANISATIONAL DETAILS

The Adult Training Network is a Registered Charity Number 1093609 and a Company Limited by Guarantee number 42866151. The Head Office is at the King's Hall Methodist Church, South Road, Southall, UB1 1 RB. The Adult Training Network has a Board of Trustees and a Managing Director, who is the main contact person for the organisation. Further information on the Adult Training Network can be found on the organisation's website at www.adulttrainingnetwork.org.uk. The Chair of the Board of Trustees is Mr Pinder Sagoo and the Managing Director is Mr Sarjeet Singh Gill.

MISSION STATEMENT

The Adult Training Network (also known simply as ATN) strives to provide the best quality education and training to socially excluded members of the community who have little or no access to mainstream education.

One of its main purposes is to build the skills and confidence of traditionally disadvantaged members of the community, including refugees and members of ethnic minority communities to support their entry into meaningful employment.

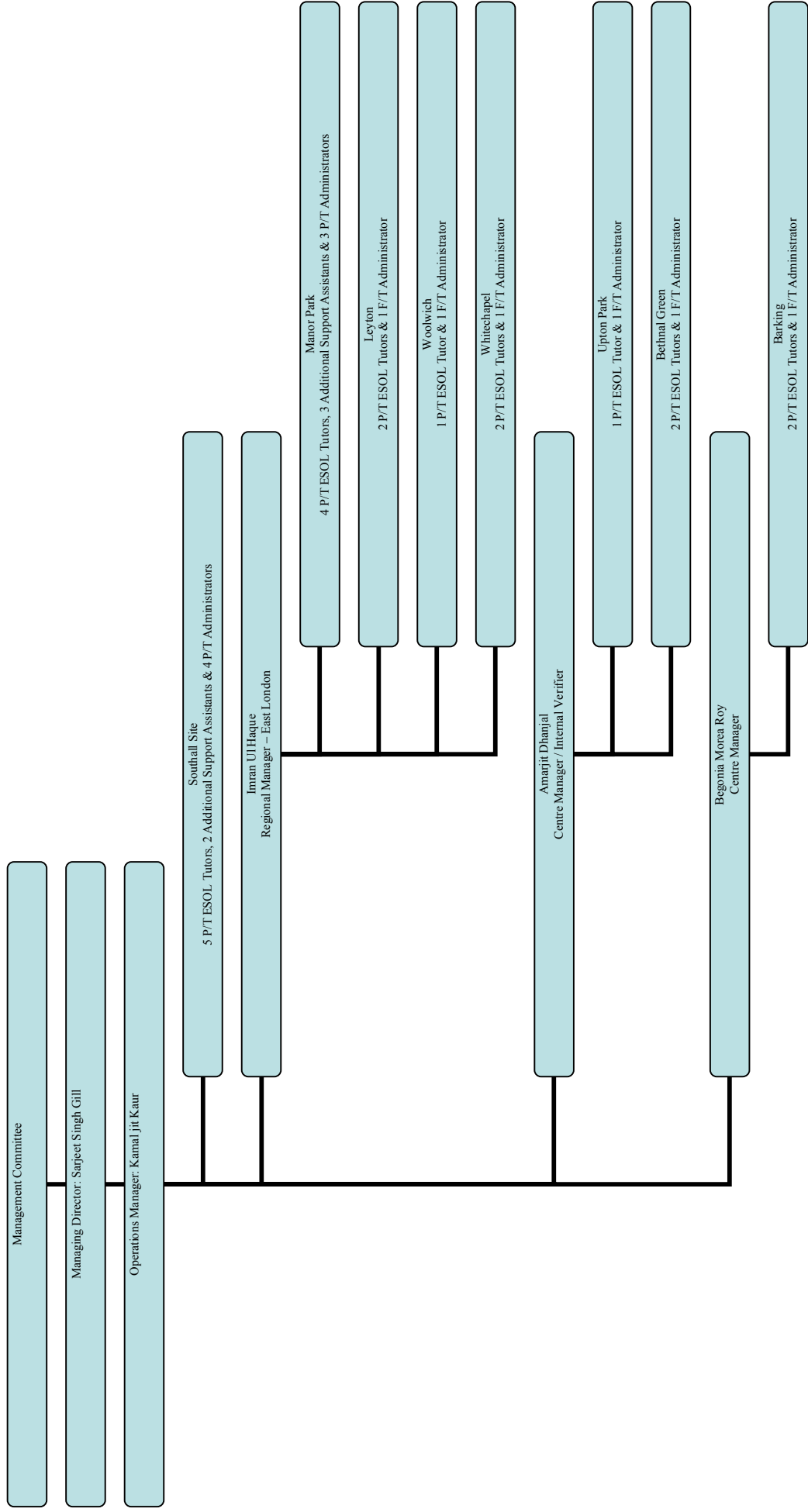
In addition, the Adult Training Network strives to integrate learners into the social and cultural fabric of society at large.

AIMS AND OBJECTIVES

The organisation was formed in July 1999 to help address the educational disadvantage suffered by certain marginalised sections of the community.

- The main objectives of the educational programmes are to:
- Develop students' reading, writing, speaking and listening skills in English.
- Provide students with basic survival English for everyday life in UK.
- Provide students with Basic English for access to other college courses.
- Equip students to progress to the next level of ESOL provision.
- Support students in their chosen progression path.
- Build the self-confidence of students.
- Develop the vocational and ICT skills of people in the local community who have little or no access to mainstream education provision and ICT resources.
- Support learners to acquire job search techniques including interview skills and CV writing to enable them to successfully compete for and acquire sustainable jobs.

COMPANY STRUCTURE



TRAINING CENTRES

ATN has six delivery centres in West and East London. During the year two new delivery centres were opened to extend the geographical coverage and support the delivery of the various projects being delivered by ATN. This was in addition to ATN's centre in Bethnal Green which was opened in June 2007. The new centres were in Whitechapel and Upton Park which were opened in October 2007 and December 2007 respectively. Two existing centres were closed during the course of the year, the Plumstead centre closed in March 08 and the Barking Centre closed in July 08 as the London Development Agency project, English Language and Employability Skills (ELES) programme and the London Council project, Bangladeshi Community Progress to Employment (BCPE) programme, came to an end. The centre in Bethnal Green is also scheduled to close early in the new academic year.

ATN Southall: King's Hall Methodist Church, South Road
Southall, UB1 1RB.
Tel: 020 8574 9588

ATN Leyton: Suite 26, Gateway Business Centre
210 Church Road, Leyton, E10 7JQ.
Tel: 020 8523 8774

ATN Manor Park: Manor Park Methodist Church,
Herbert Road, Manor Park, E12 6AY.
Tel: 020 8553 1133

ATN Bethnal Green: St. John's Church, Cambridge Heath Road,
Bethnal Green, E2 9PA.
Tel: 020 8591 6264

ATN Whitechapel: London Muslim Centre,
46 Whitechapel Road, E1 1JX
Tel: 020 7650 8982

ATN Upton Park: Harold Road Centre, 170 Harold Road,
Upton Park, E13 0SE
Tel: 020 84750534

BUSINESS PLAN

AIMS

One of the principal aims of ATN is to improve the basic skills and employment prospects of disenfranchised people from the community who have little or no access to mainstream education. This primarily, but not wholly includes people from ethnic minorities and refugees. ATN will target learners from the Southall wards of the London Borough of Ealing and other surrounding areas, North London, East London and South East London boroughs. Due to the catchment areas that ATN is focusing on 70 % of our learners are from ethnic minorities backgrounds. In addition, ATN will positively promote the culture of lifelong learning leading to empowerment and regeneration of all sections of the community.

OBJECTIVES

Short term:

- ❖ To conduct educational/training courses in the subjects of ESOL/ SKILLS FOR LIFE & ICT and NVQs in a number of vocational areas to motivate and increase the self-confidence and personal capacity of members of disenfranchised communities.
- ❖ To establish more effective Job Brokerage systems with local employers and agencies
- ❖ To mentor and support learners to develop their self confidence
- ❖ To develop links with existing and new employers to support them in up-skilling their workforces.

Medium Term:

- ❖ To provide vocational guidance, counselling and advice at a general level.
- ❖ To work towards being a major provider of opportunities for people with disadvantages by removing barriers to Education, Training and Employment.
- ❖ To provide nationally recognised qualifications sought by employers and educational establishments.
- ❖ To incorporate an effective work experience placement system leading to full time and part time employment opportunities.
- ❖ To strengthen links with existing and new employers to review the effectiveness of up-skilling their workforces

Long term:

- ❖ To develop in-house Tutor and staff/volunteer training facilities.
- ❖ To develop outreach courses, increasing course numbers to their maximum potential in the target area.
- ❖ To further develop job placement and sustainable job opportunities in line with learner intake.

OVERALL AIMS AND OBJECTIVES

The overall aims and objectives are monitored closely throughout the course to ensure a successful learning environment. Management and Trainers meet at regular intervals to monitor and evaluate learners' progress and project quality and impact on the target community.

All courses are designed to lead to a nationally recognised certificate acceptable to prospective employers and /or further education establishments.

Project Management and staff/volunteers are drawn from the target groups to ensure a homogenous multi-cultural, multi faith training environment.

ATN project provides learners with basic and key skills, personal development, and self-confidence to take up job opportunities and higher vocational training in order to gain eventual

QUALITY SUSTAINABLE EMPLOYMENT.

In addition to in-house Careers Counselling, Advanced Training providers, local employers are invited to periodically address learners on the training / employment pathway, allowing learners an insight into their personal development and their future career prospects.

Initial contacts are made with other Training providers where appropriate learners can progress further in their individual Training / Career Pathway through complimentary provision with these providers. These include:

- **Hammersmith & West London College**
- **West London LSC**
- **Uxbridge College**
- **Thames Valley University**
- **West Thames College**
- **Employment Service**
- **Job Centres Plus**
- **Waltham Forest College**
- **Richmond upon Thames College**

ATN project is developed with reference to and in context with a number of important strategies and policy programmes at national, regional, sub-regional and local levels. It is designed to compliment other initiatives as part of a concerted effort to address key issues of deprivation and social exclusion within the target area.

ATN project is designed to compliment and implement the objectives of the 'New Deal' national strategy, subject to funding.

ATN project is designed to be consistent with both London Councils regeneration strategies and also to compliment and support strategies for up-skilling both employed and unemployed individuals.

EQUAL OPPORTUNITIES HEALTH & SAFETY POLICIES

ATN projects adhere strictly to its Equal Opportunities Policy and operate under stringent Health and Safety regulations. All courses commence with an induction regarding the Equal Opportunities Policy, Health and Safety Regulations and other relevant policies and procedures.

PROMOTION

ATN is promoting its activities by displaying multi-lingual posters and flyers in relevant Job Centres, Offices of the Benefits Agency, local Community Centres, faith venues, libraries, doctors' surgeries, Youth and Sports Clubs backed up by campaigns on local TV/ Radio stations.

MARKET RESEARCH & ANALYSIS

TRAINING NEEDS IN RELATION TO UNEMPLOYMENT IN THE TARGET AREA

ATN will target learners and their specific educational needs by accessing training and quality employment for the following groups:

- ❖ Long term Unemployed
- ❖ Ethnic Minorities
- ❖ People needing training in English as a second language (ESOL) and IT
- ❖ People without up-to-date qualifications
- ❖ People with basic literacy and numeracy problems
- ❖ Single parents and carers
- ❖ People with disabilities
- ❖ People exposed to long term unemployment following large-scale redundancies.
- ❖ Lack of English for communication and job related purposes.

DIFFICULTIES AND BARRIERS OF THE ABOVE TARGET GROUPS WHICH NEED TO BE ADDRESSED AND OVERCOME

- ❖ Lack of Numeracy
- ❖ Skills without recognised qualifications leading to frustration
- ❖ Lack of ICT skills
- ❖ Inability to access employment due to child/family care responsibilities – trying to obtain skills to work from home.
- ❖ Racial discrimination
- ❖ Updating skills of Returnees to the labour market
- ❖ The need to add to existing skills
- ❖ The need to acquire skills relevant to the local labour market

The Ealing District Employment Service researched and identified the followed barriers to employment below for the most disadvantaged amongst the registered unemployed in the London Borough of Ealing. ATN undertakes to address the issues below and aims to both counsel, advise and assist prospective learners in recognising and overcoming these difficulties.

DISABILITY AND HEALTH PROBLEMS

- Personal disability
- Personal illness
- Low self esteem, lack of motivation
- Disabilities
- Out- dated skills
- Cultural barriers, prejudice

EDUCATION AND TRAINING

- Lack of qualifications
- Literacy/ Numeracy problems
- English as a second Language (ESOL)
- Lack of IT skills

ATTITUDE TO WORK

- Lack of motivation
- Unwillingness to work
- Unrealistic job goals

DOMESTIC ISSUES

- Housing problems
- Caring for the sick, elderly or disabled
- Lack of childcare facilities

JOB READINESS

- Lack of work experience
- Lack of job search skills
- Unclear job goals
- Inability to market self

BASIC LIFE SKILLS

- Low self esteem
- Poor self – presentation
- Lack of personal grooming

FINANCIAL ISSUES

- Debt problems
- Unrealistic financial expectations
- Unawareness of in- work benefits

ATN has identified that in addition to suffering from major problems related to unemployment and lack of training, common to all unemployed the above issues are magnified within the ethnic minority communities thus creating barriers to successful integration.

For example, Ealing is a borough of many cultures. One in every three residents of Ealing was born outside the UK. A similar number of residents were born in the U.K of parents with their origins abroad. The ethnic minority population in the Borough of Ealing is expected to exceed 116,000 in the year 2001 and contained in the region of 78,000 people of working age. Government surveys forecast an increased of 18% by 2011 in the growth of people of working age from ethnic minority communities within the Borough, thus demonstrating the increasing need for training, career and **QUALITY EMPLOYMENT** opportunities for these target groups.

The following Southall wards in the London Borough of Ealing, Glebe, Dormers Wells, Northcote, Mount Pleasant and Waxlow have a large concentration of Asian and Black minority residents. For example the proportion of Black and Asian residents at present is recorded as 50.2% Dormers Wells, 87.4% in Glebe, 69.2% in Mount Pleasant, 84.7% in Northcote and 46.5% in Waxlow.

The three wards with the largest population increase are also the wards in the Southall area containing the largest percentage of ethnic minority community members.

Ealing has a higher proportion of single parents than the national average. 5% of all household in Ealing contain children under the age of 15 cared for by only 1 person over the age of 16, compared to an average of 4.1% in England and Wales as a whole. 94% of lone parents in the borough are women facing comparatively more barriers to seeking gainful employment than instance women in couples with children, or women without children. Lone parents and children living in households of one-parent families are particularly vulnerable to deprivation. Nationally, in 1999, the total weekly income of one-parent families was 37% of that of comparable two parent families. The unemployment rate for one – parent families in Ealing is higher than the borough's average rate, and two thirds of one parent families in the borough are non-earning households. In Ealing around 21% of all female lone parents had full time

jobs, but given that these women are likely to incur high child care costs and that nationally the average women's wage is only 63% of the average male's wage, those lone parents are at risk of considerable levels of deprivation.

Although young people are more likely than older people to be unemployed, older people tend to remain out of work for longer periods than the young. Just over half the unemployed aged 50 and over in London in recent years had been out of work for more than a year, compared with little more than a quarter of the under 25s, in comparison of all women in the UK 72% were economically active, compared to 85% of all men. However, among ethnic minorities, 55% of women were economically active compared to 73% of white women. There are also variations within the ethnic minority communities themselves. For example, for the identical measurement period 55% of all ethnic minority women were economically active and 46% were employed. However, only 17% of Pakistani women and 13% of Bangladeshi women were economically active.

In the measured period 6% of working ethnic minority women were home-workers as compared to 8% of white women. However, 9% of India, Pakistani and Bangladeshi women were home-workers. 71% of all Pakistani and Bangladeshi women were likely to be looking after family and/ or home compared to a national female average of 53%. In the same year Pakistani and Bangladeshi women earned only 68% of the average hourly rate of pay received by white women. Also, during the same year only 6% of India, Pakistani and Bangladeshi women had higher educational qualification as compared to 12% of the white women.

2001 data indicated that 60% (1400) of the jobs notified to Ealing and Southall Employment Offices were identified as required skills. In July 2001 19.3% of a total of 8,385 unemployed persons had been unemployed for more than 2 years.

Registered unemployment in the borough was recorded in July 2001 as 6,586 being equal to an average of 6.3% split into: male – 8.3% / female – 4.4%. The borough has the highest unemployment rates in the West London area.

Unemployment rates are higher for the ethnic minority population than for the white population. All ethnic minorities except the Chinese communities experience higher levels of unemployment than white residents, varying from 1.8 to 3 times higher than white residents.

TRAINING NEEDS IN RELATIONSHIP TO EMPLOYER'S REQUIREMENTS

The UK computer market was worth £8.9 billion in 2006; 52% of the market relates to application software whilst 48% relates to systems software. The UK computer hardware market grew by 3.9% in 2005 to reach a value of £8.7 billion; 71% of the market relates to personal computers. The UK internet market grew by 4.1% in 2005 to reach a value of £4.3 billion; in terms of market volume the UK internet market grew by 8.1% in 2005 to reach 35.8 million internet users.

Skills shortages continue to present problems for logistic companies both in trying to recruit and retain staff. These concerns regarding present day shortfall in IT training are not restricted to only the IT industry itself. In a recent survey of 500 UK companies, 60% of large companies, 39% of small to medium sized companies and 52% of small enterprises reported that they felt that their employees had insufficient IT skills. IT Press (5/200) reported that IT connected advertised job vacancies in the period from December 1999 to March 2001 rose by 57% compared to the same period the previous years. Recent interviews with recruitment agencies and job centres confirm the general picture presented by the firms in the FOCUS in Central London.

Further, interviews in the trade press showed that recruitment across the sector continues to reach unprecedented levels and shows no signs of abating. Demands range from basic support roles through to project directors, reflecting increased business activities and confidence in the economy.

Of those employees in the West London workforce who report a gap between the skills they possess and which are required by them at the workplace, 53% identified Computer / Information Technology skills as their key skill deficit.

Information Technology is now considered by most to be a Basic Skill. As IT has permeated more work activities, a basic level of IT competence has become a requirement of most employers and employees.

West London – A Global Business Centre, West London Leadership; Strategic Development Framework notes that West London “is the heart of the UK’s largest concentration of information Technology (IT) activity, and is one of Europe’s leading IT centre.”

A project report for Business Link London West (“Reaching out to Ethnic Minority Growth Business”) noted that the West London area has a large and prosperous Asian business community with strong traditions of trading, mutual help and family financial support. This group is experiencing organisational changes in moving away from the sole trader retail sector into managed business in the service and production manufacturing sectors. Asian enterprises are the most mature and expanding ethnic minority business fraternity in West London and have the potential to grow and diversify using local business support services.

ATN has also undertaken research amongst local SMEs in Tower Hamlets and Newham recently in the 2006/2007 period across a range of sectors e.g. Hospitality, Apparel, Catering and Administrative. The overwhelming message which was coming across was the lack of basic skills in English, Numeracy and ICT. Further skills gaps were also identified in Health and Social Care, Administration and Food Safety in Catering.

ATN is now embarking on its objectives of meeting these skills shortages clearly identified through external research and ATN’s own labour market findings.

COMPANY ACCOUNTS:

The company accounts were audited to the year end in September 2007 by Chartered Accountants and Registered Auditors RehncyShaheen of Greenford Road, Middlesex. They concluded that, ‘In our opinion the financial statements give a true and fair view of the state of the charitable company’s affairs as at 30th September 2007 and of its surplus for the year then ended and have been properly prepared in accordance with the Companies Act 1985.

STAFFING ESTABLISHMENT:

The number of staff at the beginning of August 2008 was forty-five and at its peak during the year fifty-eight members of staff were employed, thirteen left at the end of the year either for personal reasons or to progress into further careers. Over the year there was a net gain in staffing of 8%. During the year there was an increasing emphasis on employing additional learning support tutors (ALS) to enhance the learning opportunities for the least able learners. The thirteen ALS tutors made a significant impact on raising retention rates and contributing to increased success rates. ATN’s Staff establishment reflects the ethnic composition of the area and the learner intake with 84% of staff from the local Black, Asian, and Minority Ethnic (BAME) communities.

STAFF DEVELOPMENT & TRAINING:

During the year thirty members of staff started and/or completed forty-five qualifications as part of the continuing professional development programme. A Staff Performance Management Scheme was introduced, as part of the developments in preparation for matrix accreditation, which is designed to monitor and assess performance, including factors contributing to the overall effective performance of all staff, and to identify and facilitate individual staff training needs and appropriate additional qualifications. The qualifications started/achieved were:

Qualification	Level	No. of Staff	Qualification	Level	No. of Staff
ECDL	2	1	Accessing the Labour Market	N/A	1
Customer Service Delivery (Short Course)	N/A	2	Certificate in Administration	N/A	3
Certificate in Food Safety in Catering	2	3	Aims and Objectives (Short Teaching Course)	N/A	2
Certificate in Door Supervision	2	4	Dyslexia Training (for ESOL)	N/A	1
Introduction to Database Design	N/A	1	Developing a funding strategy	N/A	1
Microsoft Word (Short Course)	N/A	1	Organisational risk Management	N/A	2
Microsoft Publisher (Short Course)	N/A	1	Project Management	N/A	2
Preparing to teach in the Lifelong Learning Sector	3	1	Effective Bid Writing	N/A	2
Auditing Workshop	N/A	2	Financial Management	N/A	1
Staff Appraisal Training	N/A	2	Teacher Training Observation	N/A	1
Diploma in Teaching English (ESOL) in the Lifelong Learning Sector (DTLEES)	5	1	Recognising and Recording Progress and Achievement (RARPA) Training	N/A	2
Diploma in Teaching in the Lifelong Learning Sector (DTLLS)	5	1	ESOL for Work and Life – Training in Course Delivery	N/A	1
Preparing to Teach in the Lifelong Learning Sector	3	1	Succession strategies and further funding	N/A	1
Training in Practical Project Management	N/A	1	Microsoft Office Project Management	N/A	1
Marketing and Publicity	N/A	1	Environmental Sustainability	N/A	1

PARTNERSHIP AGREEMENTS:

During the year a formal partnership agreement was continued between the Adult Training Network and Chase Park. This continued to enable Chase Park to deliver basic skills, especially Entry 3 ESOL outcomes for the Essential Language and Employment Skills Project funded by the London Development Agency. Given that Chase Park are based in Newham and that they work with minority ethnic communities they were well placed to bring added value to the project through their existing established links and experience of the local BAME communities including the local Pakistani community. It also gave ATN a greater geographical coverage especially in Newham for the tendering opportunities expected to be on offer during the year.

ACCREDITATION:

The Adult Training Network is accredited by OCR (Oxford Cambridge and RSA Examinations) and the C&G (City and Guilds) for all Skills for Life qualifications including Literacy, Numeracy and ESOL at all levels including Entry Level 1, Entry Level 2, Entry Level 3, Level 1 and Level 2. These include options for both paper-based and on-line testing.

Computer qualifications are accredited with OCR for NEW CLAIT and CLAIT PLUS and with The British Computer Society for the European Driving Licence (ECDL) at Level 1 and Level 2.

Other vocational qualifications are accredited by the NCFE.

During the year ATN added the following accredited qualifications to our portfolio of qualifications:-

- C&G Certificate in ICT Skills for Life
- C&G Certificate in ESOL for Work
- NVQ Level 2 in Health & Social Care
- C&G Level 1 Certificate in Administration

ATN also began developments to add further qualifications to our portfolio including, C&G Level Certificate in Door Supervision, NVQ Level 2 in Accounting and ITQ qualifications.

RESOURCES & EQUIPMENT

Adult Training Network has continued to develop resources and equipment to improve the quality of the learning environment and learning materials. The significant purchases this year include an additional monochromatic photocopier at Southall, which has given the staff greater flexibility within the main administration office of ATN.

Twenty-two new client computers were purchased for the Manor Park site; all had the Windows Vista operating system and Microsoft Office software. Twelve fully equipped computers were purchased for the new training centre in Whitechapel, a further twelve computers were purchased to equip the new Upton Park centre and ten new computers were purchased to add to the existing facilities at the Southall centre. Ten laptop computers were also purchased to add flexibility to the outreach training delivery and cross-centre management functions.

With the closure of the Barking centre all the equipment was transferred to the new Leyton centre.

ATN also purchased two wide screen televisions for the Whitechapel and Manor Park centres, to improve the training delivery and to improve the learning environment for our customers.

Following concerns regarding security at the Southall centre shutters have been installed on all entrances to the suites used by the centre.

ACTIVITIES AUGUST 2007 – JULY 2008

In the year 2007 – 2008 ATN offered a variety of projects and courses from five locations across London, for five different organisations.

Richmond upon Thames College:

The established franchise arrangements with Richmond upon Thames College continued with increased learner numbers. The courses delivered were: SKILLS FOR LIFE: - ESOL (Courses covering all levels from Entry Level 1 to Level 2), Literacy (Courses covering all levels from Entry Level 1 to Level 1), Numeracy (Courses covering Entry Level 2), Administration Courses in Administration at Level 1, ICT Courses: - ICT Entry Three, New CLAIT Certificate, New CLAIT Diploma, CLAIT Plus Certificate, CLAIT Plus Diploma and ECDL Part 1 and Part 2. There were a total of 747 enrolments (an increase of 6.7% over 2006-2007), 355 for Basic Skills (SfL) (an increase of 14.5% (45 additional learners) over 2006-2007) and 379 for ICT (a decrease of 3% over 2006-2007, however the 2006-2007 figure had shown an 18% increase in enrolments over 2005-2006).

Waltham Forest College:

The established franchise arrangements with Waltham Forest College continued to develop throughout the year. ESOL courses spanning a range of abilities from Pre-Entry to Entry Level 3 were conducted at the Gateway Business Centre (Leyton), Manor Park Methodist Church (Manor Park), Wigham House (Barking), St John's Church (Bethnal Green) and the Harold Road Centre (Upton Park). The Bethnal Green and Upton Park sites were established in June and December 2007, respectively. This was to widen the scope of the provision and increase participation by establishing new outreach centres for the benefit of other disadvantaged communities. All ATN Centres are easily accessible, located at the heart of each community with nearby public transport links. Some Learners took a Full Entry Level qualification at the appropriate level and others took the Speaking & Listening component. Pre-Entry ESOL learners were internally assessed – using a combination of observations, interviews, formative & summative assessment as well as regularly updated Individual Learning Plans. ICT courses were delivered at Entry Level 1, 3 and Level 1 (CLAiT Certificate & Diploma). A total of sixty-four courses were undertaken over the three terms in the academic year September 07 – July 08. (Sixty ESOL courses and four ICT Courses.) This represents a 52.4% increase in courses over the forty-two courses delivered in 2006-2007. The majority of ESOL Learners undertook exam-based qualifications approved by the QCA and accredited by the City & Guilds with the remainder enrolled on non-accredited Pre-Entry ESOL courses. The ICT courses were delivered at four levels, OCR ICT Entry Levels One & Three, New CLAiT Certificate and the New CLAiT Diploma.

Ealing Council:

Four short widening participation taster courses were delivered for Ealing Council at the Southall Centre, two in Introduction to email and two in Introduction to Word. The recruitment targets for all of these courses were exceeded and all had a retention rate of more than 92%. The Achievement Rates were all above 92% and all other targets for Ethnic Minority Learners, Male Learners, Learners with a Disability and Learners over sixty were all met or exceeded. The length of courses was fifteen hours and all the courses proved to be very successful and enjoyed by the learners. Unfortunately there was greater demand for places from potential learners than were available, but the majority of those attending progressed onto further learning programmes.

Heathrow City Partnership – Routes to Work:

ATN has maintained its links with the Heathrow City Partnership by continuing to deliver the Routes to Work programme. This included 418 starters with 414 Information, Advice and Guidance sessions and 193 Routes to Work courses. The project has also delivered 181 Food Hygiene qualifications, 70 Numeracy qualifications, 69 Door Supervisors qualifications and 114 Speaking and Listening qualifications. 60 participants entered employment as a direct result of the project.

LDA Opportunities Fund (Co-financed with the ESF Objective 3 programme)

2006/2008:

Essential Language and Employment Skills (ELES):

This was the first London Development Agency project delivered by the Adult Training Network and overall it is considered very successful. The Adult Training Network had been unsuccessful in previous tender opportunities and as a result had carefully considered the feedback given on each occasion. This enabled the Adult Training Network to develop a successful tendering strategy for this project, which has benefited other subsequent tenders.

The support given by the London Development Agency and in particular the Project Manager Rasheed Adekunle, was fundamental in helping Adult Training Network progress quickly on a significant learning curve regarding London Development Agency processes and procedures, including completing the Quarterly Output Reports.

The output aims of the project have been achieved and in many cases a significant over-achievement has been recorded. The exception is in some of the equality and diversity targets, which have not been met. ATN has developed a strategy and procedure for re-visiting equality and diversity data of beneficiaries on exit so as to ensure more accurate figures are recorded. However, the success, in those areas where the project aims were achieved, was as a result of significant over-recruiting. The over - recruiting enabled the project to benefit a larger number of beneficiaries, whilst achieving the original outcome target numbers and, significantly, still within the original budget.

The actual project delivery has been a significant strength and the Adult Training Network's staff have maintained a very high standard of delivery and beneficiary support throughout the project. The involvement of employers at an early stage in the bidding process and throughout the project has obviously benefited the project significantly. Beneficiaries have received a high level of tuition, advice, guidance and support throughout the project, with many having improved their life chances by engagement with the project.

The Adult Training Network has demonstrated the ability to recruit from the hard to reach and disadvantaged communities and has had excellent retention and attainment outcomes. This coupled with the Adult Training Network's ability to engage employers and community organisations, and the ability of the Training Network's management and staff to manage and deliver quality learning programmes, has enabled the Adult Training Network to deliver a high quality project which has succeeded beyond expectations.

LDA Opportunities Fund 2007/10:

Bangladeshi Community English and Employment Skills (BCEES):

The LDA is also funding a Bangladeshi Community Entry into Employment Skills project designed to be delivered between April 2007 – March 2010 which is targeted at unemployed and workless people from the local Bangladeshi community within Tower Hamlets and Newham. It is providing beneficiaries with a similar programme of learning to the ELES project. It is being delivered at a number of local venues including Whitechapel and Upton Park and is organised from the Whitechapel office within the heart of the community. Beneficiaries gain Basic Skills qualifications and develop Job searching skills and ATN's job brokers are able to secure Work Placements, Work Trials and sustainable jobs by networking with local employers and matching beneficiaries to Placement/Employment opportunities. Support is given for up to 13 weeks after the commencement of employment as is the identification of suitable progression routes. The project was late to start as it had originally been placed on a reserve list by the LDA. The project started a little late as ATN had been originally placed on a reserve list for funding, before being invited to deliver the project. The project is currently exceeding all major recruitment and outcome targets.

London Councils European Social Fund Objectives Fund Objective 3 Co-financing Programme:

Bangladeshi Community Progress to Employment (BCPE):

The Bangladeshi Community Progress to Employment project was targeted at unemployed/workless people from the local Bangladeshi community in Tower Hamlets and Newham. The project provided beneficiaries with up to 26 weeks tuition/support which included, developing their Employability, English Language, Numeracy and ICT Skills. The project also provided Work Placements and Work Trials, to enable the beneficiaries to gain sustainable jobs.

The project was successful and achieved all major outcome targets for both recruitment and outcomes. The project recruited 128 beneficiaries and 'progressed' 54 into employment. A further 51 beneficiaries went on to further education and training and 80 gained qualifications to enhance their prospects of gaining sustainable employment.

The project enabled the establishment of a training centre in Bethnal Green which has already proved itself to be well supported by the local community. Many beneficiaries have already progressed to further learning with the Adult Training Network through other provision.

The initial project expected a commitment of 15 hours per week over 13 weeks. The beneficiaries needed a much more flexible approach to re-introducing them to learning, particularly as the majority of beneficiaries were women and had numerous other commitments.

The targets were achieved by over-recruiting from the original starter target number. This enabled the major targets for Employment, Further Education and Training and qualifications all to be exceeded, as so the project is considered to have provided good value.

LDA European Social Fund Co-financing Programme (2007-2010):

Customised Employability Training for Food and Drink (CETFAD):

ATN was successful in winning a contract to deliver a Customised Employability Training for Food And Drink (CETFAD) Project for the LDA, valued at £300,000. The project delivers an Employability skills programme linked to the Food and Drink sector, including Skills for Life and Food hygiene qualifications together with Employment and progression outcomes. The project will be delivered across ATN's existing centres and although the starting date was 31st May 2008, the project has just begun to recruit beneficiaries and will the project will run until 31st March 2010.

LDA European Social Fund Co-financing Programme (2007-2010):

Adding Numeracy to Life & Employment Skills (ANTLES):

ATN was also successful in winning a contract to deliver an Adding Numeracy To Life & Employability Skills (ANTLES) Project, valued at £250,000. The project delivers Numeracy qualifications from Entry Level 1 to Level 2 and ESOL for work qualifications, with placements, employment, Volunteering and progression outcomes. The project will be delivered across ATN's existing centres and although the starting date was 31st May 2008, the project has just begun to recruit beneficiaries and will the project will run until 31st March 2010.

Learndirect:

ATN was successful in applying to Ufi to deliver Learndirect in East London and has secured a delivery contract to start on 1st August 2008. Learndirect on-line learning and access to qualifications will enhance ATN's learning provision

MATRIX ACCREDITATION

ATN is matrix accredited and gained accreditation in July 2007. The assessment used a range of methods including, interviews with staff, partners and customers, observations, reviews of documents regarding policies, procedures, processes, induction, delivery and marketing.

The assessor identified two strengths; 'Excellent support to its students, which is inclusive and all-embracing of student needs' and 'the close-knit nature of the organisation facilitates good interaction with students and Adult Training Network and capitalises on this to listen exceptionally well to students needs and react to feedback wholeheartedly. Similarly the organisation engages with staff and partners, regularly to openly receive comments on the service'.

Three areas for continuous improvement were also identified; 'Promotional activity may be enhanced with the introduction of a document, collectively addressing and publicising the essential indicators relating to confidentiality, equality of opportunity, impartiality, complaints procedure and signposting', 'the organisation's Equal Opportunities and Health & Safety on 'Lone Working' policies could be updated to reflect current legislative requirements, and 'a structured system for monitoring, evaluating and recording feedback may assist in informing more accurately on how continuous quality improvements have been introduced to benefit the service users'.

ATN will be due for Matrix re-accreditation in July 2010.

LINKS WITH EMPLOYERS

There are also more than 80 other employers and agencies across a range of sectors both in East and West London with which ATN has engaged with and established links for the design and delivery of courses, establishing employee needs and creating job outcomes. Some of them are listed here, for example Medico, Matalan, Tie Rack, the Prince's Trust, Sheraton Hotel, local primary schools, Noon Products, Selco Builders, Wilkinson, Penauille, Tesco, Royal Mail, G. S. A. Recruitment, Venus T.V. , First choice Travel, O.C.S. Transport, T. K Maxx, Caterlink, Ealing Council, British Heart Foundation, Newchem. Pharmacy, Ferry Quays, Carewatch, Reed Employment, Bighams, Next, Chana Chemist, T.R.S. Manor Court Nursing Home, Gate Gourmet, Bombay Halwa, British Heart Foundation, MacLellan International Ltd, Medical Imaging Ltd, Iceland, BAA Heathrow, Mitte, TCK Fresh Produce Ltd, Wealmoor Ltd, Scot Group Ltd, CIP Recruitment Ltd, Eenara Community Care, Avissererv Ltd, Primark, Sodhexho Catering & Support Services, Mace Montessori Schools Ltd, Sehmi Builders Merchants, TRS

However, this list is by way of an example of employers previously engaged; this list continues to grow on a monthly basis as new links are being established and the existing ones further strengthened. Adult Training Network is extremely grateful to the invaluable support given to us by our partner employers, in helping us achieve success in our various projects.

ENRICHMENT & EXTENSION ACTIVITIES

The Adult Training Network undertakes enrichment and extension activities to support the learning activities and to provide realistic opportunities for Learners to use and develop their use of English in real situations. Over the past year these have included; A shopping trip to Lakeside, Visits to the Redbridge Museum, The Tate Modern, The Geffrye Museum and the British Museum and a Traditional Picnic in Victoria Park.

EXTERNAL VERIFICATION & INSPECTION REPORTS

The Adult Training Network continues to receive excellent reports from External Verifiers, College Franchise Managers and Contract Managers from the various funding bodies.

City and Guilds Report

The recent routine visit from Mr Salton-Cox from the City & Guilds in April 2008 gave grades as follows and stated that:

Grading

Management Systems: A

Resources: A

Candidate Support: A

Assessment: A

IV/Quality Assurance: A

Records: A

Continuous Improvement: A

Overall: A

Award Verified: 3692 - ESOL Skills for Life
Number of students registered in the last period: 218

Management: The centre is very well run with very good communication across all levels of staff as was evident from discussion with the director, the QAC, one assessor and 2 students.

Resources: Within its budget constraints, the centre is always seeking to improve its resources and has currently purchased a large screen to enable better use of computer presentations. In addition through visits to outside agencies, much use is made of facilities outside of the centre.

