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# Evaluation of Communities for Work and Communities for Work Plus: Participant characteristics and experiences

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# Evaluation of Communities for Work and Communities for Work Plus: Participant characteristics and experiences

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Views expressed in this report are those of the researcher and not necessarily those of the Welsh Government

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## Glossary

| <b>Acronym/Key word</b> | <b>Definition</b>                               |
|-------------------------|---|
| CfW                     | Communities for Work                            |
| CfW+                    | Communities for Work Plus                       |
| CCT                     | Cross Cutting Themes                            |
| COM-B                   | Capability, Opportunity, Motivation – Behaviour |
| COVID                   | Coronavirus Disease                             |
| DCSF                    | Department for Children, Schools and Families   |
| DWP                     | Department for Work and Pensions                |
| EI                      | Economically Inactive                           |
| ESF                     | European Social Fund                            |
| EU                      | European Union                                  |
| EW                      | East Wales                                      |
| GCSE                    | General Certificate of Secondary Education      |
| IES                     | Institute for Employment Studies                |
| ILO                     | International Labour Organisation               |
| JCP                     | Jobcentre Plus                                  |
| LA                      | Local Authority                                 |
| LDB                     | Lead Delivery Body                              |
| LFS                     | Labour Force Survey                             |
| LTU                     | Long Term Unemployed                            |
| PEO                     | Participant Engagement Officer                  |
| PIP                     | Personal Independence Payment                   |
| NEET                    | Not in Employment, Education or Training        |
| ONS                     | Office of National Statistics                   |
| PaCE                    | Parents, Childcare and Employment               |
| PTS                     | Personal Track Safety                           |
| SIA                     | Security Industry Authority                     |
| UC                      | Universal Credit                                |
| WAO                     | Wales Audit Office                              |
| WCPP                    | Wales Centre for Public Policy                  |

|      |                                    |
|------|------------------------------------|
| WCVA | Wales Council for Voluntary Action |
| WEFO | Welsh European Funding Office      |
| WW&V | West Wales and the Valleys         |



## 1. Introduction

- 1.1. In September 2022, the Welsh Government appointed OB3 Research, in collaboration with People and Work, IFF Research, Cardiff University and Dateb, to undertake an evaluation of Communities for Work (CfW) and Communities for Work Plus (CfW+).
- 1.2. The broad aim of the programmes is to increase the employability (and employment) of adults with complex barriers to employment, and reduce the number of 16–24-year-olds who are not in education, employment, or training (NEET). By promoting sustainable employment, the programmes aims to reduce poverty.
- 1.3. CfW is jointly funded by the European Social Fund (ESF), provided via the Welsh European Funding Office (WEFO), the Welsh Government and the DWP, while CfW+ is funded by the Welsh Government.

### The programmes

- 1.4. The delivery, funding, and targets for the two programmes are described in more detail in the [process and theory of change evaluation report](#) (Welsh Government, 2023a). In summary, support from the programmes is centred upon advisers and mentors<sup>1</sup>, in the case of CfW and mentors in the case of CfW+. They aim to support participants by regularly meeting, either in person, by phone and/or video call, building rapport and trust and providing intensive mentoring and specialist employment advice. They also facilitate access to training, work placements and/or volunteering opportunities and signpost to support services, to help strengthen participants' self-confidence and motivation and help them overcome barriers to employment (such as ineffective job search, low or no vocational and/or soft skills). In addition, in 2019, the scope to provide up to three months in-work support to those

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<sup>1</sup> Community Employment Advisers are experienced employment advisers seconded from DWP to work with those who were assessed as needing the least support; and Youth and Adult Mentors are seconded from local authorities and third sector organisations to work with participants assessed as further than 12 months from employment, requiring more intensive support than that provided by advisers.

supported through CfW who, after starting work, needed additional support to sustain their employment, was introduced.

- 1.5. The CfW+ delivery model broadly mirrors the CfW programme, but with some differences in: staff structures and roles (for example, only CfW+ has participant engagement officers (PEOs)<sup>2</sup>; the way training is commissioned (CfW commissioned ACT to deliver for the programme, while CfW+ procures training locally); and coverage and eligibility (as CfW+ is a pan Wales programme, has somewhat broader eligibility criteria than CfW).
- 1.6. The delivery of the programmes was affected by the COVID-19 pandemic and policy responses such as national and local lockdowns. The impact of this upon programme delivery is discussed in the [process and theory of change evaluation report](#) (Welsh Government, 2023a) and this report complements this, by considering the impact upon participants.

### **This report**

- 1.7. The report focuses upon participant experiences and addresses the following objectives:
  - to assess the extent to which the programmes engaged individuals from the priority groups they set out to engage
  - to compare outcomes for individuals across different demographic groups and sub-groups, as defined by the target groups for the programmes
  - to review whether the rationale for targeting specific groups and geographies was appropriate for current and future community employability programmes

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<sup>2</sup> For example, CfW had Community Employment Advisers, experienced employment advisers seconded from DWP to work with those who were assessed as needing the least support; Youth and Adult Mentors seconded from local authorities and third sector organisations to work with participants assessed as further than 12 months from employment, requiring more intensive support than that provided by advisers (with adult mentors working with those aged 25 and over); and triage officers, focused primarily upon establishing eligibility and allocating participants to advisers or mentors, to ensure they receive the appropriate level of service and support. In contrast, CfW+ has Employer Liaison Officers (ELOs) and Participant Engagement Officers (PEOs) (unlike CfW) which support both programmes, but no seconded DWP staff (advisers) and no dedicated triage staff (CfW triage staff provide this function for both programmes). Moreover, unlike CfW, CfW+ Mentors are not restricted to working with either young people or adults aged over the age of 25.

- to review the extent to which the delivery models met the needs of specific groups
- to review how new elements of the CfW and CfW+ programme, such as the ‘in work support element’ were delivered and contributed to the achievement of the programmes’ aims and objectives
- to review how the programmes identified the linguistic needs of participants and thus ensured the provision was accessed in the participants’ language of choice (Welsh or English).

1.8. Following this introductory section, the remainder of the report is set out as follows:

- section two outlines the evaluation’s approach and methodology
- section three discusses programme performance and assesses the extent to which the programmes have engaged individuals from the priority groups they set out to engage, and supported these individuals to move into or closer to work
- section four draws upon qualitative research and discusses participant experiences and journeys in order to consider:
  - what has worked well and not worked well for different target groups; and
  - the extent to which the delivery model, including in work support, and the Welsh language offer, meets the needs of specific groups
- section five draw upon surveys of CfW and CfW+ participants to consider their motivations, the barriers they reported and their experiences of the programme; and
- section six outlines the conclusions, including consideration of the rationale for targeting specific groups and geographies.

## **2. Methodology**

### **Introduction**

2.1. This report draws upon three key sources of data, discussed further below:

- analysis of programme data;
- in depth qualitative research; and
- surveys of CfW and CfW+ participants.

### **Analysis of programme data**

2.2. Programme data was analysed to identify the characteristics of those accessing CfW and CfW+, and where possible, the outcomes for different groups of participants.

### **Qualitative research**

2.3. Qualitative research with 58 current participants, in January to March 2023, included:

- interviews with 46 focused upon exploring their experiences and journeys in depth. A copy of the interview guide is set out at Annex D;
- facilitation of three focus groups (with 12 participants) in two areas (Newport and Torfaen);
- observation of training delivered by the programme (in Newport); and
- interviews with four PEOs (or their equivalent<sup>3</sup>) (in Anglesey, Blaenau Gwent, Carmarthenshire and Newport).

2.4. As Table 2.1 illustrates the sample of interviewees purposively sought to include representation of key groups of interest such as: those who have accessed in-work support; Welsh speakers; disabled people and Black, Asian and other minority ethnic participants, to ensure that the experiences of different groups were considered.

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<sup>3</sup> For example, two areas did not have a PEO in post, but another staff member performed a similar role and was interviewed.

**Table 2.1: Profile of interviewees**

| Program me | Adult (25+) | Young person (16-24) | Male | Female | Disabled | Welsh Speaker | Black Asian or minority ethnic | Took up in work support <sup>4</sup> | Total     |
|------------|-------------|----------------------|------|--------|----------|---------------|--------------------------------|--------------------------------------|-----------|
| CfW        | 10          | 19                   | 13   | 16     | 8        | 2             | 4                              | 4                                    | <b>29</b> |
| CfW+       | 11          | 6                    | 10   | 7      | 3        | 1             | 1                              | 1                                    | <b>17</b> |

**Table 2.2: Profile of focus group participants**

| Program me   | Adult (25+) | Young person (12-24) | Male | Female <sup>5</sup> | Disabled | Welsh Speaker | Black Asian or minority ethnic | Took up in work support | Total     |
|--------------|-------------|----------------------|------|---------------------|----------|---------------|--------------------------------|-------------------------|-----------|
| CfW and CfW+ | 8           | 4                    | 12   | 0                   | 2        | 1             | 3                              | N/A                     | <b>12</b> |

2.5. In order to minimise risks linked to selection bias (e.g., if participants with positive experiences were ‘handpicked’ by programme advisors or mentors), where possible, potential interviewees were identified at random from CfW and CfW+ databases. The selected samples were then shared with the local CfW/CfW+ manager(s) to confirm if any were unsuitable or unavailable for interview. Where this was not possible (for example where databases were incomplete) CfW/CfW+ managers were approached to identify potential participants themselves<sup>6</sup>. Potential participants were then contacted by phone and/or email and invited to take part in the evaluation.

2.6. The approach may have created a degree of bias in the sample, toward those with more positive experiences of the programme (where selected by the programme) and/or with greater engagement with the programme, as those with more limited

<sup>4</sup> The timing of the take up of in work support varied, but it was usually taken up within the first three months of entering employment.

<sup>5</sup> Unfortunately, by chance, both focus groups only included male participants. A number of attempts were made to organise other focus groups, but these were not successful.

<sup>6</sup> Nine of the participants were recorded in the interview notes, as being chosen in this way.

engagement with the programme may have been less likely to choose to take part when contacted.

- 2.7. The names of all interviewees have been changed to protect their anonymity.

### **The participant survey**

- 2.8. During January and February 2023, telephone surveys with 451 CfW+ participants and 236 CfW participants were undertaken by IFF Research<sup>7</sup>. The survey data for the 2023 CfW cohort (236) was merged with responses received to previous ESF participant surveys conducted during 2018 and 2022<sup>8</sup> (1,201<sup>9</sup>) to generate a sample of 1,437 CfW participants.

#### *Profile of those surveyed*

- 2.9. Table 2.3 sets out the profile of CfW and CfW+ survey participants by gender, ethnicity, disability, and other characteristics, compared with all CfW and CfW+ participants. Overall, the profile of those surveyed is broadly similar to all participants, although it is worth noting that higher proportions of men and ethnic minorities responded to the CfW+ survey compared to the sample of CfW survey participants whilst higher proportions of disabled participants and participants with work limiting ill-health conditions responded to the CfW survey. The latter reflects the quotas set for the survey which is outlined in more detail in a technical report on the survey. Additional information on the profile of those who responded to the survey is included in the appendix and in a technical report on the survey.

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<sup>7</sup> A technical report is available and sets out the approach to sampling, response rates, the profile of respondents, the approach to undertaking the fieldwork and the questionnaires used.

<sup>8</sup> The Welsh Government commissioned IFF Research to undertake ESF Participant Surveys in 2018 and 2022. These involved a survey of people who had undertaken training or received support funded by the 2014-2020 ESF programme and included CfW participants. The 2018 ESF Participant Survey contained additional questions relating to the CfW programme but the 2022 ESF Participant Survey did not.

<sup>9</sup> 55 ESF Participant Survey responses were removed as part of the counter-factual analysis, as they did not have a unique ID number to allow for them to be linked to the administrative records, and this was done prior to preparing survey tables.

**Table 2.3: Profile of CfW and CfW+ survey participants compared with all participants**

|                                    | CfW          |                    | CfW+              |                    |
|------------------------------------|--------------|--------------------|-------------------|--------------------|
|                                    | Participants | Survey respondents | Participants      | Survey respondents |
| Men                                | 48%          | 49%                | 63%               | 67%                |
| Women                              | 52%          | 51%                | 37%               | 33%                |
| Black Asian and minority ethnic    | 7%           | 7%                 | 20%               | 13%                |
| Disabled                           | 11%          | 44%                | 7%                | 32%                |
| Work limiting ill-health condition | 31%          | 33%                | 18%               | 24%                |
| Single households                  | 41%          | 39%                | n/a <sup>10</sup> | n/a                |
| Dependents                         | 38%          | 37%                | n/a <sup>11</sup> | n/a                |
| Carers                             | 35%          | 32%                | 23%               | 17%                |
| Base                               | 37,917       | 1,437              | 42,390            | 451                |

Source: Programme databases, ESF Participant Surveys (2018, 2022) and CfW and CfW+ surveys (2023)

### **Strengths and limitations of the evidential base on participants characteristics and experiences**

- 2.10. The scope to triangulate programme data, survey data and data drawn from the qualitative research for this and earlier fieldwork with programme staff (Welsh Government, 2023a), the counterfactual impact evaluation (Welsh Government, 2024a) and also the wider research literature, provides confidence in the internal validity of findings. The integration of the different sources provides a robust account of what happened, in terms of the engagements, experiences and outcomes for different groups, and, as outlined below, a plausible account of how and why the outcomes that were observed occurred.
- 2.11. Because the qualitative research, which is used to explore how and why observed outcomes occurred, is based upon a narrower sample than the other primary sources (i.e., programme data, the counterfactual impact evaluation and the survey data), it is more vulnerable to the risks associated with an unrepresentative sample. Therefore,

<sup>10</sup> This data is not recorded for CfW+ participants.

<sup>11</sup> This data is not recorded for CfW+ participants.

while for example, different groups of participants with differing types of experiences are identified and discussed in section 4, it is possible, that a larger, more representative sample, might have led to the identification of other groups with different or distinct experiences. For example, the experiences of refugees, who can face additional barriers (see e.g., Welsh Government, 2020) was limited to one interviewee's account. Therefore, it cannot be assumed to be a comprehensive account of participant experiences and journeys.

- 2.12. Nevertheless, by triangulating the accounts from qualitative research with participants, with qualitative research with project staff (including, but not limited to PEOs) we can have confidence that it provides reasonable description of the experiences of different groups. The rigorous theoretical approach, using the [COM-B Model of behavioural Change](#) (Michie et al., 2011) also provides confidence in the interpretation of the accounts.
- 2.13. The main potential tension is between the findings of the counterfactual impact evaluation, which suggests a moderate impact on employment outcomes, and the data from the survey and qualitative interviews with participants, which suggest a greater impact. As section 4 outlines this may be because different types of impact are being measured or reported on using both methods. The qualitative research may also help explain why the counterfactual impact appears modest when measured on a participants' likelihood of being in a job 12 months after leaving the programme.



### 3. Performance: engaging and supporting different groups

#### **Key findings**

Both programmes have engaged large numbers of both young people and adults (aged 25+) facing often complex barriers to work, including people with no or low qualifications, work limiting health conditions, care and childcare responsibilities, who were from jobless households and/or effected by housing exclusion. Very strong progress was made, particularly by CfW+ in engaging people from Black, Asian and ethnic minority backgrounds.

Nevertheless, the proportions of people from other priority groups, such as disabled people, was lower than hoped. Moreover, as outlined in the Programme Performance report (Welsh Government, 2024b) while CfW+ surpassed expectations, the total numbers of people engaged by CfW fell short of the initial targets.

#### *Outcomes for priority groups*

With the support of the CfW and CfW+ programmes, large numbers of participants from priority groups entered employment. However, with the notable exception of people from Black, Asian and ethnic minority backgrounds, the proportions of participants from priority groups entering employment was lower than other groups.

#### **Introduction**

3.1. As outlined in the original business case the ESF priority one<sup>12</sup> operations of CfW aimed to:

...engage with the people furthest away from the labour market (those who don't traditionally engage with mainstream services; i.e. long term unemployed,

---

<sup>12</sup> ESF funding in Wales is provided via two Operational Programmes: the 2014-2020 West Wales and the Valleys (WW&V) ESF Programme and the 2014-2020 East Wales (EW) ESF Programme. Each Operational Programme is structured around Priorities, describing the high-level aim of the Operational Programme. CfW addresses Priority 1 (P1): Tackling Poverty through Sustainable Employment, and the specific objective, 'To increase the employability of economically inactive (EI) and long term unemployed (LTU) people aged 25 and over, who have complex barriers to employment'; and Priority 3 (P3): Youth Employment and Attainment, focused upon the specific objective 'To reduce the number of 16-24 year olds who are not in employment, education or training (NEET)'.

economic inactive people, who could have one or more complex barriers such as low or no skills, a work limiting health condition, care or childcare responsibilities, are over 54, or from a jobless household [and 'those from B[lack Asian and] M[inority] E[thnic] groups'] with the aim to support them into employment. (p5, 6, Welsh Government n.d.a).

3.2. As outlined in the original business case, the ESF priority three operations of CfW aimed to:

...engage 16-24 year olds Not in Education, Employment or Training in.... Communities First clusters....who predominantly have no or entry level skills, with the aim to support them into employment (p 5, Welsh Government, n.d.b).

3.3. In contrast, CfW+ has somewhat wider eligibility criteria and is targeted at:

... people who are either in or at risk of poverty who are not eligible for Communities for Work or other regional programmes funded by the European Social Fund, and who have complex barriers to employment and training opportunities. (Welsh Government, 2022a).

### **Engagements of different groups**

3.5. Table 3.1 outlines the percentages of CfW and CfW+ participants with different characteristics. Although the proportion of CfW+ participants from Black, Asian and minority ethnic is higher for CfW+, on all other measures, the proportion of CfW participants reporting characteristics associated with a higher risk of unemployment was higher. This supports the qualitative research with staff where it was reported that in general CfW+ participants had fewer and/or less complex barriers than CfW participants (Welsh Government, 2023a). While this suggests that the programme is able to reach out to a broader group than CfW, this also means it is less targeted upon those with complex barriers.