Candidate Support: The candidates whom I interviewed were full of praise for the centre and its staff. They thought they were well supported and making very good progress in their qualifications.

Assessments: All assessments sampled were correctly marked to the standards and organised so that all evidence was easy to locate.

IV/Quality Control: The internal verification and associated documentation is very well organised and the IV system is working well. For instance, one student (No.2 Pg 11) took an assessment before being registered. The IV noticed this, ensured that the student was registered and gave written feedback to the satellite centre responsible.

Records: All required records were available and easy to access.

Continuous Improvement: The centre seeks to make continuous improvement. In particular recently one member of staff completed his Cert Ed. I spoke to him and he was appreciative of the support given by the centre.

British Computer Society Report

The recent routine visit from Mr Stanley Lawrence from the British Computer Society on 23rd April 2008 gave Adult Training Network a grade 'B' – The centre substantially meets the requirements of the BCS Quality Assurance system. The minor modifications as outlined in the Action Plan will need to be addressed by the date indicated and approved at the next audit. The Verifier strongly agreed that, 'Adequate technical support is available at centre', 'The hardware is sufficient to meet current requirements' and 'The software is sufficient to meet current requirements'. He also agreed that, 'Registration and organisation meet current requirements', 'The assessment environment meets the current requirements' and 'The recording system is complete accurate and updated'. There were no areas where the verifier 'Disagreed' or 'Strongly Disagreed'.

OCR Vocational Qualifications Centre Feedback Report

The recent routine External Verifier report from OCR on 2nd March 2008 was summarised with the comments, 'Candidates have passed as claimed – Well done to all!' and 'Your usual high standards of Assessment Record Folders – Thank You.'

SUCCESS STORIES – CASE STUDIES

Case Study A

Shahjahan Salim started his course with ATN on 18/08/07 and he remained with us till 31/03/08. Salim was referred to Adult Training Network by East Ham Jobcentre Plus to improve his language skills. Salim has been living in Austria for the least fifteen years where he worked as a chef and then as a restaurant manager. Three years ago Salim moved from Austria to London and despite his best efforts he could not find work in the food and drink sector. Poor language skills, limited local knowledge and lack of any sector relating qualifications made it very difficult for Salim to find any job in the highly competitive market of London. In ATN Salim was enrolled on ESOL programme and improved his language skills. To improve Salim's confidence and self-esteem, ATN offered Salim a volunteer role where he worked as an assistant administrator. Salim was also employed by ATN to do some outreach work within Bengali community to promote ATN courses and find employment opportunities within Bengali restaurants. Apart from ESOL course, Salim was enrolled on to ICT course. And to capitalise on his previous experience, ATN encouraged Salim to enrol on Food and Hygiene Level 2, SIA Door Supervision Level 2 and Customer Services courses. The security course helped Salim to find a job in the local security company. After leaving ATN, Salim encouraged his wife to join ATN to improve language and key skills

Case Study B

Rujina Begum started the course on 14th January 2008; she completed her ESOL Entry 1 (Speaking & Listening) on 19th June 2008. She left the school with no prior qualification due to personal and domestic circumstances. She got married at very young age and she is the mother of two children. She decided to join ESOL English classes. Rujina got herself enrolled at the Adult Training Network which is in a location which is suitable for her house as well as her children's school. The course in ESOL Skills for Life including interview practice, Work around communication, Skills that would help with gaining employment i.e. Interview Technique, writing a CV, etc. Enthusiastically improving her skills in reading, writing and speaking English. The project also provided help and support in C.V writing, Job search Support, Mock interviews (to build confidence), Job Placement, Career Advice, Friendly tutor support, and with the flexible hours she was able to fit the learning around her home life. Gaining the certificate of ESOL Entry 1 (S&L) has given Rujina a real sense of achievement and confidence in her own abilities. She has just finished her ESOL Entry1 (Full award) exam. Currently she is doing ICT Entry 3. Rujina gained experience of taking externally accredited exams. She gained a lot of confidence to speak in English. Her success inspired her friends to join the course. She is now better able to help her children with schoolwork – especially with regards to English usage. She has become an active participant in the centre and has demonstrated the importance of education. After ESOL Entry 1 (S&L) Rujina progressed onto and completed a course in ESOL Entry 1 (Full award) on our LDA Part II project. Currently she is enrolled on ICT Entry 3.

Case Study C

Amanur Rahman was with ATN from 21/11/07 till 23/06/08. Amanur was referred to ATN by Stratford Jobcentre Plus for basic skills support. After initial assessment Amanur started Entry Level 1 ESOL programme. When Amanur first joined ATN, he lacked self-confidence and self-esteem. Apart from ESOL Entry level 1 Amanur also joined ICT class and learned web browsing. As Amanur had catering experience, ATN encouraged him to enroll on Food and Hygiene Level 2 course to help him to find job with the local employers. Study tours, visits to local markets, parties and group activities at ATN helped Amanur to develop self-esteem and gain confidence. ATN helped Amanur to find a part-time job in a local company as a cleaner. Amanur is still attending evening classes and ATN is helping him to find a job in a restaurant. Amanur has encouraged her wife and daughter to join ATN for ESOL and IT courses.

Case Study D

Rukeya Choudhury started the ESOL Entry 2 on 16/08/2007, finishing in April 2008. She joined ATN's site in Bethnal Green for English classes but later on enrolled on ICT as well. She came to know about us through a leaflet in the local library. Along with education we provided support in building confidence, communication skills, CV making and job searching. In addition to ESOL Entry 2&3 and ICT Entry 3, she went on to complete an NVQ in Childcare. Now she is working as a foster carer for Tower Hamlets Family Placements Services and enrolled for ESOL level 1 in Tower Hamlets College.

Case Study E

Muhammed Sarwar Shoukat was a young jobless Pakistani man referred from City jobcentre. He started on 20/09/2007 and left on 14/02/08. Initially he joined for English classes. When he joined he was quite upset due to financial conditions and personal family matters. We provided support in terms of personal counselling, socializing, confidence building along with financial help (i.e, travel expenses.) He got job as a mechanic in a car repair workshop in Feb 2008. Although he achieved ESOL E1&2 and ICT E2, he wants to continue his education in tandem with his job.

Case Study F

Savinder Buttar, who had worked for Gate Gourmet for many years was made redundant. She thought that her career had come to an end and it was going to be difficult for her to get back into work at her age. She met ATN's marketing officer at the Southall Job Centre Plus who advised her to enrol on the Routes to Work Programme. At first she was hesitant about the training as she felt that she was too old to re-train herself. She enrolled on the Routes to Work programme where her needs and aspirations were assessed professionally and information with regards to job vacancies were made realistic to her. Savinder, now working at Group 4 Securior at Heathrow Airport explains. "This course has really been positive for me and I have grown in confidence that I can do more than just work within a catering role. I have exceeded all my expectations. Thank you to all the Routes to Work team for their advice and guidance at Adult Training Network."

Case Study G

Harbinder Channa had initially found out about Adult Training Network through word of mouth from her friend Savinder Buttar who she had worked with previously at Gate Gourmet. Unfortunately she too was made redundant. When enrolled on the two week Routes to Work programme, ATN staff helped her obtain a Food and Hygiene certificate, a retail academy certificate and a new CV so her skills could be clearly sold to potential employers. Harbinder says: "The Routes to Work programme was excellent and really gave me a clear insight into working at Heathrow. I was looking for a job desperately. The staff at Adult Training Network were always positive with job search and with help filling in application forms, as well as mock interviews. I finally got a job as an aircraft groomer at Heathrow Airport and a Food and Hygiene/ Retail Academy certificate."

Case Study H

Dalbir Kaur was made redundant at Gate Gourmet and was very disheartened as financial issues were starting to put pressure on her home life. Dalbir Kaur mentions: "When the staff at Adult Training Network recruited me from Southall Job Centre Plus, I was feeling very low being out of work. The Routes to Work training helped me gain confidence and new skills such as CV writing, customer service, communication skills, form filling, food and hygiene training and also how to prepare for job interviews. I suffered a further setback when I was rejected by Windsor Workforce at the first interview for catering. However, Adult Training Network again picked me up off my feet and contacted employers themselves. I am very grateful for their dedication and support in finding me a job at Medico Homecare."

Case Study I

Kanwaljit Rai was made redundant by Gate Gourmet after working there for many years. With no confidence and low esteem he was referred by Southall Job Centre Plus for Routes to Work. Kanwaljit took time to settle but felt he had achieved what he wanted after the two week programme which was a revamped C.V., help with application forms, Customer service skills and a Retail and Food and Hygiene certificate. Kanwaljit now has found a new job outside catering, at Royal Mail where he is happy. Adult Training had used their own external contacts to help after the client had been initially unsuccessful at the first interview for work at Heathrow.

Case Study J

Nasra Mohammed had done voluntary work with Somali children in London but wanted full time employment in either catering, customer service or retail preferably at Heathrow Airport.

The Adult Training Network recruitment team advised Nasra to enrol on the Routes To Work programme where she learnt how to do a CV from scratch as well as customer service skills and how to conduct herself in an interview. After the two week programme Nasra had a revamped CV and a Food and Hygiene and Retail academy certificate. Adult Training Network also decided to select Nasra for the interview with BAA representatives for employment at Heathrow. Unfortunately she was unsuccessful but eventually got over her disappointment by receiving extra guidance from ATN. The team eventually got Nasra a job through it own personal contacts at Medico home carers. Nasra explains: "After the first the interview I was disheartened, but Adult Network Network encouraged me and helped me find a job as a carer. I have not looked back and am very happy. I would not have thought that this position would be my perfect job."

Case Study K

Inderjit Dhesi was made redundant at Gate Gourmet. She was very worried as she had a young family and mortgage to pay. Inderjit Dhesi explains: "When I was recruited by Adult Training Network, I was extremely stressed and under pressure. The staff were very supportive and through hard work and job brokerage, I am now working at the post office as a sorter. Thank you for getting my life back on track."

Case Study L

Jasbir Oberoi came across as a very confident individual. He came to Adult Training Network after finding the Routes to Work leaflet at the local library. Jasbir had only recently moved to England from Germany to start a new life. The staff knew that he would not find it difficult to find a retail job because the client was fluent in three languages and was smart and well spoken. Jasbir was given help with jobsearch and filling in application forms. With this help he was able to obtain a Retail position in Tie Rack at Kensington.

Case Study M

Franklin Dela Kumah was a young person needing a bit of career guidance and support in finding a job. His Aunt heard about the Routes to Work course from friends who were previous students at Adult Training Network. She came and booked an appointment with staff on his behalf. Franklin was really making progress on the Routes to Work programme being young and enthusiastic. The staff knew that he would do very well at the interview with BAA representatives soon after the course and were proved right. Franklin was told by them that he would be placed in a retail outlet at Heathrow. However, not hearing anything from them he contacted ATN, who used their own job brokerage skills and got him a job at retail giants, Next.

Case Study N

Zenobia Contractor had arrived in the United Kingdom on a highly skilled migrant worker visa. She was a teacher in India and had worked for many years. After being recruited by the ATN team at the local library she first joined ICT classes and then heard about the Routes To Work programme. Zenobia mentions: "After the Routes to Work programme I gained various transferable skills which would be important in

customer facing/teaching roles. I decided to gain some relevant experience in teaching and was advised by ATN to volunteer with them and send my foreign qualifications to NARIC for them to be converted and recognised in the U.K. I thank everybody at ATN who revamped my C.V and helped me with the application form that landed me my permanent job as a teacher in Whitechapel.”

Case Study O

Hanna Zeggaf was from Morocco and suffering from depression. She was also looking for work desperately after being unemployed for a while in England. Hanna decided to enrol for the Routes to Work programme where she gained an insight to employment and successfully completed the two week programme. Adult Training Network contacted Medico and paid for the clients security checks which successfully resulted in her getting a job as a carer. Adult Training Network’s own job brokerage was proving effective outside Heathrow.

Case Study P

Mead Anshoor a young Somali from Southall was desperate for work. Along with many other Somalis he was frustrated about being unemployed. Mead used his own initiative and contacted Adult Training Network from a leaflet found at the community centre. After successfully completing the Routes to Work course with a professional CV and interview techniques he was able to find work as a packer at Park Royal.

Case Study Q

Sadia Nawaz was a graduate from Pakistan who had come to the United Kingdom on marriage basis. After seeing a leaflet in her local community centre, she enrolled for an English speaking course than decided to do the Routes to Work programme in order to look for work. Sadia now works as a carer for Medico after seeking job brokerage and CV guidance from the Adult Training Network.

Case Study R

Pramodi Deugi, a young Portuguese girl, had just moved from Portugal and was looking for employment in order to support her husband in this country. Pramodi says: “When I found out about Adult Training Network I was impressed with their set up and did not hesitate to enrol for the Routes to Work programme, I had previous retail experience in Portugal and felt confident in getting a job at Heathrow. The staff totally revamped my CV and through their own job brokerage helped me find a job as a cashier in a high street card shop. I would recommend the Routes to Work Programme to anyone looking for a job.”

Case Study S

Nathi Odedra was a young Indian girl who was experiencing a few personal problems in this country and was feeling very vulnerable. Adult Training Network worked very closely with her and spent crucial time getting her to overcome these barriers, through ESOL classes and encouraging her to develop employment skills through the Routes to Work programme. During the two week programme, Nathi was progressing in leaps and bounds. ATN arranged work experience for her at Chana chemist, after which she was employed by them.

Case Study T

Neelu Rajput a graduate from India had a high flying job in marketing and promotion. Due to marriage she had to relocate to England and was looking for a job in administration, sales/marketing or customer service. Neelu came across as a very confident person and achieved all the units in the Routes to Work programme but due to the length of her stay in the U.K, BAA representatives could not place her in employment at Heathrow. Through a professional C.V and guidance from Adult Training Network, Neelu was able to get her perfect job at Southall travel agency.

Case Study U

Hamza Suleiman A young Somali had been unemployed for two years and was becoming very disgruntled with life. Hamza came to enrol on the Routes to Work programme as a referral from Southall job centre. It

took the staff a long time to persuade Hamza that the programme was ideal from him and that he should take it seriously in order to get back to work. Hamza mentions: “I was not keen on the Routes to Work programme at first and always had a negative attitude because I had been on training courses before through other providers who did not care about my career progression. Adult Training Network changed my way of thinking and always kept me in a positive frame of mind. I felt confident at the first initial interview as I had a professional C.V and been coached on how to conduct an interview I was disappointed that I was not considered but through more guidance and support ATN found me work at Heathrow Airport as a cleaner. Thank you.”

Case Study V

Jatinder Kaur Mander was made redundant by Gate Gourmet and was thinking of re- training. Jatinder met up with the marketing team at the local job centre and then joined an ESOL/ICT programme. By developing useful communication and computer skills, she believed she could use these skills to get back in to work. On the Routes to Work programme, Jatinder got help with CV preparation, job search, interview techniques and was granted an interview with BAA. She left the course with a Food and Hygiene and a Retail certificate. Shortly after the programme, she managed to obtain a job as an aircraft groomer at Heathrow.

Case Study W

Kwabi Payin and Kwabi Kakra These young twins had only just moved into the United Kingdom from their native Ghana and wanted to develop some academic qualifications in this country and to find employment. The mother found out about Adult Training Network when she visited Connexions. She brought the twins in and they both enrolled in ICT classes where they developed communication/ key computer skills. They then joined the Routes to Work course where they were given help with compiling a CV, interview skills and communication skills. Although, both were unsuccessful at the BAA interview, both obtained work as warehouse operatives at Park Royal, Thanks to ATN’s own brokerage scheme.

ANNUAL CELEBRATION OF SUCCESS EVENT

Report from the Ealing Gazette, Friday 4th July 2008 – By James Gates

Awards for adult training handed out at plush ceremony at the Dominion

‘Nearly 200 people were honoured at the Adult Training Network Awards in Southall last week. The Dominion Centre hosted the event on Friday, which included live music and dance from students. Sarjeet Singh Gill, Director of adult training at Southall said, “I think it went really well. We had 300 people in attendance and about 190 of them were there to collect their awards. I would like to congratulate all of them.” The network aims to unlock potential for employment and social prospects through education and training. The organisation was set up in July 1999 to address the educational disadvantage suffered by marginalised sections of the community.’



Virendra Sharma
Member of Parliament
for Ealing, Southall
presents Atma Singh with
his award.

Alex Kinchin-Smith, the
London Development
Agency’s Head of Global
Competitiveness and
Business Finance present
an award to Durga Maya.





Pooja Singh receives her award from Antionette Mitchell who is the Senior Project Officer for Routs to Work with the Heathrow City Partnership.

Monika Sunar receives her award from Michall Rennie, Vice-Principal of Richmond upon Thames College.



A group of ATN Southall Learners perform a traditional Punjabi dance the “Jago”.

FUTURE DEVELOPMENTS & PRIORITIES

During the year the Director has followed developments regarding future funding opportunities for the coming year. These have included further opportunities with the London Development Agency and London Councils and the potential new funding streams through the Learning & Skills Council and Learndirect. Initial interest in tendering has been registered, Pre-Qualification Questionnaires and in three cases final tender have been submitted, and the Adult Training Network is awaiting the outcomes. These bids include the delivery of qualification programmes for the Olympic Delivery Boroughs.

The positive rapport that has been developed with the Heathrow City Partnership is ongoing and continues to look likely to lead to additional funding opportunities through the ongoing 'Routes to Work' programme.

The long-term relationships that exist with Ealing Council, Richmond upon Thames College and Waltham Forest College continues to be fundamental to Adult Training Network's ability to deliver qualification courses in the communities we serve and every effort continues to be made to further develop this relationship. Very positive reports have been received from all these organisations praising ATN contribution.

ATN has been awaiting confirmation to deliver Learndirect and this is expected to begin immediately and further opportunities with Ufi/Learndirect will be explored

In order to widen the learning opportunities offered the Adult Training Network is looking to gain approval to deliver and accredit an extended range of National Vocational Qualifications at Levels 1, 2 and 3. These are expected to include, Door Supervision, ITQ, Accounting, Team Leadership, Administration, Customer Care and Hospitality. In addition Adult Training Network is looking to up-skill our existing workforce to Level 3 in National Certificate for Deliverers of Conflict Management.

Becoming involved in Train to Gain funding and delivery will be a priority for the coming year and ATN will look to develop new centres in West London particularly in the Boroughs of Hillingdon and Hounslow.

CONCLUSION

August 2007 to July 2008 has been a very significant year in terms of development for the Adult Training Network. The success in securing major additional funding for two projects from the London Development Agency and Ufi/Learndirect has enabled the Adult Training Network to continue to meet the stated aims of delivering learning opportunities to disadvantaged individuals in the heart of their own communities.

The Adult Training Network has been able to invest in additional centres together with the associated additional staffing and resources. These new opportunities when combined together with the established franchise delivery for Richmond upon Thames and Waltham Forest Colleges and the established links with Ealing Council and the Heathrow City Partnership, have all combined to help the Adult Training Network deliver approximately two thousand learning opportunities, across all projects, which was by far the greatest number in any year since the organisation was formed in 1999. The volume of delivery, increased number of learners and the significantly increased turnover has made 2007-2008 the most successful year since the Adult Training Network was established.

Appendix A

Adult Training Network's Self Assessment Report For Richmond upon Thames College



CROSS COLLEGE SELF ASSESSMENT

RICHMOND UPON THAMES COLLEGE SELF-ASSESSMENT REPORT
DATE COMPLETED: 30/09/08

OVERVIEW OF PROVISION AND BACKGROUND INFORMATION

This particular SAR report is written for a collaborative outreach franchise project being conducted by the Adult Training Network (ATN) at the King's Hall Methodist Church in Southall, Middlesex, in partnership with Richmond upon Thames College. Courses were conducted between September 2007 and July 2008.

In this period the following courses were conducted: SKILLS FOR LIFE: - ESOL (Courses covering all levels from Entry Level 1 to Level 2), Literacy (Courses covering all levels from Entry Level 1 to Level 1), Numeracy (Courses covering Entry Level 2), Administration Courses in Administration at Level 1, ICT Courses:- ICT Entry Three, New CLAIT Certificate, New CLAIT Diploma, CLAIT Plus Certificate, CLAIT Plus Diploma and ECDL Part 1 and Part 2. There were a total of 747 enrolments (an increase of 6.7% over 2006-2007), 355 for Basic Skills (SfL) (an increase of 14.5% (45 additional learners) over 2006-2007) and 379 for ICT (a decrease of 3% over 2006-2007, however the 2006-2007 figure had shown an 18% increase in enrolments over 2005-2006).

The Adult Training Network (ATN) provides quality education and training to socially excluded members of the local community who have little or no access to mainstream education. One of its main objectives is to build the skills and confidence of traditionally disadvantaged members of the community, including refugees and members of ethnic minority communities to support their entry into meaningful employment. In addition, the Adult Training Network strives to integrate learners into the social and cultural fabric of society at large.

The organisation is a registered charity that was set up in July 1999 to address the educational disadvantage suffered by certain marginalised sections of the community. It has training centres in four separate London boroughs including Ealing, Waltham Forest, Lewisham and Redbridge.

The main objectives of the educational programmes are to:

- (i) Develop Learners' reading, writing, speaking and listening skills in English.
- (ii) Provide Learners with basic survival English for everyday life in UK.
- (iii) Provide Learners with basic English for access to other college courses.
- (iv) Equip Learners to progress to the next level of ESOL provision.
- (v) Provide Learners with the opportunity to develop their numeracy skills
- (vi) Support Learners in their chosen progression path.
- (vii) Build the self-confidence of Learners.

(viii) Develop the ICT skills of people from the local community who have little or no access to mainstream education provision and ICT resources.

(ix) Support learners to acquire job search techniques including interview skills and CV writing to enable them to successfully compete for and acquire sustainable jobs.

ATN has an active Management Board (Trustees), which meets 4 times per year to provide strategic direction. The operational supervision of the Southall project has been delegated to the Centre Manager of ATN.

In the period September 2007 – July 2008, Adult Training Network employed a Centre Manager, thirteen tutors, (including five ESOL tutors, 3 Literacy tutors, 1 Numeracy tutor and 4 ICT tutors), four additional learning support staff and five administrators at the Southall site. This is an increase in staffing of 3 (16%) from last year.

Out of all LWLSC boroughs (Ealing, Hammersmith, Harrow, Brent and Richmond), Ealing has the highest number of people with low/ very low literacy skills (24% of the population). Furthermore, 24% of the population have low/very low numeracy skills. The percentage of the population with very low numeracy skills varies across the wards of Ealing. Glebe ward in Southall has the highest concentration of very low numeracy skills, with an estimated 41% of the population between 16-60 with very low numeracy skills. A number of wards in Ealing have concentrations of low literacy skills levels, with Northcote ward in Southall having the highest estimated percentage of the population aged between 16-60 with low/very low literacy levels with 41% (Basic Skills Agency 2001)

The unemployment rate in Sept 2002 in Ealing was 4.5% and there were 6548 claimants at job centres with 3.9% unemployed for more than two years. Wards with relatively high unemployment (where the rate lies between 10.2% and 6.2%) are Glebe (10.2%), Northcote, Mount Pleasant, Dormers Wells; which are Southall wards and Victoria and Heathfield. The rates in the Southall wards are above the national average which was 5.4%

Current figures (2001 census) suggest that the proportion of the local population from minority ethnic background in the borough of Ealing where this project is based in Southall is 41.2% that compares with a national average of around 6%. 37.6% of the population do not have English as their mother tongue and there have been recent changes to the ethnic mix of the local population and are due to an inflow of some groups as a consequence of increased numbers of asylum seekers and refugees.

Achievement and Retention Statistics

Richmond upon Thames College 2007/2008 retention, achievement and success rates										
Subject	No of learners	Withdrawals	No retained	% retained	No of full achievement	Partial achievement	% full achievement	% partial achievement	% full success	
Basic Skills										
ESOL Entry 1 Speaking and Listening	30	3	27	90.00%	27	0	100.00%	0.00%	90.00%	
ESOL Entry 1 Full Award	14	2	12	85.71%	12	0	100.00%	0.00%	85.71%	
ESOL Entry 2 Speaking and Listening	20	0	20	100.00%	18	0	90.00%	0.00%	90.00%	
ESOL Entry 2 Full Award	10	0	10	100.00%	10	0	100.00%	0.00%	100.00%	
ESOL Entry 3 Speaking and Listening	15	2	13	86.67%	13	0	100.00%	0.00%	86.67%	
ESOL Entry 3 Full Award	32	3	29	90.63%	29	0	100.00%	0.00%	90.63%	
ESOL Level 1 Speaking and Listening	15	2	13	86.67%	13	0	100.00%	0.00%	86.67%	
ESOL Level 1 Full Award	20	2	17	85.00%	13	4	76.47%	23.53%	65.00%	
ESOL Level 2 Speaking and Listening	15	1	14	93.33%	14	0	100.00%	0.00%	93.33%	
ESOL Level 2 Full Award	9	2	7	77.78%	4	2	57.14%	28.57%	44.44%	
Literacy Entry 1	67	8	59	88.06%	57	0	96.61%	0.00%	85.07%	
Literacy Entry 2	42	5	37	88.10%	37	0	100.00%	0.00%	88.10%	
Literacy Entry 3	29	4	25	86.21%	25	0	100.00%	0.00%	86.21%	
Literacy (Level 1)	21	4	17	80.95%	17	0	100.00%	0.00%	80.95%	
Numeracy (Entry 2)	16	0	16	100.00%	16	0	100.00%	0.00%	100.00%	
Cumulative Basic skills total (ESOL, Literacy and Numeracy)	355	38	316	89.01%	305	6	96.52%	1.90%	85.92%	

List key strengths and weaknesses

Strengths	Weaknesses
<ul style="list-style-type: none"> • Continued trend in increased enrolments showing a 6.7% increase on 2006/7, which has increased steadily over the last 5 years. This shows the significant demand for these courses to be delivered within this particular community and the support for ATN's activities from the community. • The retention rate for all Basic Skills courses was high at an average of 89.01%, this represents a 1.91% increase over the 87.10% of 2006-2007. The retention rate for all ICT courses was very high at 97.63% a further 2% improvement on the 95.64% of 2006-2007, again the highest ever achieved. The overall retention rate for all courses was significantly up at the very high level of 93.44% and has shown a steady rise from 90.86% in 2006-2007, up from 90.2% for 2005/6 and from 2004/5 at 80.18%. • ICT courses continued to improve the Full Success Rate with 95.51% , which was an increase of 6.54% over the 88.97% of 2006-2007, which in turn was an increase of 6.37% over 2005/6 with 82.6% that was over 20% better than 2004/5. The Full Success Rate percentage for Basic Skills of 85.92% was significantly above (9.15%) the 76.77% of 2006-2007, which was a 6.57% increase over 2005/6 which in turn was a 7.5% improvement over 2004/5. • Effective use of Management Information Systems and registers continued to enhance attendance patterns, punctuality and achievement. In addition the recording of reasons for withdrawals and progression to new courses has added positively to course reviews. • ATN has is matrix accredited and has maintained an excellent IAG delivery standard, and the IAG process has significantly improved the service to learners. • High level of additional learning support provided to meet learners needs 	<ul style="list-style-type: none"> • The success rate of the ESOL Level 1 Full Award was significantly lower than all other programmes (65.00%) as was the success rate of ESOL Level 2 Full Award (44.44%). The delivery of these ESOL Full Award course would be fully reviewed for the coming Academic year. • Some ESOL tutors were providing registrations for candidates at inconsistent levels. Dates have now been standardised for all ESOL tutors and registrations are now taken on set dates.

Signed by:

S. Singh Gill

Date:

30/09/08

COMMON INSPECTION FRAMEWORK QUESTIONS

How are achievement and learning affected by resources?

To answer this question evaluate:

- The adequacy and suitability of staff.
- The adequacy, suitability and use of specialist equipment, learning resources and accommodation.

Strengths	Evidence
<p>Qualified ESOL tutors</p> <p>Qualified Internal Verifier</p> <p>Development of an additional member of staff to assist with Internal Verification</p> <p>Improved and increased ICT resources with broadband internet access including the use of a projector linked to a desktop/laptop computer, upgraded and where appropriate hardware and software has been replaced. All learner equipment is now of a uniform standard, which has enhanced the learner experience. One of the ICT rooms has been upgraded with new monitors and CPUs.</p> <p>One of the ESOL training rooms has been equipped with 12 computers and a printer.</p> <p>New ESOL/Literacy Book have been purchased cover the entire range from Entry 1 to Level 1.</p> <p>A new Staff Performance Management system has been introduced. All staff participate in an annual appraisal by the Centre Manager. Information from this exercise is used to inform operational planning and to identify staff development needs. The staff development plan is reviewed at 6 monthly intervals and there is an annual report to the management team. All staff have a personal development plan which is reviewed at 6 monthly intervals.</p> <p>ATN has sought external funding and courses for staff development, which has led to a number of staff improving their qualifications.</p> <p>High quality IAG for learners and a matrix accredited service.</p>	<p>CVs, Certificates of achievement..</p> <p>The centre manager is qualified to take on board the IV role of ATN which she is undertaking by sampling ESOL learner portfolios. She has a D34 qualification and a C&G 7307 stage 1 and 2. An existing member of staff has attended the relevant courses and has three years occupational IV experience to be able to supplement the existing IV provision.</p> <p>ICT resources - 65 Pentium 3 compatible client machines, Two Pentium 4 servers, four Laser printers, Multi media Projector, OHP, upgraded monitors and CPUs.</p> <p>New equipment in ESOL training room.</p> <p>New books in resources room.</p> <p>Staff evaluation forms, Staff Performance Management documentation.</p> <p>Staff development records and appraisal reports</p> <p>MATRIX accreditation and certification.</p>

<p>Staff share good practice at regular staff meetings.</p> <p>Weaknesses</p> <p>With the advent of the new FENTO standards it is a guideline requirement that tutors should work towards Level 4 qualifications. Some of the tutors are not qualified to Level 4. Further although most of the ESOL staff are qualified to Level 4 not all have a subject specialist CELTA Module 2 qualification.</p> <p>Further, not all ICT tutors are qualified to Level Three.</p> <p>Access problems for learners with mobility problems. There is no lift to the first floor of the building. However, a ground floor classroom is available.</p> <p>ESOL courses would continue to benefit from the inclusion of greater ICT usage and the use of audio/visual learning materials particularly the use of video and Powerpoint.</p> <p>Staff identified the need for a facility to share resources and the further development of a central library of in-house resources including video and powerpoint presentations.</p>	<p>Staff meeting records.</p> <p>Evidence</p> <p>CVs of tutors, Certificates</p> <p>CVs</p> <p>No lift access to the first floor of the site. However, there is an additional ground floor classroom.</p> <p>Course evaluation forms and learner review/feedback discussions/forms.</p> <p>Staff Course review feedback forms.</p> <p>Staff course review feedback forms.</p>
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Consider:

- Are there adaptations to classrooms and workshops to enable students with learning difficulties and disabilities to study effectively?
- Are there enough qualified and experienced teaching, training and support staff?
- The quality of the learning environment provided for students.
- Are accommodation and learning resources of a high quality?
- Are libraries and learning resource areas well designed, well used and well equipped?
- Do students and staff have access to modern computers? Availability and usage of open access areas, classrooms and workshops.
- Do reprographic services enable teachers to produce high quality paper based materials?
- Is there access for students with mobility difficulties?
- Is professional development easy to access and how is it evaluated?
- Are there sufficient books, videos and specialist equipment to support students?

How effective are the assessment and monitoring of learners progress?

To answer this question evaluate:

- The suitability and rigor of assessment.
- The uses of assessment in planning, learning and monitoring learners' progress.

Strengths	Evidence
<p>Regular and effective progress tutorial reviews are held (every 4 weeks)</p> <p>The embedding of Basic Skills courses assessed through examination has been effective and Learners have been well prepared for this particular method of assessment.</p> <p>Each learner is given a number of small individual milestones to achieve at tutorial sessions. These are reviewed at four weekly intervals and new milestones set if initial targets have been met. Slower learners are given more time and support to complete existing milestones.</p> <p>The embedding of the qualification course at Entry Three for ICT has continued to be successful both as a stand-alone qualification and for the preparation for the more rigorous assessment needed for Level One qualifications.</p> <p>The use of single module qualifications (e.g. Speaking & Listening) in ESOL and Literacy has contributed to learner achievement and success.</p> <p>EV grades for ECDL and ESOL have been very encouraging at Grade 2. EV comments responded to in a timely and comprehensive manner.</p>	<p>Learner ILP and Reviews</p> <p>Results of external assessments</p> <p>Individual Learning Plan - Reviews in ILPs ESOL and ICT folders</p> <p>Learner Feedback forms and results of external qualifications</p> <p>Results of External Assessment.</p> <p>EV reports for ECDL and ESOL; refer to continuous improvement sections.</p>
<p>Weaknesses</p> <p>The poor level of Literacy Skills of some ICT learners was an additional barrier to their success.</p>	<p>Evidence</p> <p>Course review and learner feedback discussions/forms</p>

Consider:

- Are targets informed by value added data for GCE/A level and AVCE students?
- Does assessment identify the specific additional needs of students?
- Do reports give students, parents and their employers a clear picture of the students performance and progress?

- Do teachers and managers monitor the standards that students are achieving?
- Are examiners and external verifiers comments responded to?

How well do the programmes and courses meet the needs and interests of learners?

To answer this question evaluate:

- The extent to which courses or programmes match learners' aspirations and potential, building on prior attainment and experience.
- How far programmes or the curriculum meet external requirements and are responsive to local circumstances.

Strengths	Evidence
<p>Basic skills has been identified as a key gap in the training provision in West London by the LSC London West which this provision is intended to address</p> <p>ICT courses have introduced 'real life' usage situation to embed learning and help develop the understanding of the use of ICT within every day business and as an aid to life in general.</p> <p>Significantly increased recruitment and very good retention rates, indicate that learner needs and the needs of the local community are being met.</p> <p>Regular attendance patterns.</p> <p>Great emphasis is placed on enrichment activities, these include;- Learners taken to Southall library and enrolled as members, Visits to the Dominion Centre (exhibition on Partition), Visit to the Natural History Museum, End of course celebration parties and a major cross company Awards presentation and meal, at the Dominion Centre. This event was attended by representatives of the college and local dignitaries and celebrated learners' success and shared cultural diversity with a range of performances of dance and music from several countries including India, Sri Lanka, Afghanistan, Iraq and Poland.</p> <p>Effective progression routes for learners for a number of different Levels in ESOL and ICT at ATN.</p> <p>Learners signposted to further progression courses at local colleges.</p>	<p>LSC strategic plan</p> <p>Learner surveys and feedback, curriculum scheme of work, course notes and lesson plans.</p> <p>ATN database statistics: Registers.</p> <p>ATN database statistics: Registers.</p> <p>Reports and photographs on company Website.</p> <p>Course timetables/schedules</p> <p>End of course reviews. ATN database statistics</p>

<p>Weaknesses</p> <p>The ESOL Full Awards at Level 1 and Level 2 had low full success rates and a review of the delivery of these programmes will be undertaken before the new academic year.</p> <p>No rigorous tracking of ICT successful completers at Level 2</p>	<p>Evidence</p> <p>MI Data on % full success rates.</p> <p>Course programme – Learner progression routes.</p>
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Consider:

- Is the curriculum rich and varied with a choice of courses that caters for all students?
- Are there plans to develop key skills in a coherent and systematic manner?
- Is the curriculum enhanced by a range of enrichment activities consistent with a responsible use of resources?
- Are students programmes monitored for progression?
- Is the college inclusive in the way in which it monitors equality of access and opportunity?
- Does the college ensure that students are aware of what is available in other schools and colleges in the area?

How well are learners guided and supported?

To answer this questions evaluate:

- The quality of accessibility of information, advice and guidance to learners in relation to courses and programmes and career progression.
- The diagnosis of, and provision for, individual learning needs.
- The access learners have to relevant, effective support on personal issues.

<p>Strengths</p> <p>ATN has built on the success in gaining Matrix accreditation last year and provides an excellent IAG service to learners.</p> <p>Effective initial assessment used to identify individual learners needs which inform their ILP</p> <p>Regular review of learner progress and tutorial sessions</p> <p>Additional Learning Support given to both Basic Skills and ICT learners with ALS needs.</p> <p>High level of support on pastoral issues</p>	<p>Evidence</p> <p>Matrix accreditation and certification.</p> <p>ILPs, Diagnostic Assessments in Basic Skills – Literacy, Numeracy and ESOL , Team minutes</p> <p>ILPs</p> <p>Registers, CVs of ALS staff.</p> <p>Learner satisfaction survey. 90% report good or better levels of satisfaction with support offered.</p>
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<p>Weaknesses</p> <p>Whilst progress continues to be made there is still a need to further develop ICT usage opportunities within courses, particularly with video and powerpoint and on some courses little use of audio/visual resources.</p>	<p>Evidence</p> <p>Schemes of work, Lesson Plans learner feedback</p>
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Consider:

- Is initial guidance impartial and careful? How is information provided to students?
- Is induction well planned and are student needs accurately assessed before or early in their course?
- How are learning support needs addressed?
- What kind of support is provided for students personal needs? Are there arrangements to support students in crisis
- Is the communication between learners, teachers and support staff effective?
- How are targets set and tracked and what records are kept of students' progress?
- What records are kept of students destinations? Is there successful progression for learners of all types? Is there frequent review and innovation in personal tutorial activity?

How effective are leadership and management in raising achievement and supporting all learners?

To answer this question evaluate:

- How well courses are managed, and clear directions set for high quality education and training.
- How quality assurance procedures are used to improve retention and achievement on courses.
- How well equality of opportunity is promoted.

<p>Strengths</p> <p>Effective promotion of training to target groups of ethnic minorities and refugees.</p> <p>The management strives to create a culture where the needs of the learner are the placed at the forefront of the ethos of the organisation. Differentiated learning, individual learning plans, regular tutorials and monitoring coupled with review of teaching and learning are important ingredients in raising achievement and supporting learners.</p>	<p>Evidence</p> <p>Data on trainees' ethnic origin and initial assessment of individual learners needs. 29% of all trainees have additional learning or social needs, with 33% of ICT trainees having ALS needs and a further 25% of basic skills learners having such needs.</p> <p>Learner resources, ILPs with reviews, Schemes of work , Lesson plans, IV records</p>
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<p>The staff teams are well coordinated into subject specialist areas and set challenging targets at staff meeting and collective staff workshop days.</p> <p>The trustees monitor progress closely and offer guidance and support in reviewing progress and supporting learning. Further, in collaboration with the Senior Staff trustees review performance targets, retention/ attendance targets and address organisational, financial, academic, health and safety and other pertinent issues.</p> <p>Strategic objective of high levels of full achievement achieved; 679 (97.28%) (Improvement of 5.3% over 585 (91.98%) full achievements in 2006-2007).</p> <p>Clear strategic objectives set</p> <p>Effective use of Management Information Systems and registers to enhance attendance patterns and punctuality</p> <p>Resources which are current and culturally relevant for the needs of the diverse ethnic group of learners are used. The current (DfES) Skills for Life resource pack is especially relevant as are the materials generated specifically for the qualifications. Further, new DIUS materials which embed basic skills into key subject areas such as ICT are being used more consistently and widely.</p> <p>Ongoing development of Quality Assurance System and Manual.</p> <p>Further development of systems following successful MATRIX accreditation and working towards the IIP quality mark.</p> <p>Staff development identification and external training organisation in place.</p>	<p>Minutes of staff meetings and collective ATN staff workshop minutes.</p> <p>Minutes of meetings</p> <p>Awarding bodies results reports, Student certificates</p> <p>Business Plan linked to Delivery Plan and SAR to RUTC.</p> <p>Tutor registers and MIS data is in a format which promotes ease of use. ATN statistical data</p> <p>DfES Skills for Life tutor and learner resource packs. City & Guilds tutor's materials.</p> <p>Quality Assurance manual.</p> <p>Matrix accreditation and certification. Record of commitment, meetings attended and documents produced.</p> <p>Staff development records, certificates of attendance and qualifications.</p>
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Weaknesses	Evidence
<p>The Staff Performance Management System and systems to review staff performance have been introduced over the last two years but need further development. Further development is needed to ensure more effective review procedures, which include a performance-related element in financial remuneration. Self-appraisal needs further development.</p> <p>Further support for staff personal development and attendance at external training courses.</p> <p>Although there has been significant improvement Tutor induction could still be more effective.</p>	<p>Staff review procedures including current documentation.</p> <p>Staff reviews & discussions. Centre Managers reports.</p> <p>Staff reviews & discussions. Centre Managers reports.</p>

Consider:

- Do governors monitor the college performance closely? Do they fulfil their statutory duties and set the right priorities for development and improvement?
- Do the leaders of the college share a common purpose and put students and their achievements first?
- Are teams co-ordinated and co-operative? Are staff set challenging targets which are met?
- Is the work of the college fully and thoroughly monitored?
- Is information on student's progress and achievement accurate and accessible to teachers and managers?
- Is it accessible to teachers and managers and used to improve performance?
- Are there systems to review the performance of staff and identify their training needs?
- Are financial and other resources effectively deployed to support educational priorities?
- Are best value principles understood and applied well

Commentary on Action Plan

Action Point	Progress
<p>All tutors need to be appropriately qualified</p>	<p>External funding has been successfully secured , courses have been undertaken and 3 members of staff have improved their qualifications with 2 gaining a CELTA 2 (Cert in Further Education and ESOL subject specialists) with one member of staff gaining a 7407 City and Guilds Level 4 Stage 1 Cert in Further Education Teaching</p>
<p>Further embedding of Staff Management Performance systems to review staff performance.</p>	<p>Matrix accreditation has been achieved, but IIP is ongoing. The new Staff Performance Management system has been introduced but still needs to be further embedded.</p>
<p>IIP accreditation being actively pursued by ATN.</p>	<p>Accreditation process is ongoing, and hopefully will be concluded in 2009.</p>
<p>Consideration and development of new NVQ 2 courses for 'employability'.</p>	<p>Accreditation for C&G ESOL Skills for Employment and Employability and Personal Development Skills and C&G SIA approved Door Supervision and Conflict Management has been gained.</p>
<p>Development of the use of audio/visual resources in ESOL courses.</p>	<p>Ongoing development, additional resources constantly being sourced.</p>
<p>Additional staff meeting for the sharing of good practice.</p>	<p>Additional staff meetings now held termly for the sharing of good practice.</p>
<p>Development of a Central library of in-house resources.</p>	<p>Ongoing development and additional resources being constantly added to the resources library.</p>
<p>Undertake an audit of current ICT resources with the potential of increasing and upgrading equipment.</p>	<p>ICT audit undertaken and additional ICT resources have been added, including 12 new computers in one ESOL training room and the upgrading of all monitors and CPUs in one of the ICT rooms.</p>
<p>Develop new courses in Accountancy to cater for learner needs</p>	<p>Applying to C&G for accreditation of the Level 1 in Bookkeeping and the NVQ Level 2 programme</p>

Development Plan

Areas requiring improvement	Targets for improvements	Person responsible	Specific action required	Timescale for completion with dates
All tutors need to be appropriately qualified	ALS Tutors need to be qualified to at least Level 3. Tutors need to be qualified to Level 4 including CELTA Module 2 for ESOL staff.	Kamaljit Kaur and tutors	Further development of links with Talent West at the College of North West London (CNWL) and other training providers/colleges. Continuous Professional Development and support for Tutors to complete courses.	Sept 08- July09
Further embedding of Staff Management Performance systems to review staff performance.	Development of use of Staff Performance Management system. Introduction of Peer observations.	Sarjeet Gill and Kamaljit Kaur. Tutors	Development of use of Staff Performance Management system. Introduction of Peer observations.	July 09
IIP accreditation being actively pursued by ATN.	Gaining IIP accreditation.	Sarjeet Gill, Amarjit Dhanjal	Pursuance of timetable for IIP accreditation.	July 09
Development of the use of audio/visual resources in ESOL courses.	Development of multi-sensory resources to ESOL delivery.	Tutors and Kamaljit Kaur.	In-house staff development on use of video and powerpoint.	Dec 08 and ongoing
Review of delivery of ESOL Full Award Level 1 and Level 2 Qualification courses.	Improved Retention and achievement statistics for 2008-2009	Sarjeet Gill, Kamaljit Kaur and ESOL Tutors	Review meeting to be held and monthly monitoring of all new ESOL Full Award courses at Level 1 and Level 2.	September 2008 and ongoing.
Develop new courses in Accountancy to cater for learner needs	Development of two new courses , the Level 1 in Bookkeeping and the NVQ Level 2 programme	Sarjeet Gill	Apply to C&G for accreditation of the Level 1 in Bookkeeping and the NVQ Level 2 programme	Oct 08

Appendix B

Adult Training Network's Self Assessment Report For Waltham Forest College



SELF ASSESSMENT REPORT 2007/08

Adult Training Network

Scope and Range of Provision

The Adult Training Network is conducting courses in ESOL and ICT in the Leyton area of Waltham Forest in collaborative partnership with Waltham Forest College. ESOL courses spanning a range of abilities from Pre-Entry to Entry Level 3 were conducted at the Gateway Business Centre (Leyton), Manor Park Methodist Church (Manor Park), Wigham House (Barking), St John's Church (Bethnal Green) and the Harold Road Centre (Upton Park). The Bethnal Green and Upton Park sites were established in June and December 2007, respectively. This was to widen the scope of the provision and increase participation by establishing new outreach centres for the benefit of other disadvantaged communities. All ATN Centres are easily accessible, located at the heart of each community with nearby public transport links. Some Learners took a Full Entry Level qualification at the appropriate level and others took the Speaking & Listening component. Pre-Entry ESOL learners were internally assessed – using a combination of observations, interviews, formative & summative assessment as well as regularly updated Individual Learning Plans. ICT courses were delivered at Entry Level 1, 3 and Level 1 (CLAiT Certificate & Diploma).

A total of sixty-four courses were undertaken over the three terms in the academic year September 07 – July 08. Sixty ESOL courses and four ICT Courses. This represents a 52.4% increase in courses over the forty-two courses delivered in 2006-2007. The majority of ESOL Learners undertook exam-based qualifications approved by the QCA and accredited by the City & Guilds with the remainder enrolled on non-accredited Pre-Entry ESOL courses. The ICT courses were delivered at four levels, OCR ICT Entry Levels One & Three, New CLAiT Certificate and the New CLAiT Diploma.

The target group is disenfranchised and socially excluded learners in the community including asylum seekers who have little or no access to mainstream education.

ACHIEVEMENT AND STANDARDS

Q.1 How well Do Learners Achieve?

Key Strengths	Evidence
<p>The number of ESOL learners gaining full or partial achievement rose greatly to 395, an increase of 118% over 2006/7, which in turn was an increase of 13% over 2005/6. The retention rate for ESOL fell slightly by 1.3% to 90.4%. The 2006/07 figure of 91.7% was an increase of 5.3% over 2005/6. The 2005/6 figure of 86.4% was in turn an increase over the 2004/5 year of nearly 6%. The success rate in ESOL for all courses over the three terms was 88.3%, a decrease of 0.45% on last year's figures. The success rate in 2006/07 showed an increase of 13.6% over 2005/6. ATN's success rate remains higher than the college's benchmark of 67%. Of the 60 ESOL courses 35 had a 100% Retention rate, 56 had a 100% Achievement rate and 33 had 100% Success rate.</p> <p>The success rates of the ATN have remained consistently high, regardless of increased learner numbers. This can be attributed to a number of factors. The delivery model continues to include two term courses each of 225 GLH with a focus on Speaking and Listening in term one and a focus on Reading and Writing in Term 2. The use of single component qualification aims e.g. Speaking and Listening, has been adopted to facilitate qualification outputs and to support learners achieve bite size chunks of knowledge in a more easily digestible format, over a term. Further there continues to be greater tracking of learners' attendance patterns for ESOL courses; e.g. contacting learners when they are absent over three consecutive days. In addition, there is greater attention to pastoral and personal issues at tutorials and more detailed recording and review of academic progress at tutorials. The previously implemented system of lateness and early leaving forms has been used effectively to track punctuality patterns. As a result of this monitoring, the learners are continually made aware of their personal responsibilities with regards to regular attendance, punctuality and early leaving.</p> <p>A total of four ICT classes were run, with a total of 62 enrolments of which 59 completed their course. The retention rate was 95%, a drop of 3.26% on the previous year. The 2006/07 figure of 98.2% was an increase of 4.7 over 2005/06. The full success rate was 95.1%, an increase of 0.63% on 2006/07. The success rate in 2006/07 was 94.5%, an increase of 3.6% on 2005/6. The 2005/6 rate of 90.9% was a substantial increase over the figures for the previous academic year (2004/5) of 33%. An achievement rate of 100% was sustained for the fourth year in succession. In part this is due to the established practice of tracking of learners' attendance patterns; e.g. contacting learners when they are absent over three consecutive days. Further there is greater attention to pastoral and personal issues at tutorials and more detailed recording and review of academic progress at tutorials. This has made learners more aware of their personal responsibilities to attending regularly on time and leaving at the end of the session. Staff meetings are held at least once a term to share resources and good practice which enables tutors to adopt a more uniform pattern of delivery and assessment. Observations have also been undertaken (both internally and externally) to ensure that the level of provision and professionalism within the organisation continues to rise.</p> <p>Tutors have effectively embedded ICT skills into ESOL classes, with all sites having access to computer suites.</p>	<p>Learner Certificates. OCR/C&G reports signed by the External Moderator at formal visits. OCR/C&G Accreditation Reports. Student Cerfs. Registers and attendance statistics. Enrolments. ATN MIS.</p>

Key Weaknesses	Action Plan	Who By	When By
<u>Learner Attendance and Punctuality patterns could be improved on ESOL courses.</u>	Greater emphasis at Induction on required attendance and the need for punctuality. Tutors to issue constant reminders during the course and early intervention to discuss any issues with the individuals concerned.	All Tutors	Ongoing between Sept 08 – July 09

QUALITY OF EDUCATION AND TRAINING

Q.2 How effective are teaching, training & learning?

Q.3 How are achievement and learning affected by resources?

Key Strengths	Evidence
<p>Q2</p> <ul style="list-style-type: none"> i).Dedicated and qualified tutors who have access to support, both internally and externally. ii)Regular observations of teaching practice are conducted both by the Q.A. Coordinator and WFC staff. iii) Individual learning plans for each learner are filled in and reviewed periodically. iv) Differentiated learning is adopted for differing levels of ability for group work, pair work and whole group sessions. v) Regular individual tutorials are held to monitor individual learner achievement and to set, monitor and review individual goals/milestones. vi) The use of extension activities including visits to Lea Bridge and Stratford libraries and local shopping centres. Extension activities have stimulated learning and maintained learners' interest, utilising the skills developed during training in everyday scenarios. This has helped maintain excellent retention and success rates above the WFC benchmark of an 80% retention rate and a 67% success rate <p>Q3</p> <p>Additional ESOL learning resources continue to be added to those already available. This has facilitated teaching and learning. New materials related to the syllabus and examinations have been purchased and distributed to all relevant staff.</p> <p>New ICT resources including hardware and software have continued to be purchased to enhance the range of materials and worksheets available to learners. New materials related to the new syllabus and examinations have been purchased and distributed to all relevant staff.</p> <p>The addition of the Bethnal Green and Upton Park sites has introduced additional space and resources for</p>	<p>Tutor CVs</p> <p>Minutes of meetings</p> <p>Teacher resource files</p> <p>ILPs</p> <p>Achievement ratification by C&G,RCS and OCR</p> <p>Resources, Books, materials</p> <p>Lease for the Ilford site</p> <p>Registers , Learner feedback</p>

<p>Local Tower Hamlets and Newham learners. Refurbishment work has taken place at the Gateway Business Centre, with the effect of enhancing the learning environment and facilitating increased learner interaction.</p> <p>The Manor Park site makes effective use of Additional Learning Support assistants, placing them in classes at Pre-Entry/Entry 1.</p> <p>ATN has maintained the excellent level of Information, Advice and Guidance offered to prospective and existing learners – Fully implementing the principles of The Matrix Standard (achieved in July 2007).</p> <p>Two members of staff are currently enrolled on the Diploma of Teaching English in the Lifelong Learning Sector, while a further two are enrolled on PGCEs.</p> <p>Other staff have undertaken short courses (e.g. Management Training, Effective Teaching and Learning, Dyslexia Training, etc.). These courses were fully funded by the LDA and Waltham Forest College.</p> <p>All teaching staff are members of the Institute for Learning and, as such, have committed to 30 hours of Professional Development per year.</p>	<p>survey</p> <p>Matrix accreditation certificate.</p> <p>Courses enrolments and progress towards qualifications.</p>
<p>Key Weaknesses</p>	<p>When By</p>
<p><u>Q2 Although all ESOL staff are qualified to Level 4 standard they do not all have subject specialist qualifications in CTLLS and DTLLS.</u></p>	<p>Sept 09</p>
<p>Action Plan</p>	<p>Who By</p>
<p>Tutors to upgrade their qualifications by enrolling in further education colleges. ATN to pay for half the training costs</p>	<p>ESOL Tutors and Sarjeet Gill</p>

LEADERSHIP AND MANAGEMENT

Q.4 How effective is the assessment and monitoring of learners' progress?

Q.5 How well do the programmes and course meet the needs and interests of learners?

Q.6 How well are learners guided and supported?

Q.7 How effective are leadership and management in raising achievement and supporting all learners?

Key Strengths	Evidence
<p>Q4. There is a regular update of learners' progress, with the identification and recording of key milestones achieved in ILPs by tutors, for ESOL. In addition, there is also a regular update of OCR Unit achievement and assessment records and ILPs by ICT staff. This enables the recording of individual chunks of knowledge of learners and provides an insight into the gaps in knowledge, which need addressing.</p> <p>ESOL learners' worksheets and progress are regularly assessed and feedback is provided by tutors. Each learner is given a number of small individual milestones to achieve at tutorial sessions. These are reviewed at four weekly intervals and new milestones set if initial targets have been met. Less confident learners are given more time and support to complete existing milestones.</p> <p>Internal verification is conducted on a termly basis and allows the Internal Verifier enough opportunity to provide feedback to tutors and for tutors to read, analyse and implement recommendations.</p> <p>Q5. All potential learners undertake an initial diagnostic test to ascertain their suitability to undertake either the ESOL or ICT courses. Diagnostic Assessment enables the tutor to more effectively pitch classes at the correct level, taking into account individual learner's strengths and weaknesses.</p> <p>The course content of courses is designed to reflect the needs and interests of learners, incorporating themes of equality and diversity, all within the constraints of the examination requirements. For example, ESOL material is geared for everyday situations – shopping, visits to the doctor etc. In addition, learners are also taken on trips to the local library, park, leisure centre, seaside etc. These extension activities offer learners the opportunity to practice speaking and listening in everyday situations. Library visits also enable learners to become familiar with the resources available and they are also encouraged to become members. In addition a programme of 'Enrichment Activities' have been included within the programme this includes visits to museums, talks and other day to day event trips. (Examples: Visit to Lea Bridge and Stratford libraries, talk on recycling and lessening one's carbon footprint, visit to Newham City Farm, visit to the WFC Job Fair, shopping trips to Walthamstow (with corresponding activities), visit to Vestry House Museum).</p> <p>The high retention and achievement rates indicate that learners' needs are being met.</p> <p>Q6. Learners are taken on group visits to the college and are made aware of college facilities and are encouraged to utilise them.</p> <p>Through effective negotiation of strategic partnerships, learners are offered comprehensive support and progression routes. These include job brokerage services, guidance towards further educational opportunities, accessing local community support organisations.</p>	<p>Learner files ILPs</p> <p>IV records</p> <p>ESOL and ICT diagnostic tests</p> <p>Retention and Achievement Rates Enrichment Activities Record Sheets</p>

<p>Learners with special needs are referred to specialist agencies e.g. Social Services, Housing Dept, the Advice and Guidance Department of Waltham Forest College and the Refugee Advice Centre.</p> <p>Q7. The management strives to create a culture where the needs of the learner are the placed at the forefront of the ethos of the organisation and have undertaken the Matrix quality mark to support the IAG service given to learners. Differentiated learning, individual learning plans, regular tutorials and monitoring coupled with review of teaching and learning are important ingredients in raising achievement and supporting learners. In addition, the management consult with tutors at staff meetings and on a one to one basis to review current resources with a view to updating and upgrading them.</p> <p>Staff members are also consulted on their own personal training needs and are supported to attend training sessions, which will enhance their role in imparting skills and knowledge. Staff members attended a variety of training courses to develop their qualifications, including externally funded courses with the LDA, 2 members of Staff have started/completed courses leading to the CELTA Module 2 and more recently, the DT(E)LLS.</p> <p>All Centre Managers are able to conduct effective staff appraisals and shall do so on a more regular basis.</p>	<p>Matrix Accreditation achieved</p> <p>Emails of acceptance</p> <p>Workshop materials and notes</p>
Key Weaknesses	
<p>Q5 and Q6)</p> <p>Restricted access to the training centre at the Gateway Business Centre and Upton Park centre for learners with limited mobility due to the absence of a lift to the first floor.</p>	<p>Action Plan</p> <p>Learners from Upton Park are referred to alternative local training providers or to ATN Manor Park (which has a training room on the ground floor).</p> <p>Learners from Leyton who are disabled are referred to the main Waltham Forest College site in Walthamstow, Leytonstone Learning Link in Leytonstone.</p>
<p>Q7) Staff Appraisals have been informal to date.</p>	<p>Who By</p> <p>Administrator</p>
	<p>When By</p> <p>Ongoing</p>
	<p>Centre Managers / Director</p>
	<p>1 formal appraisal per year, with regular progress reviews.</p>

SUMMARY

This has been a particularly successful academic year and has built on the success of 2006/07 when ATN made a positive contribution to WFC's success rate. The experiences gained over the previous three years (2004/07) have had a very positive effect on both retention and achievement.

ATN has effectively utilised the ethos of the Matrix accreditation to maintain a high level of professionalism with regards to Information, Advice and Guidance supplied to beneficiaries.

Further the introduction of new sites at Upton Park and Bethnal Green has extended the geographic and demographic spread for new learners in Newham and Tower Hamlets to access basic skills education.

The Retention, Achievement and Success rates of 2006/7 were very high and every effort has been made to maintain the standard and improve upon it wherever possible. In the upcoming academic year, the ATN will endeavour to improve upon its performance in all aspects.

All of the staff and learners at ATN look forward to the challenges of the 2008/09 academic year with renewed enthusiasm and vigour including undertaking the actions necessary to address the weaknesses identified in the SAR report and reviewing their impact and degree of successful implementation.

SIGNED : *S Singh Gill*

Sarjeet Singh Gill
Director

DATED : 15th September 2008

Appendix C

Adult Training Network's Self Assessment Report For Ealing Council

Community Providers' Self Assessment Pro Forma 2007/08- First Steps

The service has to produce a Self-Assessment Review of its 2006 to 2007 (July to August) delivery and a Development. The contribution of all contractors and training providers in this process is crucial. Contractors will ensure that systems are in place to evaluate the provision delivered under this contract and will ensure that information required by the council to undertake a self assessment is available by 30th August 2007

Section 1

Organisation/ School Name:	Adult Training Network
Person completing the form:	Kamaljit Kaur
Overall Grade:	2

The course in red is an example

Course Title	Venue	Course Code	No Delivery Hrs	No. Sessions	Start/End dates	No. Enrolments	Possible Attendance	Actual Attendance %	Completion Rate%	Retention Rate%	Achievement %
* ESOL	Perceval House	ES0001AA	60	30	12/1/07-16/6/07	12	360	340/360*100= 94%	12/12*100=100%	11/12*100=92%	100% achieved 80% learning goals
Introduction to E-mail	King's Hall	0626021ATN	15	5	16/11/07-14/12/07	17	85	77/85*100=90.58%	16/17*100=94.11	16/17*100=94.11	16/17*100=94.11
Introduction to E-mail	King's Hall	0626022ATN	15	5	06/03/08 – 03/04/08	13	65	58/65*100=89.23%	12/13*100=92.30%	12/13*100=92.30%	12/13*100=92.30%
Introduction to Word	King's Hall	0627011ATN	15	5	24/04/08 – 22/05/08	13	65	63/65*100=96.92%	12/13*100=92.30%	12/13*100=92.30%	12/13*100=92.30%
Introduction to Word	King's Hall	0627012ATN	15	5	05/06/08 – 03/07/08	13	62	62/65*100=95.38	12/13*100=92.30%	12/13*100=92.30%	12/13*100=92.30%

Possible attendance; Adding all the potential attendance's for each student i.e. if the course is for five sessions and there are ten enrolments the possible attendance is 50 (5 session's times 10 students)

Actual attendance: Add all the attendance's (including those who were absent **with reason**)
% Attendance Actual attendance divided by possible attendance x 100.

Retention: No of students at the end of the programme: No of students who attend the last session (including those who were absent **with reason**)
% Retention Number of learners at the end of the programme divided by number of enrolments x 100.

Completion: If a learner attended 80% of their course sessions then they would be classed as completing the programme.

% Completion:
divided by the number of enrolments x 100.

Number of learners competing their course (as per above definition)

Achievement Examination
Examination courses;
Achievement %

No. Of students entered for an exam. No of students passing their exam
Of students who passed (total number of students entered divided by those who passed x 100).

Achievement Non Examination

If a learner attained 80% of their learning goals then it would be classed that they had "achieved".

Total Number of:	Target number of Adults as set out in contract	Actual Numbers of Adults	Comments
New learners (current year)	48	46	4% under target
Enrolments	48	56	17% above target
Learners in basic skills provision			
Learners achieving accredited goals in basic skills			
Learners achieving accredited goals NOT in basic skills	48	0	All courses were non-accredited so target not possible
Learners achieving non – accredited goals in basic skills			
Learners who are male	8	18	225% of target
Learners from ethnic minorities	45	45	On target
Learners with a disability / learning difficulty	4	14	350% of target
Learners over 60	3	13	433% of target

Section 2 Overview of data

Please include a commentary below of the figures in section 1 as well as;

- Why were targets met/ not met (enrolment numbers, targeting particular ethnic groups/ ages/ genders/ disabilities etc)
- Detail issues and difficulties that have impeded the contractor in reaching the set targets.
- Identify recommendations for future delivery
- Analysis of complaints
- Analysis of incidents including health and safety
- Income and expenditure details
- Details of staff meetings/training events

	<p>Four programmes were delivered at ATN's Southall centre.</p> <p>The New Learners was slightly under target but 46 new learners were introduced to learning throughout the year. The new learners were 50% more than for the year 2007-08. The total enrolments was significantly (17%) above target as a result of a high level of demand. The target recruitment for each course was 12 learners but three courses had 13 learners and one course had 17 learners. A target was set for Learners achieving accredited goals not in basic skills. The ATN courses, introduction to e-mail and introduction to word, do not lead to accredited goals. The target figure in this section may have been included in error and is not appropriate for the provision currently being undertaken by ATN. The learners that are male target was exceeded and was 225% of target. The learners that are male was more than double the figure from 2007-08. 45 of the 46 new learners were from ethnic minorities. The learners with a disability/learning difficulties was significantly exceeded by 250%. The learners over 60 target was also exceeded and was 333% above target. This is particularly encouraging as last year's target was not met.</p> <p>The length of courses at 15hours, that was established in 2007-08 continues to provided an effective time period for the delivery of the programmes.</p> <p>The increase from 2 courses to 4 courses has enabled a greater number of learners to access learning. All 4 courses were over subscribed and this indicates that increased provision would be supported by the community. There have been no complaints from learners, nor have there been any incidents including Health & Safety issues.</p> <p>The overall income for ATN from these programmes was £5,500 and this was all expended on Staff, premises and stationery.</p> <p>The courses have proved successful in engaging learners, building their confidence and encouraging them to embark on further study leading to qualification outcomes.</p>
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Section 3 Strengths, Weaknesses and Improvements

Key Question	Strength- what is the evidence and where is it?	Weakness- what is the evidence and where is it?	Improvements since last year
<p>1. <i>How well do learners achieve:</i></p> <ul style="list-style-type: none"> ▪ Success in achieving learning targets- qualifications and learning goals in their individual learning plans ▪ Standards of learners' work in relation to their learning goals. ▪ Distance travelled by learners, have they progressed in the course? ▪ the development of study skills, personal skills such as being punctual, regular attendance, building their confidence, self esteem, making friends, making a positive contribution to the community etc 	<p>Excellent Achievement Rates -Average 92.75% (Achievement Rate Data)</p> <p>Excellent Retention on courses - Average 92.75% (Retention Rate Data)</p> <p>Learners have developed a high level of independence and confidence in their ability to learn. (Learner satisfaction surveys)</p> <p>Learners' achievement has inspired progression onto further learning. (Learner Progression Data)</p>	<p>All courses were over-subscribed. An increase in the number of courses would enable greater numbers of learners to be engaged. (Learner Recruitment data)</p>	<p>Greater engagement with Learners with a disability or learning difficulty and learners over 60.</p> <p>Double the number of courses from last year enabled greater numbers of learners to be engaged (46 new learners this year against 32 last year - 44% rise in new learners engaged)</p>

<p>2. How effective are teaching, training and learning?</p> <ul style="list-style-type: none"> ■ How well does the teaching, training and resources meet learners' needs ■ Are learners tested (formative and/or summative assessment) to assess their learning ■ Are learning needs identified and met ■ Are learners inducted onto the course ■ How involved are parents/ carers in the their children's learning and development ■ Are learners assessed at the start of the course- initial, diagnostic tests 	<p>100% of lessons observed were graded as Good. (Lesson Observation forms) Learners rated the teaching, teaching support and resources as very good. (Learner feedback questionnaires) Effective Induction (Learner feedback questionnaires) High level of additional support provided to meet learner needs (Learning Support Assistants' records and learner feedback questionnaires + Course Summary Sheets) Excellent Recruitment, Retention and Achievement rates. (Course Data)</p>	<p>No external observations were conducted. (No visits conducted)</p>	<p>Lessons Observed were very good.</p>
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<p>3. How well do programmes and activities meet the needs and interests of learners?</p> <ul style="list-style-type: none"> ■ Is the scheme of work planned around learner needs and amended as needs arise ■ Does the programme take into account the learner backgrounds, interests and prior achievement in learning and build on this ■ Are there any enrichment activities which contribute to the enjoyment and experience of learning e.g. trip to the local college open day, visit to the library to practise ESOL skills 	<p>Scheme of work is planned around learners' needs and Learning Support available for all. (Scheme of work and LSA records) Courses exceeded recruitment targets, in particular those for male learners, learners with a disability or with a learning difficulty and learners over 60. (Course enrolment data) Excellent Recruitment, Retention and Achievement rates. (Course Data)</p>	<p>Demand exceeded places. (Learner recruitment data)</p>	<p>Improved recruitment rates for male learners, 18 this year as opposed to 6 last year. This year's recruitment was 225% of target. Improved recruitment rate of learners with a disability or a learning difficulty. 14 this year as opposed to 2 last year. This year's recruitment was 350% of target. Improved recruitment of learners over 60. 13 this year as opposed to 0 last year. This was 433% of target.</p>
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<p>4. How well learners are guided and supported</p> <ul style="list-style-type: none"> ▪ The quality and accessibility of care, advice and guidance which learners receive whilst on the programme ▪ How well individual learning needs are recognised and met ▪ The access learners have to relevant, effective support on personal issues 	<p>There had been a significant increase in learners with a disability or learning difficulty and in learners over 60, both these groups reported favourably on the support they received. (Learner Satisfaction surveys)</p> <p>One-to-one support given when needed. (LSA records)</p> <p>Use of bilingual tutors assists greatly with quality of advice and guidance and support given to learners whilst on programme. (Learner Satisfaction Surveys and Course Evaluations)</p> <p>Excellent progression onto further learning. (Learner progression data)</p>	<p>Ongoing awareness raising and updating IAG information held at centre is needed.</p>	<p>Greater attention given to identifying learner needs during the recruitment process proved very effective.</p> <p>More effective targeting of marketing to disability groups and older people groups.</p>
<p>5. How effective are leadership and management in raising achievement and supporting all learners?</p> <ul style="list-style-type: none"> ▪ How is quality of teaching monitored and measured by Ealing Adult Learning ▪ Do you receive clearly set strategic targets (retention, recruitment etc) from management ▪ Are you involved in the self assessment process ▪ Are you consulted, through meetings/ emails/correspondence/ phone calls on issues arising ▪ Are there links between other providers and the local community ▪ Is there value for money- how efficiently and effectively is the funding used ▪ How well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential. ▪ How well are the programmes managed, advertised and recruited 	<p>ATN's management team monitor the quality of delivery and report to Ealing Adult Learning. This monitoring system is thorough and effective. (Monitoring Reports and SAR)</p> <p>ATN's management team monitor performance against contractual targets for certain criteria including, recruitment of new learners, enrolments, retention and achievement. These targets include the recruitment of learners in various categories. (Contractual Targets)</p> <p>The courses represent good value for money for a widening participation initiative for ethnic minority learners. (Financial Data)</p> <p>ATN is Matrix accredited for the Information, Advice and Guidance given to learners and the process of delivering and integrating this into course delivery. (Matrix Accreditation)</p>	<p>Staff qualifications review needed to ensure staff who need to be working towards new FENTO qualifications.</p>	<p>All targets, except 'New Learners' were exceeded. (New learners was 4% under target - 2 learners)</p> <p>Matrix Accreditation - July 2007</p>

Section 4 Development Action Plan

Please write a brief statement for each area where you have identified the need for development or you would like to develop your provision in relation to local, national and government need.

Action	Outcome/ Target	Success Criteria	Person Responsible	Timescale + milestones	Monitoring, evaluation and reporting arrangements	Funding required
Staff Qualifications Review	Identify staff who need additional training for new FENTO qualifications.	Review completed	Kamaljit Kaur	By December 2007	Review report identifying staff to be completed for Director	None
Request for additional courses	6 or more courses	6 or more courses	Kamaljit Kaur to request additional courses for 2008-2009	September 2008 for academic year 2008-2009	Kamaljit Kaur to report to Director	Yes

Section 5

Examples of good practice

Please identify at least one example of good practice. This can include a case of a learner, student progression, photographs, feedback from observations, or any aspect of your work which you would like to "show off"

- Within the Introduction to email, learners set up their first email accounts and were able to communicate with family and friends and were able to send and receive attachments including family photographs.....
- Learning support assistants were available to support the learners with disability and or learning difficulties to successful outcomes.....
- ESOL was embedded into all courses.....
- Marketing was able to target disability, male and older peoples groups to significantly exceed targets for the recruitment of these groups.

Section 6

Tutor details- please complete the table below for the tutors who taught course funded by Ealing Adult Learning. If you used one of the LBE tutors please specify their full name below only.

Tutor Name	Details of adult education teaching qualifications (please write qualification below)	Subject/ Curriculum qualification (please write qualification below)	Currently undertaking training or am in the process of applying (please give details)	Training undertaken in the past year- please give details of any in house training received as well	Continuing professional development needs- please give details of any professional needs identified by staff
Fawzy Adam	C&G 7407 Stage 1	BSc in Business and IT CELTA		In house training ATN	
Jayasree Syamlal	Bed (India) Cert in Yoga	C&G 7302 Level 3 ECDL MSc India BSc India Bed India		In house training ATN	

Adult Education

The qualifications listed below are teaching qualifications recognised by the service but there is an expectation that all tutors who have these qualifications will begin to work towards the new FENTO qualifications. In terms of adult education this means working towards stage III of the city and Guilds 7407.

- City and Guilds 7306 - will be required to "up skill" to 7407
- City and Guilds 7207- will be required to "up skill" to 7407
- City and Guilds 7302- will be required to "up skill" to 7407

Please enter the above qualifications on the form if the tutor has these.

Tutors who have either P.G.C.E. or Cert. Ed should seek to have an assessment to see what prior learning can be recognised towards the 7407 qualification.

Basic Skills qualifications:

Tutors who were qualified prior to 2003 will need to consider training to up skill them to the new CELTA and basic skills qualifications.

Please enter the following qualifications in the table and state if you have the post 2003 qualification.

- Tefl
 - Celta (Certificate English language teaching for adults).
 - Delta (Diploma English language teaching for adults).
- Please insert these in the second column.

Appendix D

Adult Training Network's

London Development Agency

Essential Language and
Employment Skills Project

Full Project Analysis Report
Period – 1st April 06 – 31st March 08

Annex A: Self-Evaluation Template

Project Summary	
Project Name	Essential Language and Employment Skills (ELES)
LDA Delivery Manager	Rasheed Adekunle
Manager completing the self evaluation	Sarjeet Singh Gill - Director
Project Number	E1897
Total approved LDA funding for project	£399,999.80
Total Lifetime Cost of the Project	£399,998.79
Actual Project start date	1st April 2006
Actual Project end date	31st March 2008

1.0 Executive Summary

This was the first London Development Agency project delivered by the Adult Training Network and overall it is considered very successful. The Adult Training Network had been unsuccessful in previous tender opportunities and as a result had carefully considered the feedback given on each occasion. This enabled the Adult Training Network to develop a successful tendering strategy for this project, which has benefited other subsequent tenders.

The support given by the London Development Agency and in particular the Project Manager Rasheed Adekunle, was fundamental in helping Adult Training Network progress quickly on a significant learning curve regarding London Development Agency processes and procedures, including completing the Quarterly Output Reports.

The output aims of the project have been achieved and in many cases a significant over-achievement has been recorded. The exception is in some of the equality and diversity targets, which have not been met. ATN has developed a strategy and procedure for re-visiting equality and diversity data of beneficiaries on exit so as to ensure more accurate figures are recorded. However, the success, in those areas where the project aims were achieved, was as a result of significant over-recruiting. The over - recruiting enabled the project to benefit a larger number of beneficiaries, whilst achieving the original outcome target numbers and, significantly, still within the original budget.

The actual project delivery has been a significant strength and the Adult Training Network's staff have maintained a very high standard of delivery and beneficiary support throughout the project. The involvement of employers at an early stage in the bidding process and throughout the project has obviously benefited the project significantly. Beneficiaries have received a high level of tuition, advice, guidance and support throughout the project, with many having improved their life chances by engagement with the project.