**Table 3.1: Percentage of CfW (May 2015 – March 2023) and CfW+ participants (April 2018 - March 2023) with different characteristics**

| Characteristics                             | CfW participants |              |         |           | CfW+ participants |
|---|------------------|--------------|---------|-----------|-------------------|
|   | % of LTU (P1)    | % of EI (P1) | % of P3 | % of all  | % of all          |
| Women                                       | 43               | 62           | 41      | <b>52</b> | <b>37</b>         |
| Men   | 57               | 38           | 59      | <b>48</b> | <b>63</b>         |
| Black Asian and minority ethnic             | 8                | 8            | 5       | <b>7</b>  | <b>20</b>         |
| Speak Welsh                                 | 4                | 6            | 8       | <b>6</b>  | <b>8</b>          |
| No qualification                            | 26               | 24           | 19      | <b>23</b> | <b>22</b>         |
| Work limited health condition <sup>13</sup> | 38               | 40           | 18      | <b>31</b> | <b>18</b>         |
| Disabled <sup>14</sup>                      | 13               | 15           | 8       | <b>11</b> | <b>7</b>          |
| Care and childcare responsibilities         | 36               | 55           | 19      | <b>35</b> | <b>23</b>         |
| From a jobless household <sup>15</sup>      | 84               | 74           | 51      | <b>68</b> | <b>44</b>         |
| Homeless or affected by housing exclusion   | 3                | 2            | 4       | <b>3</b>  | <b>4</b>          |
| Aged over 55                                | 13               | 8            | -       | <b>8</b>  | <b>N/A</b>        |

Source: Welsh Government CfW and CfW+ management information; Welsh Government, 2023d

3.6. In interpreting the data, it is important to remember that the nature and impact of each barrier will be different for each individual. As the accounts of participants discussed in section four illustrate, the impact for example of disability or caring responsibilities upon an individual’s capability to access employment opportunities will differ.

3.7. Table 3.2 outlines the percentages of CfW participants with complex barriers and also those who are disabled. This confirms the findings from qualitative research with staff, which suggested that adults aged over 25 (Priority 1s) typically faced more barriers than young people who were NEET (Priority 3s) (Welsh Government, 2023a).

<sup>13</sup> Because participants can identify more than one barrier, they may for example report both having a work limiting health condition and being a disabled person.

<sup>14</sup> Based upon the population aged 16 to 64 identified as disabled in the Annual Population Survey (APS). (Welsh Government, 2023c)

<sup>15</sup> Wales data on the number of workless households is collected – but not the proportion of adults living in workless households

**Table 3.2: Percentage of CfW participants with selected barriers, May 2015-March 2023**

| Type of barrier / Area                    | All (%)   | EW P1 (%) | WWV P1 (%) | EW P3 (%) | WWV P3 (%) |
|---|-----------|-----------|------------|-----------|------------|
| Work limited                              | <b>31</b> | 33        | 41         | 20        | 18         |
| Care and childcare responsibilities       | <b>35</b> | 51        | 44         | 18        | 19         |
| No qualifications                         | <b>23</b> | 16        | 27         | 10        | 22         |
| From a jobless household                  | <b>68</b> | 79        | 79         | 49        | 51         |
| Homeless or affected by housing exclusion | <b>3</b>  | 3         | 2          | 5         | 3          |
| Disabled                                  | <b>11</b> | 14        | 14         | 10        | 7          |
| Aged over 55                              | <b>8</b>  | 10        | 11         | N/A       | N/A        |

Source: Welsh Government CfW and CfW+ management information

*The demographic profile of participants compared to the ‘non-working’ population<sup>16</sup>*

3.8. As Chart 3.1 illustrates, the percentage of economically inactive men and women, and the percentage economically inactive Black, Asian and minority ethnic people aged 25 and over, engaged by the CfW programme, is similar to the economically inactive Welsh population<sup>17</sup>. However, compared to the economically inactive Welsh population, CfW participants are:

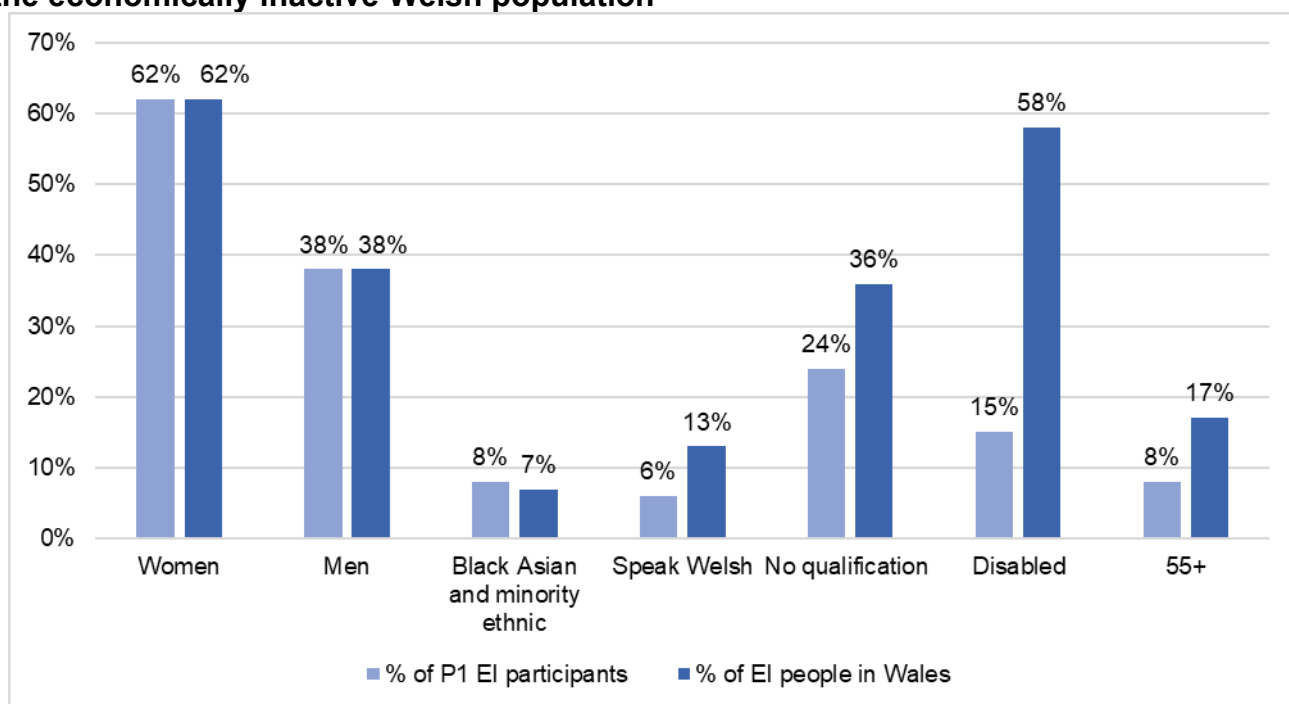
- more likely to have no qualifications;
- are less likely to be disabled or aged 54 or to speak Welsh<sup>18</sup>.

<sup>16</sup> ‘Non-working’ is used to describe those of working age who are either unemployed or economically inactive.

<sup>17</sup> For the purposes of comparison this is based upon data for adults of working age (16-64) who are economically inactive.

<sup>18</sup>The 2021 census reported that 17% of adults aged 16 or older were able to speak Welsh (Welsh Government, 2023e). Similarly, the National Survey for Wales, estimated that 18% were able to speak Welsh for the same cohort (Welsh Government, 2022d). However, in the census, only 13% of the economically inactive population were able to speak Welsh (Welsh Government, 2023e).

**Chart 3.1: Percentage of CfW P1 economically inactive participants with different characteristics (over the period May 2015 - March 2023) compared to the economically inactive Welsh population**



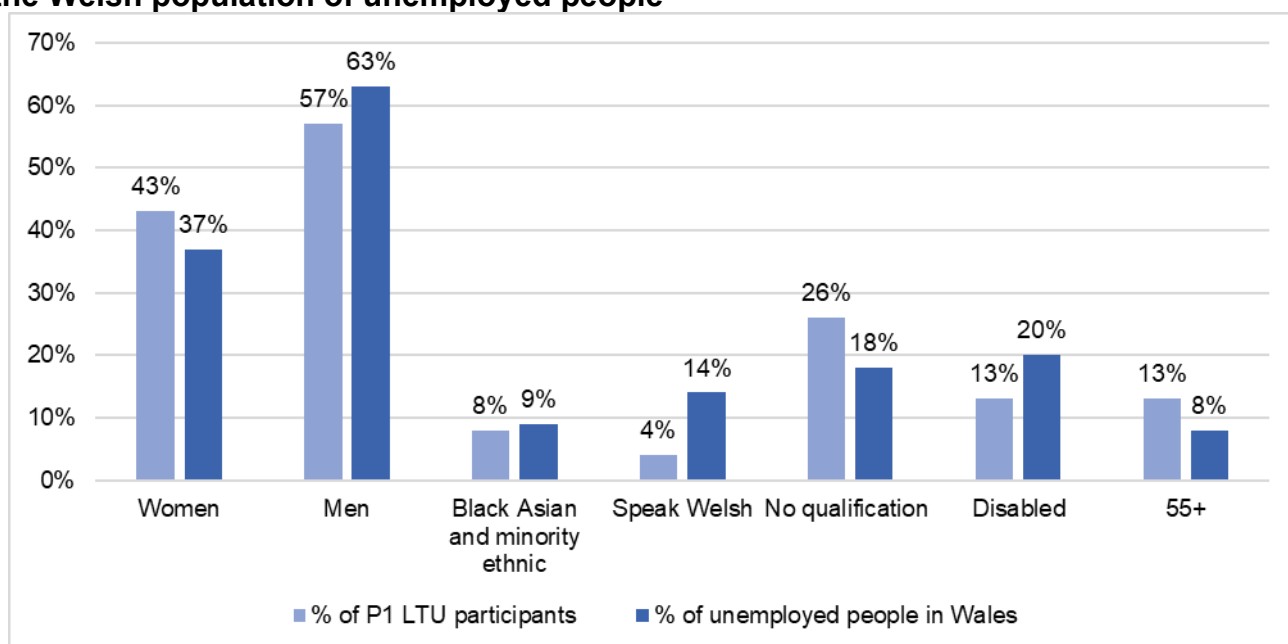
Source: Welsh Government CfW and CfW+ management information, Census 2021, Labour Force Survey (LFS)

3.9. As Chart 3.2 illustrates, the percentage of unemployed Black, Asian and minority ethnic people aged 25 and over, engaged by the CfW programme, is similar to the unemployed Welsh population.<sup>19</sup> However, compared to the unemployed Welsh population, CfW participants are:

- more likely to be women; to have no qualifications; and to be aged 55 and over; and
- less likely to be disabled or to be able to speak Welsh than the economically inactive Welsh population.

<sup>19</sup> For the purposes of comparison this is based upon data for adults of working age (16-64) who are unemployed.

**Chart 3.2: Percentage of CfW P1 long term unemployed participants with different characteristics (over the period May 2015 - March 2023), compared to the Welsh population of unemployed people**



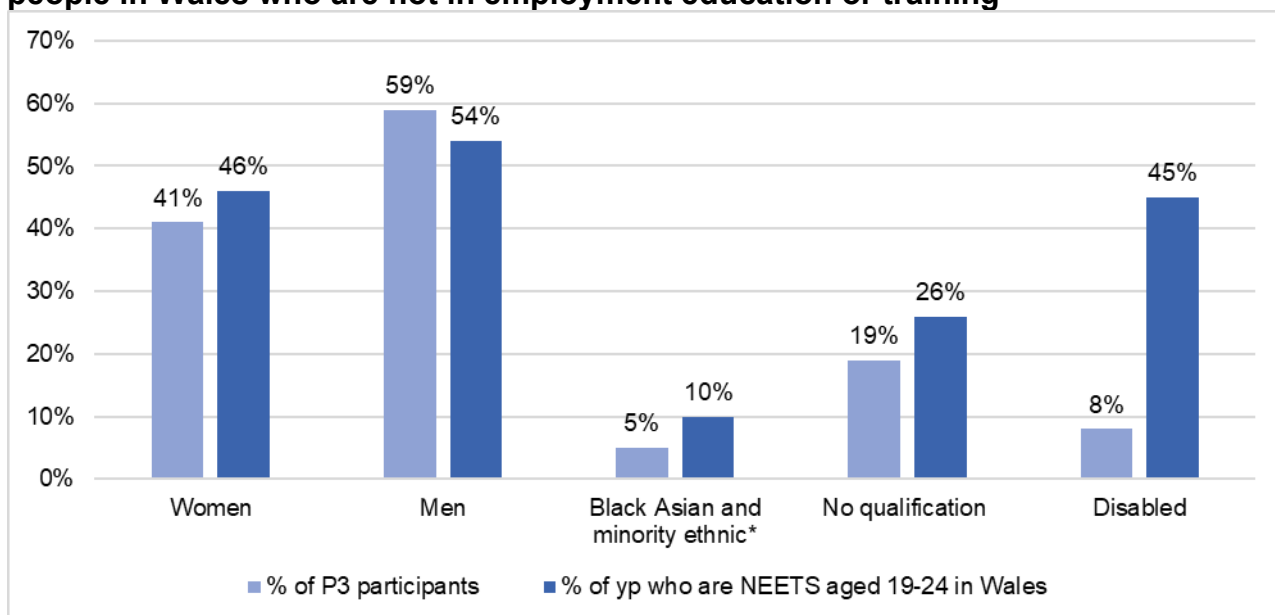
Source: Welsh Government CfW management information, Census 2021, LFS

3.10. As Chart 3.3 illustrates, compared to all young people who are NEET<sup>20</sup>, CfW P3 participants are:

- more likely to be men; and
- less likely to have no qualifications, to be disabled or to be from a Black, Asian and minority ethnic group.

<sup>20</sup> For the purposes of comparison, and given limitations in the data, this is based upon data for young people aged 19-24 who are NEET. Given the small number of CfW participants aged 16-18 this is also appropriate. However, because this breakdown is not available for disabled young people the comparison is made with all young people aged 16-24 who are disabled and also NEET.

**Chart 3.3: Percentage of CfW P3 participants with different characteristics (over the period May 2015 - March 2023), compared to the population of young people in Wales who are not in employment education or training**



Source: Welsh Government CfW management information, Census 2021, LFS

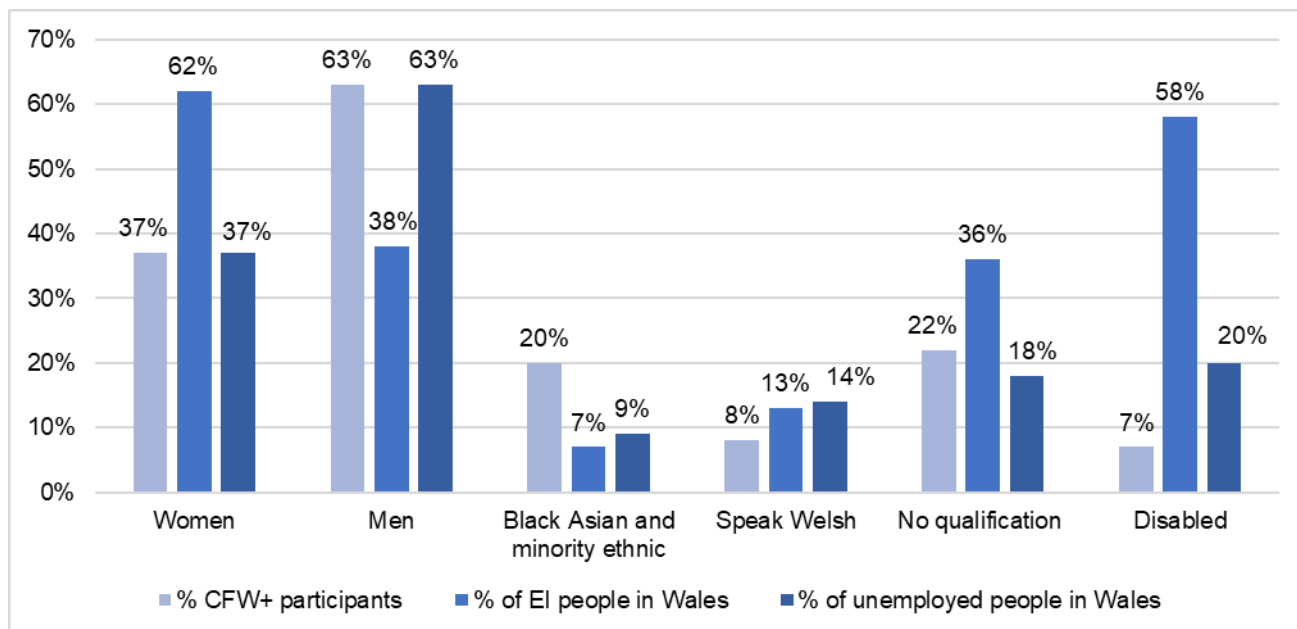
3.11. Limitations in the data collected by CfW+ mean it is not possible to analyse it in the same level of detail as CfW data. For example, it is not possible to identify the characteristics of economically inactive and unemployed participants separately. Moreover, a small proportion of CfW+ participants were employed when they joined the programme. Chart 3.4 therefore compares the characteristics of all CfW+ participants with all economically inactive and unemployed people in Wales as the best available proxies for the purposes of comparison.<sup>21</sup>

3.12. As Chart 3.4. illustrates, compared to all unemployed or economically inactive people in Wales CfW+ participants are:

- more likely to be men or from a Black, Asian and minority ethnic group; and
- less likely to be disabled or speak Welsh.

<sup>21</sup> Because the numbers of economically inactive people is much greater than the number of unemployed people in Wales, they are treated as two separate groups for the purposes of comparison, rather than adding them together as the 'non-working' population.

**Chart 3.4: Percentage of CfW+ participants with different characteristics (over the period April 2018- March 2023), compared to the economically inactive and unemployed populations in Wales**



Source: Welsh Government CfW+ management information, Census 2021, LFS

### Disabled participants

3.13. As outlined above, it is notable that the percentage of disabled CfW and CfW+ participants is much lower than the estimated proportion of disabled working age adults who are disabled or economically inactive.<sup>22</sup> However, it is also notable that the percentage of CfW and CfW+ participants reporting a Work Limiting Health Condition (WLHC) is considerably higher and given the similarities between the definition of a disability and WLHC, this may indicate some under-reporting of rates of disability. Programme staff also noted that participants choose to engage with the programme on a voluntary basis and that it is possible that they feel that disclosing an impairment could have a negative impact on their chances of gaining employment.

3.14. The actions the programmes took to engage disabled people are discussed in the [process and theory of change evaluation report](#) (Welsh Government, 2023a) and the

<sup>22</sup> It is difficult to precisely measure the prevalence of disability, and using the definition used in the Annual Population Survey may not be that used when people self-report they have a disability to CfW or CfW (meaning direct comparison should be made with care). Nevertheless, an estimate that around 20% of the working age population are disabled seems reasonable (see e.g. House of Commons Library, 2022).



experiences of disabled people who were interviewed or who contributed to focus groups is considered in section four. While they discussed their impairments, with the exception of those experiencing significant mental health difficulties who did not feel ready or able to work at this time, most did not describe their impairment as a significant barrier to work. However, by definition they were disabled people who engaged with the programme though, and they therefore cast little light on those who chose not to engage. It is notable, for example, that the proportion of people who are economically inactive (and therefore not actively looking for work, and less likely to engage with programmes like CfW or CfW+) due to long term sickness has been increasing, particularly since the COVID-19 pandemic (ONS, 2023).

### **Motivation for engaging with the programmes**

- 3.15. Evidence about participants' motivations from the qualitative interviews, focus groups and participant surveys is discussed in detail in sections 4 and 5. This confirms the findings from interviews with programme staff (Welsh Government, 2023a), that while Jobcentre Plus (JCP) is the key source of referrals, smaller numbers come through other routes such as referrals from other practitioners (such as local Authority (LA) staff and support workers), through word of mouth recommendations, the reputation of the organisation and for some young people, via introduction by their parents. For example, survey participants had mostly got to hear about CfW and CfW+ programmes via JCP, and this was cited by 58 per cent of CfW and 65 per cent of CfW+ participants who could recall how they had found out about the programmes. As set out at Table 3.3, other ways of hearing about the programmes were cited by much fewer participants. CfW participants were more likely to have heard of the programme via a community centre whilst online searches was a more important source for CfW+ participants.

**Table 3.3: Method of finding out about CfW and CfW+ programmes (top 10 responses)**

|  | CfW   |                                    | CfW+ |
|--|-------|------------------------------------|------|
| Jobcentre Plus                                 | 58%   | Jobcentre Plus                     | 65%  |
| Family member or friend                        | 9%    | Family member or friend            | 8%   |
| Community centre                               | 5%    | Online / internet search           | 6%   |
| Careers Wales advisor                          | 4%    | A traineeship provider             | 5%   |
| Charity or not for profit organisation         | 3%    | College or university              | 3%   |
| An employment support or training organisation | 3%    | Employer                           | 2%   |
| Other  | 3%    | Careers Wales Advisor              | 2%   |
| Employer                                       | 2%    | Community centre                   | 2%   |
| Library  | 2%    | Job/career/ apprenticeship fair    | 2%   |
| Health or social services professional         | 2%    | Government organisation or website | 1%   |
| Sample   | 1,287 |                                    | 451  |

Source: ESF Participant Surveys (2018, 2022) and CfW and CfW+ survey (2023) who could recall method of hearing about programmes

### *The role played by CfW+ Participant Engagement Officers*

- 3.16. It was envisaged that CfW+ Participant Engagement Officers (PEOs) would play a key role in engaging participants by ‘work[ing] closely with local community groups and individuals to raise the profile and awareness of the programme, creating opportunities in which to identify new participants, engaging and enrolling them onto the programme.’ (Welsh Government n.d.c).
- 3.17. It was notable that while PEOs (and equivalents) who were interviewed were engaged in supporting direct recruitment (such as social media, leaflets and posters) much of their work involved working with partners. As one PEO described it, partners found it much easier when they knew and trusted a member of the team<sup>23</sup> and could

<sup>23</sup> In one area in particular, PEOs described how ‘anyone coming in to the area is viewed suspiciously’ and as they put it, ‘the key is if you know someone and form the relationship –then they realise: “she’s ok and got your back”. Until you reach that point they won’t trust and won’t refer.’

introduce potential clients to named people (e.g., “Richard” and “Helen” (i.e., PEOs)), rather than referring people to a faceless organisation. As another PEO put it ‘people need one person and one face to know and trust’ or they would not refer people to them.

- 3.18. Maintaining partners’ awareness of the programmes was also seen as important. As one PEO described, the main issue JCP face is that their staff are so busy, you have to constantly ‘bang the drum’. PEOs will attend their regular staff huddles to brief them about the programmes and after these visits, they reported that they receive a stream of new referrals but then they dwindle over time, often with such referrals then being directed to the most recent employability initiative promoted at JCP staff huddles.
- 3.19. Attending partners’ events, when they might be able to meet people attending for another purpose (e.g., a family fun day) was also reported by PEOs to be a fruitful way to recruit people who could be persuaded to take up CfW/CfW+ offer. This model was illustrated by an interviewed participant Anwen’ story, described below in the boxed text.

**Hubs and hooks: recruiting people who may not be actively looking for work**

Anwen, described how after fleeing an abusive relationship, had ended living in a different part of the country, where she did not know anyone. After she started attending a range of courses at her local council Hub, she was introduced and then signed up to CfW.

In a similar way, PEOs also described how they arrange and recruit to taster training sessions, usually held at partner community centres/offices which they visit. These were reported to be proving very useful ways to ‘hook’ potential new clients into the programmes. Courses and pathways, such as the ‘Teaching Assistant Academy’ were also seen as a great way of engaging people, as one PEO described: ‘They’ve already got it [Teaching Assistant (TA) jobs] in their mind and then they see the opportunity.’

## **Organisational accessibility, visibility, and reputation**

- 3.20. CfW and CfW+ were designed as community-based programmes. For example, as the Business Cases for CfW identify it was anticipated that the programme would benefit from links to ‘Communities First teams’ who were reported to be ‘a well-established brand within communities’ (p. 50, Welsh Government n.d. a) and be delivered by Lead Delivery Bodies with a ‘proven track record in community engagement’ (p. 69, *ibid*).
- 3.21. As the [process and theory of change evaluation report](#) identifies, the physical presence of CfW and CfW+ in communities was consistently seen as important by programme staff who were interviewed (during the fieldwork) (Welsh Government, 2023a). This was supported by the survey and by interviewees. Three quarters (77 per cent or 183 of 236) of CfW survey participants thought it was important that the support they received was based in community buildings, rather than other settings such as Jobcentre Plus offices. This compares to just under two-thirds (64 per cent or 287 of 451) of CfW+ survey participants who thought this. Women were more likely to think this was important, with 86 per cent (95 of 111) of CfW female survey participants and 73 per cent (147 of 179) of CfW+ female survey participants taking this view.
- 3.22. It was also notable that one of the voluntary sector Lead Delivery Bodies (LDBs)<sup>24</sup> included in the fieldwork was consistently reported by both staff and participants to have a particularly strong reputation in the area. This meant people were both aware of it and its staff, as ‘the place to go’ for help, and confident or trusted that it was likely that they could help. The organisation’s links with local employers were also seen as crucial in helping it identify potential employment opportunities and ensuring it understood employers’ expectations.

### *Why some groups chose not to engage with the programme*

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<sup>24</sup> LDBs initially established to deliver the Communities First programme, are responsible for delivering CfW and CfW+ in each LA.

- 3.23. We know much less about the reasons why some potential participants chose not to engage (as they were not included in the fieldwork). PEOs reported a range of reasons including:
- fears or anxieties about working, such as the potential costs and loss of benefits, a fear of failure or the potential impact upon their mental health and more broadly, a ‘fear of the unknown and committing to something’; fears which could become more entrenched the longer someone was out of work for;
  - choosing alternatives to employment (or education and training), such as work in the informal or illegal economy such as ‘hobbles’, sex work and drug dealing; and/or
  - a lack of self-belief, given for example a perception that they:
    - lacked the skills or capabilities needed; and/or
    - could not access employment opportunities, given the barriers such as childcare, difficulties travelling to work, or discrimination (e.g., on the basis of their age) they faced.
- 3.24. As a result, some potential participants were reported (by PEOs) to lack the self-belief (and therefore motivation) necessary to engage with the programme, which is consistent with other research (see e.g., Welsh Government, 2024c). It was also reported that this lack of self-belief could become more entrenched the longer someone was out of work for. This is consistent with the wider literature examining the impacts of long term unemployment, which also identifies how skills and capabilities can decay while people are out of work, creating so called ‘scarring’ effects (Arulampalam et al., 2001). The ways in which mental health difficulties could contribute to, and compound fears and anxieties, were also raised by PEOs and could mean as one PEO put it, some ‘people have written themselves off’ with ‘no self-esteem or drive’.
- 3.25. This is consistent with the accounts and stories of those who chose to engage, discussed in the next section, which illustrate how many faced similar barriers, but whose motivation was sparked by a change in their circumstances, such as children starting school or the death of a close relative. As both the interviews (discussed in

section four) and survey (discussed further in section five) illustrate, the motivation was generally to find a job or to improve job prospects, but around a third of CfW and a quarter of CfW+ participants were primarily motivated by other reasons, such as wanting to improve their skills.

### **Outcomes for different groups**

- 3.26. As Tables 3.4 and 3.5 illustrate, employment outcomes differ for different groups in CfW and CfW+. Direct comparisons between CfW and CfW+ should not be made because (a) the time periods differ<sup>25</sup>; (b) the methods for calculating percentages differ for CfW and CfW+<sup>26</sup>; and (c) as outlined in paragraph 3.8, the evidence suggests that overall, CfW+ participants have less complex barriers to employment than CfW participants.
- 3.27. Further analysis of the CfW+ data over the lifetime of the programme also suggests that the period covered by the analysis of CfW+ data (i.e., April 2021 – March 2023) was a period in which the proportion of participants entering employment was high, compared to other periods. Therefore, data based upon this period is not likely to be representative of the proportion of participants with different characteristics entering employment over the lifetime of the programme to date (i.e. April 2018 - March 2023) and the proportion of CfW+ participants with different characteristics entering employment over the lifetime of the programme is likely to be somewhat lower than the percentages in Table 7.7.<sup>27</sup>

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<sup>25</sup> For example, the CfW+ data does not include data on the mobilisation period, when participants were being engaged, but it was too early for many to progress to employment. It also covers a period when the economy was growing strongly after the pandemic.

<sup>26</sup> The CfW data is based upon the participant database, and is based upon the percentage of individuals with a particular characteristic who enter employment. Whereas the CfW+ analysis compares the percentage of all participants engaged by the programme with a particular characteristic and the percentage of all participants with that particular characteristic entering work. Given the interval between engagement and outcomes, changes in the composition of participants engaged by the programme, could distort the figures. For example, if the engagement of participants from Black, Asian or minority ethnic groups increased, the percentage of participants from Black, Asian or minority ethnic groups entering employment would fall, until those new participants began entering employment.

<sup>27</sup> This is based upon a comparison of the percentage of all participants entering employment over the lifetime of the programme (April 2018-February 2022) and the percentage of all participants entering employment during the period covered by this analysis (April 2021-September 2022). Unfortunately, it is not possible to compare the percentage of participants with different characteristics entering employment over the lifetime of the programme and the percentage of participants with different characteristics entering employment entering employment during the period covered by this analysis. to confirm this.

**Table 3.4: Percentage of CfW participants with different characteristics entering employment, May 2015- March 2023**

| <b>Characteristics</b>                      | <b>Yes</b> | <b>No</b> |
|---|------------|-----------|
| Work limiting health conditions             | 34         | 50        |
| Disabled                                    | 31         | 46        |
| Long term unemployed                        | 40         | 48        |
| Economically inactive (aged 25+ only)       | 44         | 38        |
| From a jobless household                    | 42         | 51        |
| From Black, Asian or minority ethnic groups | 51         | 45        |

Source: Welsh Government CfW programme management information

**Table 3.5: Percentage of CfW+ participants with different characteristics<sup>28</sup> entering employment, April 2021-March 2023**

| <b>Characteristics</b>                      | <b>Yes</b> | <b>No</b> |
|---|------------|-----------|
| Work limiting health conditions             | 36         | 53        |
| Disabled                                    | 34         | 50        |
| From Black, Asian or minority ethnic groups | 40         | 51        |

Source: Welsh Government CfW+ programme management information

3.28. Subject to the caveats outlined above, as might be expected, those groups considered more likely to have complex barriers to employment, such as disabled people, the long term unemployed, and those with a work limiting health condition, were less likely to enter work. This is confirmed by the counterfactual impact evaluation (Welsh Government, 2024a) and is an important finding given the programme’s aspiration to help those with complex barriers to overcome them and enter employment.

<sup>28</sup> Data on participants who were long term unemployed or from a jobless household is not available because unlike CfW, there is no CfW+ database of participants that records the full range of both participant characteristics and outcomes.

### *Employment outcomes for disabled people*

- 3.29. Rates of employment amongst disabled people in Wales (49 per cent) are much lower than employment rates of non-disabled people (82 per cent) (StatsWales, 2022a) and the programmes have made significant effort to share best practice in supporting these individuals, including establishing a network of disability leads in each delivery teams, and working with Disability Wales, to provide training on the Social Model of Disability to mentors and advisors (Welsh Government, 2023a). Nevertheless, as Table 3.4 illustrates, there is still a gap in the programmes' employment outcomes between disabled and non-disabled people.
- 3.30. Analysis of the barriers reported by CfW and CfW+ participants with a work limiting health condition, compared to those who did not report a work limiting health condition, suggests that the main differences is the extent to which their health is a barrier (see Table B.2). The severity and complexity of the barriers they face, was illustrated in the accounts of some of those disabled participants who were interviewed (and discussed in section four). These included barriers such as significant mental health difficulties, that were often difficult for the programmes to address. Nevertheless, the employment gap is a concern given the programmes' aspirations in relation to equality objectives and is discussed further below.

### *Employment outcomes for men and women*

- 3.31. As outlined in Table 3.6 men were more likely than women to enter employment and this pattern was consistent across all the characteristics considered. It is not known why this is the case, although it may reflect the higher incidence of caring responsibilities amongst women (33 per cent of women reported this compared to 16 per cent of men). As Chart 3.5 illustrates, this, along with related barriers like not being able to afford childcare and only wanting to work part time, was the key difference between the barriers reported by men and women.<sup>29</sup> As outlined in section

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<sup>29</sup> Although the differences were not so stark, men were somewhat more likely than women to report barriers linked to a lack of skills and qualifications or a lack of suitable jobs locally (which may also reflect a mismatch between their skills and qualifications and the local labour market).



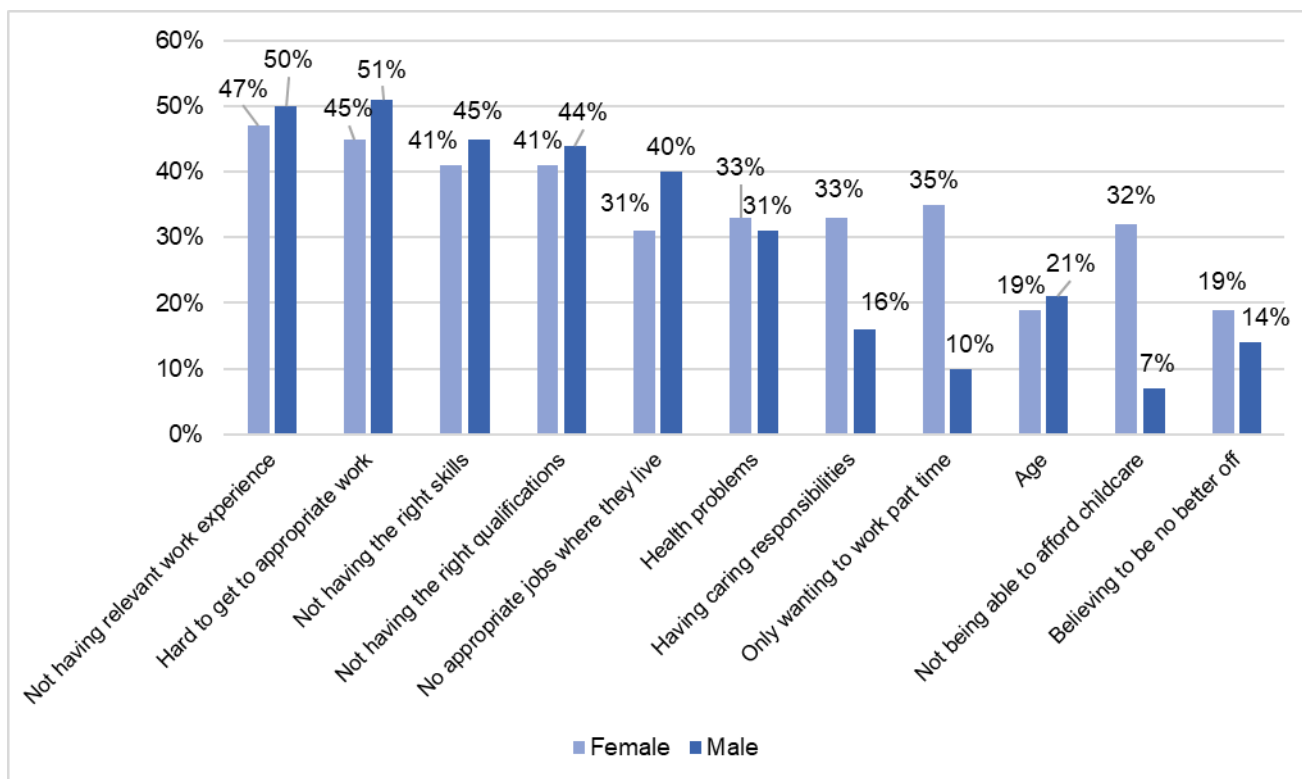
five, caring responsibilities may have been a particularly difficult barrier to overcome, and this may have compounded the impact of any other barriers they faced.