The Adult Training Network has demonstrated the ability to recruit from the hard to reach and disadvantaged communities and has had excellent retention and attainment outcomes. This coupled with the Adult Training Network's ability to engage employers and community organisations, and the ability of the Training Network's management and staff to manage and deliver quality learning programmes, has enabled the Adult Training Network to deliver a high quality project which has succeeded beyond expectations.

2.0 Methodology

This report has been prepared to analyse the outcomes against targets and identify strengths and weaknesses in design and delivery for the benefit of future projects of this type. The report draws on factual information provided by the Adult Training Network from the Quarterly Output Reports, reports and comments from delivery staff, beneficiaries, centre managers and administrators and the Director of Adult Training Network, Sarjeet Singh Gill. In particular the report is based upon the evidence included in the following documents:

LDA costings spreadsheet and SGEs.

LDA Quarterly reports

Management reports on Quality Assurance

Weekly reports from delivery centres and partners

Awarding body certificates

Monitoring by LDA Contract Manager

Monthly Reports from the recruitment team

Monthly reports from the Employer Liaison team

Attendance documentation

Beneficiary Satisfaction surveys (375 Beneficiaries responded to survey – 94%)(See Section 7)

3.0 Project Background, Context and Rationale

Essential Language and Employment Skills (ELES) was funded by the London Development Agency Opportunities fund (co-financed with the European Social Fund Objective 3 programme) 2006-08.

The project was designed to deliver training to develop the Basic, Work and Life Skills of economically inactive BME residents from the East and West Sub-Regions, including migrants and focussing on refugees, to enable them to increase their prospects of gaining sustained employment within identified sectors. Specific courses had a job-seeking focus and were designed to lead to nationally recognised qualifications in ESOL/Literacy, Numeracy and ICT (Information and Communications Technology), at the appropriate level. (Entry 3 to Level 2 and higher where appropriate.) In addition Learners were to be helped and supported with a range of job seeking skills, including completing application forms, interviews and telephone techniques. The project was designed to provide training for 240 beneficiaries, of which 90% would gain a qualification and 50% would enter employment.

The project was delivered between 1st April 2006 and 31st March 2008 and was delivered to unemployed and economically inactive beneficiaries from the London Boroughs of Greenwich, Lewisham, Newham, Redbridge, Ealing and Houslow. The project focussed on a group of employment sectors, Food, Drink and Tobacco, Construction, Wholesale and Retail, Hotels & Restaurants, Transport and Communications and Other Services, including Financial Services.

The project was managed and largely delivered by the Adult Training Network from centres in Southall, Manor Park, Ilford, Barking, Deptford and Plumstead with the Plumstead Centre being established specifically for the delivery of the project. Chase Park 2002 Ltd were a delivery Partner for the project and they delivered from their existing centre in Upton Park. Chase Park delivered approximately 5% of the project.

The fit of the activities with the specification: ATN set out to deliver training mapped to the National Standards, to Level 3 IELTS (International English Language Testing System) and beyond to develop the skills of residents from the East and West Sub-Regions. The beneficiaries were to be those, at risk of exclusion from the labour market due to lack of English language skills, refugees, other recent accession migrant groups, and BME groups, who would benefit and who were unemployed. Beneficiaries benefited from training by achieving nationally recognised

qualifications in ESOL/Literacy, Numeracy and ICT, at the appropriate level (Entry 3 to Level 2), developed the skills to use English in the workplace, thus increasing their prospects of gaining sustained employment. All potential beneficiaries were given an Initial Individual Assessment that included tailored guidance and advice and led to an agreed, detailed, Individual Training Plan, with a range of work experience where appropriate. The project manager researched into resources available from research-experienced organisations to develop a better understanding of the target audience and discussed appropriate ways to support longer-term capacity building. There was a well defined exit package with an expected 50% job outcomes target. Beneficiaries were helped and supported with assisted job seeking skills, including completing application forms, CV creation, interviews, telephone techniques and the various uses of ICT. The exit strategy also facilitated post-courses and post-employment support with, a telephone support line, out-of-work time drop-in sessions and in-work mentoring for 6 months on completing. This also enabled reporting on entry to employment once the course had finished. Local support payments were made to beneficiaries for travel, childcare and elder care costs, where appropriate.

The local needs and how the project met these needs: Four of the districts for delivery, are within the top fifteen LA (Local Authority) districts with a high concentration of (non-white) ethnic minority groups. Newham is the highest in the country at 60.6%; others are Ealing (41.3%), Redbridge (36.5%) and Lewisham (34.1%). White-Other groups are also high in Ealing (13.8%) and Lewisham (9.0%) (Labour Market Census 2001). Unemployment in Lewisham is 9.6%, 91.3% of those employed work in 'Services' (Source: Labour Market Profile Lewisham). Regeneration in Greenwich is expected to create 30,000 new jobs by 2010, in construction, hospitality, retail, IT, the service sector and manufacturing. Unemployment has fallen from 13% in 1993 it still stands at 6% in 2003 (Greenwich Council Employment facts and figures). Ealing is the 3rd largest LB in terms of population and 21.9% have no qualifications (Source: Ealing Figures, Ealing Council). BME groups in Hillingdon rose from 12.3% in 1991 to 20.9% in 2001. In 1996 it was forecast that the figure would reach 19.94% by 2011 but this was exceeded 10 years earlier than expected by 2001 (Source: Hillingdon Profile).

Working methods for the project: ATN relied on an its experience and excellent track record in assisting beneficiaries in overcoming their barriers, improving confidence, gaining qualifications, entering employment and as many former beneficiaries have stated, by generally improving their life chances and also those of their families. Experienced tutors were able to give appropriate advice, guidance and support before, during and after the project. Specialist support was available throughout the project. The project was designed to ensure that beneficiaries were fully qualified, skilled and confident to enter employment by providing Initial Advice and Guidance and an Initial Assessment of prior skills. ATN delivered a full induction, giving an explanation of the programme by involving previous learners from similar backgrounds who had also overcome similar barriers. The delivery of the programme was delivered by well-qualified tutors and learning support assistants from the beneficiaries' own communities. Beneficiaries were also given the necessary support and guidance in preparation for external qualifications and given three months pastoral and professional support once they had completed their programmes. ATN also identified and where possible provided a pathway for continued personal and professional development once the project had ended. ATN followed the job brokering guidance in 'Just the Job', the good practice guide from the LDA.

The target beneficiaries and their needs: Recruitment was targetted at those between the ages of 16 and 64, who were not in employment, education or training, people with disabilities, refugees, recent accession migrant groups and asylum seekers from the ethnic minority groups within the districts.

Barriers faced by the target groups are:

- Lack of basic skills including ICT, particularly for second language learners.
- Lack of childcare support for single parents
- Lack of employment opportunities in the disadvantaged areas targeted.
- Insufficient role models to overcome gender and race expectations in ethnic minority communities in particular the role of women in employment.
- Low expectations and self esteem leading to lack of self-belief.
- Institutional barriers surrounding employment and professional development
- Underdeveloped interpersonal skills and communication skills both oral and written.
- Low career aspirations and unavailability of career guidance/employment advice.

The training content of the programme was specifically designed to address the identified needs of the beneficiary group.

How the project attracted, retained and progressed beneficiaries: Community languages were used in advertising and Community/Faith/Youth Support Groups targeted directly to encourage potential beneficiaries to apply for the programme. Open days were held for interested groups/individuals, including short information seminars and question/answer sessions with previous beneficiaries available to describe their experiences and answer questions. Retention of beneficiaries was given a high priority. In practical terms beneficiaries were contacted on the day of absence and given encouragement to return as soon as practical. Letters were sent to beneficiaries who were absent for more than three days. The MIS data base was updated regularly to monitor patterns of attendance and punctuality. Beneficiaries were rewarded with vouchers for excellent attendance and punctuality records. Regular individual tutorials were used to support, encourage and motivate beneficiaries as well as reviewing progress, identifying concerns and giving practical advice and guidance.

How the project involved and was relevant to employers: The project focussed on the employment sectors, Food, Drink & Tobacco, Construction, Wholesale and Retail, Hotels & Restaurants, Transport & Communications and Other Services, including Financial Services. Research highlighted the main employment sectors in the districts covered by the project and the unemployment rates. For example, in Redbridge, real estate, renting and business employs 16.5% of the population and wholesale and retail trades 16.3%. (Redbridge Now). Unemployment in Lewisham is 9.6%, 91.3% of those employed work in 'Services' (Lewisham Council). Regeneration in Greenwich is expected to create 30,000 new jobs by 2010, in construction, hospitality, retail, IT, the service sector and manufacturing (Greenwich Council Employment facts and figures). In Hillingdon, transport & communications and retail & wholesale are the largest employment sectors (Source: Hillingdon Profile). ATN utilised the existing delivery of Progress to Work courses and held surgeries in Jobcentre Plus offices. This experience, together with ATN's experience of working with local employers was instrumental in ensuring the project was designed to develop the beneficiaries' skills enabling them to move into employment in the identified sectors. At the inception of the project formal links were established with local employers to facilitate work placements and course-exit employment opportunities. These links formalised the existing working arrangements and introduce the exit strategy support and monitoring systems for beneficiaries.

The expected impact of the project for beneficiaries and the communities: Those Beneficiaries who gained employment will have a higher standard of living, which will in turn make a positive contribution to the local economy. Beneficiaries who have completed the programme will act as positive role models for a future intake of beneficiaries and encourage a positive approach to Lifelong Learning within the community. The project outcomes will support the strategic objectives of meeting the skills shortages in the targeted local deprived areas and employment

sectors. This will contribute toward the various local, regional and pan-London development and regeneration plans. Beneficiaries developed self-confidence, which in turn will greatly enhance their prospects of successfully acquiring sustainable employment, and encourage them to make a positive contribution to their own local community and the communities of others within their area and beyond. During the programme, employer expectations of employees were reinforced to all beneficiaries. Employers were therefore taking on new employees with a positive work ethic and an understanding of the importance of enthusiasm, commitment and personal responsibility in the work place. In addition the employees have developed skills specific to their related industry and their role within the companies.

The project monitoring system: The project was monitored using ATN's Quality Assurance Procedure, which was implemented by the Director. All necessary information was recorded on ATN's MI system. Beneficiaries completed weekly timesheets, which were verified from tutor registers. Information collected included hours attended, activities undertaken and progress made. All outputs were monitored against targets. An audit trail for beneficiaries who receive support was established, monitored and verified by the project manager. All project costs, appropriately evidenced, were recorded, monitored and evaluated and claimed. Weekly beneficiary claim forms for travel, training and dependent care were collected, co-ordinated and recorded by the project manager. Bi-monthly evaluation reports were produced containing each month's trainee/management statistics, with start dates, number of beneficiaries, beneficiary hours, and costs relating to beneficiaries, staff and administration. ATN was the lead partner and was responsible for the contracting and management of all activities inherent in the proposal. Each partner was invited to contribute fully to the planning process as well as the development of the operational activity via a management group. The project manager kept and record these monthly targets and results and took remedial action to tackle shortfalls in projected outputs.

The evaluation of the project: Evaluation of the progress of the project was undertaken bi-monthly, starting once the contract was agreed. The evaluations compared actual outcomes with the targets and produced action plans to ensure the project was kept on target. Each cohort had set targets and the actual outcomes for each cohort were used to formulate the targets for the incoming cohort.

Beneficiaries were fully involved in the evaluation process through beneficiary surveys and questionnaires, the findings of which were acted upon where appropriate. Staff were fully involved with the evaluation process through course evaluations and by involvement in project reviews. The final evaluation was completed one month after the support period for the final cohort.

How was the project managed: A steering group consisting of ATN's Director, Project Manager, Centre Managers, the Director of Chase Park, and co-opted representatives was responsible for coordinating the project set-up, for ensuring that the project met the expected targets and quality related issues. This group also assumed responsibility for contract management, payment procedures and monitoring and evaluation. The Project Manager was responsible for the day to day running of the project and reported directly to the Director, who remained in strategic charge throughout the project. The project Manager worked closely with the Job Search Coordinators and administrators to ensure a cohesive and consistent approach was maintained for all beneficiaries. Administrators were responsible for advertising, answering inquiries, arranging initial interviews and assessment and enrolment procedures. The Project Manager was appointed from the existing, experienced and well qualified staff. Additional tutors were also appointed for the duration of the project.

The plan for the project's succession or exit: All beneficiaries were given an individual exit interview with their exit pathway discussed. Those that had not entered employment were helped in enrolling on training programmes to further develop the skills they have gained during the project.

Additional funding from various sources was sought and alternative funding has been secured for similar projects to be developed in future years. The employer's were approached to adopt some of the successful methods used within the course as an integral part of their recruitment, retention and staff development systems. ATN ensured that all beneficiaries, including those within the last cohort (completing February 08) will receive the six months post course support, even though this will run beyond the lifetime of the project. ATN and Chase Park have actively sought support from local and regional regeneration, educational and employment funding sources to secure funding for future project.

How was the quality of delivery ensured: ATN has a robust Quality Assurance system and it was fully applied to the project. ATN's Quality Assurance is based on self-assessment in an honest and evidenced-based way, which leads to action planning to address weaknesses and build on strengths, and to provide a continuously improving service for beneficiaries, the community, partners and employers. The system involves: Surveys of beneficiaries, using questionnaires, focus groups and meeting with beneficiaries. Collection of information about performance, key performance indicators include Retention, Achievement, Destinations, and Analysis by Equal Opportunity categories and attendance. Course Reviews, undertaken by the staff involved in delivery and contributing to the Curriculum Quality Review and the curriculum area Self-Assessment Report (SAR). Course reviews were undertaken quarterly. Curriculum Quality Reviews, programme areas meet three times a year to undertake these reviews which are reported to the Director. The reviews form the basis for the Curriculum Development Plan and the SAR. The Development Plan, which addresses identified weaknesses from the SAR, plus other aspects ATN has identified as in need of development. Lesson Observations are an integral part of the system and follow the ALI (Adult Learning Inspectorate) framework for inspection. Internal/External Verification/Moderation is undertaken by ATN's Internal Verifier/Moderator, and external bodies, to ensure the assessment of beneficiaries work meets national standards. Retention and Achievement action plans are produced if a course is identified as having retention or achievement issues, once the plan has been agreed it will be closely monitored by the Director.

4.0 Project Aims and Objectives

The project aims and objectives were designed to exceed the minimum expectations of the project and were as follows:

- 240 beneficiaries, 100 males and 140 females, will benefit from the project
- 100% will be from BME groups and all will be economically inactive
- 24 beneficiaries, 10 males and 14 females, will be disabled people
- 12 beneficiaries, 5 males and 7 females, will be older people
- 2 male and 2 female beneficiaries will be ex-offenders
- 216 beneficiaries will gain a level 3 IELTS qualification, equivalent or higher
- 24 beneficiaries will gain an Entry 3 Adult Numeracy qualification or above
- 96 beneficiaries will enter full-time employment and 24 will enter part-time employment
- 36 beneficiaries will enter voluntary work
- 72 beneficiaries will have other positive outcomes by enrolling on other education and training courses

Those Beneficiaries who gain employment will have a higher standard of living, which will in turn make a positive contribution to the local economy. Beneficiaries who have completed the programme will act as positive role models for a future intake of beneficiaries and encourage a positive approach to Lifelong Learning within the community. The project outcomes will support the strategic objectives of meeting the skills shortages in the targeted local deprived areas and

employment sectors. This will contribute toward the various local, regional and pan-London development and regeneration plans. Beneficiaries will develop self-confidence, which in turn will greatly enhance their prospects of successfully acquiring sustainable employment, and encourage them to make a positive contribution to their own local community and the communities of others within their area and beyond. During the programme, employer expectations of employees will be reinforced to all beneficiaries. Employers will therefore, be taking on new employees with a positive work ethic and an understanding of the importance of enthusiasm, commitment and personal responsibility in the work place. In addition the employees will have developed skills specific to their related industry and their role within the companies.

5.0 Project Outputs and Spend (Gross) (Figures in (xx) brackets are estimated numbers of beneficiaries – Figures in [xx] brackets are actual figures)

Total number of beneficiaries	Male	Female	Total
Total number of beneficiaries expected	100 [148]	140 [251]	240 [399]

Estimate the proportion of beneficiaries who you will be supporting from the following backgrounds. <i>You may make more than one entry for people falling into a number of categories</i>	Proportion of beneficiaries	
	Male	Female
Young people (aged 13-17) not in education, employment or training (NEET)	0% (0) [0]	0% (0) [0]
People from BME groups (including migrants/refugees)	40% (100) [148]	60% (140) [250]
Women	N/A% (0) [0]	60% (144) [251]
Disabled people	10% (10) [4]	10% (14) [5]
Older people	5% (5) [24]	5% (7) [32]
Ex-offenders	2% (2) [0]	1% (2) [0]
Employees of SMEs	0% (0) [0]	0% (0) [0]

Estimate the proportion of beneficiaries who you fall into the following groups at the start of your project	Proportion of beneficiaries
Unemployed	100% [100%]
Employed	0% [0%]
Economically Inactive (in Further Education)	0% [0%]
Economically Inactive (not in Further Education)	100% [100%]
Still at School	0% [0%]

Estimate the proportion of beneficiaries who will obtain the following qualifications on the project	Proportion of beneficiaries
Entry level 3 literacy	0% [0%]
Entry level 3 numeracy	10% (24) [26]
Level 3 IELTS ESOL	90% (199) [201]
TDLB or equivalent	0% (0) [0]
NVQ 1 or equivalent (ICT)	10% (24) [41]
NVQ 2 or equivalent	0% (0) [0]
NVQ 3 or equivalent	0% (0) [0]

Estimate what will happen to beneficiaries when they leave the project	Proportion of beneficiaries
Full time employment	40% (96) [61]
Part time employment	10% (24) [49]
Self-employment	0% (0) [6]
Voluntary work	15% (36) [31]
Other positive outcome (progression into training, Further or Higher Education, or a return to the education system)	30% (72) [113]
Unemployment	20% (48) [28]
Other (please specify)	%

Please indicate whether your project will focus on any employment sector(s) / occupation(s)	Insert x for all that apply
Agriculture	
Mining	
Utilities (gas, electric, water)	
Food, drink, tobacco	X
Textiles, clothing	
Chemicals	
Metals and mineral products	
Engineering	
Other manufacturing	
Construction	X
Wholesale and Retail	X
Hotels and Restaurants	X
Transport / communications	X
Banking / business services	X
Professional services	
Other services	X
All sectors	

Project Spend Table

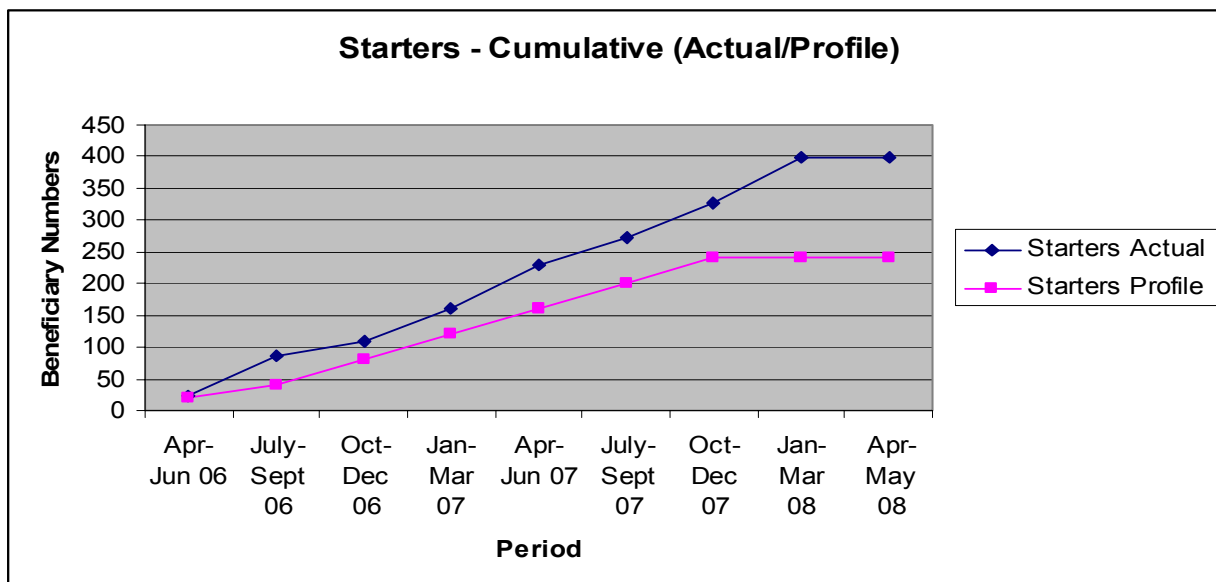
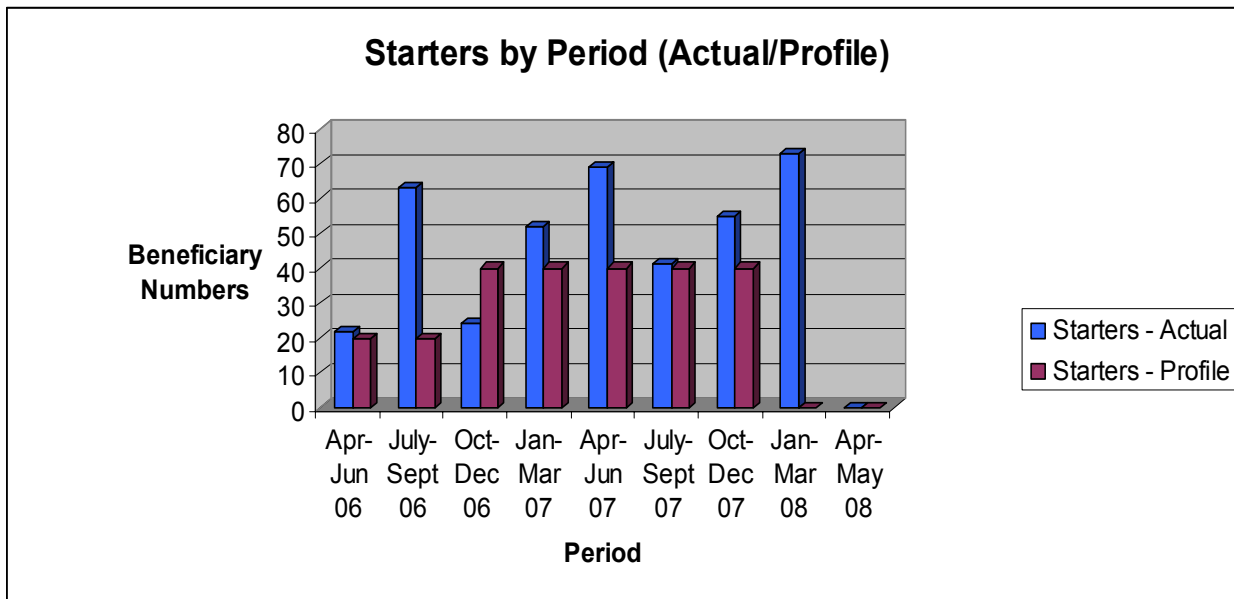
	Approved Budget (£)	Actual (£)	Variance (£)
Total LDA Grant	£399,999.80	£399,998.79	-£1.01
Additional Income	0	0	0
Total Spend	£399,999.80	£399,998.79	-£1.01

Costs Breakdown	Approved Budget (£)	Actual (£)	Variance (£)
Staff Costs	£290,811.14	£271,101.77	-£19,709.38
Beneficiary Costs	£9,312.62	£7,746.99	-£1,565.63
Other Costs	£99,876.04	£121,150.03	+£21,273.99

There is an explanation of the variance of each cost (Staff Costs, Beneficiary Costs and Other Costs) in Section 6, Overview of Expenditure.

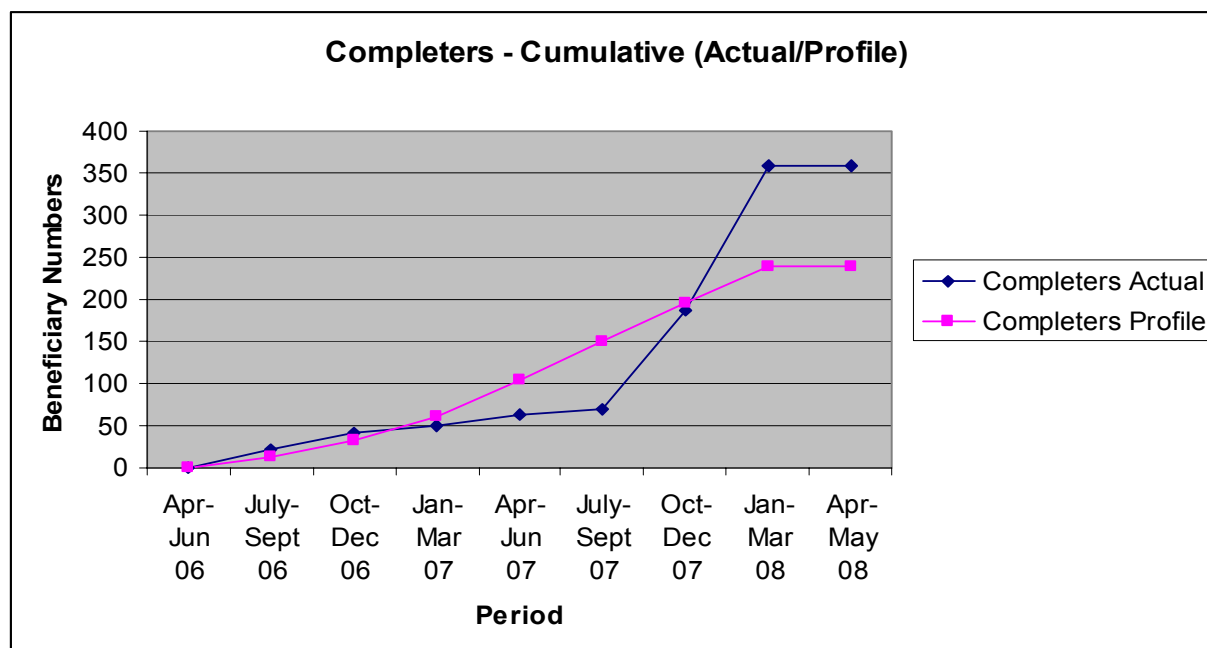
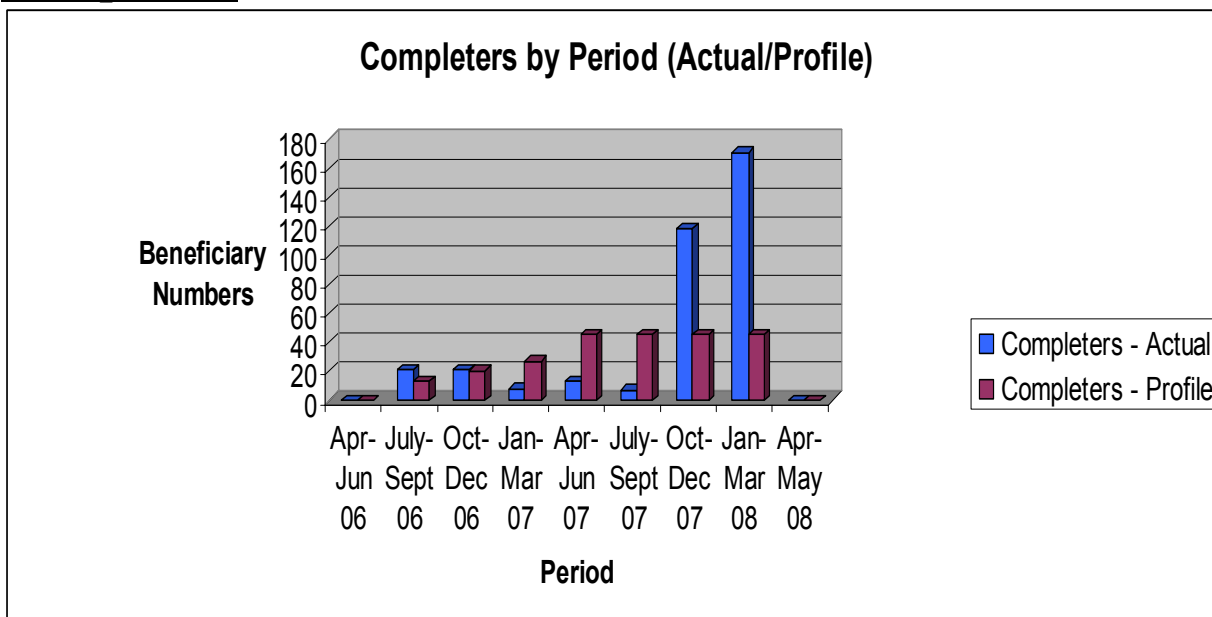
6.0 Assessment of Impact by Aim/Objective and Outcome

Starters



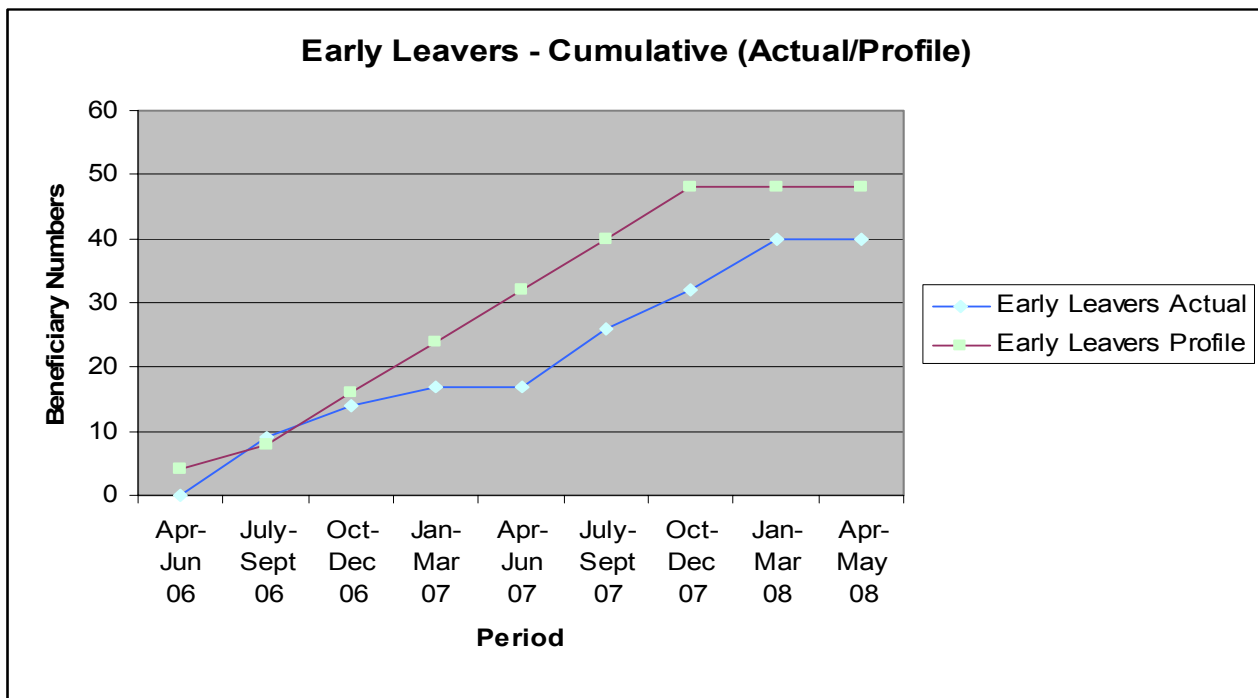
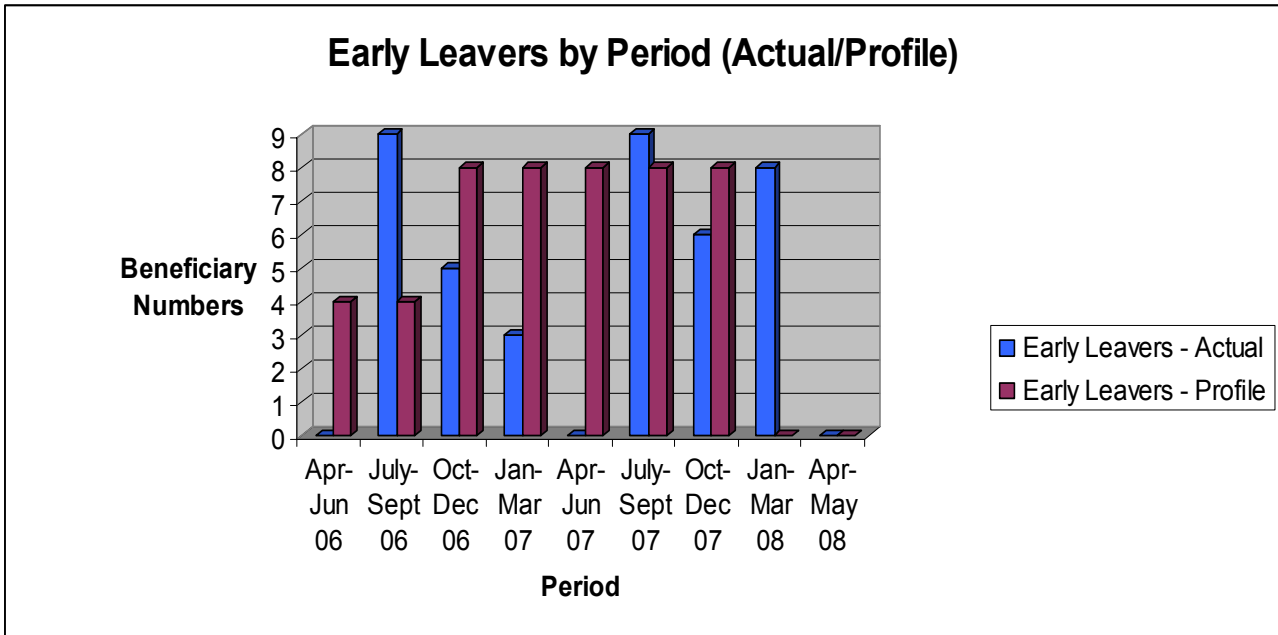
The project recruited 399 beneficiaries against a target of 240 (66% over target). It was always envisaged that the project would over-recruit to ensure that the numerical output targets would be achieved. However the recruitment was regular over the lifetime of the project albeit significantly in advance of target from the second period. ATN always believed the recruitment target would be easily achieved. The initial advertising and the interaction with the communities during the development of the tender led to a higher than expected recruitment between July and September 2006 and once the project gained momentum there was recruitment above profile throughout 2007. The additional beneficiaries were engaged within the project budget and so represents good added value, greater engagement from hard to reach communities, and value for money from a funding perspective as all outcome target figures were also achieved with the budget figure. As a charitable organisation ATN was comfortable with the over-recruiting situation and as capacity was available it was deemed appropriate to offer the opportunities to as many beneficiaries as showed an interest in the project.