**Table 3.6: Percentage of male and female CfW participants with different characteristics entering employment, May 2015-January 2023**

| Characteristics                              | Male    |        | Female  |        |
|--|---------|--------|---------|--------|
|  | Yes (%) | No (%) | Yes (%) | No (%) |
| Work limiting health conditions              | 37      | 53     | 31      | 45     |
| Disabled                                     | 34      | 50     | 27      | 42     |
| Long term unemployed                         | 42      | 53     | 36      | 43     |
| From a jobless household                     | 48      | 54     | 38      | 47     |
| From a Black, Asian or minority ethnic group | 55      | 48     | 46      | 41     |

Source: Welsh Government CfW+ programme management information

**Chart 3.5. Difficulties associated with finding employment prior to joining CfW/CfW+, reported by male and female participants**



Source: ESF Participant Surveys (2018, 2022) and CfW and CfW+ surveys (2023)

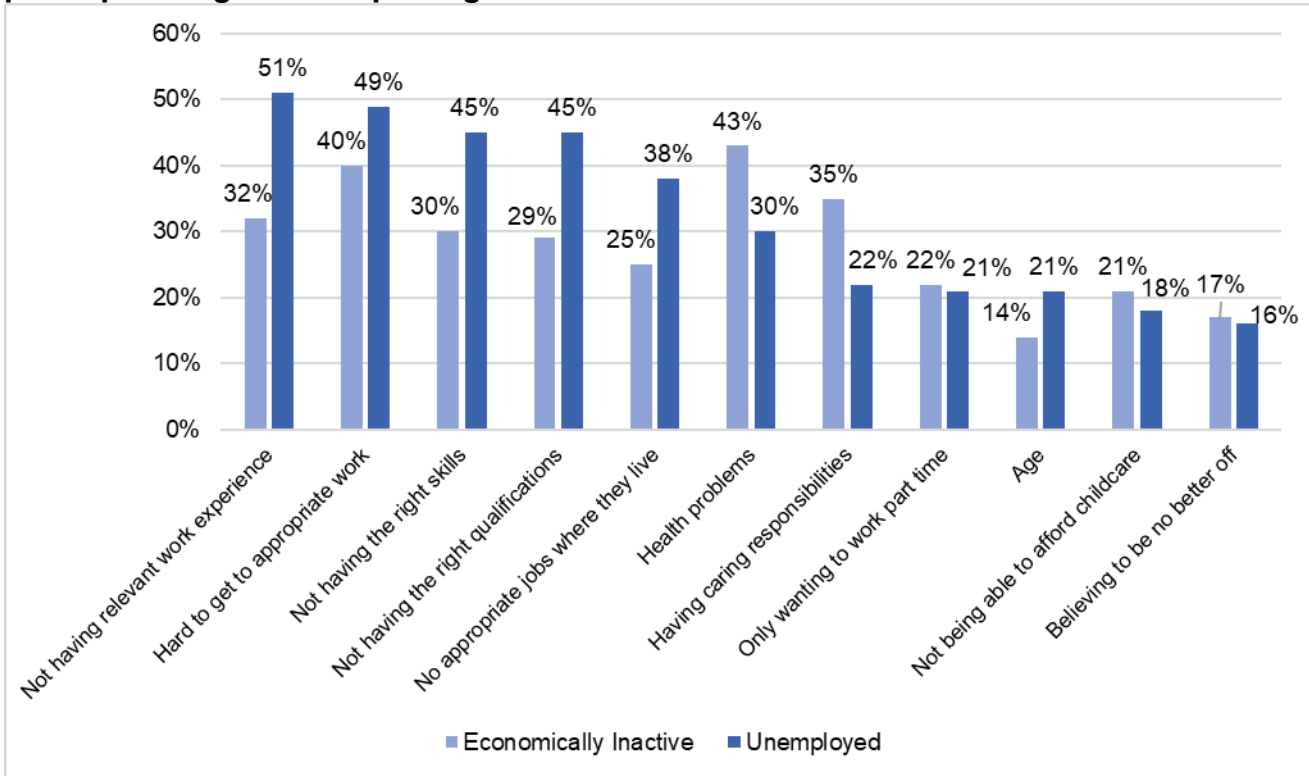
### *Economically inactive and long-term unemployed people*

3.32. Although the programme struggled to achieve its target for engaging economically inactive people, as Table 3.4 illustrates a higher proportion of economically inactive people aged 25 and over (44 per cent) entered employment compared to long term unemployed people (40 per cent). As Chart 3.6 illustrates, the much poorer health of economically inactive participants (discussed above), along with caring responsibilities (discussed above), was the key difference between them and those participants who were unemployed (in terms of the barriers they reported). It is striking that on many other measures (such as levels of qualifications, skills and work experience), economically inactive participants reported fewer barriers than those who were unemployed. As Chart 3.7 illustrates, the length of unemployment is also correlated with an increase in the barriers reported by CfW and CfW+ participants.

This is also consistent with the findings from the counterfactual impact evaluation (Welsh Government, 2024a).

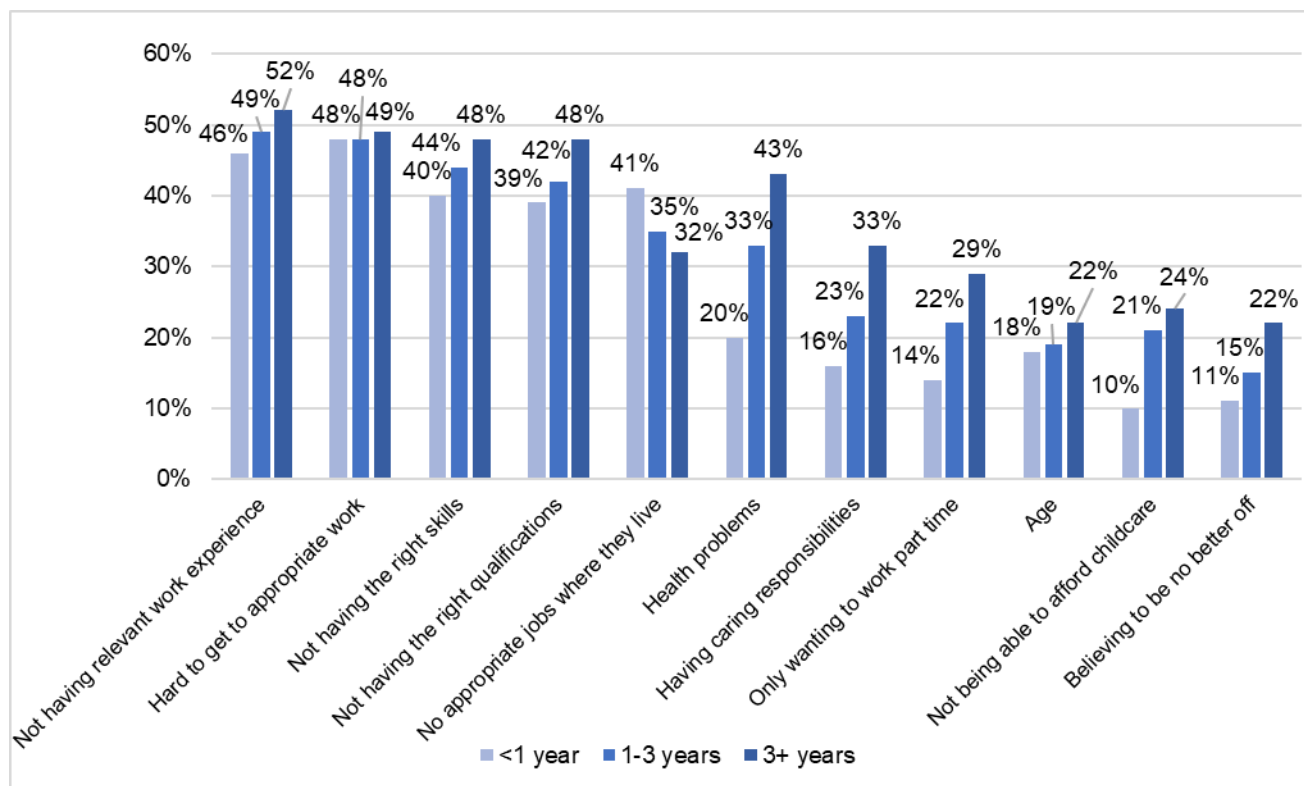
- 3.33. If we assume that those economically inactive people (aged 25+) without severe health problems, or complex caring responsibilities, were those who were more likely to enter employment, this may help explain why employment outcomes were stronger overall for economically inactive people compared to those who were long term unemployed. This would suggest two sub-groups of economically inactive people:
- those with complex barriers linked to health and disability, illustrated by the accounts of some of those interviewed, and discussed in section four, and
  - those who had for example been economically inactive while they were for example, caring for children, but who did not face significant barriers, other than a lack of recent work experience. This is also illustrated by the accounts of some of those interviewed and discussed in section four.
- 3.34. However, we cannot be certain of this and for example, it is also possible, that the absence of other barriers, made it easier for those with barriers linked to health and disability or caring responsibility, overcome the challenges linked to their health, disability or caring responsibility.

**Chart 3.6. The percentage of economically inactive and unemployed CfW and CfW+ participants aged 25+ reporting different barriers**



Source: CfW and CfW+ participant surveys

**Chart 3.7. The percentage of CfW and CfW+ participants unemployed for less than one year, one to three years and more than three years, reporting different barriers**



Source: CfW and CfW+ participant surveys

*Employment outcomes for people from Black, Asian or minority ethnic communities*

3.35. In contrast, as illustrated in Table 3.4, employment outcomes for another priority group, people from Black, Asian or minority ethnic communities, were higher than those for white British or Welsh participants. Overall rates of employment, amongst people from Black, Asian or minority ethnic communities (65 per cent) are lower than the white British or Welsh population in Wales (74 per cent), although this overall rate disguises marked differences for different ethnic groups (StatsWales, 2022b). Therefore, the higher rate of CfW participants from groups entering employment is a strength and may merit further investigation. It may for example, reflect strong in motivation, particularly amongst European Economic Migrants, which have come to

the UK to work (JRF, 2013), but this is unlikely to be only reason, as only around 7 per cent of Black, Asian or minority ethnic CfW participants were migrants.<sup>30</sup>

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<sup>30</sup>7% were EU migrants; 26% were non-EU migrants and the remainder were not migrants.

## 4. Participant experiences and trajectories

### Key findings

The accounts of participants discussed in this section make it clear that while motivation to find work is necessary, it is not sufficient to enable people to effectively search for and find work; they also need the capability and opportunity to do so. As voluntary programmes, CfW and CfW+ rely upon people being motivated to engage with the programmes – and in this context it is notable that the participant surveys identified that finding a job is not the only motivation. However, once engaged the programmes can help nurture people’s motivation, by for example building their self-confidence and capability to search for work and enhancing their access to employment opportunities.

The interviewees’ accounts also make it clear that some people appear to be ‘stuck’ and the programme has struggled to help them, primarily because:

- there is a mismatch between their aspirations and their capabilities and/or access to employment opportunities;
- they are not motivated to find work at this stage in their life; or
- their capabilities are currently so constrained (e.g., as a result of poor mental health and/or a lack of skills and experience) and/or their personal circumstances so difficult, that they cannot access employment opportunities at this stage in their life.

### Introduction

4.1. No two lives are the same and the diversity of experiences poses challenges in trying to adequately represent and describe the diversity of participants’ journeys.

Nevertheless, there are common themes and the analysis of data gathered from qualitative interviews with 29 CfW and 17 CfW+ participants enables a number of different groups, whose experiences are discussed in this section, to be identified. A key distinction is drawn between those:

- who had entered, or were thought to be likely to enter work; and
- those who did not enter and who were thought to be unlikely to enter work.

- the experience of adults aged 25 and over is also considered separately from those aged under 25.
- 4.2. The accounts of participants who had also experienced other types of employment support, most notably support from Job Centre Plus (JCP); disabled participants' experiences; and the experiences of those participants from Black Asian and minority Ethnic communities are also considered.
- 4.3. The focus in this section is upon the experiences of people with different characteristics rather than the experiences of those accessing CfW in comparison with those accessing CfW+, as in their accounts, the differences between the two programmes were, as expected (given the similarities between the two) modest. However, differences in their experiences are explored further in section five.

#### **Exploring the impact of the programme through participants' journeys and experiences**

- 4.4. By exploring the differences of those who entered or were likely to enter work and those who did not and were thought unlikely to, the report complements an empirical impact evaluation (see Welsh Government, 2024a), which aims to quantify the impact of the programmes by focusing upon qualitative accounts and using a theory-based approach to explore how and why and for whom change occurred.
- 4.5. As the stories of interviewees outlined below illustrate, amongst those who have entered, or are likely to enter work, the likely impact of the programmes ranges from minimal to transformative. This reflects the judgments of the evaluators and cannot be considered definitive and participants stories are presented below to illustrate the basis on which judgments were made. In this context, as section five outlines, it is also worth considering the finding that around two thirds of CfW and CfW+ survey participants who were in work at the time of survey thought that the programme had helped them get the job whilst around a third did not.



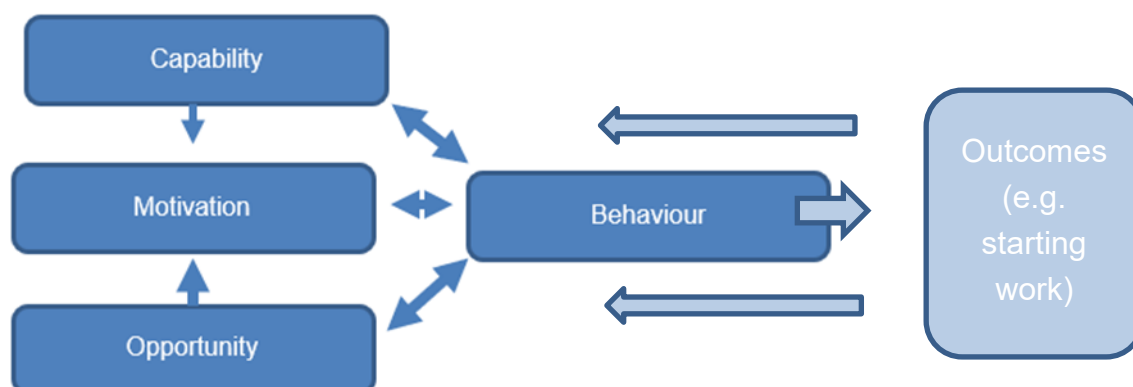
*Different metrics of impact: speed of entry into employment and the quality and sustainability of employment*

- 4.6. If impact is measured in terms of entry to work, the type of work and the speed at which participants enter work, the largest impact is realised by those who would not have entered work in the absence of the programme; smaller impacts are realised by those who enter work more swiftly and/or who enter better work; and there is little or no impact for those who enter the same or similar type of work at the same pace as they were likely to have done without the programme. This more subtle analysis of different types of outcomes helps explain the findings from the counterfactual impact evaluation (Welsh Government, 2024a), which uses a binary entered work / not entered work measure of impact.
- 4.7. There are of course also other ways to measure impact and for example, a ‘capability’ approach would measure impact upon participants ‘freedom to make choices that they value, rather than focusing solely on outcomes, such as having to take any job’ (McQuaid, 2014). More broadly, as the stories outlined below illustrate, the impacts on people’s mental health and happiness, even amongst those who did not enter work, can be substantial.

*The COM-B Model*

- 4.8. As Figure 4.1. illustrates, [the COM-B framework](#) enables **B**ehaviour, and outcomes such as entering work, to be understood as the consequence of the interaction of:
- people’s **C**apabilities (such as their health and skills);
  - access to **O**pportunities (such as education and training and employment opportunities); and
  - **M**otivations.

**Figure 4.1. The COM-B model of behavioural change**



Source: Michie, et al, 2011

- 4.9. People’s capabilities, access to opportunities, motivations and behaviours are not fixed and interact in a dynamic way. For example, as outlined in section three, people’s belief that they have limited opportunities and/or cannot perform a particular behaviour (such as job searching) undermines motivation. This can mean they do not take up opportunities, such as education or training opportunities, which could boost their capabilities, enhance their motivation, and open up new opportunities to them (e.g., access to jobs requiring particular skills or qualifications). Conversely, success, such as entering employment can open up new opportunities, enhance people’s capabilities (e.g., as they acquire new skills) and increase their motivation.

**Participants who are now in or likely to enter work, who would have been unlikely to have entered work in the absence of CfW and CfW+**

- 4.10. Participants in this group, such as Kate, a single mother, with a large number of children, very little work experience, and who was initially in an abusive relationship (whose story is described below), tended to report the greatest barriers to employment. They had been economically inactive but were all strongly motivated to find work. They needed this motivation to overcome the barriers they faced; although given mental health difficulties, a lack of confidence and/or a sense that the barriers they faced were insurmountable, it could take time for this motivation (and their self-belief) to build. They typically also needed time and support to build their capabilities, such as mental health and to access opportunities, including in some cases support

to sustain their employment. While resource intensive, the impact upon their lives of entering employment was described as transformative.

### **Kate's lengthy and difficult, but ultimately transformative journey**

Kate first got involved with CfW in 2016, when her husband was being supported by CfW. She had never previously worked, other than a few odd jobs in a café or shop whilst very young. Kate wasn't actively looking for work at the time, but would tag along sometimes when her husband would visit his mentor, and the mentor suggested to her that she enrol on the programme as well.

Kate explained that she had very poor mental health at the time, and one of the first things her mentor did was refer her for support<sup>31</sup> as it was clear that she was self-harming, had an eating disorder and had suffered from a previous abusive relationship. It also became apparent very early on to her mentor that Kate was in a very coercive and controlling relationship and Kate was referred to a charity for support with this.

After a period of accessing counselling and therapy sessions, her mentor then arranged for Kate to attend a couple of one day training events.<sup>32</sup> She was extremely anxious about attending these, to the point where her mentor would check that she was still coming and escort her into the training room and introduce her to other participants.

In 2017, Kate had been seeing or speaking to her mentor on a regular basis, completing a number of training course and work placements, but became 'side-tracked', when she fell pregnant. She described how she had no intention of having another baby, as she already had a number of children, but was pressured by her husband to do so – again another effort on his part to control her and her life. The CfW mentor kept in regular touch with the client during over the next few years, providing general moral support.

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<sup>31</sup> Kate was referred to a charity who could support her with her mental health and other issues and helped her to make contact with her GP so that she could access appropriate medication for her mental health condition.

<sup>32</sup> These would include courses such as food hygiene and confidence building.

In 2021, during the pandemic, Kate decided to separate from her husband, and asked him to leave the family home. Things had gone from bad to worse in terms of his controlling behaviour during lockdown. While this massively helped her situation, Kate was now a single mum with a number of children. Although her youngest was now in school which allowed her to work, several of her children had health difficulties.

Despite the challenge she and her children faced, with the help of the CfW programme, in 2021, she secured a one-year contract of work as a teaching assistant, working with pupils with learning difficulties. During this time, her mentor 'checked in' with Kate on a regular basis, usually monthly, to see how she was getting on and to let her know that she is there for her. Kate loved this job and was sorry to leave when her contract came to an end. Her mentor was aware that the job was only a temporary contract, and so sent her information about other permanent opportunities.

Kate still has episodes of very poor mental health and was admitted recently by her family to the hospital. When her mentor found out, she was immediately on the phone to ask about her health and family.

Since mid-2022, Kate has been working as a teaching assistant for a supply agency and has been able to pick up a lot of supply work. She is glad of this work, but would prefer a more permanent role as this would provide her with greater security, and less travelling.

While she wanted to work, given her lack of work experience and the substantial barriers she faced given her circumstances and mental health, the programme has been fundamental in helping her think through and plan her journey into work. She never imagined some six years ago that she would have the confidence to stand in front of a class of school children (some quite challenging teenage ones) and provide supply cover for teachers. It really has been a transformational journey.

- 4.11. Kate's story is a very powerful one, but by no means unique (or an 'outlier'). While the length of time she was supported is unusual, many elements of her journey reoccur in other interviewees' accounts. For example, Kim, a disabled woman in her

40s described experiences of domestic abuse, and how they felt without the support for CfW, she would not have ‘had the strength’ to leave their abusive partner and move on with their lives. While as the experiences of Russell and Mike discussed below (pp 48-49) illustrate, the disabling impacts of poor mental health, which reduced their capability and motivation to effectively search for and take up work, mean they, unlike Kate, are struggling to move forward.

### **Adult participants who were likely to have entered work in the absence of CfW and CfW+**

- 4.12. By definition, participants in this group tended to report fewer barriers to employment. They had all worked in the past, expected to continue doing so in the future, and were strongly motivated to find work, seeing themselves as strivers not scroungers (to use the politicised language of welfare reform<sup>33</sup>) and often citing the low levels of benefits as a key motivating factor. They generally had the capability to search for and take up employment opportunities as well as relatively easy access to employment opportunities. However, CfW or CfW+ helped people like Jon search more effectively and/or access new or different employment opportunities (e.g., by paying for certification such as Security Industry Authority (SIA) or Personal Track Safety (PTS) cards)<sup>34</sup> so they were likely to enter work more swiftly and/or enter different types of work than they would have done in the absence of the programme. This is reinforced by the high numbers of survey respondents reporting training in these types of areas in section five.

#### **Jon’s story: brokering access to new employment opportunities:**

Several participants who experienced difficulties finding work in their chosen field had, with the support of CfW or CfW+, identified new opportunities. For example, Jon was able to embark on a new career. As he put it: ‘I used to be a scaffolder but I was finding that it was too hard on my body. So I decided that I needed to do

<sup>33</sup> Indeed, some actively chose not to claim benefits they were entitled to when unemployed, while others, such as Karl, who’s story is described below, were at pains to distinguish themselves from those ‘who didn’t want to work’

<sup>34</sup> Participants seeking work as a security operative in the UK, may need a front line SIA licence. Further details on the type of security work that require an SIA license can be found at <https://www.gov.uk/guidance/find-out-if-you-need-an-sia-licence>. Participants seeking work on or near the railway line on Network Rail’s infrastructure, require a PTS card.

something else.’ Later he explained that ‘I was low before and felt that I was going nowhere. I was overworked and underpaid... I used to take drugs and drink a lot’. He explained that ‘I went to the Job centre [and they referred me to CfW]. I wanted to do the PTS card to work on the railways. It was a two-week course and I passed it. As soon as I passed the course, I was in work the next day. I have been working on the railways ever since.’<sup>35</sup> He went onto describe how the new job had given him ‘the motivation I needed not to do drugs and drink. And it’s much better for me financially as well’.

*Changing direction after critical moment:*

- 4.13. Several interviewees such as Steve, Ceri, Carys, Sarah and Karl, described how significant life events such as losing or leaving a job, having children entering school, the death of close relatives; starting again after escaping abusive relationships; or in response to their experiences of the pandemic, had led them to reflect and think about new directions. Others, such as Christine, who was supported by CfW+, simply wanted to change careers.<sup>36</sup>

**Steve: hoping for new and better work**

Steve, who is married with two kids, and has suspected additional learning needs, described how he had been ‘working on the trollies’ for 13 years at a supermarket, and left, as ‘it wasn’t a good place to work.... They were pushing more and more duties on me’. He explained that he ‘just wanted to get a job as quickly as possible; I’ve been stuck at home with the little one and if the weather’s fine we go to the park, but it’s difficult to be home when you’re used to working.’ He also explained that ‘I’ve wanted to do the security work for years but wasn’t sure how to organise it or be able to pay for it’. CfW helped him organise and paid for the SIA course,

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<sup>35</sup> Jon explained that the ‘work is all agency on the railways. You have a primary sponsor and two secondary sponsors. And your primary sponsor gets you work and if they have nothing then they can loan you out to the secondary sponsors to get work.’

<sup>36</sup> As Christine described, although said she could ‘easily get into care again’, she wanted to avoid this, as she found it stressful, low paid and unsatisfying.

while JCP paid for the SIA licence. At the time he was interviewed, he was hoping to get a job as a security guard, having been selected for interview.

### **Ceri: retraining and embarking on a new career**

Ceri who qualified as a primary school teacher and ended up working as an Education Officer with a charity, described how after she had her son, she took a career break to look after him, and claimed benefits. When he came up to five years old and was going to school full-time, she described how she knew she wanted to do something else, have a change of direction, 'to push myself, to stimulate myself, to study again and get a good job that's also fulfilling' as she put it.

Ceri wanted to work in a library, and with the support for CfW<sup>37</sup>, she completed a level 2 course at the local college and is now working in a library. As she explained, without CfW: 'I think I would have got there eventually. Financially, it would have taken me longer and the JCP might have pushed me into a different situation, having to do another job as well as looking to re-train in a different field. Also, feeling supported to follow my dream has been very important in cutting the length of time down'.

### **Sarah: 'I think my mum would be pleased to see what I've achieved so far'**

Sarah, a woman in her 40s with additional learning needs, described how since school she had been: '.... in and out of work over the years. I've done a lot of things worked in ... the chicken factory, I've worked in a chippy, I worked ... as a steel erector, cleaned student accommodation, worked in a laundry, as a home help. I've ironed for people privately and was cleaning for about 13 years until COVID...[when] some of the work dried up. I know my worth and if I'm not happy or

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<sup>37</sup> Ceri described how her CfW adviser discussed her situation with her, listened to what she wanted to do and explained what CfW is for, what it can offer, what is available. Ceri wanted to do a two year level 2 course in Library and Information Services. JCP agreed to pay for the course and CfW paid for her DBS check. Her advisor kept in touch throughout the course, encouraging her.

not appreciated in a work place, I won't stay, but it won't be long before I find something else'.

She explained that she's on Universal Credit now and JCP told her about CfW. She explained that she'd heard about the third sector organisation that delivered CfW about: 'three years ago, but my mum was ill and died of cancer within three weeks. I wasn't in the right frame of mind at that point. They tell you that it takes losing someone close to you to realise that you have to make changes to your life'.

With the support of CfW, she has now completed several training courses and is setting up as a self-employed gardener. She described how much she enjoys it and observed: 'I think my mum would be pleased to see what I've achieved so far' adding that: 'I had a plan, I just didn't know where to go with it, which courses I could do, who to talk to, now I feel [with the support of CfW that] it has a bit more of a shape and clear steps that I can do'.

#### **Carys from the tavern to a teaching assistant**

Carys worked in her parents' pub for 13 years after leaving school, but during the pandemic, when she had 'time off' with her children, decided to make a change: 'it was at that point that I felt I didn't want to miss out on any more time with them.'

With the support of CfW, she trained as a TA, and is now the main breadwinner for the family, working in a school, with hours that fit around her children. When asked about the difference the programme had made she explained that: 'no, I wouldn't have got this job on my own, not knowing how to do the level 2 training and not being able to pay for it, it's expensive. You can sometimes do school work-based training, if they have the funding, it doesn't happen often'.

- 4.14. Although for most of those interviewed, changing direction was a positive choice, there were examples, such as Karl (discussed below), where the change of direction CfW or CfW+ was helping them make, was more be necessity, rather than positive



choice. The challenges the people who could find themselves stuck in so called ‘poor work’<sup>38</sup> and under-employment are discussed further below.

**Karl: ‘getting out of a rut’ – but stuck in poor work?**

Karl, who is in his 40s and has a master’s degree in surveying described how after his mother died, he had become depressed, and ‘got in a rut’, started drinking and ‘didn’t want work’. As he described it ‘you lose track, every day is the same when you’re out of work [but] it’s difficult to get back into it [the routine of work]. However, in the new year, struggling with money, he decided he needed to change his life. It has not been easy for Karl. He described how with the support of CfW, he had found a job in a call centre, but it is not in the field he is qualified in, or wants to work in, and as he put it, he only took it as ‘there was nothing else’. This was clearly difficult for him, as he put it when describing the call centre: ‘without being a snob, I’m with kids, they’ve not been to university, they’re 18, it’s their first job...it’s not the environment I’m used to’. He went on to say, ‘it’s tough, I’m over qualified for the job, and she’s lovely [referring to his manger] but she’s 24....and I’m 20 years older than her’.

*Easing the pathway to employment*

- 4.15. As section 5 outlines, the most frequently identified source of support accessed by interviewed participants was job search activities, such as writing a CV and applying for jobs. For some interviewees, particularly young people with few other barriers (discussed below), but who were somewhat ‘lost’, this was all the support they needed. This probably helped people who would have found work at some point, do so more quickly, and in some cases helped them find better jobs.

**Adult participants who appear to be stuck and unlikely to enter work**

- 4.16. Participants in this group faced a range of barriers. Some, such as Paulo whose story is outlined below, and who had to leave his chosen profession due to health problems, were constrained by their aspirations, others such as Abigail by a lack of

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<sup>38</sup> The Fair Work commission defines ‘fair work’ as ‘work where workers are fairly rewarded, heard and represented, secure and able to progress in a healthy, inclusive environment where rights are respected’ (p 2. Welsh Government, 2019) ‘Poor’ work would lack one or more of these characteristics.

motivation, and some, (whose stories are described on pages 28-29), by more deep seated, complex barriers linked to their poor mental and/or physical health as in the case of Russell and Mike or a lack of formal work experience in the case of Rob. This raised difficult questions. When interviewed (in the fieldwork for the interim report), mentors were clearly uncomfortable with discharging people who wanted the project's support, but whose prospects of moving into work appeared bleak. As one of the CfW+ PEOs (interviewed in the latest round of fieldwork) explained, for example, 'if someone has really bad mental health issues, if they want to be on the side burner [i.e., still supported, but not as a priority] whilst they get other services to sort out those issues first, that's fine'. But they felt it would be good if there was 'a pre-employment section' for 'people who are not ready for work' given, for example mental health difficulties or the need to develop their essential skills, or for example in the case of those who can come to the UK as refugees, time to develop their language skills.

#### **Paulo: Constrained by his aspirations?**

Paulo migrated to the UK from southeast Asia to work in the NHS in the early 2000s. He worked in the NHS as a qualified nurse until the mid-2010s, when his GP recommended that he leave his job and find alternative work at the time, because he was in danger of a heart attack or stroke because of extremely high blood pressure.

In 2022, he was referred by his Work Coach at JCP to the CfW programme. His ambition was to get work as an administrator or receptionist as he felt that this type of role would be suitable for him, given his health limitations. However, he acknowledges that his experience in this field is extremely limited, as he has never worked in this type of role before and with the support for CfW has been attending IT sessions twice a week. However, he is struggling with the course and given the age of his own laptop, has to book a slot at the library to practice between sessions.

While there are jobs in his local town, and he can get the bus in and out reasonably easily, Paulo's prospects for finding work in administration appear poor, because of

his weak IT skills. The main difference CfW has made to date is to provide Paulo with somebody he can talk to about his personal circumstances, health, and depression. As he put it, 'it helps to talk to somebody' about the issues he faces. He doesn't feel so alone facing the issues, and his mental health is stronger than would otherwise be the case.

### *Constrained by childcare*

4.17. As section three outlines, employment outcomes for women were lower than those for men, which may reflect the higher incidence of caring responsibilities amongst women. As section five outlines, the take up of childcare care support offered by both CfW and CfW+ was low, and lower than the proportion reporting caring responsibilities as a barrier, although this would include for example, caring for adults. In part this was probably because some of those for whom childcare was the primary barrier, were referred to PaCE.<sup>39</sup> Nevertheless, childcare was identified by several PEOs as a potentially difficult barrier to overcome and several interviewees were only looking for jobs that fit around school hours. For example, as Deborah described, 'childcare is very hard to find', with very long waiting lists and trying to find something 'flexible' was very difficult. Their mentor confirmed that finding local childcare was very difficult and more broadly the evaluation of PaCE identified that:

'...availability or affordability issues were rarely the only childcare related barriers faced by parents. The barriers faced by PaCE participants were generally more nuanced and related to parents' poor understanding of the childcare 'market' and of the support available to them in accessing childcare.' (p. 53, Welsh Government, 2023b).

4.18. Despite this, there were examples of people like Anwen, who was still dealing with the trauma of an abusive relationship, had initially thought childcare would be an insurmountable barrier; as she put it, I felt 'I can't do this! They're different ages, one in school, one in nappies' and as a result felt so 'energy less' [sic] and unable to do

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<sup>39</sup> PaCE is a Welsh Government sponsored labour market intervention which aims to provide individual support to out of work parents who consider childcare to be their main barrier to accessing employment and training opportunities.

anything. However, with the sensitive support and encouragement of her CfW advisor, she developed 'the strength to overcome' both her trauma and the barrier she felt childcare posed. As she put it, 'to be honest I had the qualifications, but I needed the push forward'.

### **Abigail: Constrained by lack of motivation?**

Abigail left school at 16 and worked for a few years as a machinist and in a social care setting before getting married at 21 and having kids. She was financially supported by her husband who had a good job as an accountant but moved to Wales from England in the mid-2010 to escape from her husband and a difficult relationship.

Abigail explained that she is (and has been) looking for work but has never felt that she would be able to find work because of the 'prejudice' which Welsh people have against the English. In contrast, staff within the programme suspect she is working the system, to continue with CfW as it makes their life with their JCP Work Coach easier. So while Abigail will enrol onto training courses and meet up to discuss a CV, she was perceived by her mentor as lacking the commitment or determination needed to find work. Nevertheless, while it appears unlikely that Abigail, who it appears could work, should she choose, is unlikely to do so in the near future, she is now less socially isolated than she was and has learnt new skills and gained knowledge from the various training courses attended.

### *Constrained by significant barriers*

4.19. A number of interviewees, such as Rob, Mike and Russell appeared to be held back by significant barriers that the programmes were not able to easily address. These include:

- constrained capabilities, give a lack of formal work experience in the case of Rob and severe health problems in the case of Mike and Russell; and

- limited access to opportunities, given a dependence on public transport to get to jobs, and reliance on his phone to access information about and apply for jobs in the case of Rob.

**Rob: held by a lack of formal work experience and difficulties accessing employment opportunities**

Rob left school at 15 and is now in his early 40s. He is disabled and has never been employed in any formal way but has been 'hobbling' [working in the informal economy] for others. He enjoys working outside and his main 'hobbles' have been landscaping and fencing projects, often for friends. He's not currently working but is looking for work. He has been told by his CfW mentor about landscaping work and house removal work opportunities but has not applied because he thinks there's not much point as he does not have a CV (which he believes to be the main barrier to him finding work). He does not appear to have considered the other barriers he faces such as his lack of formal work experience, his dependence on public transport to get to jobs, and reliance on his phone to access information about and apply for jobs.

**Mike and Russell: Held back by health problems**

Mike is a disabled man, who lost his job two years ago. He has mobility issues, arthritis, diabetes, long term COVID-19 and issues with his liver. He explained that 'I am waiting to be sorted but with the waiting lists...' does not expect this to happen soon. He also described how he has 'stress and anxiety' after his mother died.

His support worker suggested CfW, as Mike was looking for different things to do. He explained that 'it was a big step at the time. After my Mum died, I could not even talk for five minutes on the phone' but he was interested in the counselling course they were offering and hope that the programme 'would be able to get me back into work'. He said that the 'counselling and the focus [men's] group have been a really positive experience' for him. he explained that 'it's just really, really

nice to have somewhere to go on a Weds [the men's group]. We have quizzes and feel a part of it. It increases your sense of self-worth. I was at my lowest and although I am not all the way there yet, it's given me a lot more confidence.'

He has also done some training which he described as 'ok'. but does not feel ready to work yet – he explained that his support worker had told him not 'to put too much pressure on myself or do too much too soon'. However, with the support of his CfW mentor, he is exploring volunteering opportunities in the community with a voluntary sector organisation and hopes to start volunteering in the next six months, so he can help others.

Similarly, Russell, a disabled man suffering from depression and a neurological issue, described how he didn't really know what he wanted from becoming involved with CfW – he just wanted someone to help him and he felt that he had run out of options with the JCP. He described how little time he felt his work coach had for him, and described how he recently told his work coach about his depression – and as Russell recounted, 'they just told me to keep getting sick notes'. Russell clearly valued and was very positive about CW's support, and (with CfW's support) had completed several courses and done some volunteering with a local charity, but when asked 'what's next? What do you see yourself doing in six months' time?' explained that he hasn't thought that far ahead; he just wants to get better.

- 4.20. The accounts of people like Mike and Russell may explain in part why the impacts of training, in terms of entry to employment, discussed in section five were sometimes modest, particularly for CfW participants who tend to have more complex barriers. Nevertheless, even amongst those who did not enter work, the impacts upon mental health and wellbeing could be substantial; for example, as one member of a focus group vividly put it 'it is hard to describe how I am now compared to how I was five years ago. I was suicidal then. I am a different person now. All of this has helped to hold me up.' These wider benefits are also evident in the responses of participants to the survey, discussed in section 5.

## Supporting young people in transition

- 4.21. The young people (those aged 16-24) interviewed fell into two broad groups, those who were somewhat directionless, but appeared to be capable of accessing employment opportunities, and who were therefore more likely to re-engage, and those facing more entrenched barriers, who appeared much less likely to re-engage without the support of CfW or CfW+.<sup>40</sup>

### *Young people who were undecided or unsure*

- 4.22. A number of young people interviewed for the study, such as Cath, were in a period of transition, having left school, but were undecided or unsure about where to go next, or in one case, looking for work in the period before starting college in September. While somewhat lacking in direction, they generally appeared to have the capability and support to look for and find employment opportunities.