Completers



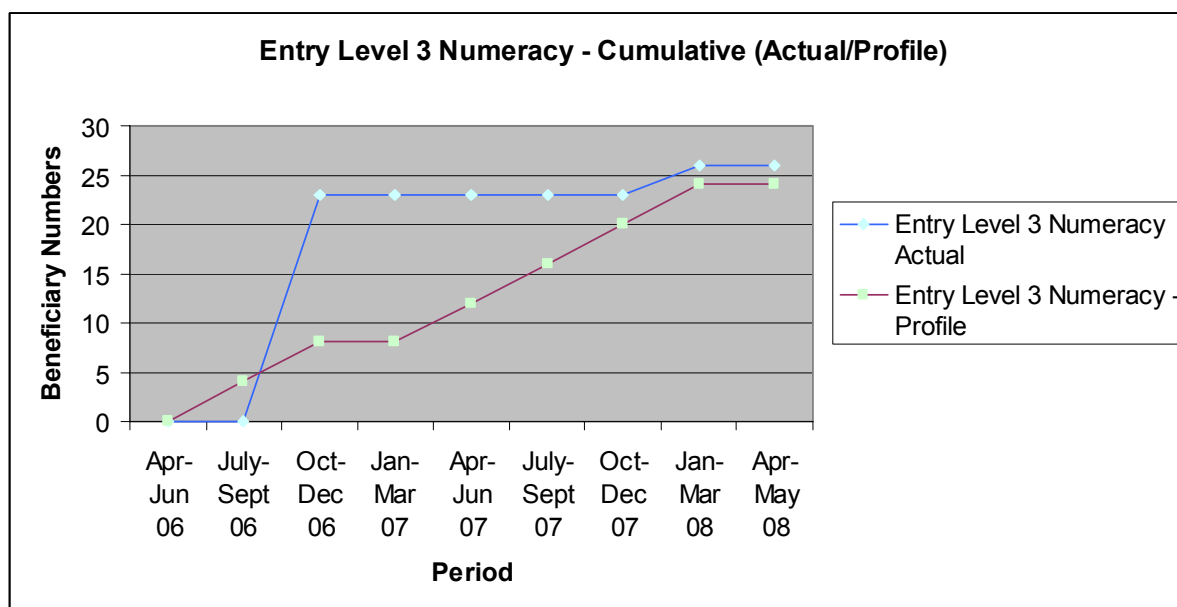
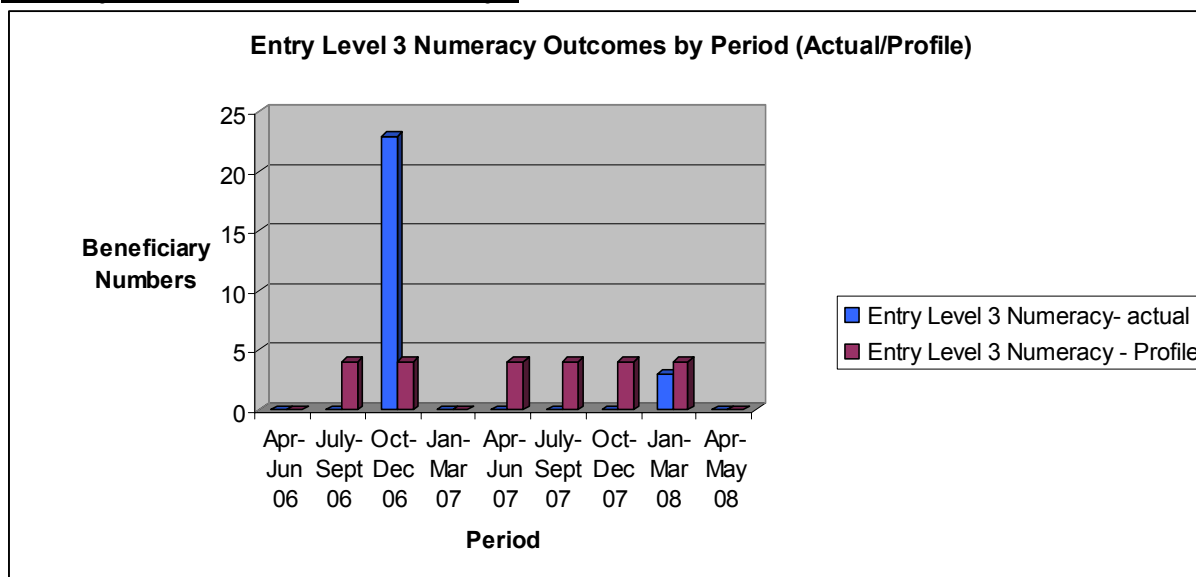
Many beneficiaries remained on the project longer than was anticipated and so the actual leavers were below expected targets from January to September 2007, thereafter, as there were by now larger number on the project than was first envisaged, the number of completers was in advance of the profile. In total 359 beneficiaries completed the project, almost 50% more than the target figure of 240. This figure represented 90% of all those beneficiaries that started the project and is considered as an extremely successful outcome and a further indicator of added value and value for money. All additional costs for the additional time spent on provision was covered within the existing budget. The Adult Training Network had the organisational capacity, accommodation, staffing and resources to maintain an effective service for the additional beneficiaries and the additional training and support time.

Early Leavers.



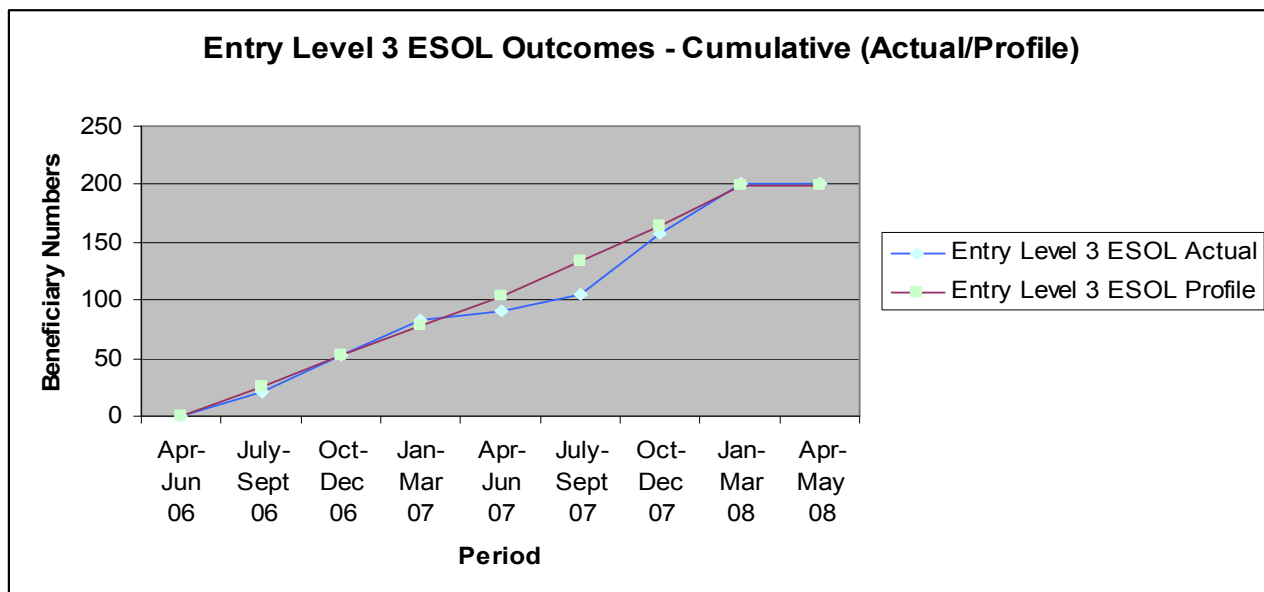
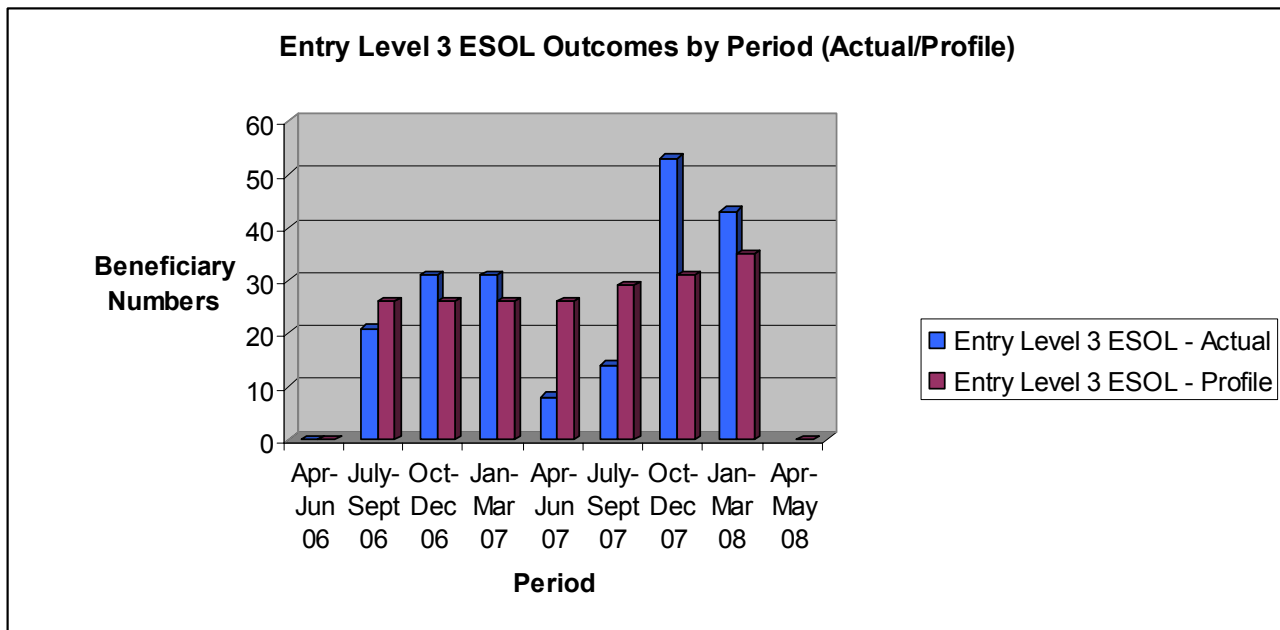
The profiled early leavers were 48, which was 20% of the total profiled beneficiaries. The actual number of early leavers was 40 which was lower than the profiled expectation, and represented only 10% of the total beneficiaries actually recruited. This figure is considered as a positive indication that the project recruited appropriately and that the beneficiaries expectations were fulfilled by the project delivery. It is also considered as an extremely successful outcome and a further indicator of added value and value for money. All additional costs for the additional time spent on provision was covered within the existing budget.

Entry Level 3 Numeracy.



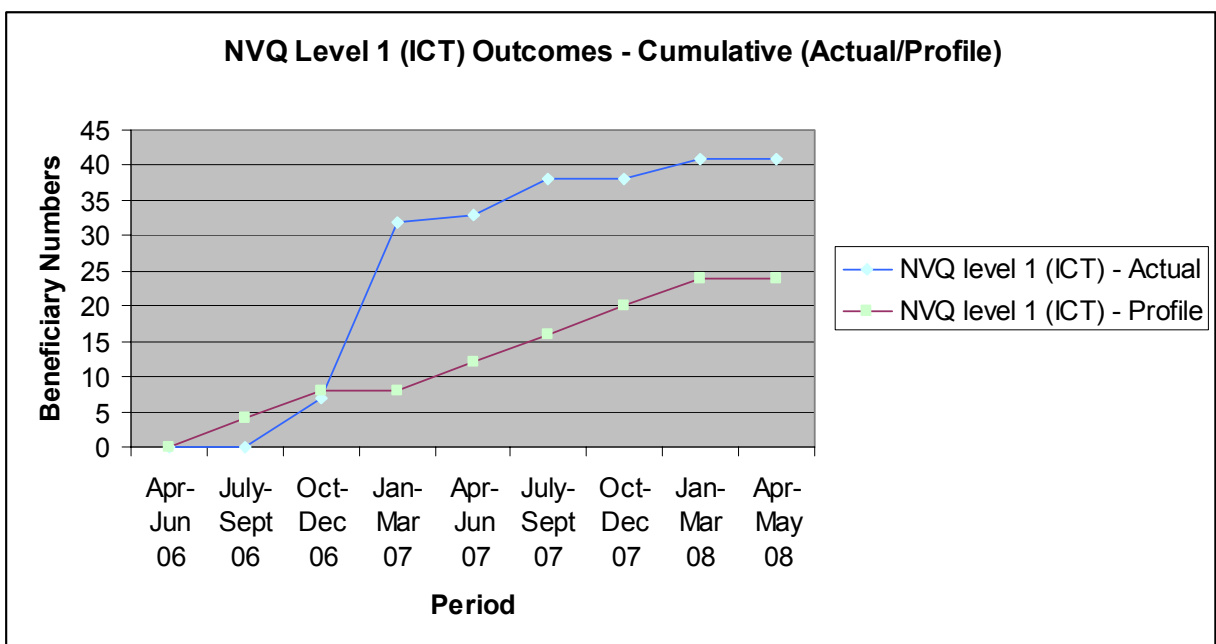
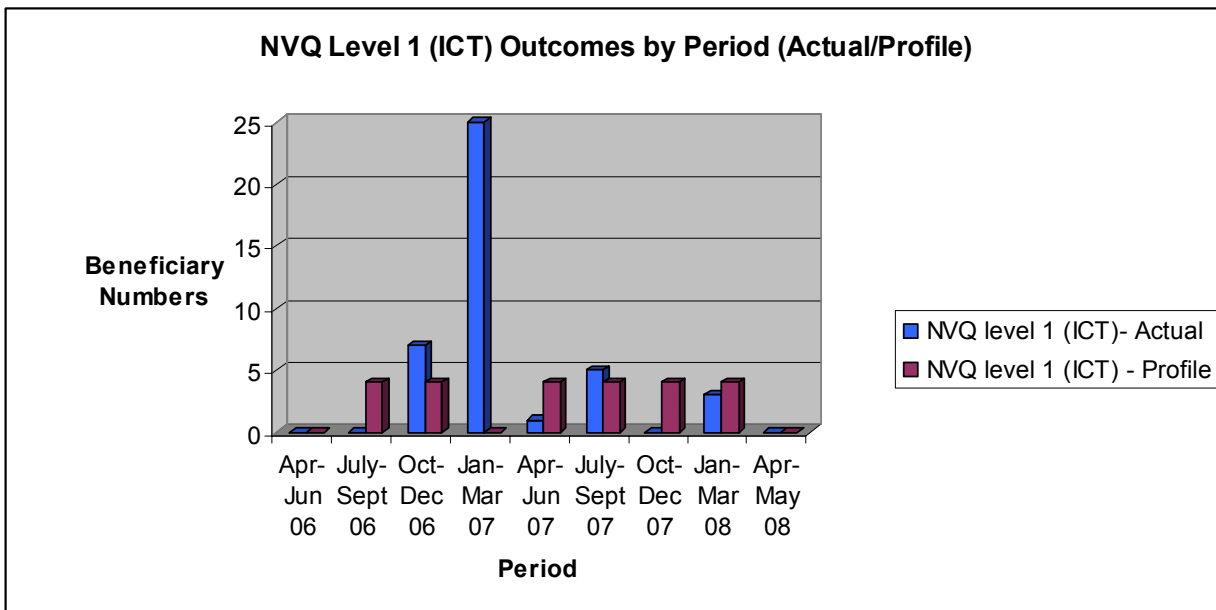
An early focus on providing the appropriate tuition for the beneficiaries in the early months of the project proved to be unexpectedly successful. This resulted in the target being almost achieved during the October to December 2006 period. The shortfall was addressed in the January to March 2008 period and the target was exceeded by 2, which was an 8% over achievement. The pattern of delivery of this qualification outcome was extremely cost effective with regard to specialist Numeracy staff, however the pattern of achievement would indicate that a significantly higher outcome number could have been achieved as at the end of December 2006 only 109 beneficiaries had been recruited and 23 of those had achieved the Entry 3 Numeracy qualification, which represents a 21% success rate at that stage against a whole project expectation of 10% success across all beneficiaries. It also indicates that a number of beneficiaries, particularly those recruited after December 2006, could also have benefitted from being encouraged to take an Entry Level 3 Qualification in Numeracy, particularly in the light of Lord Leitch's report's findings and recommendations. ('Prosperity for all in the Global Economy: World Class Skills' December 2006 – Lord Sandy Leitch).

Entry Level 3 English for Speakers of Other Languages (ESOL)



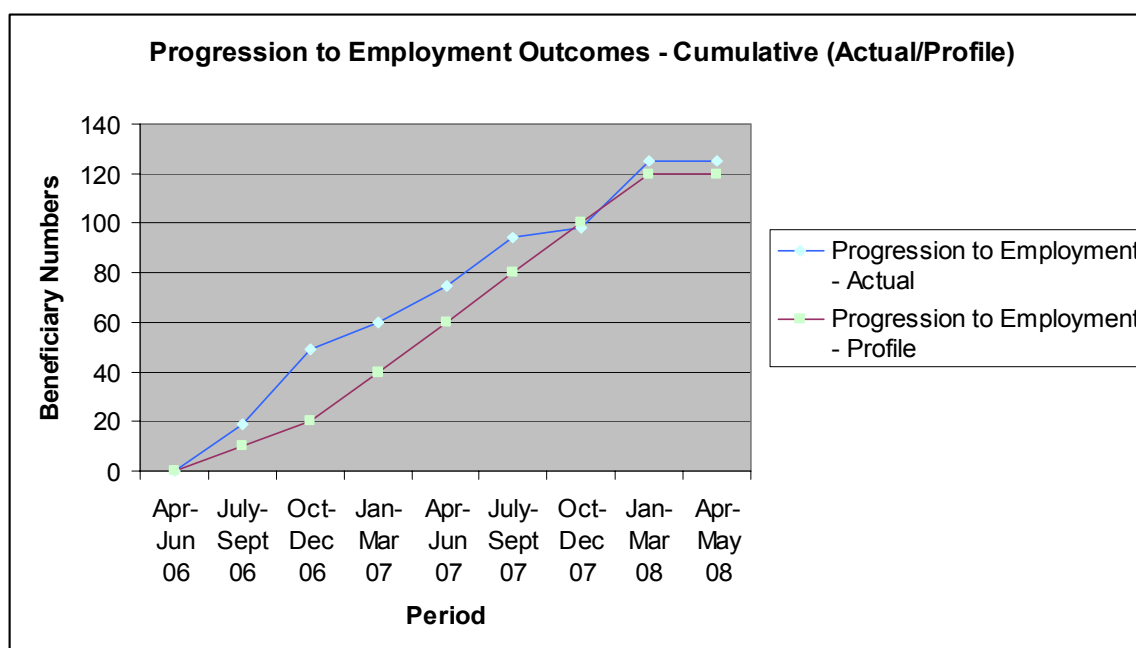
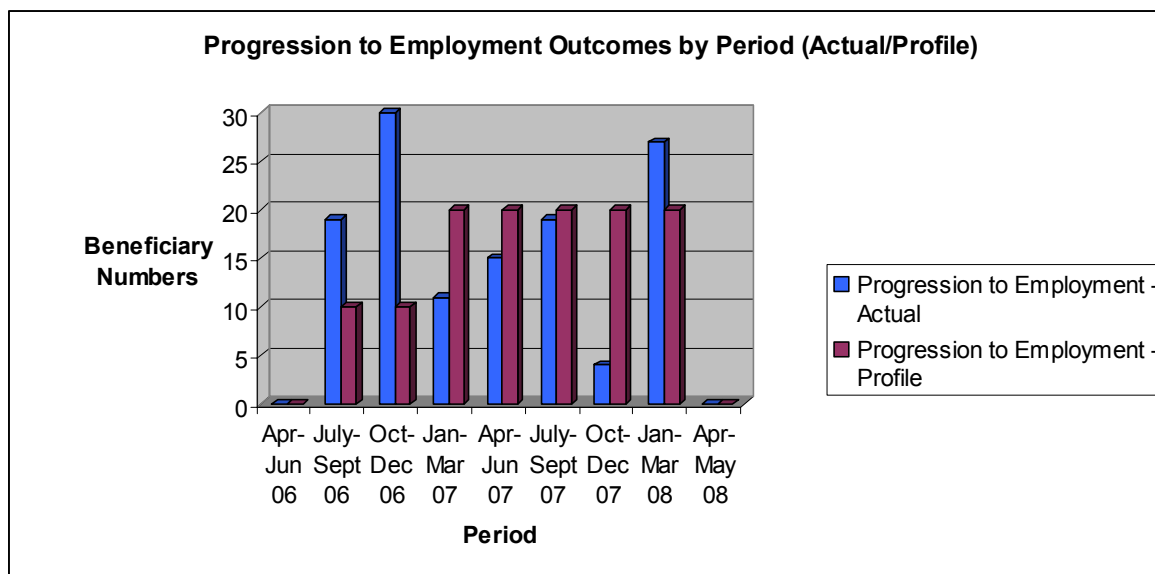
The actual outcomes closely followed the expected profile but for a shortfall between April and December 2007. The reasons for this were the availability of External Verifiers and the school's Easter and summer holidays which impacted on the commitment patterns of those beneficiaries with childcare commitments, particularly in April, July and August. The lower than expected recruitment in October – December 2006 also impacted on the April – June 2007 outcomes figure as fewer beneficiaries were following the ESOL qualification Programme. Overall there were 201 successful qualification outcomes at Entry Level 3 ESOL against a target of 199. It is clear that many of the beneficiaries had English language levels at a very low level and that prevented them from achieving the Entry Level 3 ESOL qualification. However the over-recruitment ensured that the outcome target for the project was slightly exceeded.

NVQ Level 1 (ICT).



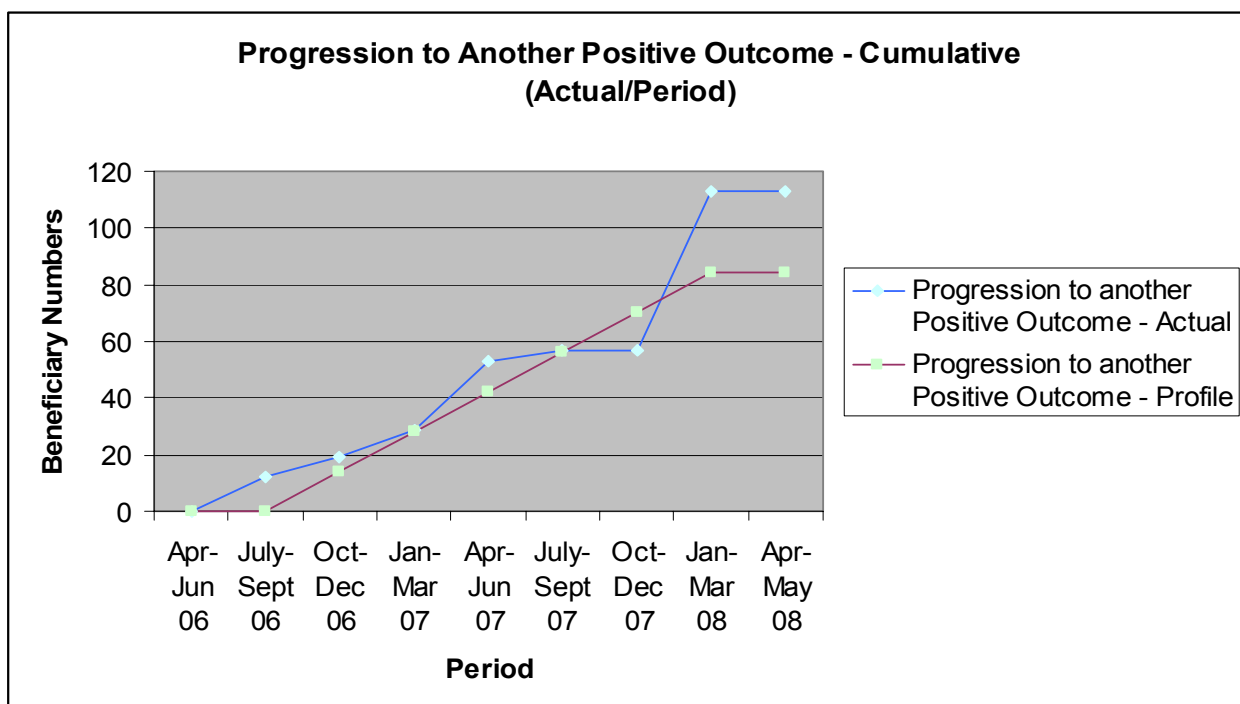
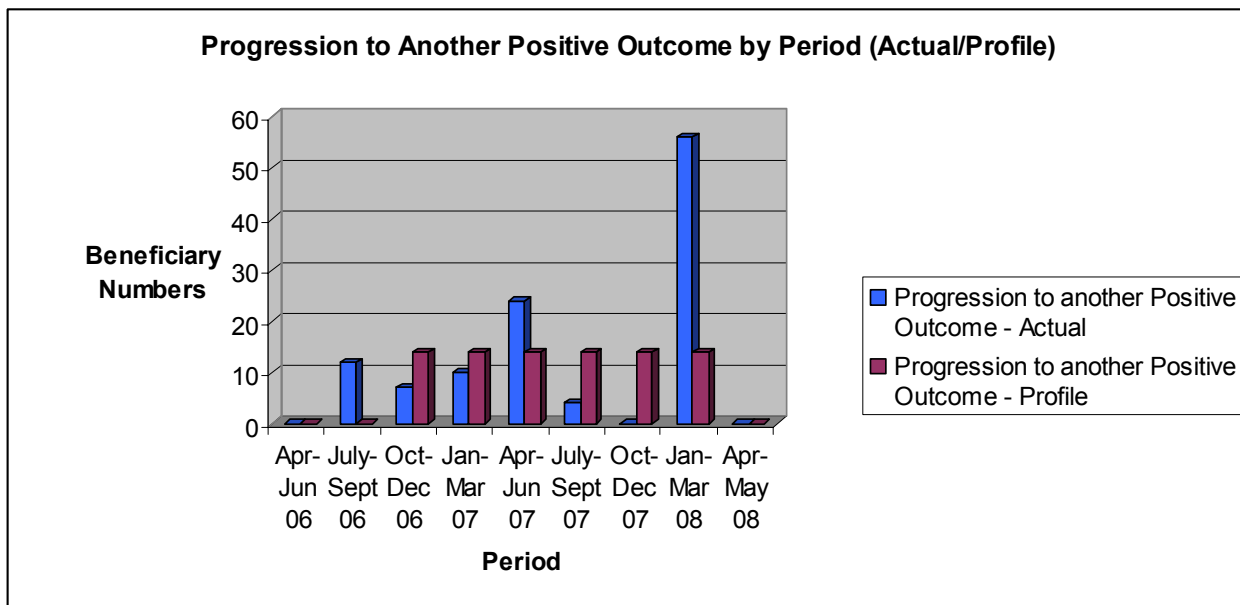
The outcomes for NVQ Level 1 ICT were well above target with 41 actual outcomes against a profile of 24 which was 71% above profile. The majority of the outcomes were achieved before the end of March 2007 (32 outcomes) and at that stage of the project the total recruitment was at 161. This represented a 20% outcome rate at that stage whereas the total project outcome rate was 10%. This put the project well above the total required profile for NVQ Level 1 ICT qualifications; however other beneficiaries achieved the qualification through the remainder of the project. The level of ICT skills within the beneficiary group was generally satisfactory and all beneficiaries were encouraged to use ICT to produce a Curriculum Vitae and application letters.

Progression into Employment.



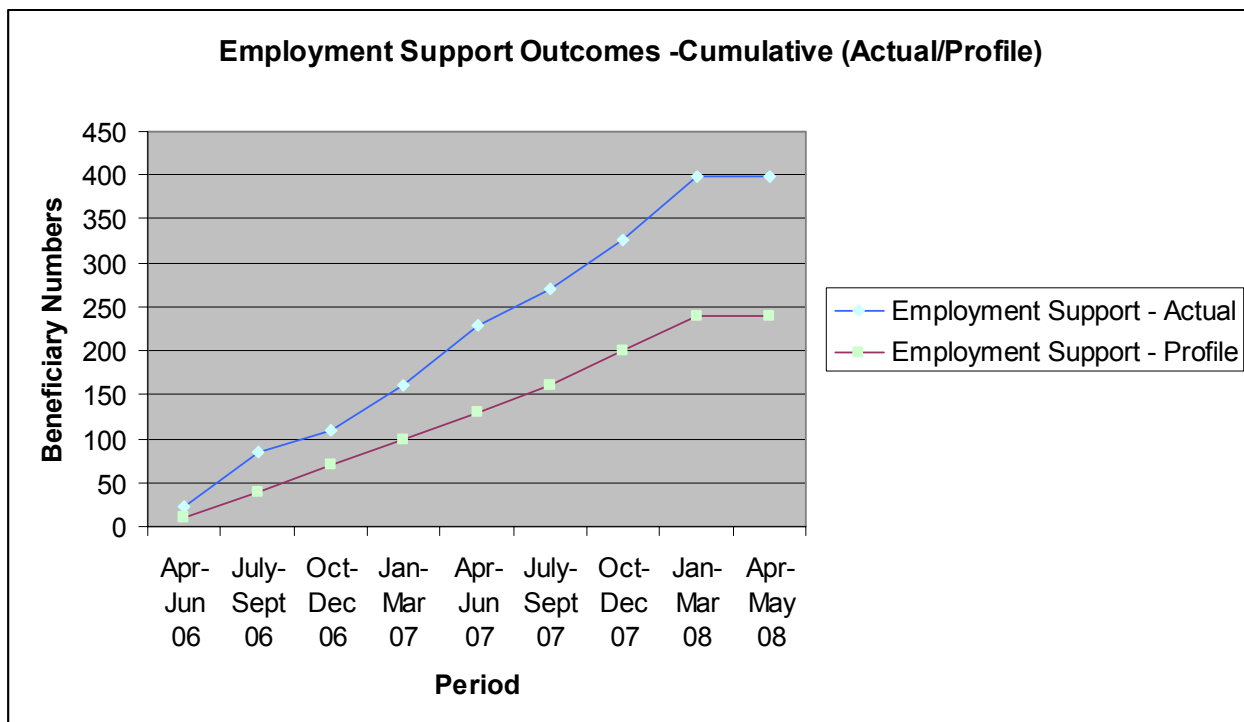
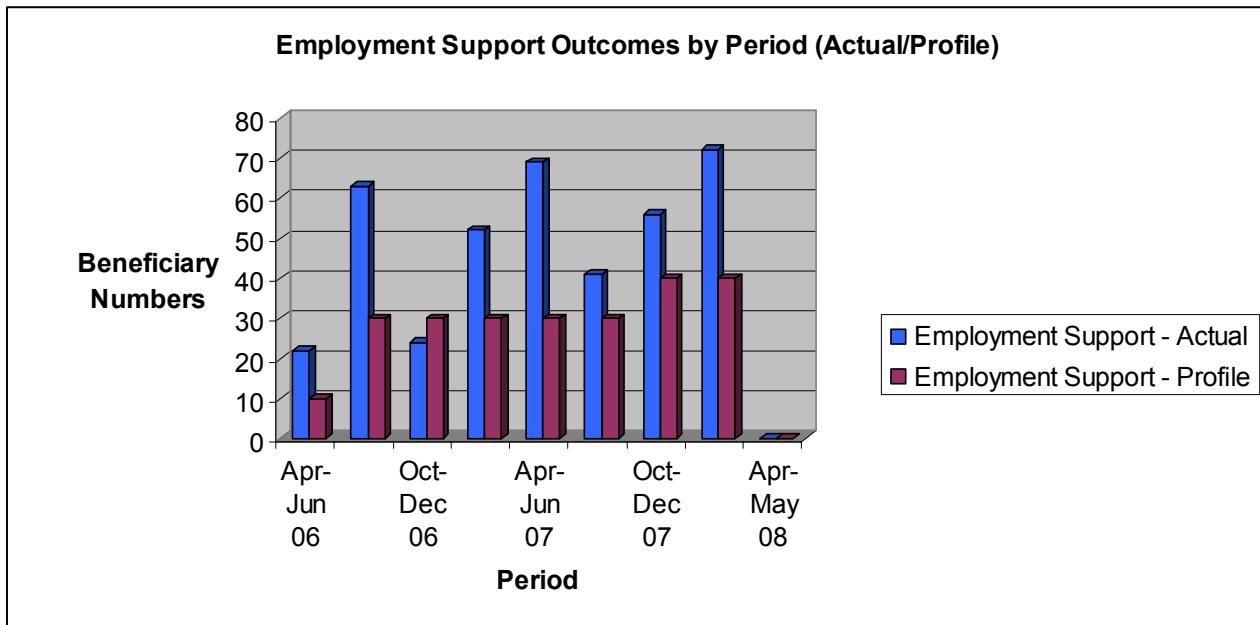
The progression into employment outcome target was 120 which was 50% of the expected starters. This target was extremely demanding and was only exceeded through over-recruitment. The actual number of progressions into employment was 125 which was 5 over target. The actual progressions to Employment in the period to December 2006 was 49, this represented 41% of the profile target. The achievement of these employment outcomes early in the project was significantly assisted by the pre-project employer engagement that was undertaken by the Adult Training Network staff during the tender stage and the input that small and medium employers had to the design of the project. This early impetus enabled the project to keep ahead of profile throughout the project in this key outcome and project success indicator. It is considered by the Adult Training Network that the success in this aspect of the project is one of the major achievements and that it will significantly enhance the quality of life for those entering employment and their families.

Progression to another Positive Outcome.



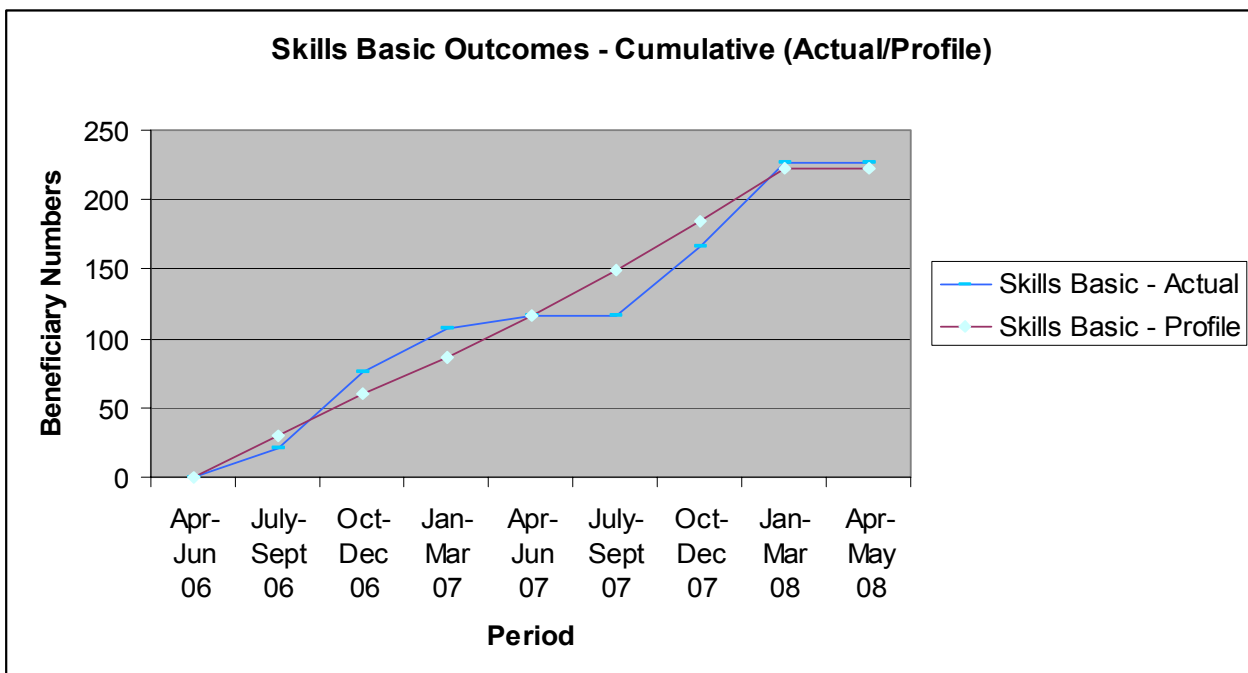
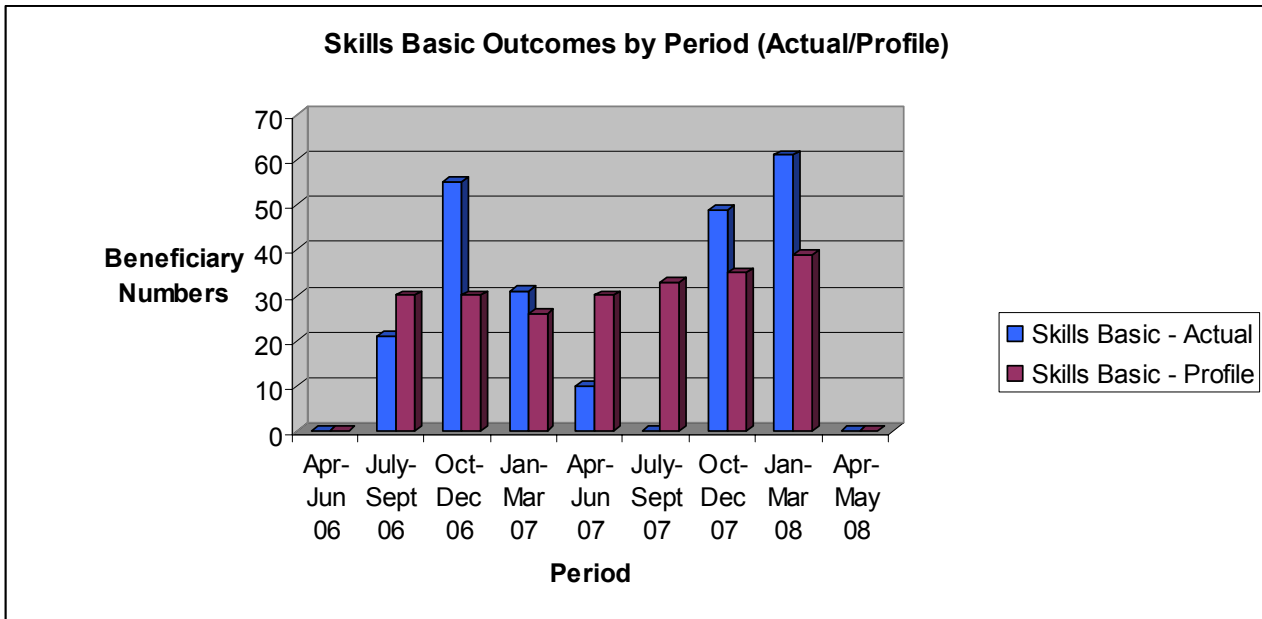
Whilst the actual outcomes were above the profile for most of the project the expectation was that many beneficiaries would have Other Positive Outcomes by progressing onto further training courses. Many beneficiaries stayed longer on the project than was envisaged and there were fewer completers in the first three quarters of 2007. However once the completer number increased in the last quarter of 2007 this led to a greater number of beneficiaries moving onto additional training courses in the first quarter of 2008. In total there were 113 Other Positive Outcomes against a target of 84 which was 35% above profile and is considered as a success, particularly as many beneficiaries progress to more advance learning programmes, thus achieving one of the engagement criteria to engage hard to reach beneficiaries into a Life Long Learning culture.

Employment Support.