#### **Cath: finding the right career**

Cath is a bright articulate young woman who did well in her GCSEs but dropped out of sixth form. She worked at McDonalds during school holidays and then for a while after leaving school. However, she found the manager difficult and struggled to get to work because she was reliant on lifts. She left McDonalds and took a job in a local café where she worked until she was 'sacked' for taking too much time off after her grandmother died.

When interviewed, Cath explained that said that she was 'struggling with [her] mental health' at the time, adding that she had always been quite anxious, even at school. She said she had been out of work for a while but had been looking for work, but in a somewhat listless way; 'kind of looking for a place that wouldn't stress [her] too much', as she put it. However, Cath's mother's Christine was keen that Cath should work and contacted the Council's Into Work Service on her Cath's behalf, which led to Cath being taken on by CfW.

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<sup>40</sup> This reflects the wider research literature discussing young people who are NEET, which identifies three groups: young people who are: cyclical', 'in transition' or 'open to learning', with generally positive attitudes toward education or training and who are very likely to re-engage in the short-term, and therefore only need light touch support; are 'undecided', unhappy with the education or training offer, but do not face significant barriers; and those with complex and/or entrenched barriers who are likely to need sustained support (WAO, 2014; Speilhofer et al (ibid).

With the support and encouragement of CfW, Cath initially explored careers in childcare. CfW made enquiries and arranged an interview and trial shift for Cath at a local nursery. Cath explained that at this point she realised that the practicalities of getting to and from the nursery on the bus were too complicated, '[she]'d have to get up at five a.m. and catch two buses and then [she] wouldn't get home until about six'. She added that she worries about catching buses anyway but that early in the morning 'you see on the news about things happening to girls'. Cath added that being offered a trial shift in a childcare setting had led her to doubt whether she was suited to that kind of work in reality – she 'saw what it was actually like ... there was a lot going on and it was a bit stressful'.

Following Cath's change of heart, her mentor took Cath's CV (which CfW had helped Cath develop) and used it to apply for jobs on Cath's behalf. Cath explained that she was invited for interview by a local retailer, an experience which she found 'nerve wracking ... really scary'. However, she was offered the job, initially for the Christmas period, but her contract has since been extended. CfW supported Cath, arranging funding to pay for a bus ticket to and from work for Cath's first month in post. Cath said that this was a great help as it meant that she did not have to ask her mother or aunt for money until she got paid.

Cath explained that 'now that [she's] started working, [her] mental health is so much better because [she's] got something to do and it gives [her] a routine ... instead of sitting here thinking about things'. She also felt more confident in herself, both in and outside work. She argued that she 'wouldn't be in work now without Communities to [sic] Work', adding that she 'needed to go through that nursery stuff' in order to discover that childcare or teaching is not for her and that if she had 'gone straight to [name of the employer omitted] [she]'d have doubts' and might still be hankering after a career in the childcare/teaching field.

#### *Young people who didn't need support*

- 4.23. There were nevertheless examples of young people like Aaron, who in contrast to Cath, arguably did not need the programme's support at all.



### **Aaron: easing a planned journey**

After leaving school, Aaron started a level 2 course in welding and fabrication and then secured a welding apprenticeship. He soon discovered that this line of work was not for him and he left the job to go back to college to study for a level 2 in Business. With the support and encouragement from his father he then applied for (and got) an apprenticeship position in a local council.

Aaron met a CfW youth mentor at college who explained that CfW 'sponsor trainees' in the council and explained that the programme could pay for his bus fare for his first month in the job and also provide him with clothes for work. The mentor emphasised to Aaron that 'the first month is difficult because [council employees are] paid a month in hand'. They also talked about the council's 'smart dress code', which had not occurred to Aaron beforehand. Aaron said that he had 'a bit of money put aside' as a result of working over the summer holiday, but that he was happy to sign up for CfW there and then, in order to capitalise upon the support available. While this eased his journey, there was little evidence to suggest that he would not have continued in the apprenticeship in the absence of support from the programme.

### *Young people cycling in and out of work*

- 4.51. Some young people such as Jodi, get stuck in a cycle of no work and poor work, which they can struggle to escape from (Welsh Government, 2024c).

### **Jodi: struggling to break free from a cycle of poor work / no work**

Jodi who is disabled, claims Personal Independent Payment (PIP) and Universal Credit (UC) but found that because her partner works, her UC payments fluctuated, which meant that she her partner struggle financially, so she would like to work.

Her CfW+ mentor sent Jodi details of a job at a café about 10-15 minutes by bus from her home. Jodi agreed to give it a go and her mentor applied for the job on her behalf – 'she did it for me' as Jodi put it. Jodi went and got the job, and was given vouchers to pay the bus fare for her first couple of weeks in work, until she

was paid. Jodi said she enjoyed the job but was ‘picked on’ by a colleague and that this affected her mental health and she ended up leaving after about three months in post.

Jodi subsequently found another job, this time at a pub, but left this job after a month for various reasons, including it being two bus rides away from her home; her being required to work up to 9 in the evening and becoming anxious about missing her bus home; finding the work ‘stressful’ and feeling ‘overworked’; having to ‘walk’ and ‘rush around’ a lot, which she found physically difficult. Jodi is now being supported by the programme to look at jobs in social care. Jodi, who has formed a strong bond with her mentor, explained how given the mental health difficulties she has experienced, if she secures a job as a care worker, she would like her mentor ‘to stay with [her] for a while ... at least a couple of weeks’. She felt that it would be helpful to have someone to call, should any problems arise.

#### *Young people facing more complex barriers*

- 4.24. A number of young people interviewed for the study faced complex barriers to engaging with education, training or employment and appeared unlikely to overcome them without the support for the project. For most this was linked to mental health difficulties and/or disabilities, such as neurodevelopmental conditions, which limited their capability and also sapped their motivation to search for work. This is illustrated by Jack and Tim’s stories (described below)

#### **Jack: overcoming complex barriers to help others**

Jack, a disabled young man, described how he ‘just wanted to do something cos I’ve been on sick since I was 16 and as times gone on, I’ve looked towards seeing myself into work.’ He explained that ‘I’ve struggled with mental health [and] I was worried as I hardly leave the house’ due to his agoraphobia. With the support of CfW<sup>41</sup> he participated on a number of courses with the Princes Trust, which he really enjoyed and inspired him. As a result, he felt that he ‘was able to look at my

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<sup>41</sup> Jack explained that once a week we met his mentor for an hour. She helped him write a CV and introduced him to the Princes Trust, where he did a ‘support worker’ course and ‘mental health and well-being through art’ course, which he really enjoyed. He explained that CfW paid for his travel expenses and ‘things like that’.

own mental health through something I like – [and] it made me want to help other people with mental health issues.’

Jack is now working part time with a third sector organisation and also training to be a mental health support worker. He described his experience with CfW as ‘life changing. I would still be stuck in the house’ as he put it.

### **Tim: overcoming his mental health difficulties to find work**

Tim described starting working in construction after leaving school at 16 – ‘just something to get cash in the pocket’ as he described it. However, he also started to struggle more with his anxiety, which he had suffered from around age 13. It gradually got worse, and in the end he didn’t do much and stayed in the house all the time.

However, as he described it, moving from his mother’s house to go and live with his father gave him ‘that boost to not sit around all day and start doing something with myself.’ He went to the Job Centre and started on UC over a year ago. He spoke with his work coach and initially wanted to look for work in security, but said that his work coach didn’t really do anything to help him search for work in that area. He looked at a few options, and signed up to four or five job sites, but wasn’t really interested in anything, didn’t think he’d enjoy the work and was still struggling with his anxiety and mental health.

Tim engaged with CfW and he described how having the time to talk through his concerns with someone who really listened and took the time to understand made a huge difference and helped with his motivation. Although he was already becoming more open to the idea of looking for work, he now started to believe that it could be possible.

With the help of CfW, Tim found a Security Industry Authority (SIA) security licence course in Cardiff. Tim, who lives in the heads of the valleys (some distance from Cardiff) was anxious about the whole process of getting there and attending with people he didn’t know. They did try to find a course that was closer to home but

there was nothing available. It was arranged that Tim would get the train there and back and CfW arranged and paid for the transport. Despite his initial anxieties about catching a busy train, finding the venue, and working with people he didn't know, attending the training on his own boosted his confidence as he realised many of his fears were just in his head. Throughout this process, Tim described his mentor as being 'very understandable and approachable and kind of on my side...I wasn't rushed into everything. It was always at my pace, and she always followed up on her promises.'

Soon after completing the course Tim started work. He described how: 'I honestly don't think I would be about to start a job without CfW - without the support that I needed. I think I would still be back and forth to the JCP and still claiming benefits.'

He has already recommended CfW to a friend who now wants to go pursue the same career path. His friend is currently on UC so Tim has told him to ask his work coach about CfW: 'My mate can see where I was. He's been my mate for years. He's from the same place. He's seen how CfW has impacted me and turned my life around. I am where I am today because of it. He can see that and wants to see what it can do for him as well.'

- 4.25. However, as the example of Rhys (discussed below illustrates, the complex barriers could also be linked to young people's past behaviour, in this case criminal behaviour - which limited their access to opportunities.

#### **Rhys: negotiating the transition from prison to employment**

Rhys left school early before taking his GCSEs, he didn't enjoy school adding that 'I was being stupid' suggesting that he was getting into trouble a lot. After leaving school he took up various odd jobs for 'people I knew' primarily doing some labouring work. Although he enjoyed the work he couldn't sustain a 'formal' job and found himself not being able to settle down and maintain any of the opportunities. At 18 he got a job working at McDonalds for a while and whilst he enjoyed this, he gave the impression that he found it difficult to manage timekeeping and wasn't a

particularly reliable worker, finding it difficult to get up in the mornings. After a more turbulent phase in his life, he found himself in prison.

With his prison sentence nearing its end in December 2022, he was given the opportunity to get support from Working Wales who helped him initially with confidence building, communication skills and time keeping. Over a period of some 3-4 months whilst in prison, Career Wales/Working Wales helped him with courses to develop his communications skills, confidence building and interviewing skills. He was also given a laptop during this time so that he could do some online courses which they provided. He was then put in touch with CfW+, and as part of his day release was able to attend an employment fayre in his local town. He met his advisor there and they discussed various options.

He agreed to attend an interview with a representative from a large food catering and wholesaler business. This was arranged by CfW+ whilst he was still an inmate, and he was offered a part time position. He started this job immediately on his release and is still in the job. CfW+ also helped him financially to cover the costs of a taxi to take him to and back from work, and to purchase clothes for the interview and job itself. The financial support was vital, as he had very little money having left prison, and did not have a car and there were no viable public transport options, but the support gave him time to arrange a lift 'off his mate' to work.

Since starting work, he has met his mentor on a fortnightly to a monthly basis. He tends to pop in to the local hub to say hello when he's in town and have a chat about how things are going. He hasn't had any specific problems he needs support with, but finds it helpful just to talk about how his work is going and how he'd like to take on more hours at the business. He finds his mentor approachable and welcoming, and the chats give him reassurances more than anything that things are going well.

As Rhys put it, I'd definitely [would] not have got the job' had it not been for CfW+. The programme was able to directly arrange his work interview for him with the prospective employer, as they knew the business was running a programme for ex-offenders. It is very unlikely that Rhys would have known this or have been in a position to arrange the interview. He recognised that as an ex-offender he would

have had difficulty finding a job with other employers, given the stigma attached to it and their reluctance to take him on.

### **Support from the programmes**

- 4.26. Many of those interviewed were keen to emphasise how supportive their CfW or CfW+ advisor or mentors had been. For example, Michelle described, how her CfW+ mentor, was 'great and full of support. She was just chatting to me. It didn't feel at all pressured'. She explained how the programme identified a training course to help her become a teaching assistant and paid for the travel costs to attend (given the difficulties she faced getting there by public transport). When asked, she explained that she'd definitely recommend CfW+ to a friend: 'I'd say it's been brilliant and go for it and see what opportunities they give you for courses and experience and qualifications because that's how you start your future'.
- 4.27. A number of participants contrasted support from CfW or CfW+ with their experience of Job Centre Plus (JCP). For example, as Ceri (who qualified as a librarian explained): 'There was always a pressure from the Universal Credit Coach to be looking for work, but with CfW I felt doors were more open for me and I wanted to do something.' She also explained how her CfW advisor had also liaised with DWP on her behalf and 'that took the pressure off'. 'She [her CfW advisor] had trust in me, [while] the Work Coach would keep saying "yes, but fill that application in as well, do that as well, you need to do that anyway", [name of advisor omitted] just said "I believe you're going to do this; I support you."
- 4.28. Similarly, Emma, a single mother of two, described how she had been out of work for seven years and was looking to change careers, said of her advisor, 'it's just the way he speaks, it's like a counselling session, he's lovely, a really good guy, [and] he's got the answer for everything...if I'm applying for a job and I'm trying to word it right, he'll know, he'll comment on it, change the words around, simple things like that and he encouraged me to stick to what you I want to do...I don't just want a job, I want a career out of this'. Later she contrasted the continuity of support from CfW with the job centre where she described seeing a succession of different job coaches, none of

whom had time to get to know her and which meant she had to keep 'starting from scratch' explaining what she wanted to do.

- 4.29. The significance of some CfW or CfW+ advisors or mentors in some participants lives was also clear. For example, Claire, had moved to Wales several years ago, but was struggling to find work, in large part as she lacked the necessary documents. When asked who else she could turn to for support explained, it was 'only me and my daughter, it shows who is there for you and who isn't when the shit hits the fan – [and] he [her advisor] was'. She described how her CfW advisor had 'kept pushing and pushing' used the Barriers fund to pay for a new passport for her (so she could prove her right to work) and then helped her access training in 'health and safety, safeguarding, food and hygiene', was 'texting me jobs', helped 'set up two interviews' and she proudly described how now she was working two jobs. As she concluded 'it's the best thing that ever happened to me. I was going stir crazy [not working]...[now] I have something to look forward to...I'm a lot happier now!'
- 4.30. As section 5 outlines, almost all interviewees were very positive about the support, and felt it had made a positive impact, but there were exceptions, like Aimee, discussed below.

**Aimee: the financial challenge of starting a new business**

Aimee is in her mid-40s and suffers from progressive arthritis. She had worked as a hairdresser, before the business she worked for closed, and Aimee lost her job. Interested in setting up her own business, to give her greater flexibility given her arthritis, Aimee was referred by JCP to CfW+. However, Aimee explained that she felt the 'whole [CfW+] process was really set up for people searching for jobs' rather than people like herself looking to set up a business. She described how whereas she was of the mindset of 'this is what I want and this is what I need', she felt CfW+ was initially 'a little bit lost and not sure how to help'. Nevertheless, she explained that in the end, they did manage to help her get some funding for tools, equipment, a chair and an online course on bleaching. Aimee's experience may illustrate some of the restrictions on the use of the Barriers Fund reported by staff

(Welsh Government, 2023a), but it may also indicate a mismatch between people's hopes and expectations and what the programme can offer.

Nevertheless, Aimee reported that although 'They did fund things – but they didn't really fund the things I needed the most [i.e. stock]'. Equally, she understood that there were rules – and she didn't expect to get everything and was quite grateful for what she did receive. She was able to borrow some money from her parents for the rest. As a result, Aimee didn't feel that CfW+ had made a massive difference. She already knew what she wanted to do and taken steps to achieving that. She just needed some additional funding.

### **The experience of disabled participants, those with work limiting health conditions and/or additional learning needs.**

- 4.31. Employment rates for disabled people vary considerably by type of disability, but are much lower overall, than rates for non-disabled people in Wales. Disabled people in the UK are also less likely to be in higher skilled occupations than non-disabled people (DWP, 2023; Welsh Government, 2022b). Understanding the reasons for this and the effectiveness of programmes like CfW and CfW+ in addressing this, is important.
- 4.32. 11 of the participants who took part in the qualitative research were recorded as being disabled and a further 15 reported mental health difficulties and/or additional learning needs but did not identify themselves as disabled when interviewed. The range of physical and mental impairments they reported were varied in both type and severity, and their experiences were also very different. They included:
- those who felt unable to work when interviewed as a result of the severity of their impairment, most commonly its impact upon their mental health, as the examples of some those who were 'stuck' illustrate;
  - those who felt able to and wanted to work but were struggling to find work that they could do, given their disability due to the attitudes of employers. For example, as Rose put it 'The chronic pain does stop me from working. Employers don't want to give me a job as they think I am not reliable, and I am; and



- those for whom, the impact of their impairment was either modest or overshadowed by other difficulties they faced.

4.33. Disabled participants were generally very positive about the support and understanding of CfW and CfW+ staff, consistently praising them, although Thomas, a neurodiverse young man supported by CfW+ described the difficulties he experienced meeting in a busy and noisy hub. In most cases support appeared to focus upon identifying alternative options for disabled people, rather than for example working with employers to make reasonable adjustments. For example, Rose (who experienced chronic back pain) described how she was being supported to focus upon self-employment, while Richard a neurodiverse young man (who struggled with noisy environments) described how he was focusing upon pursuing employment that could be done from home.

### **The experiences of participants from Black, Asian and minority ethnic backgrounds**

- 4.34. There are persistent racial inequalities in employment and income in Wales, including both lower rates of employment and under-representation in more highly skilled and paid occupations, for some Black, Asian and minority ethnic groups (WCPP, 2021). Understanding the reasons for this and the effectiveness of programmes like CfW and CfW+ in addressing this, is important.
- 4.35. Eight participants from Black, Asian and minority ethnic backgrounds contributed to the qualitative research. Although they, like most of the participants discussed in this section, faced barriers, they were very rarely directly linked to their ethnicity. The only participant who described experiencing discrimination on the basis of their ethnicity was a white woman, who felt discriminated against as she was English rather than Welsh.<sup>42</sup> It is important to stress that this does not mean that these participants from Black, Asian and minority ethnic backgrounds did not experience discrimination<sup>43</sup>, simply that it did not feature in their accounts. One of the interviewees was a refugee,

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<sup>42</sup> As outlined above, Abigail described that she is (and has been) looking for work but has never felt that she would be able to find work because of the 'prejudice' which Welsh people have against the English.

<sup>43</sup> There is evidence from other research that people from Black, Asian and minority ethnic backgrounds in Wales experience discrimination in relation to employment (WCPP, 2021).

and he identified that what he felt were weak English language skills and a lack of experience of the Welsh labour market as barriers<sup>44</sup>, and one interviewee who was a migrant, may also have been held up by his language skills, although he did not identify this as a barrier. However, these were barriers linked to their biographies, rather than their ethnicity *per se* and their experiences were very different to other participants from Black, Asian and minority ethnic backgrounds who had grown up in Wales and consequently had very different biographies (and therefore stronger English language skills and very different experiences of the Welsh labour market).