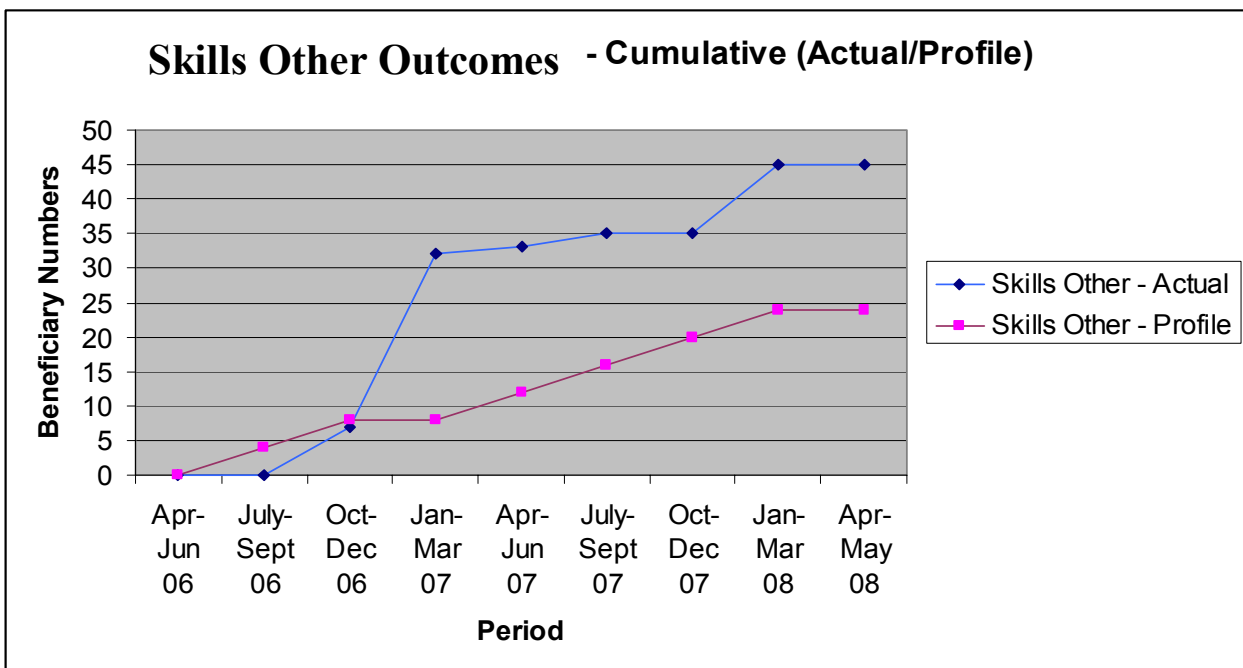
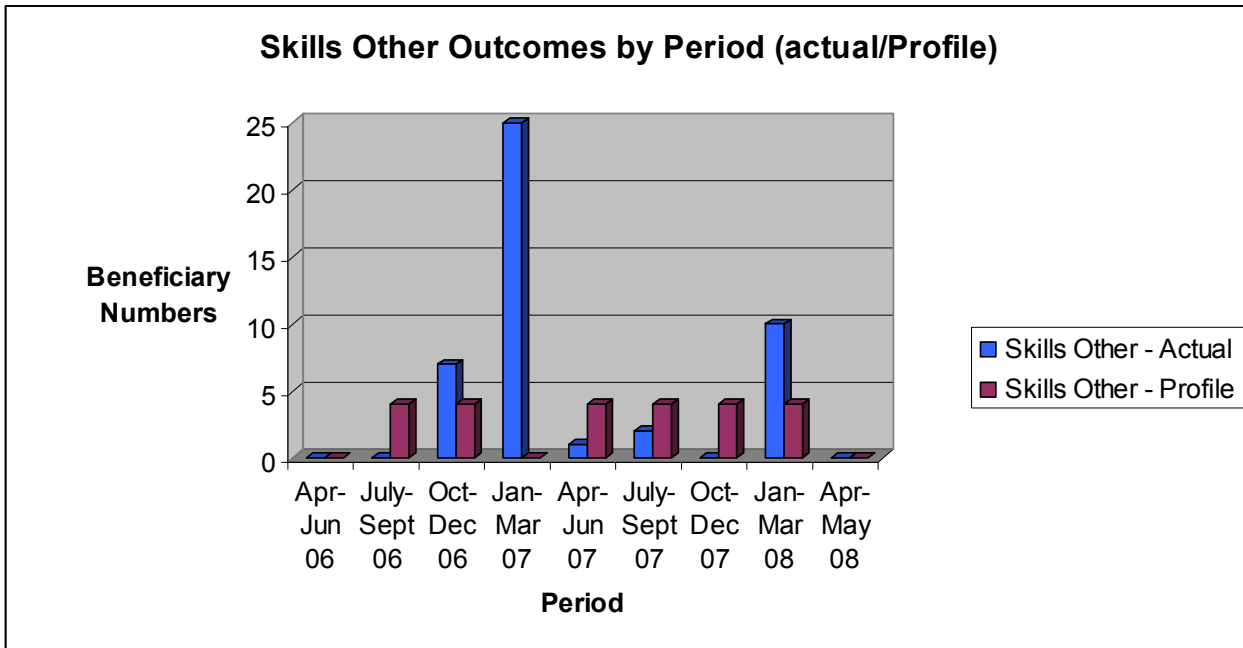
Employment support was afforded to all beneficiaries that is all the 399 recruited against the target of 240, 66% above profile target. This was integrated into the Induction process and embedded into all the delivery. All beneficiaries received Information, Advice and Guidance and individual advice in identifying barriers to work and developing strategies, skills and mechanism to help overcome those barriers. Other employability soft skills support was offered to all beneficiaries throughout their time on the project.

Skills Basic.



The Skills Basic Outcome target was 223 and 227 outcomes were achieved. This was only achieved as a result of the over-recruitment. The period from April to September 2007 was the period where some beneficiaries' commitments to the project were distracted by the school holidays, however last quarter of 2007 and the first quarter of 2008 saw achievement well above profile and this placed the actual performance above profile.

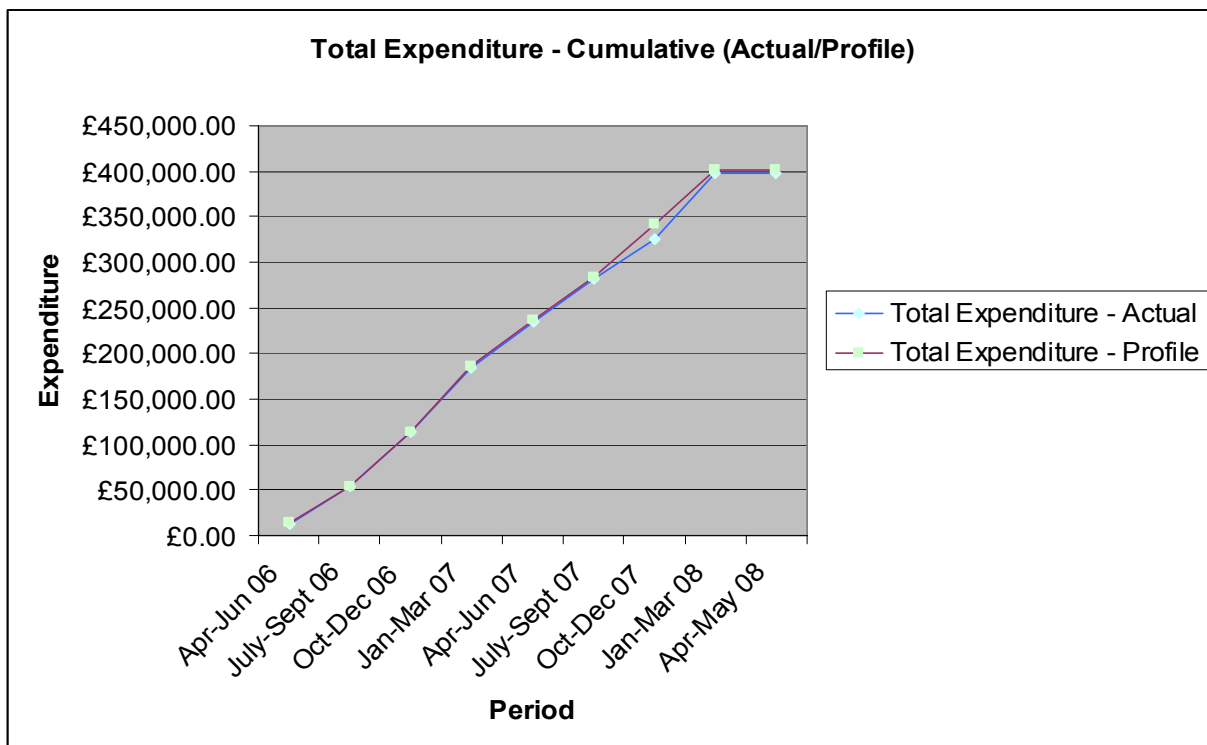
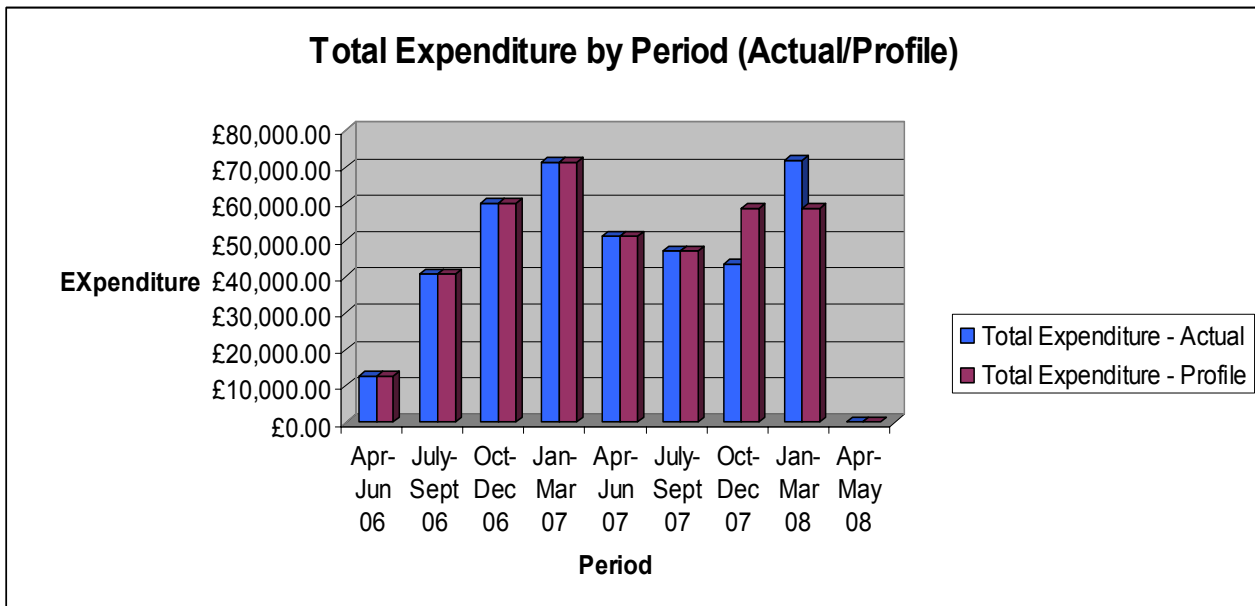
Skills Other.



The profile was for 24 outcomes and the project achieved 45 outcomes this was 47% above profile. The skills other were non-specified qualifications that contributed directly to employment opportunities in certain sectors, such as the Certificate in Food Safety in Catering and the SIA Door Supervisors Level 2 Qualification. Other qualifications were additional to those specified for the project and included CLAIT Level 1 and ICT Entry Level 3 qualifications.

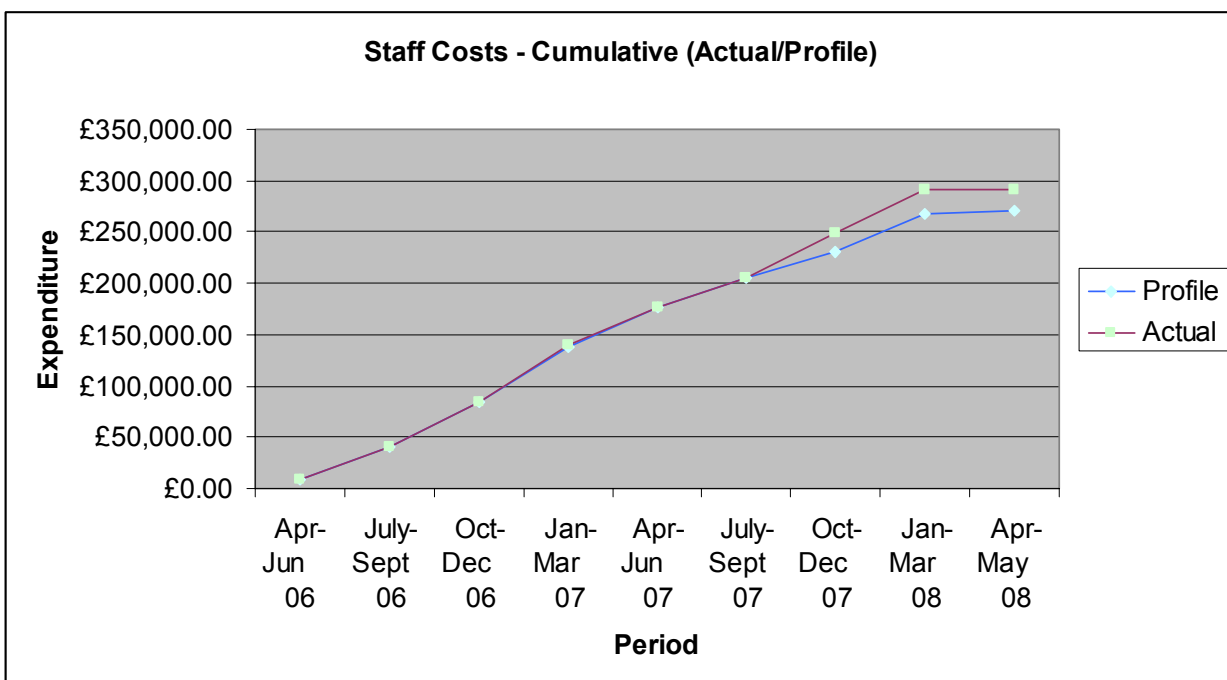
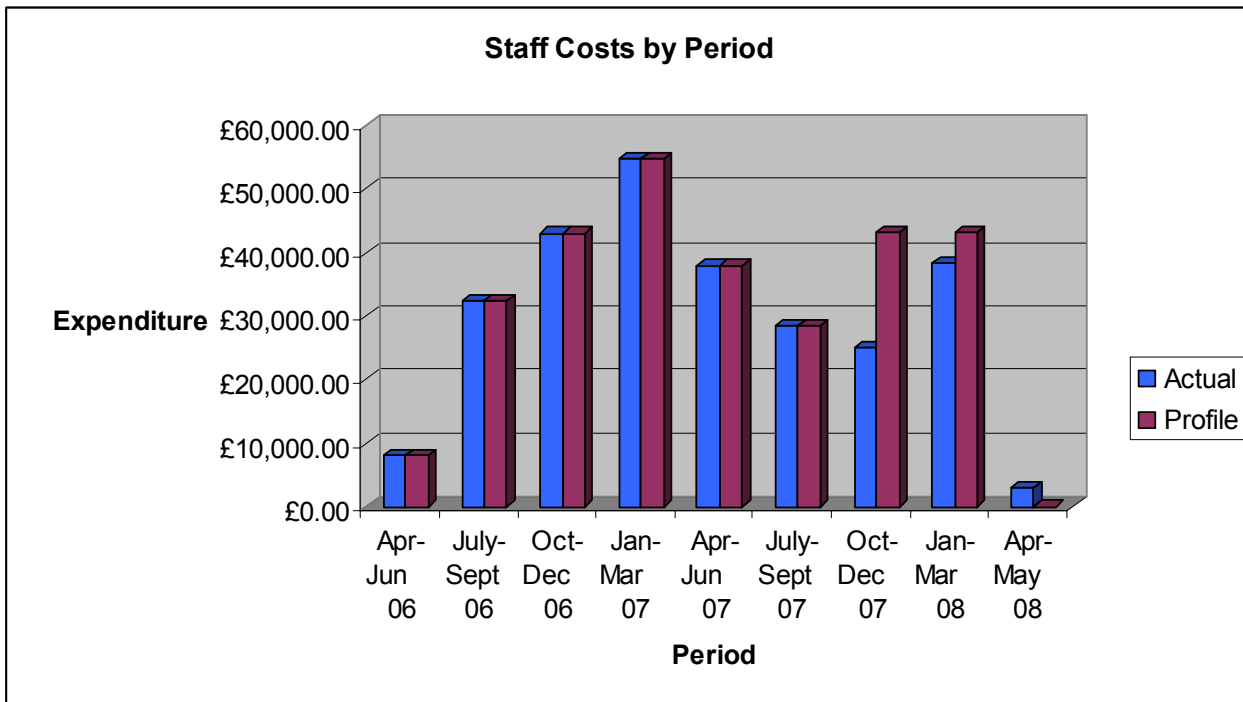
Overview of Expenditure.

Total Project Expenditure.



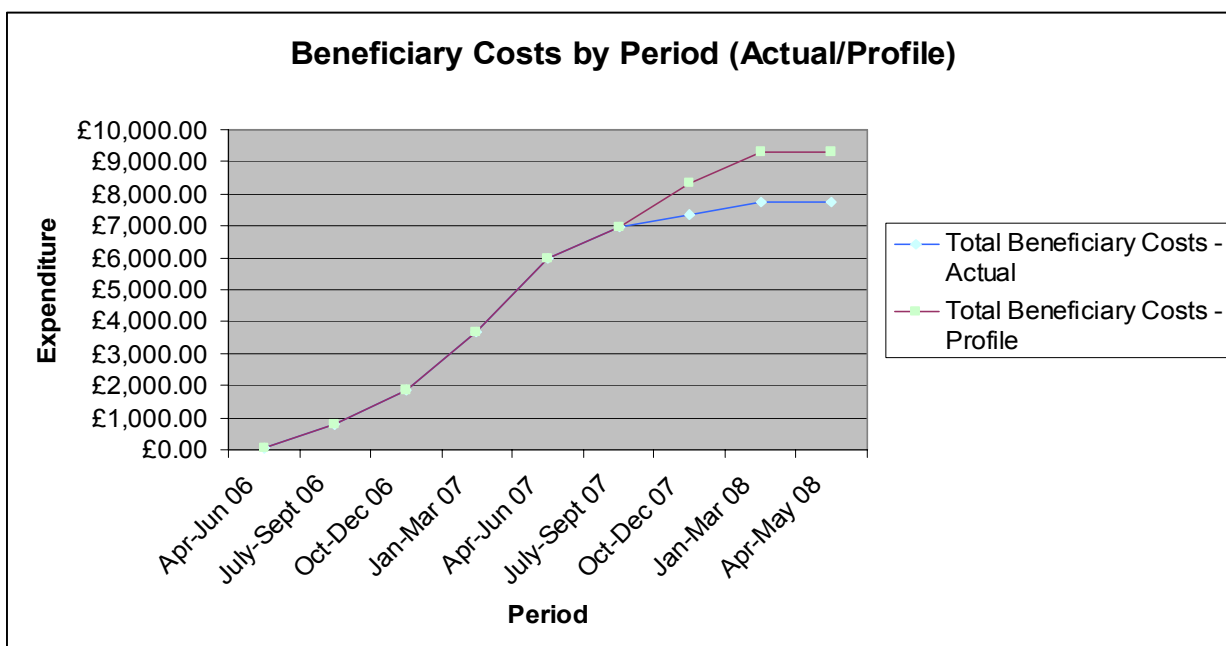
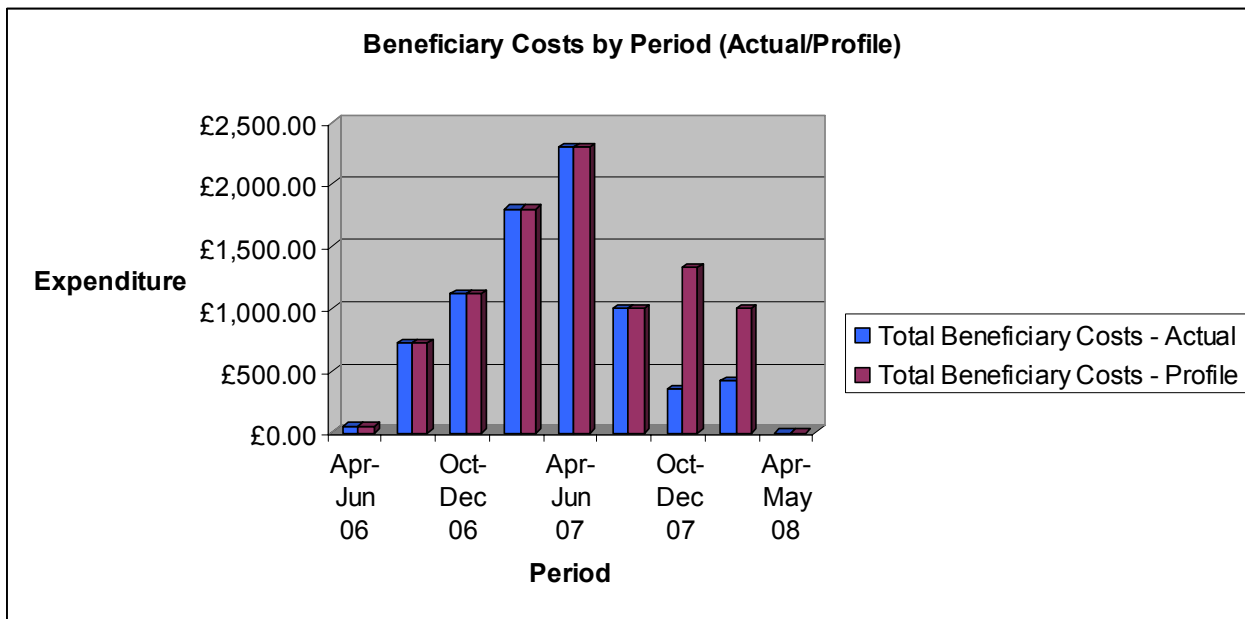
The Project has been delivered within budget and the expenditure has followed the profile pattern agreed with the Project Performance Manager and the London Development Agency. The overall average beneficiary cost for each of 240 beneficiaries was profiled to be £1,667 but the project delivered to 399 beneficiaries which was at an average cost of £1002.50. This represents extremely good value. A further measure would put the average cost per beneficiary Job Outcome at £3,200, again representing good value by Job Outcome measures. There was a total under-spend of £1.01 which is virtually all the allotted budget. This indicated that the project has been well managed financially and delivered within budget.

Staff Costs.



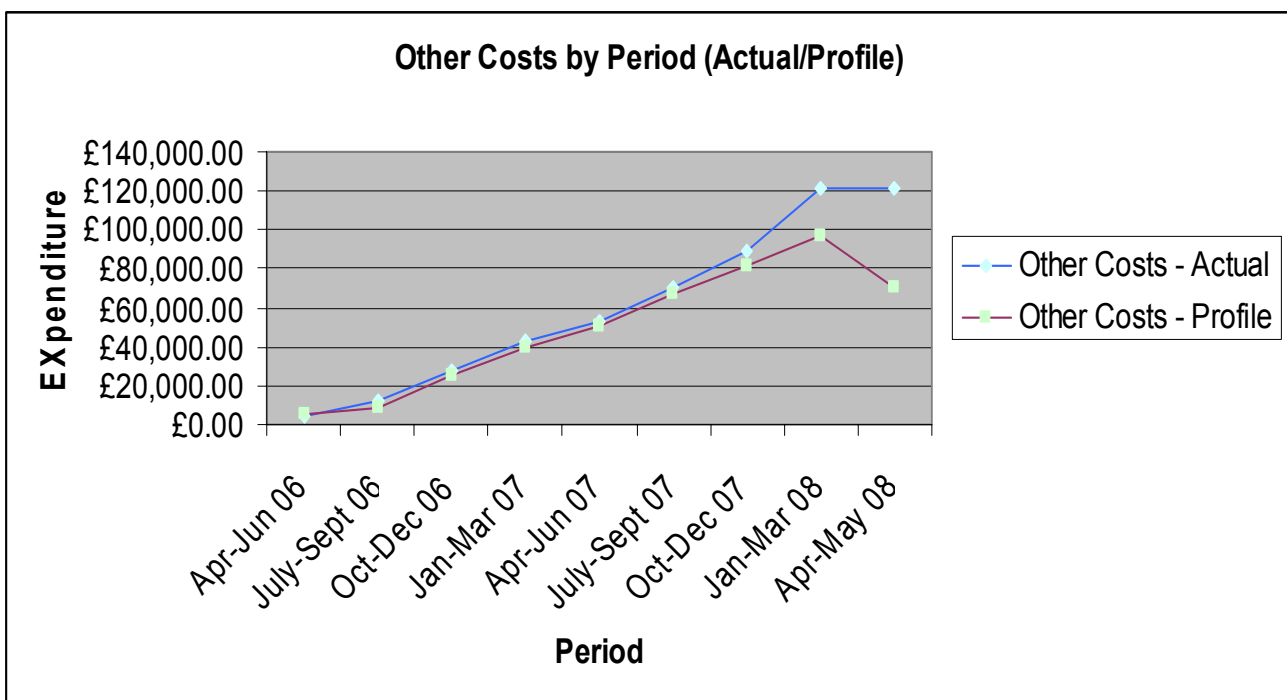
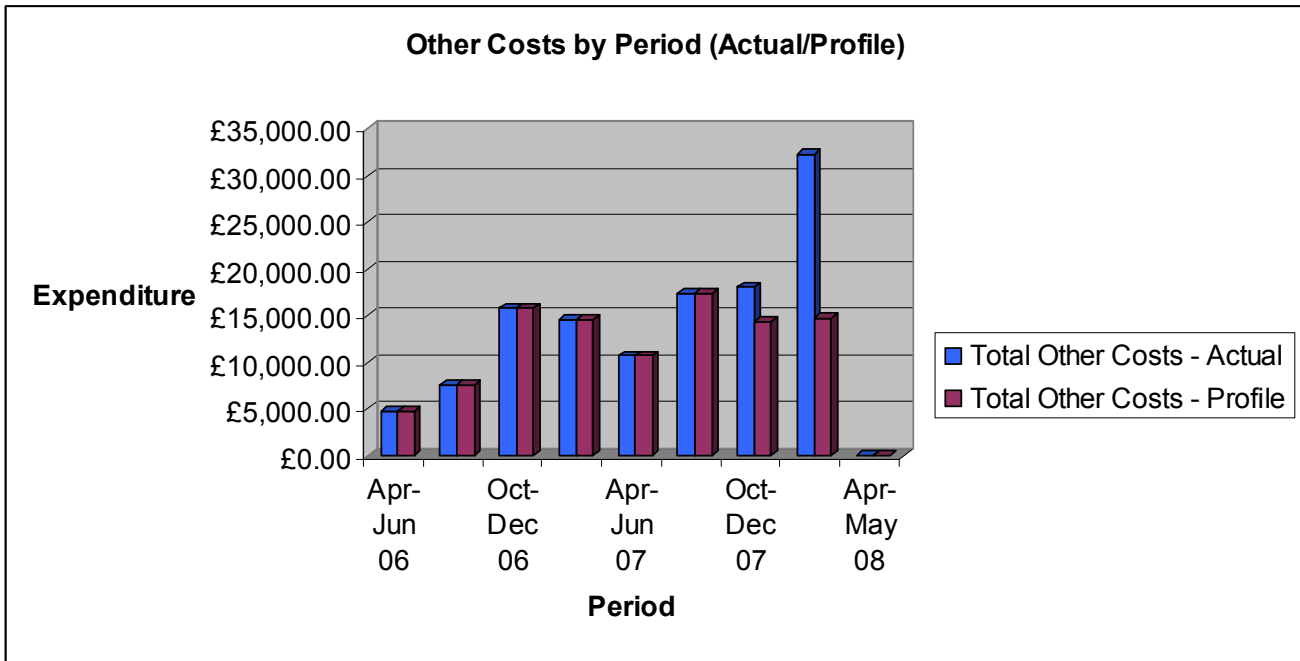
The actual staff costs were below profile by £19,709.38 which represents a 6.8% under-spend. The staff costs mirrored the profile until the last two operational quarters of the project. At this stage many beneficiaries were completing the project and advertising and community engagement staff were no longer needed to contribute to the project and the administration was beginning to pass the peak. All these factors contributed to the under-spend but at 6.8% this is not seen as significant and with agreement of the Project Performance Manager and the London Development Agency these funds were transferred to the Other Costs cost centre and used for project termination and legacy purposes.

Beneficiary Expenditure.



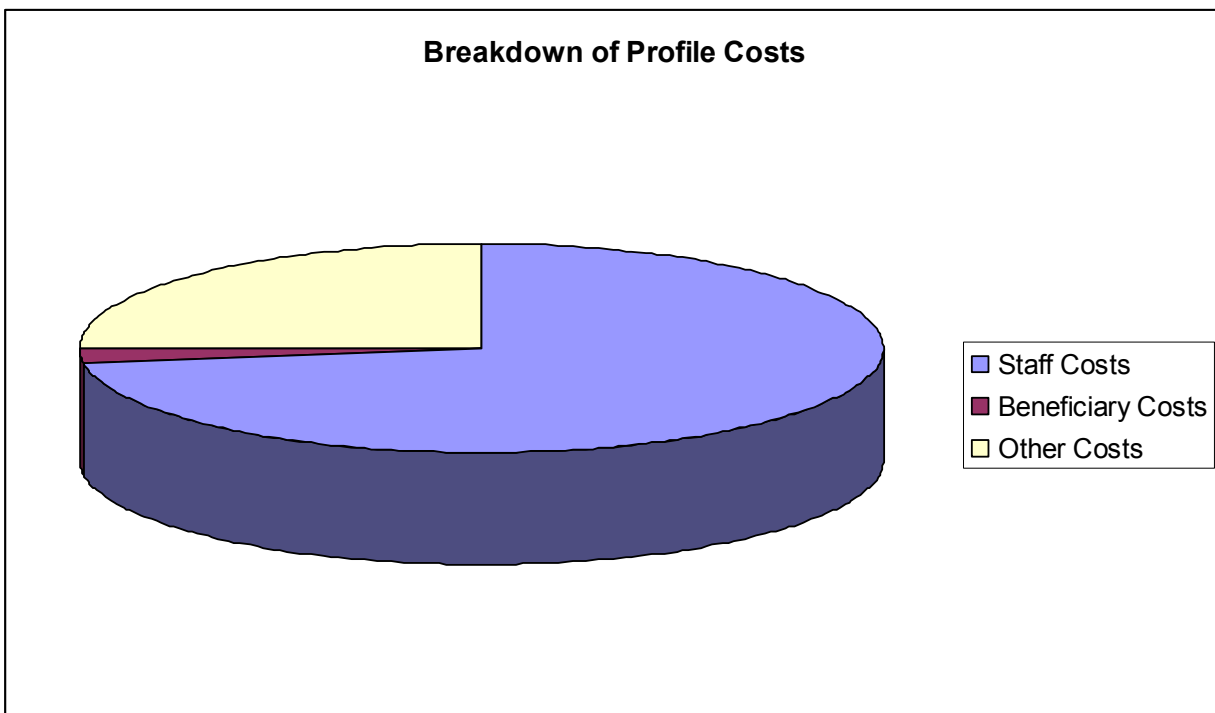
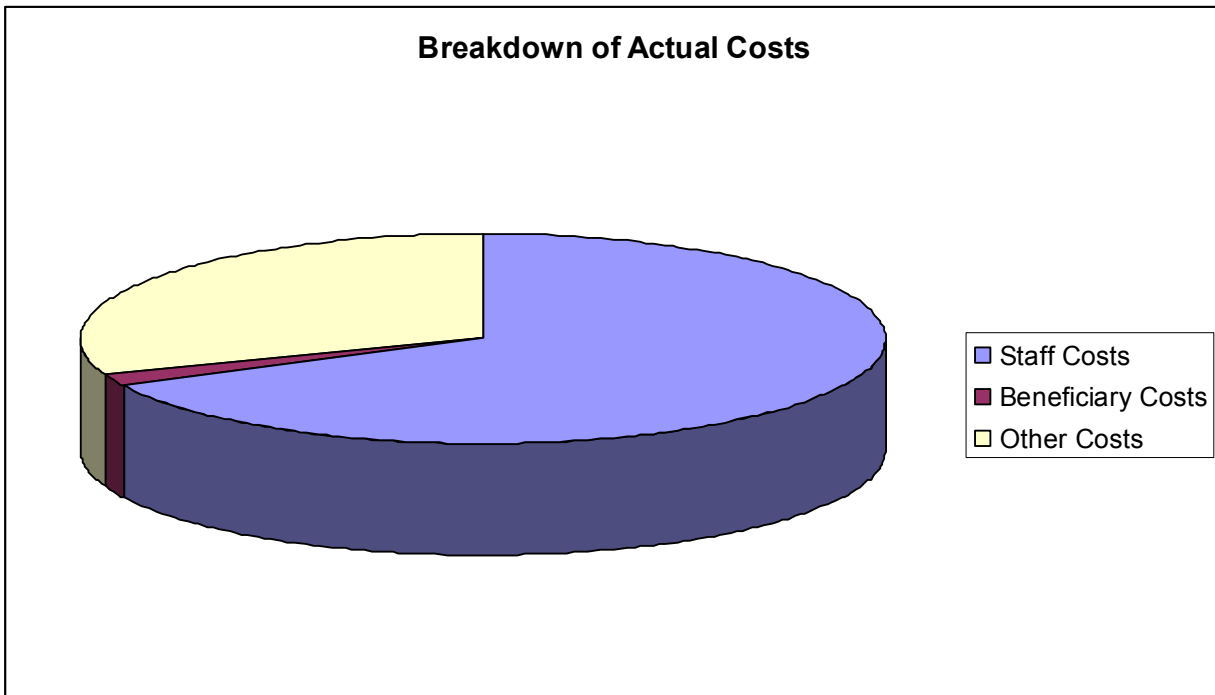
The beneficiary costs budget was under-spent by £1,565.63 which was 16.8% of the allocated budget. The actual spend followed profile until the last two operational quarters. At this stage the number of beneficiaries completing was significant and the numbers remaining were lower than expected. However there were 66% more beneficiaries than first envisaged so there was an over expectation of the beneficiary costs expected. Beneficiaries were offered travelling expenses to and from the centre and for interview attendance, but as the majority of beneficiaries were recruited within walking distance of the delivery centres this did not amount to as much as was estimated. The number of beneficiaries accessing childcare through the project was very low, as a result of the flexible learning patterns provided by the project, and these costs were lower than envisaged at the outset of the project. However, childcare is expensive and should be included as an item in future projects, even if the budget remains unspent, so as to ensure that those requiring support for childcare would be eligible to access the project.

Other Costs.



The Other Costs followed the budget profile for the majority of the project. Additional funds were transferred from under-spent cost centres in the last quarter, with the approval of the Project Performance Manager and the London Development Agency. This has helped the project termination and legacy costs. The actual over-spend was £21,273.99 which was 21% above profile. However the project as a whole was completed within the original overall budget profile.

Breakdown of actual costs.



The staff costs were always expected to account for the greatest expenditure. The profiled staff costs accounted for 72.7% of the budget, the actual proportion of the total expenditure on staff costs was 67.8%. This variance of 4.9% was considered as within acceptable parameters.

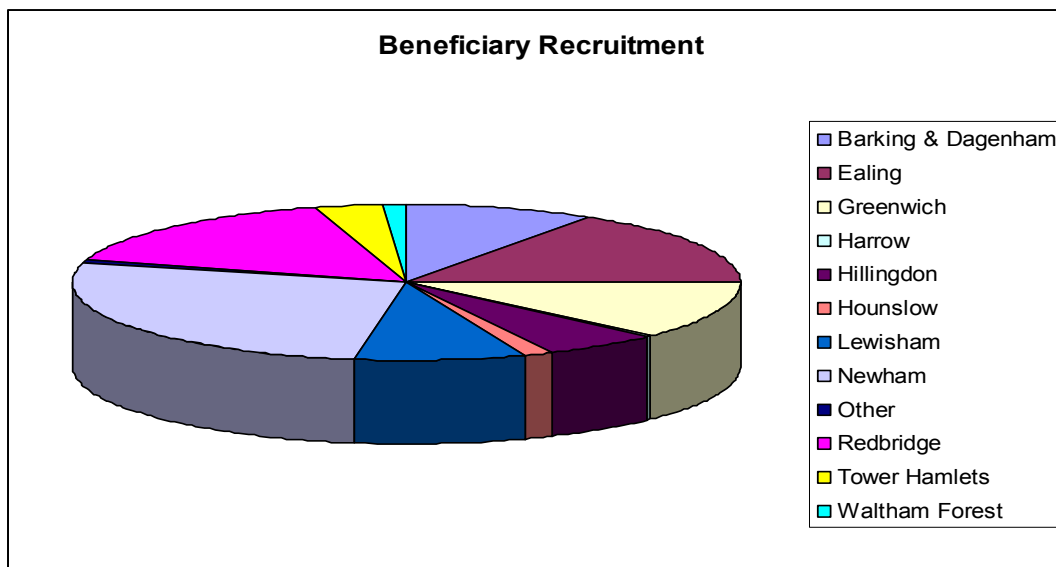
The Other Costs were expected to be 25.0% and the actual proportion spent on Other Costs was 30.3%. This variance of 5.3% was considered as within acceptable parameters.