### **The impact of the pandemic**

4.36. The COVID-19 pandemic and policy responses like lockdown, had a range of impacts upon those interviewed, for example, during the pandemic some:

- lost motivation, direction and sometimes the opportunity to work, or pursue work, as they felt their lives were on hold, or derailed, as for example, they lost loved ones, or lost their job; were forced into caring roles (for children or elderly relatives); struggled to find work (as employment opportunities contracted sharply); and/or access to training was suspended (in the early stages of the pandemic);
- lost capabilities, and in some cases became increasingly disabled, as their mental or physical health declined (including examples of 'long COVID' and/or difficulties accessing health services during and after the pandemic); or
- reassessed what they wanted to do (as Carys, who had worked in a pub all her life, and decided she wanted to spend more time her family did) and become motivated to change direction.

4.37. There was also evidence of the ways it disrupted and changed delivery of the programme, and some interviewees reported for example, the shift to support by phone or WhatsApp, which was felt to work better for some than others, and some reported having received laptops, although others who it would appear have

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<sup>44</sup> As Ahmad, who was supported by CfW+ described, when asked about the barriers he faced: 'Coming from a different country, not sure how things work, how to find work, which work, not very good at English at that time, little bit difficult talking at first. Many things to overcome. [The] Project help with all this.'

benefited, did not.<sup>45</sup> The impact of having a laptop was reported to be mixed (with some well used and others apparently little used), which is consistent with the accounts of programme staff outlined in the process evaluation (Welsh Government, 2023a). The changes in the delivery of the programme during the pandemic are discussed further in [the process and theory of change report](#) (Welsh Government, 2023a).

### **The impact of welfare reform, financial pressures and workplaces upon participants' motivation**

4.38. Many of those interviewed were keen to stress that they wanted to work and, while they might need help to find work, they didn't want 'hand outs'. The difficulties living on benefits, particularly for those without children (who received lower levels of benefits), and given the current cost of living crisis, and also the pressure from JCP to find work, also featured in a number of people's accounts.<sup>46</sup> However, their experiences of working and the workplace were often difficult. They included accounts of long and/or unsocial hours<sup>47</sup>, poor pay and poor treatment, including bullying - as Karl pithily put it 'crap' jobs - which meant a number of both adults (aged 25+) and young people had cycled in and out of jobs. This is indirectly supported by the participant survey data which suggests many of these entering work, do so into lower wage, lower skilled and more insecure work. Therefore, while participants wanted to work, almost without exception, they didn't want to take any job, and were focused upon particular areas of work.

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<sup>45</sup> For example, as Vicky described: 'It was great to keep talking to [name of advisor omitted] over the phone that was helpful. [but] I wasn't offered a Chromebook, I don't have internet at home, just on my phone'.

<sup>46</sup> For example, as Maureen put it, now she was working more than 16 hours a week: 'I'm covered for hours and so they [JCP] can't be plaguing [sic] me'. While as Charlie explained, after he lost his job during the pandemic, he could not afford to pay his rent and bills and he faced homelessness. He said that it took JCP 'a long time' to deal with his Universal Credit (UC) claim and he had found himself in real financial difficulty for a while. He had moved in to live with his mother and, whilst this provided a roof over his head, he described how as a grown man it felt humiliating, to have to turn to his ailing mother for help.

<sup>47</sup> For example, Maureen described starting work as a cleaner at 5.30, working for 3 hours and then starting work at her 2<sup>nd</sup> job later in the morning. Despite this she described the support of CfW as 'the best thing that happened to me' as she was 'going stir crazy [not working] and [now had] something to look forward to'.

### *The impact of the cost of living crisis*

4.39. Although, as outlined above, financial deprivation was a feature of many participants accounts, very few explicitly mentioned the current cost of living crisis<sup>48</sup>, suggesting their difficulties predated the crisis. This financial pressure meant that they very much valued the Barriers Fund and financial support for training. There were also examples of how programme staff had helped participants cope with financial crises, by for example making referrals to the Discretionary Assistance Fund<sup>49</sup>, when household appliances such as a washing machine or cooker, broke down.

### **The programmes' Welsh language offer**

4.40. As outlined in Table 3.1. the proportion of CfW and CfW+ participants choosing Welsh (eight and six per cent respectively) is considerably lower than the estimated proportion of adults who speak Welsh (c. 18 per cent). Moreover, the numbers of CfW participants who received provision through the medium of Welsh either partially (588) or fully (88) were much smaller again (around two per cent). The qualitative interviews highlighted that a number of Welsh speakers were not confident using their Welsh when engaging with public services as they lacked confidence in their own ability, were more used to using English, particularly in more formal settings (such as when interacting with services) and/or were concerned the Welsh used would be too 'formal' or 'technical'<sup>50</sup>. For example, Lowri, who attended Welsh medium schools, explained she was offered support through the medium of Welsh. But she explained 'I will always choose English when I'm not sure what I'm walking into. I get stressed and confused in my head when I'm translating words from English to Welsh, so I stick to English in those times.' Similarly, as Sian explained 'to be honest, I prefer English, its more straightforward. English is straight to the point...[and] I'm used to speaking English'. However, the interviews also illustrated how the programmes could address this. For example, Ffion explained that her

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<sup>48</sup> The main exception was Karl, who described how the increases in petrol prices had made traveling to work much more costly (reducing the financial benefits of working and limiting his access to opportunities).

<sup>49</sup> Further information about the Welsh Government's Discretionary Assistance Fund is available at <https://www.gov.wales/discretionary-assistance-fund-daf>

<sup>50</sup> This is in line the findings of a review of the use of Welsh in the WCVA Active Inclusion Fund (WCVA, 2022).

advisors' 'Welsh is like mine, I don't feel she looks down at me, we both use English words. It's good to speak Welsh with someone.'

## 5. Participant survey data

### Key findings

Drawing upon the findings of 236 CfW and 451 CfW+ survey participants interviewed during early 2023:

- Positive feedback was gathered from survey participants about the support accessed. 95 per cent of CfW and 92 per cent of CfW+ participants thought that their mentor or adviser understood the barriers that prevented them from finding work whilst 89 per cent of CfW and 82 per cent of CfW+ participants thought that their mentor or adviser had been effective in drawing up a realistic personal action plan for them.
- Most participants found training courses, volunteering activities and work experiences to be useful. In the case of CfW, job specific courses were found to be the most useful type of training accessed.
- A quarter of both CfW and CfW+ participants had received support from the programme after they had started in work and the vast majority of these considered the support to be useful.
- The majority of participants thought that their participation had resulted in a positive impact in terms of their readiness for work, such as becoming clearer about work opportunities, gaining confidence and being better informed, with higher proportions of CfW participants agreeing with this.
- There is good evidence that participation in CfW and CfW+ has brought about positive personal gains, such as feeling more in control of their lives and feeling better about themselves, for participants, with CfW participants more likely to agree with this.

Drawing upon the survey findings for a total of 1,888 CfW and CfW+ participants i.e., interviewed during early 2023 as well as those who responded to previous ESF participant surveys conducted during 2018 and 2022:

- Participants' main motivation for engaging with the programme is to find a job, with CfW+ participants more likely than CfW to cite this.

- Participants' main difficulties to finding work on joining the programme was not having relevant work experience, following by difficulties getting to appropriate work and not having the right qualifications. CfW participants reported having greater barriers than CfW+ participants to find work.
- Whilst on the programme, 54 per cent of CfW and 37 per cent of CfW+ survey participants stated that they had worked towards a qualification.
- The main type of skills gained or improved reported by both CfW and CfW+ participants were communication skills, organisational skills, team working skills, problem solving skills and job searching skills. A higher proportion of CfW participants reported to have gained or improved their skills compared to CfW+ participants.
- 66 per cent of CfW+ and 52 per cent of CfW survey participants were employed at the time of survey. Of these 66 per cent of CfW and 61 per cent of CfW+ participants thought that the programme had helped them to get the job.
- 64 per cent of CfW and 74 per cent of CfW+ survey participants who were in work at the time of survey held permanent positions.
- For those out of work at the time of survey, health related problems was the main challenge for CfW participants and getting to appropriate work was the main barrier for CfW+ participants.

5.1. This section discusses data from the participant survey, including differences between the characteristics and experiences of CfW and CfW+ participants. The first part sets out the findings of the survey data for a total sample of 1,888 CfW and CfW+ participants. The second part sets out the findings of the 2023 surveys (687), drawing upon recent participant experiences of the CfW (236) and CfW+ (451) programmes.

### **Motivation for engaging with the programme**

5.2. As shown at Table 5.1 and in further detail at Annex B.1 where a demographic breakdown of responses is provided, the main reason cited by survey participants for getting involved in either CfW or CfW+ programmes was to get help to find a job,

although the proportions citing this was perhaps lower than expected given the aims of the programmes. Men were more likely than women (68 per cent compared to 60 per cent) to cite this as a reason for engaging with the programmes.

- 5.3. CfW+ survey participants were more likely than CfW participants to state that getting a job was the main reason, and a higher proportion of CfW survey participants attached greater importance to other motivations such as to develop skills or knowledge. Motivation for engaging with the CfW programme did not vary much between Priority 1 and Priority 3 survey cohorts although Priority 3 survey participants placed a slightly greater emphasis on wanting to develop their skills and knowledge, at 27 per cent.

**Table 5.1: Main reason for participating in CfW/CfW+**

|   | CfW   | CfW+ |
|---|-------|------|
| To help get a job                                     | 62%   | 72%  |
| To develop skills or knowledge                        | 25%   | 20%  |
| Another main reason                                   | 8%    | 4%   |
| To improve pay, promotion, or other prospects at work | 5%    | 4%   |
| Sample  | 1,287 | 451  |

Source: ESF Participant Surveys (2018, 2022) and CfW and CfW+ surveys (2023). Excludes 'don't know' responses.

### **Difficulties associated with finding employment prior to participation**

- 5.4. The main difficulty cited by around half of CfW and CfW+ survey participants to find work prior to engaging with the programmes was not having relevant work experience, as shown at Table 5.2 and in more detail at Annex B.2. This was followed by difficulties getting to appropriate work (e.g., due to transport issues) and not having the right qualifications. CfW+ survey participants were more likely than their CfW counterpart to state that there was a lack of appropriate jobs available where they lived whilst CfW survey participants attached greater importance to issues such as health problems, caring responsibilities, and only wanting to work part time. This is consistent with other evidence (such as data on the characteristics of participants discussed in section 3) suggesting that CfW participants tend to have greater barriers than CfW+ participants. Given their differences in age, as would be



expected, across the CfW survey sample, Priority 3 survey participants were much more likely to cite that they did not have relevant work experience (at 64 per cent) whilst Priority 1 survey participants were more likely to identify barriers such as health problems (36 per cent) and caring responsibilities (30 per cent).

**Table 5.2: Difficulties associated with finding employment by survey participants prior to joining CfW and CfW+ programmes**

|  | CfW          | CfW+       |
|--|--------------|------------|
| Not having relevant work experience                        | 48%          | 51%        |
| Hard to get to appropriate work                            | 48%          | 49%        |
| Not having the right qualifications                        | 44%          | 41%        |
| Not having the right skills                                | 43%          | 44%        |
| No appropriate jobs where they live                        | 34%          | 44%        |
| Health problems  | 33%          | 26%        |
| Caring responsibilities                                    | 25%          | 20%        |
| Only wanting to work part time                             | 23%          | 14%        |
| Age  | 20%          | 20%        |
| Not being able to afford childcare                         | 20%          | 12%        |
| Believing they would not be better off financially in work | 17%          | 13%        |
| <b>Sample</b>  | <b>1,172</b> | <b>353</b> |

Source: ESF Participant Surveys (2018, 2022) and CfW and CfW+ surveys (2023). Excludes 'don't know' responses.

### **Qualifications and skills gained whilst on CfW and CfW+**

- 5.5. Whilst on the programme, 54 per cent of CfW and 37 per cent of CfW survey participants stated that they had worked towards a qualification<sup>51</sup>, as shown at Table 5.3 and in further detail at Annex B.3. CfW Priority 1 survey participants were more likely, at 57 per cent, to have worked towards a qualification than Priority 3 respondents, at 48 per cent. The majority of qualifications achieved, by both CfW and CfW+ survey participants, were at Level 2 or below although a slightly higher proportion of CfW+ survey participants achieved a Level 3 qualification.

<sup>51</sup> Or a certificate or unit

**Table 5.3: Qualifications achieved by survey CfW and CfW+ participants**

|  | CfW   | CfW+ |
|--|-------|------|
| Working towards a qualification        | 54%   | 37%  |
| Sample                                 | 1,437 | 451  |
| <i>Level of qualification achieved</i> |       |      |
| Level 1 or below                       | 35%   | 37%  |
| Level 2                                | 49%   | 44%  |
| Level 3                                | 17%   | 19%  |
| Sample                                 | 375   | 89   |

Source: ESF Participant Surveys (2018, 2022) and CfW and CfW+ surveys (2023)

- 5.6. The main type of skills gained or improved by both CfW and CfW+ survey participants were communication skills, organisational skills, team working skills, problem solving skills and job searching skills, as shown at Table 5.4 and Annex B.4. A higher proportion of CfW survey participants reported to have gained or improved their skills as a result of participating on the programme compared to CfW+ survey participants. Priority 3 CfW survey participants were much more likely than Priority 1 CfW survey participants to state that they had gained or improved their skills e.g., 79 per cent of Priority 3 CfW survey participants reported to have gained or improved their communication skills compared with 66 per cent of those from Priority 1.

**Table 5.4: Skills gained or improved by survey CfW and CfW+ participants**

|   | CfW   | CfW+ |
|---|-------|------|
| Communication skills                                    | 70%   | 54%  |
| Organisational skills                                   | 67%   | 52%  |
| Team working skills                                     | 66%   | 49%  |
| Problem solving skills                                  | 64%   | 49%  |
| Job search, CV writing or interview skills              | 64%   | 59%  |
| Job-specific skills related to a particular type of job | 58%   | 51%  |
| Customer handling skills                                | 45%   | 36%  |
| Reading and writing                                     | 42%   | 26%  |
| Working with numbers                                    | 41%   | 27%  |
| English language skills                                 | 40%   | 27%  |
| Computer literacy / basic IT skills                     | 39%   | 30%  |
| Sales skills  | 25%   | 18%  |
| Leadership and/or strategic management skills           | 25%   | 21%  |
| Advanced or specialist IT skills                        | 12%   | 9%   |
| Confidence / self esteem                                | 8%    | 7%   |
| Welsh language skills                                   | 8%    | 8%   |
| Sample  | 1,287 | 451  |

Source: ESF Participant Surveys (2018, 2022) and CfW and CfW+ surveys (2023)

- 5.7. Encouragingly, the majority of CfW and CfW+ survey participants reported that they had been able to use the skills gained or improved, with a slightly higher proportion of CfW survey participants at 70 per cent compared with 66 per cent of CfW+ survey participants taking this view.

### **Employment circumstances at time of survey**

- 5.8. Table 5.5 sets out participants working circumstances at the time of survey<sup>52</sup>, which, given that participants would have been surveyed at different points in time after leaving the programme, provides a crude measure of their circumstances at the time of survey. It shows that 66 per cent of CfW+ and 52 per cent of CfW survey

<sup>52</sup> Fieldwork for the CfW and CfW+ participant survey took place from 26 January to 17 February 2023.

participants were employed at that point in time. The employment rate was higher amongst CfW Priority 3 survey participants, at 60 per cent, compared with 49 per cent of CfW Priority 1 survey participants<sup>53</sup>. The employment rate was also higher amongst East Wales CfW survey participants, at 57 per cent, compared with 51 per cent of West Wales and the Valleys CfW survey participants, as shown at Annex B.5, and higher amongst men, those without work limiting ill-health and who had been out of employment for a shorter duration of time, as shown at Annex B.6.

**Table 5.5: CfW and CfW+ survey participants employment situation at time of survey**

|                       | CfW   | CfW+ |
|-----------------------|-------|------|
| Employed              | 52%   | 66%  |
| Unemployed            | 21%   | 17%  |
| Economically inactive | 26%   | 17%  |
| Sample                | 1,437 | 451  |

Source: ESF Participant Surveys (2018, 2022) and CfW and CfW+ surveys (2023)

5.9. Most CfW and CfW+ survey participants who were in work at the time of survey thought that the programme had helped them get the job as shown at Table 5.6. A higher proportion of CfW survey participants, at 66 per cent, held this view and Priority 1 CfW survey participants, at 70 per cent, were more likely than Priority 3 CfW survey participants, at 59 per cent, to attribute the programme to their employment circumstances.

**Table 5.6: CfW and CfW+ survey participants view on whether programme helped them secure their job**

|                                     | CfW | CfW+ |
|-------------------------------------|-----|------|
| Whether programme helped to get job | 66% | 61%  |
| Sample                              | 599 | 259  |

Source: ESF Participant Surveys (2018, 2022) and CfW and CfW+ surveys (2023)

<sup>53</sup> For comparison, across the programme as a whole, 50% of Priority 3 participants entered employment and 41% of Priority 1 participants entered employment,

### Characteristics of jobs held at time of survey

5.10. As shown at Table 5.7 and at Annexes B.7 and B.8, 51 per cent of CfW and 21 per cent of CfW+ survey participants were employed across four of the Standard Occupational Classification (SOC) Major Groups<sup>54</sup> covering administrative and secretarial; skilled trades; caring, leisure and other services; as well as sales and customer service occupations. A higher proportion of CfW+ survey participants, at 24 per cent, were working across the three SOC Major Groups of managers, directors, and senior officials; professional; and associate professional occupations compared to only 12 per cent of CfW survey participants. A third of both CfW and CfW+ survey participants were employed in the remaining two SOC Major Groups of process, plant and machine operatives and elementary occupations. Across the CfW survey cohort, the proportion working across SOC Major Groups 4 to 7 was broadly similar for Priority 1 and 3 survey cohorts. A slightly higher proportion of Priority 3 CfW survey participants worked in Major Groups 1 to 3 (at 14 per cent) and a higher proportion of Priority 1 CfW survey participants worked in Major Groups 8 to 9 (at 39 per cent).