The beneficiary costs were profiled at 2.3% whereas the actual cost were 1.9% a variance of 0.4% which was also considered as within acceptable parameters.

Beneficiary Information.

Beneficiary Recruitment.

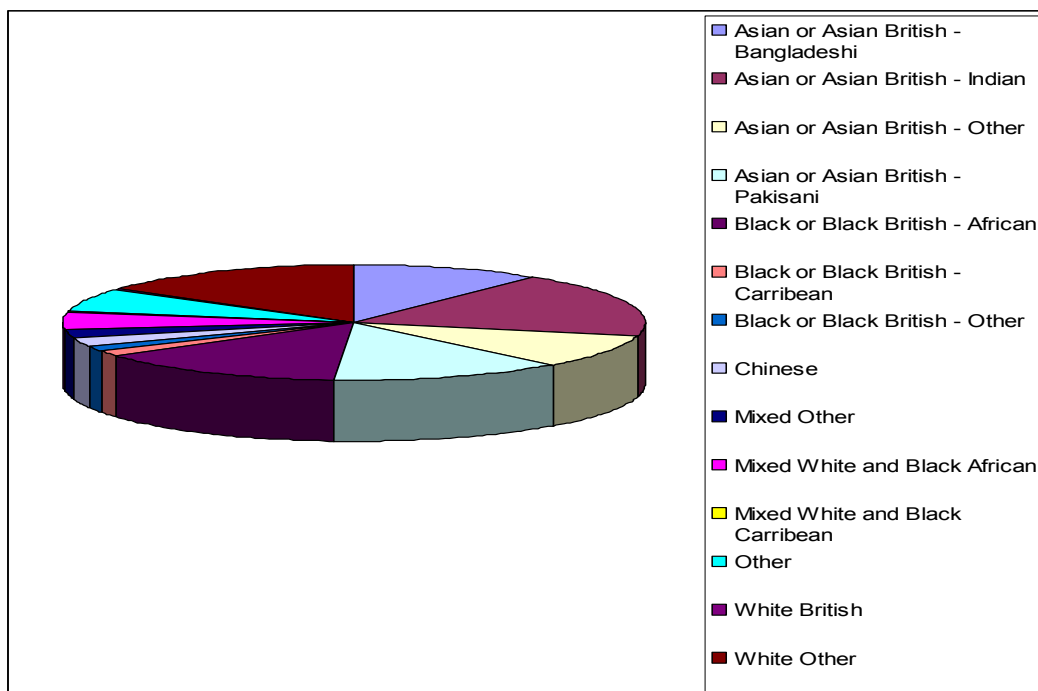
Borough	Number of Beneficiaries	% of all Beneficiaries	Project Profile Beneficiary Number	Project Profile %
Barking & Dagenham	37	9.27%	0	0%
Ealing	63	15.79%	24	10%
Greenwich	47	11.78%	48	20%
Harrow	1	0.25%	0	0%
Hillingdon	23	5.76%	24	10%
Hounslow	5	1.25%	0	0%
Lewisham	34	8.52%	36	15%
Newham	106	26.57%	72	30%
Other	2	0.50%	0	0%
Redbridge	63	15.79%	0	0%
Tower Hamlets	14	3.51%	36	15%
Waltham Forest	4	1.00%	0	0%



72% of the total beneficiaries were recruited from the target Boroughs of Greenwich, Lewisham, Newham, Redbridge, Ealing and Hillingdon. This was a total of 287 beneficiaries which was 19.6% above the target recruitment of the whole project, from these Boroughs, of 240 beneficiaries. The Borough of Redbridge provided the largest group from outside the target Boroughs and 11 different Boroughs were declared as residences for the beneficiaries making this a truly pan-London bid, particularly from the East and West London regions. All the specified target Boroughs exceeded or were very close to the target numbers in the tender specification. The only Borough where target recruitment numbers fell short was in Tower Hamlets and this was as a result of the actual costs involved in leasing premises being prohibitively high. However, with this exception it was considered that the project had successfully recruited within the specification guidelines and had actually further widened the geographical coverage of the project, making it accessible to a wider number of potential beneficiaries.

Ethnicity of Beneficiaries.

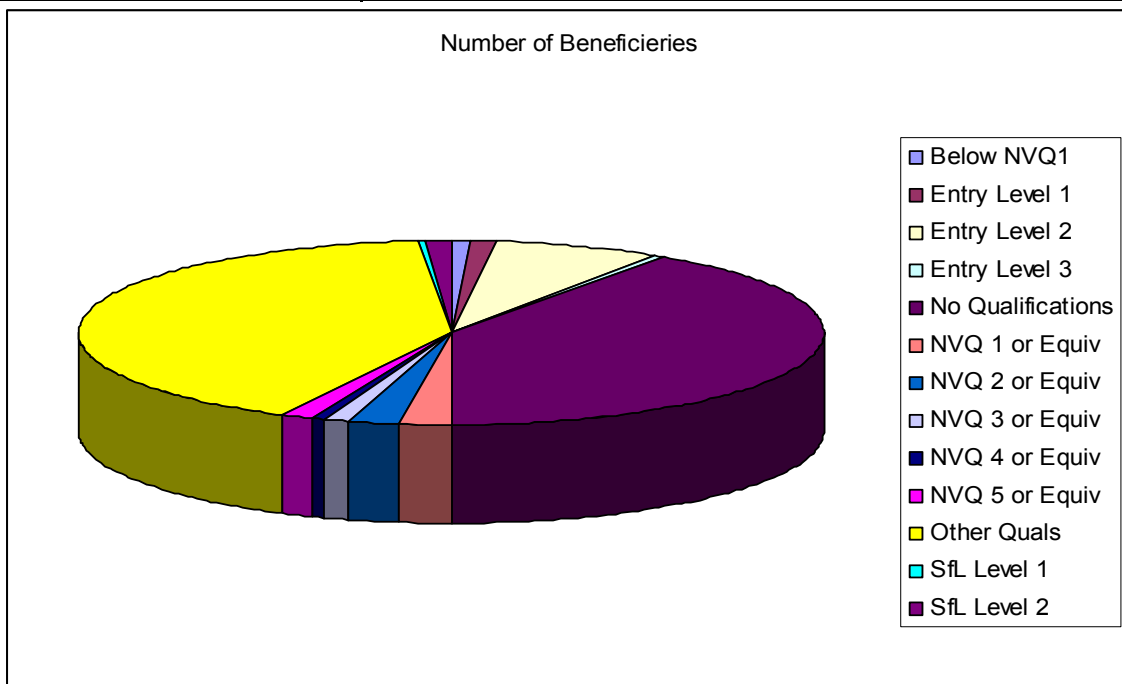
Ethnicity	Number of Beneficiaries	% of total Beneficiaries
Asian or Asian British - Bangladeshi	42	10.53%
Asian or Asian British - Indian	72	18.05%
Asian or Asian British - Other	38	9.52%
Asian or Asian British - Pakistani	52	13.03%
Black or Black British - African	56	14.04%
Black or Black British - Caribbean	6	1.50%
Black or Black British - Other	5	1.25%
Chinese	11	2.76%
Mixed Other	9	2.26%
Mixed White and Black African	19	4.76%
Mixed White and Black Caribbean	1	0.25%
Other	27	6.77%
White British	1	0.25%
White Other	60	15.04%



It was expected that 100% of the beneficiaries would be from BAME Groups (Including Migrants and Refugees). All but one beneficiary declared themselves as from these ethnic groups and so the project was considered to have fulfilled the recruitment aims with regard to the ethnicity of the beneficiary group. 204 beneficiaries (51%) were from Asian ethnic groupings, 67 beneficiaries (17%) were from the Black and Black British ethnic groups, 60 Beneficiaries (15%) were from White Other backgrounds and these were mainly recent migrants from Eastern Europe. The breakdown indicates that the project recruitment was free from bias and fulfilled the aims of the project. The beneficiaries recruited reflect the ethnicity of the Boroughs in which the project was delivered.

Qualifications of Beneficiaries at the Start of the Project.

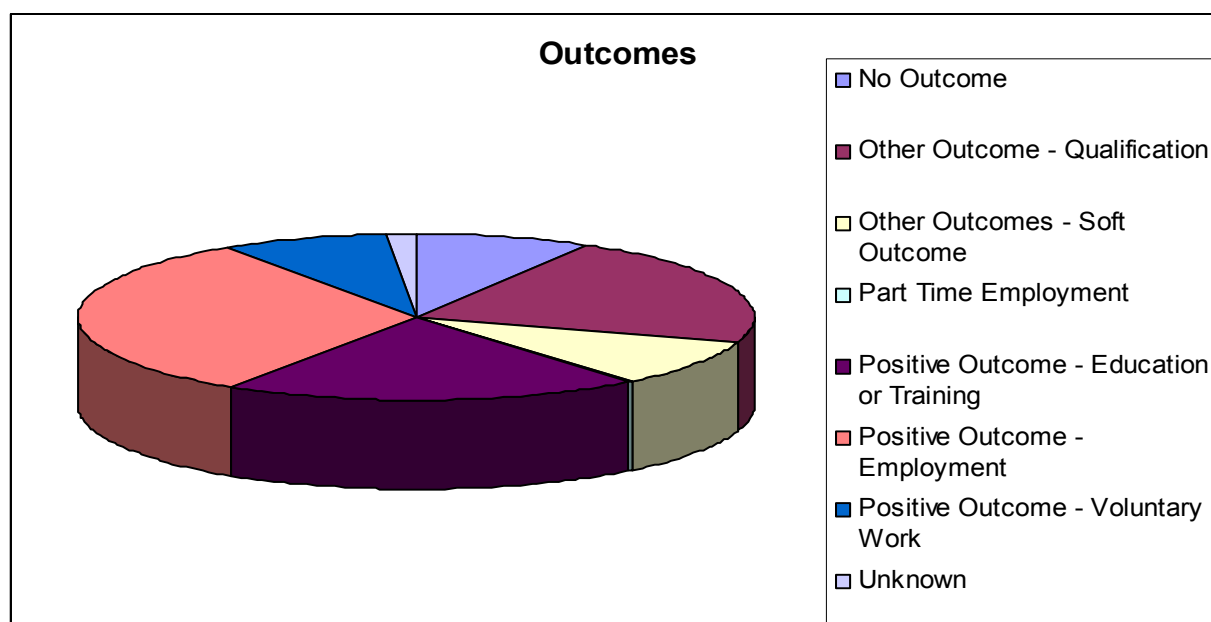
Qualifications at Start	Number of Beneficiaries	% of Total Beneficiaries
Below NVQ1	3	0.75%
Entry Level 1	5	1.25%
Entry Level 2	29	7.27%
Entry Level 3	2	0.50%
No Qualifications	160	40.10%
NVQ 1 or Equivalent	9	2.26%
NVQ 2 or Equivalent	9	2.26%
NVQ 3 or Equivalent	5	1.25%
NVQ 4 or Equivalent	2	0.50%
NVQ 5 or Equivalent	5	1.25%
Other Qualifications	164	41.10%
SfL Level 1	2	0.50%
SfL Level 2	4	1.00%



199 Beneficiaries (50%) had qualifications below level 1 at the start of the project with 160 of these (40%) with no qualifications at all. There were 164 (41%) beneficiaries with other qualifications at the start of the project, these qualifications were largely qualifications gained overseas and/or not in the medium of English. Other qualifications were short courses on sector and job role specific qualifications such as those connected with the cleaning industry with the use of chemicals and in Health and Safety, particularly areas such as Manual Handling. A small number of these qualifications were from many years ago and were subject to skills fade and changes in working practices. This left only 25 beneficiaries (6%) that had qualifications at Level 2 or above. These figures indicate that the target beneficiary group had been attracted to the project with 160 of the original target of 240 beneficiaries (67%) had no qualifications at all at the start of the project.

Beneficiary Outcomes.

Outcomes	Number of Beneficiaries	% of Total Beneficiaries
No Outcome	33	8.27%
Other Outcome - Qualification	87	21.80%
Other Outcomes - Soft Outcome	35	8.77%
Part Time Employment	1	0.25%
Positive Outcome - Education or Training	80	20.05%
Positive Outcome - Employment	125	31.33%
Positive Outcome - Voluntary Work	33	8.27%
Unknown	5	1.25%



The actual outcomes against profile have been discussed previously as has the over-recruitment necessary to ensure the project met outcome target numbers. The employment outcome target was for 96 beneficiaries into Full-Time employment and 24 beneficiaries into Part-Time employment, a total of 120 employment outcomes. The project delivered 126 employment outcomes, with 125 of these being Full-Time. So the combine employment outcomes were exceeded and there was the added value of a significant higher proportion of Full-Time employments outcomes, as well as 5% additional outcomes over target. The target of 36 beneficiaries into voluntary work was missed by 3 beneficiaries which was an 8% short fall, but could be mitigated against by the additional Full-Time employment outcomes. The target for Other Positive Outcomes was 72 beneficiaries the project achieved 80 beneficiaries an 11% over-achievement. The target for Unemployment was 48 beneficiaries, for the purpose of analysis this has been interpreted as equivalent to No Outcome (as it is clear that all but the 126 entering employment continued to be unemployed or workless). The number of beneficiaries with no outcomes was only 33; this was 15 better than the target (31%) and represented only 8.3% of the overall beneficiary starters as against a target figure of 20% for the original beneficiary group.

Other Beneficiary Targets From Specification.

The target for female beneficiary recruitment was 60% which was 144 beneficiaries; the project recruited 251 female beneficiaries which was 63% of the total of beneficiaries recruited. This was a very positive outcome for the project.

The target for recruitment of people with a disability was 10% of the total beneficiary group for both male and female beneficiaries. This represented 24 beneficiaries in total. The project failed significantly to reach these targets with only a total of 9 beneficiaries declaring a disability and 1 beneficiary preferring not to say. This represents only 2% of the total beneficiary group. The Adult Training Network will look carefully at developing further contacts with disability awareness and support groups to ensure a greater representation from people with disabilities in future projects. There is some anecdotal evidence that a number of beneficiaries had failed to declare a disability and a process for revisiting this question during the delivery of the project or at the exit interview, once the beneficiary has developed a rapport with the tutors, will be considered for future projects.

The target for older people was 5% of both male and female beneficiaries, a total of 24 beneficiaries. The project recruited 56 beneficiaries over the age of 51 years, with two of these being over 60 years of age.

The target for recruitment of ex-offenders was 2% for males and 1% for females. No beneficiaries declared themselves as ex-offenders and so this target was not achieved. A process for revisiting this question during the delivery of the project or at the exit interview, once the beneficiary has developed a rapport with the tutors, will be considered for future projects.

The following information was captured for the Outputs spreadsheet and whilst they do not constitute targets for the project the information could be helpful for the design of future projects.

At the start of the project, 97 beneficiaries (24%) of the total were from Objective 2 wards, 397 beneficiaries (99.5%) were unemployed with 2 beneficiaries (0.5%) in unstable or temporary employment.

3 beneficiaries declared themselves as homeless, 7 as refugees, 8 as asylum seekers, 20 as labour market returnees and 12 as lone parents. No beneficiaries declared themselves as drug or alcohol mis-users.

With regard to the length of time the beneficiaries had been unemployed before starting the project; 150 (38%) had been unemployed for less than 6 months; 97 (24%) had been unemployed for between 6 – 11 months; 32 (8%) had been unemployed for between 12 – 23 months; 21 (5%) had been unemployed for between 24 – 35 months and 99 (25%) had been unemployed for more than 36 months.

The age bands of the beneficiaries were as follows; 0 beneficiaries were under 18 years of age; 24 beneficiaries (6%) were between 18 – 20 years; 105 beneficiaries (26%) were between 21 – 30 years; 122 beneficiaries (31%) were between 31 – 40 years; 92 beneficiaries (23%) were between 41 – 50 years; 54 beneficiaries (13%) were between 51 – 60 years; 2 beneficiaries (2%) were 60+ years.

7.0 Trends and Issues

Strengths of the project from a Staff/Beneficiary perspective

Helping beneficiaries with fares was a significant factor in attracting those not within walking distance of the centre and helping them successfully participate in the project. The fare payments were also extended to cover attendance at interviews, which was also important to the beneficiaries and enabled them to look slightly further afield for employment opportunities.

Beneficiaries reported that organised visits to Job Fairs, Recruitment Agencies and Job Centres were significant in helping them find appropriate employment opportunities. This was also true for the links that were developed with Voluntary Organisations and opportunities within local businesses.

Beneficiaries commented positively on the training they received especially the Job Search elements which enabled them to realise the importance of being proactive in looking for work and actively following up on Job Applications. The aspects relating to how undertake the process of looking for jobs and in particular presenting ones-self at interviews were considered to be extremely important to beneficiaries.

All beneficiaries that gained employment shared this information with the centres and the vast majority visited the centre to share the success with staff and others on the project.

Many former beneficiaries of the project continue to maintain strong links with the Adult Training Network centres, with a number continuing to request and receive further Information, Advice and Guidance, particularly on progression routes.

Job Centre Plus advisers have expressed disappointment that the project had come to an end as their customers that had attended the project had, “Immensely benefited from it.”

Weaknesses of the project from a Staff/Beneficiary perspective

Some beneficiaries were enrolled on the course but were required to be transferred by Job Centre Plus to other provision as they were New Deal customers and have moved into their period for mandated activity. Although this provision was similar in nature to that to be mandated through New Deal, there was no flexibility to enable beneficiaries to continue on this project.

Those recruited from the Borough of Newham had particularly poor Language skills and having the ESOL Entry Level 3 qualification as the target ESOL qualification level was unrealistic for many of the beneficiaries. Alternative, lower level qualifications should be considered for future projects targeting these communities, particularly from Newham.

A better procedure for collecting Equal Opportunity and Diversity data is required. Many staff found it difficult to ask questions regarding disability and previous beneficiary background in matters such as homelessness, alcohol/drug issues and ex-offender issues.

Beneficiary Feedback Questionnaire Summary

Beneficiaries were asked how satisfied were they with the services of ATN, overall 94% of students responded by stating that they were 'extremely satisfied (40%) and 'very satisfied' (54%). Among the remaining 6% of students, 5% of them stated that they were 'fairly satisfied' and 1% responded as being 'neither satisfied nor dissatisfied'. No students gave negative responses.

Beneficiaries rated ATN's quality of teaching and as a place of learning, with 53% of students saying they 'were extremely satisfied' and 47% were 'very satisfied'. There was no neutral or negative feedback to this question.

Beneficiaries were very happy with level of support they received from ATN as 67% of them stated that they were 'extremely satisfied' and 27% said they were 'very satisfied'. The remaining 6% stated they were 'fairly satisfied'. No students expressed a neutral or negative view in response to this question.

Beneficiaries were also satisfied with the induction process at ATN as 65% rated induction process as 'extremely good' while 27% considered it 'very good'. Out of the remaining 8%, no students ticked 'fairly good' as a response, but instead expressed neutrality by ticking 'neither good nor poor.' No negative sentiment was recorded in response to this question.

ATN offered students different training options and progression routes 80% of students rated this service as 'extremely good' and 20% rated it as 'good'.

Beneficiaries' feedback was incorporated in designing and delivery of the courses, 93% of students agreed that they think their feedbacks are acknowledged. However, some students suggested additional vocational courses alongside basic skills courses would be beneficial and that they would be well supported.

8.0 ESF Cross-cutting themes

Equal Opportunities

Each ATN Training Centre appointed an Equal Opportunities Champion, who was identified to all beneficiaries and who was readily available to discuss and encourage discussions on equality of opportunity issues. All the marketing/publicity, some in community languages, portrayed ATN's aims and objectives for equal opportunities, as well as ensuring that there was no bias in the materials used to advertise the project and recruit beneficiaries. A code of conduct was developed in collaboration with staff and beneficiaries. Staff members were informed of the importance of equal opportunities in removing barriers to social exclusion at staff meetings where equal opportunities issues were a standing agenda item. Staff were also expected to implement equal opportunities practices in all aspects of interaction with beneficiaries and delivery. Resources that were culturally sensitive and relevant to the experiences of the learners were chosen and produced, where necessary. The process of advertising, recruitment and selection was reviewed and monitored regularly and positive steps were taken to implement the equal opportunities policy of Adult Training Network. All beneficiaries were asked to complete an equal opportunities monitoring form at induction and a database of beneficiaries details was established. Equality monitoring was undertaken on each recruitment cohort and reviewed to ensure that expected targets were met. An examination of the constitution of the total potential beneficiary population allowed for comparison, ensuring that those who become beneficiaries were a truly representative

sample. Routine equal opportunities monitoring took place on a quarterly basis. Where the regular monitoring identified any bias or under representation additional steps were taken, and revisions made, to rectify the the identified weakness and focus future recruitment on the under represented groups identified. The composition of the staff team reflected the ethnic mix of the area at all levels of the organisation and was subject to routine Equal Opportunity monitoring on a quarterly basis. Recruitment was undertaken using the ethnic press, local community organisations and Job Centre Plus, to enable as wide an opportunity for targeted minority groups to apply for posts. Project staff examined expectations of behaviour and how interpersonal relationships could be improved. In this way ATN sought to make clear our perspectives and the potential repercussions of unacceptable behaviour. The equal opportunities policy of ATN was incorporated into the design, delivery and management of the project. Beneficiary recruitment was open to the entire population within the parameters set by the project. ATN ensured that there was no bias or prejudice in the recruitment process and sought to address learning difficulties and disabilities on a case by case basis. Pro-active measures were taken to ensure that the letter and spirit of the equal opportunities policy of Adult Training Network was fully implemented. All partners were made aware of ATNs policy and an undertaking to implement a comparable policy was expected as a pre-requist to involvement as a partner.

Sustainable Development

Locally based training in the community reduced fuel consumption and hence pollution made the project environmentally sound. Using energy saving equipment and conducting energy audits, incorporated with cost-effective energy saving measures at the premises throughout the project also helped in this regard. Limiting the use of paper by making maximum use of computerised logging and record keeping helped minimise the use of natural resources. Beneficiaries were encouraged to travel by public transport. Provision of basic skills and ICT training contributed to sustained economic growth by increasing the number of qualified people in the community who could contribute to the local economy through sustainable employment. The employability skills significantly enhanced the prospects of the individual beneficiaries, their immediate and extended families, and the local communities. The project targeted industry sectors with identified skills and work force gaps and aimed to develop the skills of beneficiaries to enable them to fill the vacant positions, thus contributing to the overall development of the community. It was expected that as a number of beneficiaries gained employment, with others having developed skills and experience, that those communities were able to foster a positive attitude to Lifelong Learning and employment opportunities leading in turn to a reduction in social exclusion and sustainable personal and economic development. Beneficiaries developed self-confidence which had a significant impact within their own communities and in developing contact with other communities in their local area, and further afield.

Information Technology

ICT was used throughout the project and in particular for Basic Skills learning, job application and job seeking skills. Qualified and experienced ICT tutors had a significant input into the project both in design and delivery. All beneficiaries acquired skills by using learning software, CD Roms, interactive CDs, Internet and other forms of computer based learning. Beneficiaries were encouraged to take ICT qualifications at Entry Level 3 or above, where appropriate. The use of word processing for letters and CVs, the internet for job searching and emails for job applicatons was emphasised throughout the project. Additional support was available for those with little or no previous ICT experience. Staff incorporated the range of training materials available through ICT across all basic skills. Staff also used ATN's ICT management systems to record and store information on course attendance, programme delivery and beneficiary progress and to transfer information, including monthly monitoring reports, to the LDA and other partner organisations.

ATN's management systems make appropriate use of ICT and these were applied to the project. All data relating to the project was stored securely using security passwords and timed log-out modes on administration computers. ATN is on the Data Protection Register and all beneficiaries were given an explanation of the Data Protection Act, which detailed the data stored by ATN, and were asked to give their approval for data storage and sharing with project partners by signing an approval form.

9.0 Key Conclusions & Lessons learnt

Lessons Learned for Future Projects

Recruitment: It would seem likely that greater numbers would need to be recruited to produce specified targets for outcomes for future projects and that an offer to over-recruit where necessary to reach outcome targets should be included. However it is understood that a balance has to be struck between widening participation as far as possible and recruiting beneficiaries with the appropriate range of skills and circumstances that will achieve the outcomes from within the initial recruitment target numbers.

Completers & Early Leavers: The percentage of starters remaining for the full duration of the course was significantly higher than expected, which should be considered when setting future targets for completers and early leavers. The funding issues related to greater numbers remaining within the project was not an issue for this project but should be considered for future project funding calculations. Nor were any capacity issues raised by the additional numbers remaining on the project, however the impact on the resources such as staffing and accommodation should be carefully considered, where a provider is at capacity or delivering multiple projects.

Where a project has integrated support mechanisms and mentoring there is a higher than expected likelihood that beneficiaries will continue to seek and utilise those support mechanisms which will impact on the number of beneficiaries remaining for the full duration of the project. This also has an impact for the provider beyond the conclusion of the project, as an expectation of support from the organisation has been established within the beneficiary group, which will need to be managed.

Entry Level 3 Numeracy: Having achieved an early outcome success rate of 21% (23 beneficiaries from 109 starters) the expectation for similar projects, recruiting similar cohorts for Entry Level 3 Numeracy should realistically expect an outcome level significantly higher than 10% (the target for this project). The importance of Numeracy qualifications at Entry Level 3 should be emphasised in future employability facilitation projects, particularly following Lord Leitch's Report's findings. Whilst it is accepted that paper based assessment and accreditation is staff intensive, time consuming and occasionally protracted, the development and availability of on-line testing at this level should further improve the process for gaining Entry Level 3 qualifications in Numeracy for beneficiaries of projects such as this.

Entry Level 3 ESOL: Whilst this outcome target was achieved, it was only as a direct result of the over-recruitment. Future project should give greater consideration to the very low levels of English language skills of potential beneficiaries and set outcome expectation on the basis that many will have Pre-Entry Level English skills at the start of the project so lower Entry level qualifications should be set as outcomes not solely Entry Level 3 qualifications. Projects recruiting in Newham should consider this very carefully.

NVO Level 1 (ICT): At one stage through the project the outcomes were at 20% of the total starters, the profiled target outcome number was set at 10%. The expectation for similar projects should realistically expect an outcome level of significantly higher than 10%. The functional ICT skills of the beneficiaries may be greater than first thought and an Initial Assessment of ICT skill would be beneficial for future project starters so as to gather additional information on beneficiaries so as to feed back into future projects.

Progression Into Employment: The 50% outcome target (120 outcomes) was extremely challenging and would not have been achieved but for significant over-recruitment. The actual employment Outcomes to Starts was 31% (125 Employment Outcomes to 399 Starts) and this represents a much more realist figure for employment output from beneficiaries that have multiple barriers to employment and are often furthest from the labour market. The initial impetus of this aspect of the outcomes was clearly helped by the pre-project involvement of employers in both project design and tender preparation. The level of potential new employer engagement prior to the project must be maintained throughout the project, with additional employment opportunities being brokered at the same enthusiasm and intensity as in the tender writing stage.

Progression to Another Positive Outcome: The target of 35% was possibly set a little high when considered alongside other targets. Effectively 7 out of 10 of those not entering employment must have become a Progression onto Another Positive Outcome. 32% (113 out of 399) of the total starters progressed to Another Positive Outcome. Future projects should give greater consider the proportion of beneficiaries that will be available to contribute towards Another Positive Outcome targets. However whilst progression to additional learning is included this target should be between 30%-35% of the remaining beneficiaries.

Employment Support: If this type of support is to be offered through the integrated nature of the design of the project then having it specified as an outcome for each beneficiary is of little purpose.

Skills Basic: The outcome must be careful not to lead to conflict with other expected outcomes, so that to great an expectation isn't placed on, largely ESOL, beneficiaries to achieve multiple qualifications on a project that has employability skill and employment as other expected outcomes.

Skills Other: Where a specific qualification was required for a beneficiary entering a specific occupational area these were provided and were almost exclusively the Certificate in Food Safety in Catering and SIA Door Supervisor qualifications. The ability to deliver these funded additional qualifications was helpful in enabling a number of beneficiaries to enter employment and future projects of this type should have some funding available for such courses.

10.0 Using and Sharing the Results from the Evaluation (if appropriate)

This evaluation report has been circulated to all staff, during the production and on completion. This has enabled staff at all levels across the company and within our partners to share the findings and incorporate the good practice and the lessons learned into the delivery of existing projects and in the design of future projects. Additionally it has been circulated to other funding bodies and potential partner organisations as an indicator of ATN's capacity for successful delivery of similar projects. It has also been circulated to employers that embraced the original project and to potential new employers' for future projects.

11.0 Success Stories

London Development Agency LDA/ESF Co-Financed Project Case Study



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The London Development Agency (LDA) is the Mayor's agency responsible for driving London's sustainable economic growth.

We work to deliver the Mayor's vision for London to be a sustainable world city with strong, long-term economic growth, social inclusion and active environmental improvement.

Organisation Name:	Adult Training Network
Project Title:	Essential Language and Employment Skills

Beneficiary Prompts

Beneficiary Name / Code:	Ghousia Khan/032MAN
Beneficiary location (Borough)	Newham

What was your situation? (Please give a few details on what your circumstances were before joining the project what made you decide to join and what you hoped to achieve)

I moved from France to London four years ago. I could speak a little English and everything looked very difficult. I was looking for work and I realised opportunities for me were as limited as were my language skills.

How did you find out about the Project and why did you join?

Jobcentre Plus told me about this learning opportunity and as I was looking for a place to learn English and computers, I came to Adult Training Network

What did you do on the project and what assistance was provided by the Project?

I was enrolled on ESOL Entry Level 3 and Numeracy Entry Level 3. My tutors were very helpful and supportive. My language class helped me to improve my speaking and listening skills. In Numeracy class I learnt maths that I could apply in my daily life. I feel myself more confident and motivated.

Were there any parts of the Project you found difficult and how did the Project help you with this?

I could read and write but I had problem in speaking and listening. I always wished someone else could answer and I could stay quite. However, my tutor encouraged me and other class fellows supported me and that all helped me to turn my silent thoughts into words. My teacher's constant patting motivated me to engage in discussions and class activities.

Which section of the Project did you enjoy?

I enjoyed my time in ATN, however, I really enjoyed my computer class. My children do not let me use their computer and think that my little knowledge could be dangerous. In my computer class I learnt how to use computer I did ICT Entry Level 3 and now I am doing CLAiT Level 1. I feel very confident now.

Did the Project pay for anything to support you (e.g. travel/childcare etc)?
My travel expense was paid before but it is not paid anymore.
What did you achieve e.g. qualifications (hard/soft skills) / progression?
I have done ESOL Entry level 3, Numeracy Entry Level 3 and now I am doing CLAiT Level 1.
How had this made a difference to your life? Would you recommend this Project?
I am 52 years old but I have never been out of my home. I raised my children and now they are working and I am looking after my grandchildren. I can not communicate with my grandchildren and I thought I should improve my language skills. However, now I think I should find some work and enjoy my life.
What will you do next?
I would like to go to college to continue my studies and I also want to work.



*Project Manager's
Quote: Ghouisia Khan is
a keen learner, eager to
learn something new,*

By signing below you agree that the LDA can extract and use information about you for publicity reasons.

I consent to the LDA using my name, my photograph, the information above and other information about me in relation to the Project, whether collected from me or a third party, in order to publicise the LDA/ESF Programme, and/or the work of the LDA and/or GLA, in LDA and/or GLA communications, publications, advertisements, broadcasts, and websites. I understand that the information made public under the consent above will NOT include my address, telephone number, email address, or other private contact details.

Beneficiary Signature *Ghouisia Khan*

Date 03/10/07

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The London Development Agency (LDA) is the Mayor's agency responsible for driving London's sustainable economic growth. We work to deliver the Mayor's vision for London to be a sustainable world city with strong, long-term economic growth, social inclusion and active environmental improvement.

Organisation Name:	Adult Training Network
Project Title:	Essential Language and Employment Skills

Beneficiary Prompts

Beneficiary Name / Code:	Jamila Abduile
Beneficiary location (Borough)	Newham

What was your situation? (Please give a few details on what your circumstances were before joining the project what made you decide to join and what you hoped to achieve)

I was sixteen years old when I came to the UK, I did not go to learn English and now I feel I should improve my language skills, as I want to work.

How did you find out about the Project and why did you join?

A friend told me about ATN and I came here to make an enquiry and thereafter I joined ESOL class. I am also interested to learn how to use computers.

What did you do on the project and what assistance was provided by the Project?

I am enrolled in ESOL and ICT class. I enjoy my lessons and I also take home work. I like learning and my teachers are very helpful.

Were there any parts of the Project you found difficult and how did the Project help you with this?

In my language class, I found reading and writing very difficult. My tutor encouraged me and I am also working hard. I am sure one day I would be able to write better.

Which section of the Project did you enjoy?

I enjoy my ICT class. I like using computers and internet browsing.

Did the Project pay for anything to support you (e.g. travel/childcare etc)?

I do not require any support.

What did you achieve e.g. qualifications (hard/soft skills) / progression?

I feel myself more confident.

How had this made a difference to your life? Would you recommend this Project?

I like learning now and I think I will continue my studies. I will recommend this project to everyone.

What will you do next?

I will continue to improve my knowledge and skills.



*Project Manager's
Quote: Jamila Abduile is
very interested in her
personal development. I
am very happy to see her
progression.*

By signing below you agree that the LDA can extract and use information about you for publicity reasons.

I consent to the LDA using my name, my photograph, the information above and other information about me in relation to the Project, whether collected from me or a third party, in order to publicise the LDA/ESF Programme, and/or the work of the LDA and/or GLA, in LDA and/or GLA communications, publications, advertisements, broadcasts, and websites. I understand that the information made public under the consent above will NOT include my address, telephone number, email address, or other private contact details.

Beneficiary Signature

Jamila Abduile

Date 10/10/07

London Development Agency LDA/ESF Co-Financed Project Case Study



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The London Development Agency (LDA) is the Mayor's agency responsible for driving London's sustainable economic growth.

We work to deliver the Mayor's vision for London to be a sustainable world city with strong, long-term economic growth, social inclusion and active environmental improvement.

Organisation Name:	Adult Training Network
Project Title:	Essential Language and Employment Skills

Beneficiary Prompts

Beneficiary Name / Code:	Noureddine Chouania
Beneficiary location (Borough)	Newham

What was your situation? (Please give a few details on what your circumstances were before joining the project what made you decide to join and what you hoped to achieve)

Prior to joining ATN, I was employed as a chef and as a part time care assistant. Ideally, I was looking to apply for a better position with better prospects. In addition, to receiving assistance with my CV, I was also hoping to achieve better interpersonal and communication skills.

How did you find out about the Project and why did you join?

I became aware of ATN via, Stratford Job Centre Plus. The staff at the job centre encouraged me to register with the organisation. I then came by their offices, at Manor Park E12 and registered with them.

My initial objective of joining ATN, was to receive assistance in preparing my CV and to obtain interview techniques. Whilst at ATN, I was introduced to a job search co-ordinator, who was extremely helpful in preparing my CV. Together we went through many job vacancies, in the catering industry, to find a position relevant to my experience.

Were there any parts of the Project you found difficult and how did the Project help you with this?

I did not necessarily find anything difficult, The Job Search co-ordinator and other staff members at ATN, were extremely approachable and helpful.

Which section of the Project did you enjoy?

I primarily enjoyed browsing the net, searching for jobs. I have also made very good Friends.

Did the Project pay for anything to support you (e.g. travel/childcare etc)?

I received travel expenses to attend interviews.

What did you achieve e.g. qualifications (hard/soft skills) / progression?

I am now able to complete application forms coherently and attend interviews with confidence. In short, I am definitely better equipped to find employment. I am working as an assistant in a restaurant but I want to work as a chef.

How had this made a difference to your life? Would you recommend this Project?

I have developed many skills and techniques whilst attending ATN. I am now more confident in my ability to find employment and also confident that I now know, how to prepare for a job interview. Without a doubt, I would strongly recommend this project to others.

What will you do next?

I will continue looking for work



By signing below you agree that the LDA can extract and use information about you for publicity reasons.

I consent to the LDA using my name, my photograph, the information above and other information about me in relation to the Project, whether collected from me or a third party, in order to publicise the LDA/ESF Programme, and/or the work of the LDA and/or GLA, in LDA and/or GLA communications, publications, advertisements, broadcasts, and websites. I understand that the information made public under the consent above will NOT include my address, telephone number, email address, or other private contact details.

.....
.....

Beneficiary Signature

Nouredine Chouania

Date 09/10/07

London Development Agency LDA/ESF Co-Financed Project Case Study



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Organisation Name:	Adult Training Network
Project Title:	Essential Language and Employment Skills

Beneficiary Prompts

Beneficiary Name / Code:	Ana Maria Manea
Beneficiary location (Borough)	Newham

What was your situation? (Please give a few details on what your circumstances were before joining the project what made you decide to join and what you hoped to achieve)	I recently came from Romania, I was teaching in a primary school. I am very interested to work in a school here but I need to improve my language skills.
How did you find out about the Project and why did you join?	I became aware of ATN via, Stratford Citizens Advice Centre. I have seen a leaflet with their contact details. Then I came to register and started attending Adult Training Network Manor Park.
What did you do on the project and what assistance was provided by the Project?	My initial objective of joining ATN, was to find a relevant position to my experience. However, I realised it would be very difficult to find a job in a school without teaching good language and ICT skills. I have already got qualifications from Romania as a primary school teacher I hope once my language skills are improved, I would find some position in a school in London.
Were there any parts of the Project you found difficult and how did the Project help you with this?	I did not have any difficulties at all I simply enrolled and started attending classes.
Which section of the Project did you enjoy?	I primarily enjoyed communicating and being around people. I also enjoyed my ICT class.
Did the Project pay for anything to support you (e.g. travel/childcare etc)?	I do not require any support.

What did you achieve e.g. qualifications (hard/soft skills) / progression?

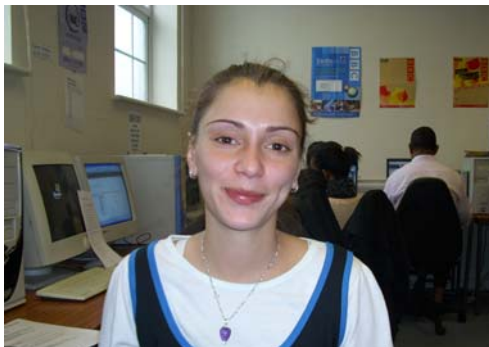
I have improved my communication and interpersonal skills. I am enrolled on ICT CLAiT Level 1 and ESOL Entry Level 3. I enjoy coming to ATN.

How had this made a difference to your life? Would you recommend this Project?

I have enjoyed attending ATN and have no hesitation in recommending it to any friends or family.

What will you do next?

I will continue to improve my knowledge and skills.



*Project Manager's
Quote: Ana Maria
Manea is a gifted
learner. She is a source
of motivation for other
students.*

By signing below you agree that the LDA can extract and use information about you for publicity reasons.

I consent to the LDA using my name, my photograph, the information above and other information about me in relation to the Project, whether collected from me or a third party, in order to publicise the LDA/ESF Programme, and/or the work of the LDA and/or GLA, in LDA and/or GLA communications, publications, advertisements, broadcasts, and websites. I understand that the information made public under the consent above will NOT include my address, telephone number, email address, or other private contact details.

Beneficiary Signature *Ana Maria Manea*

Date 10/10/07

Appendix F

Adult Training Network's

LDA Opportunities Fund
2007/10

Bangladeshi Community
English and Employment
Skills (BCEES)

For Report Period - April 07 – September 08

LDA ESF Opportunities Fund																	
BCEES Project																	
Number of:	Claim Period							Total									
	Apr-Jun 07	July-Sept 07	Oct-Dec 07	Jan-Mar 08	Apr-Jun 08	July-Sept 08											
	01/04/07-30/06/07	01/07/07-30/09/07	31/09/07-31/12/07	01/01/08-31/03/08	01/04/08-30/06/08	01/07/08-30/09/08											
Starters - Actual	0	0	33	76	90	89		288									
Cumulative	0	0	33	109	199	288											
Starters - Profile	0	0	0	28	28	28		84									
Cumulative	0	0	0	28	56	84											
Variance	0	0	+33	+81	+143	+204		+204									
Skills (Basic) - Actual	0	0	4	13	1	9		27									
Cumulative	0	0	4	17	18	27											
Skills (Basic)- Profile	0	0	2	5	3	3		13									
Cumulative	0	0	2	7	10	13											
Variance	0	0	+2	+10	+8	+14		+14									
Skills (Level 2) - Act	0	0	2	29	2	11		44									
Cumulative	0	0	2	31	33	44											
Skills (Level 2) - Prof	0	0	10	0	0	10		20									
Cumulative	0	0	10	10	10	20											
Variance	0	0	-8	+21	+23	+24		+24									
Skills Other- actual	0	0	10	13	20	20		63									
Cumulative	0	0	10	23	43	63											
Skills Other - Prof	0	0	0	6	6	6		18									
Cumulative	0	0	0	6	12	18											
Variance	0	0	+10	+17	+31	+45		+45									
Skills for Life - Actual	0	0	21	35	22	34		112									
Cumulative	0	0	21	56	78	112											
Skills for Life - Profile	0	0	21	24	22	22		89									
Cumulative	0	0	21	45	67	89											
Variance	0	0	0	+11	+11	+23		+23									

Appendix G

Adult Training Network's

Project Final Evaluation

London Councils

Bangladeshi Community
Progress to Employment

Project Final Evaluation
April 2007 – March 2008

Project Final evaluation for Bangladeshi Community
Progress to Employment(BCPE)

Funded by London Councils ESF Co-financing
Programme 2007-08

Specification: 2.2.9
Target group(s): BAME
Period covered by report: Q1-Q4
(April 2007 – March 2008)
Actual project start date: May 08

Evaluation conducted by:
Sarjeet Singh Gill

Project manager:
Imran Al Haque

Date: 14th September 2008

1. Executive summary

The Bangladeshi Community Progress to Employment project was targeted at unemployed/workless people from the local Bangladeshi community in Tower Hamlets and Newham. The project provided beneficiaries with up to 26 weeks tuition/support which included, developing their Employability, English Language, Numeracy and ICT Skills. The project also provided Work Placements and Work Trials, to enable the beneficiaries to gain sustainable jobs.

The project was successful and achieved all major outcome targets for both recruitment and outcomes. The project recruited 128 beneficiaries and 'progressed' 54 into employment. A further 51 beneficiaries went on to further education and training and 80 gained qualifications to enhance their prospects of gaining sustainable employment.

The project enabled the establishment of a training centre in Bethnal Green which has already proved itself to be well supported by the local community. Many beneficiaries have already progressed to further learning with the Adult Training Network through other provision.

The initial project expected a commitment of 15 hours per week over 13 weeks. The beneficiaries needed a much more flexible approach to re-introducing them to learning, particularly as the majority of beneficiaries were women and had numerous other commitments.

The targets were achieved by over-recruiting from the original starter target number. This enabled the major targets for Employment, Further Education and Training and qualifications all to be exceeded, as so the project is considered to have provided good value.

2. Methodology

This evaluation report has been completed using the Quarterly Beneficiary Data for the period of the project submitted to the London Councils on a quarterly basis. It should be noted that some outcome data, particularly that relating to Job Outcomes and sustained employment have been collect following the end of the delivery phase of the project and some data on Job outcomes is still outstanding. The evaluation also uses information in the four Quarterly Narrative Reports for the four quarters ended June 2007, September 2007, December 2007 and March 2008. Satisfaction surveys completed by beneficiaries and employers have also been considered, as have minutes from meetings and staff discussions. Staff post course evaluations and comments on delivery, beneficiary group, strengths and weaknesses and lessons to be learned have also been considered. The Director has also held a major debriefing session with the Project Manager and the main delivery and administration staff.

3. Rationale for the project

The project was targeted at unemployed and workless people from the local Bangladeshi community in Tower Hamlets and Newham. The project provided beneficiaries with up to twenty-six weeks tuition and support which included developing beneficiaries' employability skills, English language, Numeracy and information, communications technology skills. This was achieved through direct tuition and work placements and work trials, with the ultimate aim of providing beneficiaries with sustainable employment opportunities.

The project was designed to meet the local Bangladeshi beneficiaries' needs and the target group was from the most deprived estates and wards of Spitafields, Bangla Town, Whitechapel, Stepney, Mile End and the Collingwood and Ocean Estates in Tower Hamlets and Newham. The barriers faced by the target group are; lack of basic skills including ICT for

ESOL learners; lack of childcare for single parents; lack of employment opportunities; lack of positive role models to overcome gender and race expectations, in particular the role of women in employment; low expectations and low self-esteem leading to lack of self belief. Underdeveloped interpersonal and communication skills both oral and written; low career aspirations and lack of career guidance and employment advice.

Most employers surveyed said they had a need for employees to have good skills in Literacy, ICT and Numeracy. There was a need for additional employees in the retail and care sectors.

4. Aims and objectives

The project aimed to recruit 100 BAME beneficiaries from the Boroughs of Tower Hamlets and Newham, 40 Male and 60 Female, 17 of which were people with a disability. There was to be 25 Beneficiaries from Newham and 75 from Tower Hamlets. The work sector breakdown for the training was to be dependant on the needs and aspirations of the Beneficiaries but the estimated numbers were, for the 40 Male Beneficiaries across the four sectors, Associate Professional/technical(5), Craft & Related(5), Personal/Protective(5) and Sales(25). For the 60 Female Beneficiaries the estimate was for, 10 associated professional/technical, 15 Clerical/Secretarial, 5 Personal/Protective and 30 Sales. This estimate was based on the survey of both employers and potential beneficiaries and reflected the local job market. The employment opportunities in sales/retail were more significant than for the other sectors and those who expressed an interest in self-employment were keen to work in the caring sector, particularly childcare, which would have benefited from an increase in available places in both boroughs. The average hours per week tuition time estimate for each beneficiary was 15 hours. However the centres were to be open from 9.00am – 5.00pm Monday to Friday and beneficiaries were to be encouraged to use the resources particularly for job searching purposes. The average total week each beneficiary will receive tuition was estimate at 13 weeks. However additional tuition was to be offered where the expected targets for a beneficiary have not been reached in that time and that did not include the informal 'drop-in' use of the centres that was to be encouraged. All beneficiaries were to be tracked throughout the lifetime of the project. Those entering employment were to be supported for a period of at least 26 weeks once they have started work. It was estimated that 20 male beneficiaries (50%) would enter employment (12 Full-time and 8 Part-time), 1 of which would be self-employed. 31 female beneficiaries (52%) would enter employment (19 Full-time and 12 Part-time), 2 of which would be self-employed. 40 beneficiaries in total (40%) would progress to Further Education and Training or other government programmes. 3 beneficiaries would also become involved with voluntary work. If the employment targets were falling short additional beneficiaries were to be recruited to ensure this particular target was achieved, albeit from a larger beneficiary group. These targets were in line with expectations of the prospectus and our research and experience showed them to be realistic. The project was designed to deliver QCA recognised qualifications in ESOL, Literacy, Numeracy and ICT. The estimate was for 35 Entry level qualifications, 35 Level 1 Qualifications and 20 Level 2 Qualifications. These figures were estimated from the survey of potential beneficiaries after considering their prior qualifications and learning and from our experience of delivering qualifications to 'hard to reach' BAME beneficiaries. In addition to these target outcomes all beneficiaries would benefit from soft outcomes, all would have a comprehensive Initial Assessment, have a high quality CV in both electronic and paper mediums, examples of Speculative letters and letters of application, Interview techniques and communication skills. They would learn through the project the importance of presentation, communication, punctuality and inter-personal skills as well as developing their self-confidence and sector skills relevant to their chosen work sector (e.g. Customer Care/Retail Module). All the above were soft skills necessary for entry into the job market and for continuation and progression in employment.

The project was targeted at unemployed and workless people from the local Bangladeshi community in Tower Hamlets and Newham. This group was selected as it represents one of the most disadvantaged groups in the country. The Tower Hamlets Public Health report (Nov 05) states, "Bangladeshis had the highest unemployment rates, exceeding 40% in those aged under 25", and that 13% of men and 12% of women are unemployed, a total of 8,288 with a further 10,900 on Incapacity Benefit. The projects aims and objectives were linked with the target group through an initial survey which contributed to the design of the project. The residents survey showed that; 73% had been unemployed for more than three years; 60% had not attended any ESOL course or had only been to a pre-entry course; 37% rated their reading & writing skills & 59% rated their numeracy skills as unsatisfactory; 71% would be interested in improving their communication skills; 61% were ready to learn new skills that could help them get a job; 55% felt they needed support in finding work; most believed that there was a strong link between improving their ICT & Computer skills & moving into employment. The beneficiaries were involved in project evaluation through the course of the project through satisfaction surveys, exit interviews and the steering group representations; all these ensured the project remained relevant to the needs of the target group.

5. Inputs and activities

The staffing structure was very appropriate for the project. ATN relied on existing staff to start the project and deliver the main outcomes. Additional staff were recruited as the project developed and beneficiary numbers increased. ATN staff have gained great experience with delivery of similar projects, and had a wide experience of delivering qualification courses and employability programmes. ATN also utilised the existing Job Brokers and employer network that had been developed over a number of years of successful operation. However it was discovered at an early stage in the project that enrolments of certain groups was proving problematic. It was decided to recruit additional Bengali/Sylheti staff and they contributed greatly to the recruitments and retention of the beneficiaries.

The job descriptions and Person Specifications were appropriate to ensure the project was delivered as planned. However the addition of Bengali/Sylheti speaking staff clearly made a significant contribution to the project reaching the recruitment targets.

The project administration systems worked well and identified variations in recruitment and expenditure from the profile. These variances were reported in the Quarterly narrative reports and action plans were developed to attempt to bring the project into line with the profile. There were some initial difficulties with the profile reporting system but these were rectified as the project developed.

The bi-lingual marketing materials and the employment of Bengali/Sylheti speaking staff was very successful. The flexibility ATN had to introduce additional delivery centres proved to be successful in reaching, and indeed exceeding, the profiled outcomes.

The initial inertia for the project as a result of the late signing of the contract and the sluggish early recruitment, this coupled with the opening of the new centre in Bethnal Green led to initial concerns for the project outcomes, however these were overcome as the project developed.

The processes were robust and continued as designed as did the systems, and administration procedures. There were additional staff recruited during the project but this was in the original development plan; however the impact of recruiting staff with Bengali/Sylheti made a significant contribution to the success of the project.

There were no major delivery partners for the project.

The major innovative approach was to allow the beneficiaries to determine their attendance pattern which contributed significantly to the course completions and the eventual successful outcomes. This also meant that the training delivery had to focus directly on qualitative not quantitative methodologies. Thus creating a demand led learning provision.

6. Significant change

There were a number of significant changes to the delivery in regard of attendance hours and number of weeks attendance. The expectation was for 15 hours attendance per week and an average of 13 weeks attendance. However, in practice the actual average hours per week was only 6.4 hours and the average number of weeks attendance was 6.5 weeks. The reasons for this was that 60% of the beneficiaries were women and the majority of these were looking after children at home, many of these were joining training programmes for the first time and they were very keen to engage a flexible approach to their programme so they could fit their other commitments around their learning. The average age of beneficiaries on the project was 40+ and many had children, leading to them needing to leave early and to erratic attendance during school holidays. Many beneficiaries were happy to commit to 6 hours or 9 hours per week but not to 15 hours. There were further issues with some of the referrals from Jobcentre Plus where beneficiaries having been referred were then forced to withdraw as they were being placed on mandated Jobcentre Plus provision. A surprisingly high number of beneficiaries had poor attendance as a result of illness. However, despite the low average hours per week attendance and the low number of average weeks attendance the project was able to exceed all the expected targets and outcomes. The project did re-profile but this was to extend the delivery for a further quarter leading into June 2008 and was largely as a result of the late signing of the contract and a sluggish recruitment in the first months of the project. The project ran behind profile for the period from start but it was always believed that the original outcomes would be met. It was always expected that over-recruitment would be needed to ensure all of the outcomes were achieved, and this was the case. The profile was adjusted to take account of some additional starters.

7. Financial information

The project kept to the profile spends and the only significant variation was with the beneficiary costs which was under-spent by 8%, with an actual spend of £4,722.12 against a profile of £5,155.52. The under-spend was as a result of no beneficiaries taking advantage of childcare provision and although the majority of the costs were re-directed towards other beneficiary costs. The total costs were within £15.02 of the profiled spending, with an actual cost of £131,074.98 against a profile of £131,090.00. The staff costs were £431.88 over profile which represented a 0.46% overspend, the profile costs were £94,082.31 against a profile of £94,514.19. Other costs were slightly under-spent by 0.04% with an actual expenditure of £31,838.67 against a profile of £31,852.17. These figures show that the project was very well managed from a financial perspective.

The profile unit costs were all also below profile. The profile for starts was £1065.77 and the actual unit costs were £1,024.02 which was £41.75 below profile. This represented a 4% under-spend per start. The employment unit profiled cost was £2,621.80 whereas the actual unit cost was £2,427.31 this was £194.49 under profile per employment outcome. This represented a saving of 7.5% per employment outcome. The profiled unit cost per qualification was £2,048.28 the actual unit cost was £1,638.44 which was £409.84 under profile for each qualification outcome. This represented a saving of 20% against the expected cost per qualification outcome and was a significant added value for the project.

8. Outputs and outcomes

8.1. The project recruited 128 starters against a revised profile of 123, which was 104.07%. The addition recruitment for starters was to ensure that the other outcome targets would be met. There was a target to recruit at least 60 women the project recruited 75 women, 25% more than profiled. The marketing was targeted to recruit women and proved to be successful in engaging this group. The expectation was that all beneficiaries were from BAME groups and all beneficiaries recruited (128) were from these groups. There was poor

recruitment of beneficiaries with disabilities, with only 1 beneficiary declaring a disability. The Adult Training Network will look carefully at developing further contacts with disability awareness and support groups to ensure a greater representation from people with disabilities in future projects. There is some anecdotal evidence that a number of beneficiaries had failed to declare a disability and a process for revisiting this question during the delivery of the project or at the exit interview, once the beneficiary has developed a rapport with the tutors, will be considered for future projects. There was an expectation of 90 completers but this was exceeded and 115 beneficiaries completed the project, this was as a result of the over-recruitment and that a flexible approach to attendance was introduced at an early stage of the project. There was a profiled expectation of 22 early leavers but in practice only 13 beneficiaries left the project early. The over-recruiting ensured that all the targets, with the exception of the people with disability target, being reach and exceeded in proportion to the over-recruitment.

8.2 Beneficiary backgrounds		Profiled	Actual	% achieved
1.	Disabled People	17	1	6%
2.	The economically inactive	25	35	140%
3.	Homeless people	N/A	N/A	N/A
4.	Lone parents	N/A	N/A	N/A
5.	Long term unemployed people or young people aged 13-17 facing particular disadvantage and/or with very low levels of basic skills, including ex-offenders	70	93	132%
6.	BME beneficiaries	100	128	128%
7.	Older people (50+)	N/A	N/A	N/A
8.	Problematic alcohol and substance users	N/A	N/A	N/A
9.	Refugees and asylum seekers	N/A	N/A	N/A

8.2 The project was able to recruit the target groups with the exception of the beneficiaries with a disability. However, it is believed that this was partly due to under reporting and arrangements have been developed to enable greater opportunities for beneficiaries to declare disabilities at other stages within the project other than solely at the start of the project.

All other targets were significantly exceeded. The profiled starters were exceeded to ensure that outcome targets were fully met and indeed exceeded.

In particular the targets for Economically Inactive and Long Term Unemployed were significantly exceeded. There were 35 Economically Inactive beneficiaries that were actually recruited against a profile of 25, which was 140% of profile. There were 93 Long Term Unemployed beneficiaries against a profile of 70, which is 127% of profile. Both these outcomes were considered to add value to the project.

ATN regularly monitored the beneficiary recruitment to ensure the equal opportunity targets were used to direct marketing efforts towards the under represented groups.

Employment Category	Profiled		Actual	
	Male	Female	Male	Female
Managers and administrators	N/A	N/A	N/A	N/A
Professional	N/A	N/A	N/A	N/A
Associate professional/ technical (computer programmers, nurses)	5	10	0	0
Clerical, secretarial	N/A	N/A	N/A	N/A
Personal, protective (healthcare, childcare)	5	0	12	8
Sales	25	30	16	47
Plant and machine operators	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A

8.3 The targets for beneficiaries by Employment Category were exceeded in the sales and Personal, Protective, (Healthcare and Childcare). In the Sales sector category the targets were significantly exceeded for female beneficiaries but were slightly under profile for male beneficiaries. However, the combined recruitment irrespective of gender produced a combined outcome that was significantly over profile. The targets for Personal, Protective were exceeded for both genders. The original profile had zero for female beneficiaries but in practice eight females undertook training for this sector.

The target for Associate Professional/Technical was not reached indeed; no beneficiaries were recruited for this sector. However, given the low skills set of the beneficiaries who were referred from Jobcentre Plus and the beneficiaries recruited as a result of door to door recruiting and leafleting it was considered inappropriate to offer training for Associated professional/technical occupations. A number of beneficiaries successfully completed lower level ICT courses and some of these have continued to develop their skills on additional courses.

8.4 The expectation was for 15 hours attendance per week and an average of 13 weeks attendance. However, in practice the actual average hours per week was only 6.4 hours and the average number of weeks attendance was 6.5 weeks. The reasons for this was that 60%

of the beneficiaries were women and the majority of these had childcare responsibilities, many of these were joining training programmes for the first time and they were very keen to engage a flexible approach to their programme so they could fit their other commitments around their learning. The average age of beneficiaries on the project was 40+ and many had children, leading to them needing to leave early and to erratic attendance during school holidays. Many beneficiaries were happy to commit to 6 hours or 9 hours per week but not to 15 hours. There were further issues with some of the referrals from Jobcentre Plus where beneficiaries having been referred were then forced to withdraw as they were being placed on mandated Jobcentre Plus provision. A surprisingly high number of beneficiaries had poor attendance as a result of illness. However, despite the low average hours per week attendance and the low number of average weeks attendance the project was able to exceed all the expected targets and outcomes.

8.5 In all outcome areas, with the exception of Self-Employment the profile was exceeded. 7 beneficiaries were profiled to go into Full Time employment whereas 10 beneficiaries actually went into Full Time Employment, this was 142.86% of actual to profile. With Part Time Employment the profile was 40 and 43 were actually achieved. Self-Employment was the only area under profile when only 1 beneficiary entered self-employment against a profile of 3. However when considering the total number of beneficiaries entering employment the profile was for 50 the project achieved 54 which is 8% over profile. The 2 under profile on the Self-Employment were balanced against the 3 over-achievement on the Full-time employment. 5 beneficiaries went into Voluntary work 66.67% over profile and 51 progressed to further education and training 27.5% over profile. As all the major outcomes were surpassed the Adult Training Network were pleased and believed that the project had been very successful and proved to be good value.

8.6 There were 80 qualification outcomes against a profile of only 64. This was 20% above the original profile and was almost the same percentage as against the original profiled number of starters. This is considered to be good value and indicates that the beneficiaries received appropriate training and support throughout the project. The overachievement was a result of a very high demand from beneficiaries for qualifications. The majority of beneficiaries believed that qualifications are the key to moving into employment. ATN were able to facilitate accidental qualifications and this added value to the outcomes for the project as a whole.

8.7 The profile unit costs were all also below profile. The profile for starts was £1065.77 and the actual unit costs were £1,024.02 which was £41.75 below profile. This represented a 4% under-spend per start. The employment unit profiled cost was £2/621.80 whereas the actual unit cost was £2427.31 this was £194.49 under profile per employment outcome. This represented a saving of 7.5% per employment outcome. The profiled unit cost per qualification was £2,048.28 the actual unit cost was £1,638.44 which was £409.84 under profile for each qualification outcome. This represented a saving of 20% against the expected cost per qualification outcome and was a significant added value for the project. The overachievement on the qualifications was a result of a very high demand from beneficiaries for qualifications. The majority of beneficiaries believed that qualifications are the key to moving into employment.

9. Value for Money

The profile unit costs were all also below profile. The profile for starts was £1065.77 and the actual unit costs were £1,024.02 which was £41.75 below profile. This represented a 4% under-spend per start. The employment unit profiled cost was £2/621.80 whereas the actual unit cost was £2427.31 this was £194.49 under profile per employment outcome. This represented a saving of 7.5% per employment outcome. The profiled unit cost per

qualification was £2,048.28 the actual unit cost was £1,638.44 which was £409.84 under profile for each qualification outcome. This represented a saving of 20% against the expected cost per qualification outcome and was a significant added value for the project. These figures represent good value for money.

10. Added Value

There have been a number of added value outcomes. The most significant is the establishment of a training centre in Bethnal Green which can be used for other projects and as a drop in centre for other learning courses. This has already had a very positive effect in the recruitment of learners to other provision where former beneficiaries and other from within the community have an opportunity to further develop their qualifications.

This has been achieved through ATN's other provision and the existing long established provision. Thus bringing learning opportunities to the disadvantaged communities identified as the target group for the project.

11. Soft outcomes

The beneficiaries exit reviews and surveys results indicate that they were very grateful for the opportunities that the project provided and the help and support given by ATN and the staff. Many beneficiaries believe the qualifications outcomes were achieved partly because their confidence and self-esteem had been increased through the project.

The time management skills were also significant in preparing the beneficiaries prepare for employment as did the work placements. The work placements were also identified as a major contribution to gaining employment.

The number and percentage of progressions into further education and training was high and the project was also credited by the beneficiaries as the most significant factor in them progressing onto further learning.

A significant number of beneficiaries also credited the project with enabling them to give greater help to their children with their learning.

12. ESF Cross-cutting themes

Each ATN Training Centre appointed an Equal Opportunities (EO) Champion, who was readily available to discuss and encourage discussions on EO issues. All the marketing/publicity, some in community languages, portrayed ATN's aims and objectives for EO, as well as ensuring that there was no bias in the materials used to advertise the project and recruit beneficiaries. The existing code of conduct was reviewed in collaboration with staff and beneficiaries. The staff were informed of the importance of EO in removing barriers to social exclusion at staff meetings where EO issues were a standing agenda item. Staff were also expected to implement EO practices in all aspects of interaction with beneficiaries and delivery. Culturally sensitive resources relevant to the experiences of the learners were chosen. The process of advertising, recruitment and selection was reviewed and monitored regularly and, positive steps were taken to fully implement the equal opportunities policy of ATN. All beneficiaries were asked to complete an EO monitoring form at induction. A database of details was established. Equality monitoring was undertaken on each recruitment cohort and reviewed to ensure that expected targets were met. An examination of the constitution of the total potential beneficiary population allowed for comparison, ensuring that those who became beneficiaries were a truly representative sample. Routine EO monitoring took place on a quarterly basis. Where the regular monitoring identified any bias or under representation additional steps were taken to attempt to rectify the identified weakness.

ATN's locally based training reduced fuel consumption and hence pollution and was environmentally sound. ATN also used energy saving equipment and conducted energy

audits, incorporated with cost-effective energy saving measures at the premises during the project. Also by limiting the use of paper by making maximum use of computerised logging and record keeping the use of natural resources were minimised. ATN ensured that environmental issues were proactively addressed in all aspects of the procurement process and progress monitored. ATN also sought to reduce waste by reviewing the amount and type of materials purchased and purchasing refurbished, recycled and recyclable equipment (e.g. Cartridges) products and materials wherever practicable. ATN also used, where possible, green energy and adopted appropriate energy management measures. ATN also purchased fair trade food and drink where practicable. Public transport usage was also encouraged. It is also hoped that as a number of beneficiaries have gained employment, with others having developed skills and experience, they will have fostered a positive attitude to Learning and employment opportunities locally leading in turn to a reduction in social exclusion and sustainable personal and economic development. The development of Beneficiaries self-confidence will have a big impact in their own communities and in developing contact with other communities in locally and nationally.

Staff incorporated the range of training materials available through ICT across all basic skills. Staff will also use ATN's ICT management systems to record and store information on course attendance, programme delivery and beneficiary progress and for the transfer of information, including monthly monitoring reports, to the London Councils and partners. ATN's management systems make appropriate use of ICT and these were applied to the project. All data relating to the project was secured using security passwords and timed log-out modes on administration computers. ATN is on the Data Protection Register and all beneficiaries were given an explanation of the Data Protection Act, which detailed the data stored by ATN, and they were asked to give their approval for data storage and sharing with project partners by signing an approval form.

13. Programme Management (The role of GLE and London Councils)

There was rigorous monitoring of the project outcomes against profiles. There were two visits undertaken. Given the short term nature of the project this was probably the appropriate number of visits.

There were late payments on a number of occasions. This was mitigated by ATN's reserves and positive liquidity.

On a positive note, training was offered and ATN staff attended a number of courses including project management and use of various Office packages

Further research was undertaken by GLE on the employers in Tower Hamlets in the food and drink sector to support ATN in its job brokerage role. Results of research were disseminated to the project manager and proved to be valuable on a number of occasions

It would be helpful if more a proactive and supportive role could be adopted as there seemed to be few established routes or opportunities for feedback during the project.

14. Lessons Learnt

The project had a slow start but once the momentum had been established the recruitment target was easily reached. Many beneficiaries were unwilling to commit to 15 hours per week or to commit to 13 weeks of learning. Beneficiaries were very keen to gain qualifications, in particular those related directly to employment such as the food hygiene course and the door supervisors course. The organisation would want to have a much more flexible approach to the delivery so as to enable beneficiaries to have the greatest opportunities to be comfortable

with the expected attendance for the project. The job outcomes were the most difficult to attain, however this target was also reached but it required significant effort on ATN's behalf. The targets for the project were realistic but from an early stage it was apparent that the Project would have to over recruit in order to achieve the targets.

15. Future of the project

The project has been ended. Additional funded had been sought through a recent tendering round but this had been unsuccessful. ATN has other provision and is seeking ways to utilize that in order to continue to develop the links that have been established during the lifetime of this project. The majority of beneficiaries have had positive outcomes that have led to employment and many others have continued into further learning both with ATN and with other organisations.

The project established a training centre within the community of Bethnal Green and that centre has been able to continue delivery through ATN's other projects. ATN has developed a greater understanding of the needs of the local Bangladeshi community and has built a high level of support from that community.

This was the first project delivered by ATN for the London Councils and it was hoped at the time of the original tender that further funding would be forthcoming. Unfortunately that was not to be the case, however ATN will bid in future tendering opportunities to seek to build on what we consider to have been a very positive project. ATN looks forward to having the opportunity to deliver projects for the London Councils in the future.

16.a) Beneficiary case study

Organisation name: Adult Training Network

Project name: BCPE

Beneficiary name: Salim Shahjahan

(consent must be given to use a beneficiary's details; otherwise, the name and identifying details can be changed. Please indicate if you have changed the name)

Shahjahan Salim started his course with ATN on 18/08/07 and he remained with us till 31/03/08. Salim was referred to Adult Training Network by East Ham Jobcentre Plus to improve his language skills.

Salim has been living in Austria for the least fifteen years where he worked as a chef and then as a restaurant manager. Three years ago Salim moved from Austria to London and despite his best efforts he could not find work in the food and drink sector. Poor language skills, limited local knowledge and lack of any sector relating qualifications made it very difficult for Salim to find any job in the highly competitive market of London.

In ATN Salim was enrolled on ESOL programme and improved his language skills. To improve Salim's confidence and self-esteem, ATN offered Salim a volunteer role where he worked as an assistant administrator. Salim was also employed by ATN to do some outreach work within Bengali community to promote ATN courses and find employment opportunities within Bengali restaurants.

Apart from ESOL course, Salim was enrolled on to ICT course. And to capitalise on his previous experience, ATN encouraged Salim to enrol on Food and Hygiene Level 2, SIA Door Supervision Level 2 and Customer Services courses. The security course helped Salim to find a job in the local security company. After leaving ATN, Salim encouraged his wife to join ATN to improve language and key skills.

16.b) Beneficiary case study

Organisation name:
Adult Training Network

Project name: BCPE

Beneficiary name: Amanur Rahman

(consent must be given to use a beneficiary's details;
otherwise, the name and identifying details can be changed.
Please indicate if you have changed the name)

Amanur Rahman was with ATN from 21/11/07 till 23/06/08. Amanur was referred to ATN by Stratford Jobcentre Plus for basic skills support. After initial assessment Amanur started Entry Level 1 ESOL programme. When Amanur first joined ATN, he lacked self-confidence and self-esteem.

Apart from ESOL Entry level 1 Amanur also joined ICT class and learned web browsing. As Amanur had catering experience, ATN encouraged him to enroll on Food and Hygiene Level 2 course to help him to find job with the local employers. Study tours, visits to local markets, parties and group activities at ATN helped Amanur to develop self-esteem and gain confidence.

ATN helped Amanur to find a part-time job in a local company as a cleaner. Amanur is still attending evening classes and ATN is helping him to find a job in a restaurant. Amanur has encouraged her wife and daughter to join ATN for ESOL and IT courses.

16.c) Beneficiary case study

Organisation name:
Adult Training Network

Project name: BCPE

Beneficiary name: Rujina Begum

(consent must be given to use a beneficiary's details;
otherwise, the name and identifying details can be changed.
Please indicate if you have changed the name)

Rujina started the course on 14th January 2008; she completed her ESOL Entry 1 (Speaking & Listening) on 19th June 2008. She left the school with no prior qualification due to personal and domestic circumstances. She got married at very young age and she is the mother of two children. She decided to join ESOL English classes. Rujina got herself enrolled at the Adult Training Network which is in a location which is suitable for her house as well as her children's school.

The course in ESOL Skills for Life including interview practice, Work around communication, Skills that would help with gaining employment i.e. Interview Technique, writing a CV, etc. Enthusiastically improving her skills in reading, writing and speaking English.

The project also provided help and support in C.V writing, Job search Support, Mock interviews (to build confidence), Job Placement, Career Advice, Friendly tutor support, and with the flexible hours she was able to fit the learning around her home life.

Gaining the certificate of ESOL Entry 1 (S&L) has given Rujina a real sense of achievement and confidence in her own abilities. She has just finished her ESOL Entry1 (Full award) exam. Currently she is doing ICT Entry 3.

Rujina gained experience of taking externally accredited exams. She gained a lot of confidence to speak in English. Her success inspired her friends to join the course. She is now better able to help her children with schoolwork – especially with regards to English usage. She has become an active participant in the centre and has demonstrated the importance of education.

After ESOL Entry 1 (S&L) Rujina progressed onto and completed a course in ESOL Entry 1 (Full award) on our LDA Part II project. Currently she is enrolled on ICT Entry 3.

16.d) Beneficiary case study

Organisation name:
Adult Training Network

Project name:
BCPE

Beneficiary name: Rukeya Choudhury

(consent must be given to use a beneficiary's details; otherwise, the name and identifying details can be changed. Please indicate if you have changed the name)

- Started ESOL Entry 2 on 16/08/2007, finishing in April 2008.
- She joined ATN's site in Bethnal Green for English classes but later on enrolled on ICT as well.
- She came to know about us through a leaflet in the local library.
- Along with education we provided support in building confidence, communication skills, CV making and job searching.
- In addition to ESOL Entry 2&3 and ICT Entry 3, she went on to complete an NVQ in Childcare.
- Now she is working as a foster carer for Tower hamlets Family placements services and enrolled for ESOL level 1 in Tower Hamlets College.

16.e) Beneficiary case study

Organisation name:
Adult Training Network


Project name:
BCPE

Beneficiary name: Muhammed Sarwar Shoukat

(consent must be given to use a beneficiary's details; otherwise, the name and identifying details can be changed. Please indicate if you have changed the name)

- A young jobless Pakistani man referred from City jobcentre.
- He started on 20/09/2007 and left on 14/02/08.
- Initially he joined for English classes. When he joined he was quite upset due to financial conditions and personal family matters.
- We provided support in terms of personal counselling, socializing, confidence building along with financial help (i.e, travel expenses.)
- He got job as a mechanic in a car repair workshop in Feb 2008.
- Although he achieved ESOL E1&2 and ICT E2, he wants to continue his education in tandem with his job.

17. Organisation

	
Organisation name: Adult Training Network	
Project name: BCPE	
Beneficiary target group: Unemployed and Workless Bangladeshi adults	
What activities has the project involved? Basic and Employability Skills	
What training have you provided for beneficiaries?	
<ul style="list-style-type: none"> • Literacy, Numeracy, ESOL and ICT • Employability skills • Vocational qualifications, Food Hygiene Certificate, Door Supervisors Certificate 	
What other services have you offered beneficiaries?	
<ul style="list-style-type: none"> • Work placements • Confidence and Team building • Information Advice and Guidance, Progression to further learning and Employment 	
How many beneficiaries completed your project?	
<p style="text-align: center;">54 beneficiaries have gone on to employment 51 beneficiaries have gone on to further training 5 beneficiaries have gone on to voluntary work</p>	
<p>Have there been any “added value outcomes”? Alternatively, please mention anything else that was particularly successful. The project was very successful to enroll a lot of Bengali women who joined the training for the first time in their lives. Surprisingly, most of these women have been living in this country for quite a few years. Bilingual project staff-team, door to door marketing (in Sylheti), strong networking with job centres and local community organisations, made it easier to increase the number of starters. One to one support to learners and tracking of absentees made it possible to have less drop outs. Apart from offering the core training (ESOL and Employability support) the project started many programmes such as The Food and Hygiene Level 2 course was capitalizing on beneficiaries’ previous experience in the food and drink sector. It helped a few beneficiaries to find jobs in the local ethnic economy while for a few more were able to find job placements. It also provided an opportunity to ATN to network with the food and drink sector and offer bespoke training through other funding streams (such as Train to Gain). The SIA Door Supervisor Level 2 qualification was well-received as there were (and are) a lot of security guard positions available in the Olympic Village. The project paid for the training, whereas Workplace (in Newham) and Skillsmatch (in Tower Hamlets) paid for the license fees. With the help of job brokerage companies and through the project’s networking with the security companies, many beneficiaries got jobs.</p>	