**Table 5.7: Type of jobs held at time of CfW and CfW + survey**

|   | CfW | CfW+ |
|---|-----|------|
| SOC Major Groups 1-3 (managers, directors, and senior officials; professional; and associate professional occupations)                                  | 12% | 24%  |
| SOC Major Groups 4 – 7 (administrative and secretarial; skilled trades; caring, leisure and other services; and sales and customer service occupations) | 51% | 21%  |
| SOC Major Groups 8-9 (process, plant and machine operatives and elementary occupations)   | 37% | 34%  |
| Sample  | 599 | 259  |

Source: ESF Participant Surveys (2018, 2022) and CfW and CfW+ surveys (2023). Those in employment at the time of survey.

5.11. 64 per cent of CfW and 74 per cent of CfW+ survey participants who were in work at the time of survey held permanent positions. This compares with 94 per cent of all

<sup>54</sup> Standard Occupational Classification is a common classification of occupational information for the UK. See [Standard Occupational Classification \(SOC\) - Office for National Statistics \(ons.gov.uk\)](https://ons.gov.uk) for further information.

working age people (16- to 64-year-olds) who were employed in 2021 across the UK who held permanent employment<sup>55</sup>. Furthermore, just over three-quarters of both CfW and CfW+ survey participants who were in work at the time of survey were in full time positions, as shown at Table 5.8. This is slightly higher than the overall proportion of people in employment working on a full-time basis across Wales<sup>56</sup>. The table also sets out the average number of hours worked per week which was slightly greater amongst CfW+ survey participants at 34.9 hours per week. Annex B.8 provides further detail about the profile of jobs held by demographic characteristics.

**Table 5.8: Profile of jobs held at time of CfW and CfW+ survey**

|   | CfW        | CfW+       |
|---|------------|------------|
| Permanent position                          | 64%        | 74%        |
| Full time                                   | 78%        | 77%        |
| Average hours worked per week <sup>57</sup> | 31.5 hours | 34.9 hours |
| Sample                                      | 599        | 259        |

Source: ESF Participant Surveys and CfW and CfW+ surveys (2023). Those in employment at the time of survey

### Difficulties finding work at time of survey

- 5.12. The main factor which made it difficult for CfW survey participants who were out of work at the time of survey to find work was health related problems, and CfW Priority 1 survey participants were more likely at 50 per cent to say this than CfW Priority 3 survey participants (at 34 per cent), as shown at Annex B.9. In contrast, CfW+ survey participants were more likely to cite difficulties getting to appropriate work as their main barrier with half of the survey sample identifying this as a barrier. CfW+ survey participants were also more likely to state that they did not have the right work experiences, skills, or qualifications than CfW survey participants.

<sup>55</sup> Based on Annual Population Survey - [Permanent and temporary employment - GOV.UK Ethnicity facts and figures \(ethnicity-facts-figures.service.gov.uk\)](https://www.gov.uk/evidence/ethnicity-facts-figures)

<sup>56</sup> 74 per cent of those in employment in Wales in 2022 were in full-time roles. See [Status of employed persons by Welsh local authority and measure \(gov.wales\)](https://gov.wales/status-of-employed-persons-by-welsh-local-authority-and-measure)

<sup>57</sup> The data is based on median hours worked by participants, including those working on a part time basis, to limit the influence of those working very short or long hours.

5.13. When comparing the difficulties of finding work at the time of survey with those prior to participation, as set out at Table 5.9 and at Annexes B.9 and B.10, a much lower proportion of CfW survey participants identified issues such as not having the relevant work experience, skills, or qualifications to find work at the time of survey, suggesting that the programme has helped to significantly reduce these barriers. The type of challenges faced by CfW+ survey participants has not changed much compared to their situation prior to joining the programme, other than health problems which increased suggesting that either those with health problems found it more difficult to find work or this cohort has developed more health issues over time. The drop in the proportions reporting current barriers such as relevant work experience, skills or qualifications is more modest. The difference in the proportions of CfW and CfW+ participants citing not being able to afford childcare as a barrier to finding work is likely due to the gender profile of those surveyed, in that a higher proportion of CfW+ participants were male (67 per cent) compared with CfW participants (53 per cent).

**Table 5.9: Barriers to finding work amongst non-working survey CfW and CfW+ participants at time of survey**

|   | CfW at time of survey | CfW+ at time of survey |
|---|-----------------------|------------------------|
| Health problems (including physical and mental health problems) | 46%                   | 40%                    |
| Hard to get to appropriate work                                 | 38%                   | 50%                    |
| Not having relevant work experience                             | 33%                   | 43%                    |
| Not having the right skills                                     | 21%                   | 41%                    |
| Not having the right qualifications                             | 31%                   | 38%                    |
| No appropriate jobs where they live                             | 29%                   | 39%                    |
| Having caring responsibilities                                  | 27%                   | 14%                    |
| Only wanting to work part time                                  | 25%                   | 17%                    |
| Age   | 18%                   | 22%                    |
| Not able to afford childcare                                    | 16%                   | 5%                     |
| Sample  | 640                   | 148                    |

Source: ESF Participant Surveys (2018, 2022) and CfW and CfW+ surveys (2023). Those not in employment at the time of survey

## Participants' experiences of the programme: Findings of the 2023 surveys

5.14. This section draws upon the findings of 236 CfW and 451 CfW+ survey participants, interviewed during early 2023.

### *Working with a mentor or adviser*

5.15. Over half (52 per cent or 124 of 236) of CfW survey participants recalled being supported by an adviser and two-fifths (40 per cent or 95 of 236) recalled being supported by a mentor<sup>58</sup>. The remaining CfW survey participants (47) either did not know or could not recall being supported by either. This question was not asked of the CfW+ participants as the programme only used mentors to deliver support.

5.16. A large majority of CfW and CfW+ survey participants thought that their mentor or adviser understood the barriers that prevented them from finding work, with a slightly higher proportion of CfW participants taking this view, as shown at Table 5.10 and at Annex B.11. CfW Priority 1 survey participants and CfW survey participants based in West Wales and the Valleys were more likely to state that their mentor or adviser understood their barriers 'very well', at 75 per cent and 73 per cent respectively. CfW and CfW+ female survey participants were also more likely than men to rate their mentor or adviser's understanding of their barriers as 'very well'.

**Table 5.10: How well a mentor or adviser understood survey participant barriers**

|                 | CfW | CfW+ |
|-----------------|-----|------|
| Very well       | 72% | 69%  |
| Quite well      | 23% | 23%  |
| Not very well   | 3%  | 4%   |
| Not at all well | 1%  | 3%   |
| Don't know      | <1% | 1%   |
| Sample          | 189 | 320  |

Source: CfW and CfW+ survey (2023). CfW respondents who could recall being supported by either a mentor (95) or adviser (124) and CfW+ respondents who could recall being supported by a mentor (320)

5.17. The majority of CfW and CfW+ survey participants thought that their mentor or adviser had been effective in helping them draw up a realistic personal action plan to help them move closer to getting a job, with CfW survey participants more likely to

<sup>58</sup> 30 CfW surveyed participants were supported by both an adviser and a mentor



take this view as set out at Table 5.11 and in further detail at Annex B.12. Again, CfW Priority 1 survey participants were more likely to rate their mentor or adviser as being ‘very effective’, at 62 per cent compared with 35 per cent of Priority 3 participants as were those in West Wales and the Valleys, at 58 per cent compared with 52 per cent of those in East Wales. CfW and CfW+ female survey participants were also more likely than men to rate their mentor or adviser’s effectiveness as ‘very effective’.

**Table 5.11: Effectiveness of mentor or adviser in helping draw up a realistic personal action plan for survey participants**

|                           | CfW        | CfW+       |
|---------------------------|------------|------------|
| Very effective            | 56%        | 50%        |
| Quite effective           | 33%        | 32%        |
| Not very effective        | 5%         | 8%         |
| Not at all effective      | 3%         | 5%         |
| Don’t know                | 1%         | 3%         |
| Do not recall action plan | 3%         | 2%         |
| <b>Sample</b>             | <b>189</b> | <b>320</b> |

Source: CfW and CfW+ survey (2023). CfW respondents who could recall being supported by either a mentor (95) or adviser (124) and CfW+ respondents who could recall being supported by a mentor (320)

- 5.18. A large majority (92 per cent) of CfW survey participants and some three-quarters (78 per cent) of CfW+ survey participants thought that their mentor or adviser had challenged them to do new things or do things differently, as shown at Table 5.12 and at Annex B.13. CfW Priority 1 survey participants and CfW survey participants based in West Wales and the Valleys were more likely to agree that they had been challenged to do new or different things as were CfW+ survey participants aged 50 and over.

**Table 5.12: The extent to which mentor or adviser challenged survey participants to do new or different things**

|                   | CfW | CfW+ |
|-------------------|-----|------|
| To a large extent | 37% | 28%  |
| To some extent    | 55% | 51%  |
| Not at all        | 8%  | 18%  |
| Don't know        | 1%  | 3%   |
| Sample            | 189 | 320  |

Source: CfW and CfW+ survey (2023). CfW respondents who could recall being supported by either a mentor (95) or adviser (124) and CfW+ respondents who could recall being supported by a mentor (320)

*Support provided by CfW advisers and mentors and CfW+ mentors*

5.19. The most common source of support provided by CfW and CfW+ advisers was job search support, and 84 per cent (103 of 124) of CfW survey participants and 79 per cent (252 of 320) of CfW+ survey participants recalled receiving support such as help to write a CV or apply for jobs. 70 per cent of CfW and 63 per cent of CfW+ survey participants also recalled receiving support to find training courses whilst and 61 per cent of CfW and 53 per cent of CfW+ survey participants also recalled receiving support to find work. Very few CfW or CfW+ survey participants had accessed support, or funding, to pay for either adult care (15 per cent of CfW and six per cent of CfW+ participants) or childcare (14 per cent of CfW and seven per cent of CfW+ participants) provision. Overall, CfW survey participants, particularly those from Priority 3, were more likely to state that they had received the different types of support set out at Table 5.13, compared to CfW+ survey participants. It is worth noting that a very small proportion, one per cent and five per cent of CfW and CfW+ survey participants, reported that they had not received any help from an adviser or mentor although this may be due to poor recollection on their part particularly if the nature of the support was fairly light touch.

**Table 5.13: How CfW advisers and CfW+ mentors helped survey participants**

|  | CfW        | CfW+       |
|--|------------|------------|
| Job search activities, such as writing a CV and applying for jobs              | 84%        | 79%        |
| Finding relevant training courses  | 70%        | 63%        |
| Help to successfully find work   | 61%        | 53%        |
| Help overcoming other barriers to getting a job                                | Not asked  | 48%        |
| Finding relevant work experience   | 55%        | 38%        |
| Advising on benefits, including in-work benefits                               | 55%        | 35%        |
| Finding volunteering opportunities   | 54%        | 35%        |
| Organising transport to e.g., training or work experience                      | 52%        | 35%        |
| Organising access to or money to pay for computers or tablets                  | 20%        | 16%        |
| Organising affordable, or sourcing money to pay for, care for adult dependents | 15%        | 6%         |
| Organising affordable, or sourcing money to pay for, childcare                 | 14%        | 7%         |
| Help with the provision of equipment, tools or clothing                        | 6%         | 2%         |
| Pastoral support / boosting confidence   | 4%         | 11%        |
| Other  | 3%         | 4%         |
| None / didn't help with anything   | 1%         | 5%         |
| Don't know / can't remember  | 1%         | 0%         |
| <b>Base</b>  | <b>124</b> | <b>320</b> |

Source: CfW and CfW+ survey (2023). CfW respondents (124) who could recall being supported by an adviser and CfW+ respondents (320) who could recall being supported by a mentor

5.20. The most common source of support provided by CfW and CfW+ mentors was getting participants motivated and focused, as well as developing their confidence, as shown at Table 5.14. Overall, CfW survey participants were more likely than CfW+ survey participants to state that their mentor had supported them with personal aspects of their life, and it is noteworthy that a fifth of CfW+ survey participants reported that they had not received support for these issues. CfW male survey participants were more likely to say that they had received support to get them motivated and focused and to cope with stress whilst CfW female survey participants

were more likely to identify support such as developing their confidence and dealing with family problems.

**Table 5.14: How CfW and CfW+ mentors helped survey participants**

|   | CfW | CfW+ |
|---|-----|------|
| Getting you motivated and focused                         | 84% | 70%  |
| Developing your confidence                                | 78% | 69%  |
| Coping with stress  | 54% | 41%  |
| Accessing health services                                 | 31% | 18%  |
| Dealing with family problems                              | 22% | 10%  |
| Dealing with problems to do with housing or accommodation | 16% | 6%   |
| Accessing rehabilitation services                         | 15% | 5%   |
| None / didn't help with anything                          | 3%  | 21%  |
| Sample  | 95  | 320  |

Source: CfW and CfW+ survey (2023). CfW respondents who could recall being supported by a mentor (95) and CfW+ respondents who could recall being supported by a mentor (320)

- 5.21. More CfW participants reported that the support made a difference than did CfW+ participants. In many cases the differences are within the margin of error for the two surveys, so may simply be a chance finding. Nevertheless, if we assume there is a difference, in the judgment of the evaluation team it is likely to reflect differences in the characteristics of those accessing CfW and CfW+. Those accessing CfW tend to have more complex barriers and were therefore likely to have both needed and received or taken up more support, and to have felt the support made more of a difference. This would also help explain why, for example, more CfW+ participants reported not needing help.

*Training courses and other support activities*

- 5.22. Some two-thirds of CfW survey participants had participated in training courses or other support activities such as volunteering and work experience, such as with a local employer, charity, or a volunteering scheme, whilst on the programme. Table 5.15 sets out the nature of activities undertaken by CfW survey participants, split by whether these were arranged by an adviser or mentor.

**Table 5.15: Participation in training courses and other support activities arranged by CfW advisers and mentors**

|   | Arranged by CfW advisers | Arranged by CfW mentors |
|---|--------------------------|-------------------------|
| Training relating to specific jobs e.g., security, forklift | 40%                      | 40%                     |
| Basic or essential skills                                   | not asked                | 26%                     |
| Volunteering  | 34%                      | 23%                     |
| A motivation and confidence building course                 | 25%                      | 18%                     |
| Work experience   | 25%                      | 20%                     |
| A 'prepare to' course                                       | 17%                      | not asked               |
| A 'routes into' course                                      | 14%                      | not asked               |
| A budgeting course  | not asked                | 6%                      |
| Loaned a Chromebook   | 4%                       | 1%                      |
| Condition management course                                 | not asked                | 4%                      |
| Other types of courses                                      | not asked                | 3%                      |
| None of the above / not done any training or activities     | 32%                      | 34%                     |
| Sample  | 124                      | 95                      |

Source: CfW survey (2023). CfW respondents who could recall being supported by a mentor (95) and CfW respondents who could recall being supported by an adviser (124)

5.23. Overall CfW survey participants regarded the training courses and activities which they had attended as being useful (see Annex B.14 for further detail). Volunteering opportunities, specific job training and work experience opportunities were the most useful whilst other courses such as motivational and confidence building as well as 'prepare to' courses were the least useful:

- 61 per cent of CfW survey participants (51 of 84) found the specific job training courses to be very useful whilst 35 per cent (29 of 84) found them to be fairly useful. Male participants (at 70 per cent) were more likely than female participants (at 53 per cent) to find these courses very useful
- 60 per cent of CfW survey participants (31 of 52) found the volunteering activities very useful whilst 35 per cent (18 of 52) found them fairly useful.

Female participants (at 70 per cent) were more likely than male participants (at 45 per cent) to find these opportunities very useful

- 60% per cent of CfW survey participants (27 of 45) found the work experience to be very useful whilst 38 per cent (17 of 45) found it fairly useful. Female participants (at 71 per cent) were more likely than male participants (at 54 per cent) to find work experiences very useful
- 45 per cent of CfW survey participants (17 of 38) found the motivation and confidence building courses to be very useful whilst 50 per cent (19 of 38) found them fairly useful. Male participants (at 52 per cent) were more likely than female participants (at 33 per cent) to find these courses to be very useful.

5.24. Some two-thirds of CfW+ survey participants who had worked with a mentor recalled having participated in training courses. As shown at Table 5.16, a wide range of courses were identified with those relating to first aid, and health and safety the most cited by survey participants. As shown at Annex B.15, male participants were more likely than female participants to engage in health and safety, construction, security, forklift, and driver training whilst female participants were more likely to engage in IT, care, food hygiene, education, and business administration training.

**Table 5.16: Participation in training courses and other support activities arranged by CfW+ mentors**

|  | CfW+       |
|--|------------|
| First Aid  | 11%        |
| The loan of a Chromebook   | 9%         |
| Health and Safety  | 9%         |
| CV writing / Interview help / Job search                                 | 7%         |
| Construction training  | 6%         |
| Security training  | 5%         |
| Computer literacy / IT   | 4%         |
| Care training  | 3%         |
| Food hygiene   | 3%         |
| Forklift training  | 3%         |
| Driver training  | 2%         |
| Business administration / Finance  | 2%         |
| Educational training   | 2%         |
| Customer service   | 2%         |
| Numeracy and literacy  | 2%         |
| Other (e.g., confidence building, CCVT operation, British Sign Language) | 15%        |
| None / Didn't participate on the course                                  | 39%        |
| Can't remember   | 11%        |
| <b>Sample</b>  | <b>320</b> |

Source: CfW+ survey (2023). CfW+ respondents who could recall being supported by a mentor (320)

5.25. In terms of usefulness of CfW+ courses and activities, we consider the feedback gathered on the most frequented provision (see Annex B.16 for a detailed breakdown):

- 79 per cent of CfW+ survey participants (26 of 33) found the first aid training very useful whilst 18 per cent per cent (6 of 33) found it fairly useful. Female participants (at 93 per cent) were more likely than male participants (at 68 per cent) to consider the first aid training very useful
- 72 per cent of CfW+ survey participants (21 of 29) found the health and safety training very useful whilst 24 per cent (7 of 29) found it fairly useful. Female

participants (at 86 per cent) were more likely than male participants (at 68 per cent) to consider the health and safety training to be very useful

- 72 per cent of CfW+ survey participants (13 of 18) found the construction training very useful whilst 11 per cent (2 of 18) found it fairly useful<sup>59</sup>
- 55 per cent of CfW+ survey participants (12 of 22) found the CV writing and interview training very useful whilst 55 per cent (12 of 22) found it fairly useful.. Male participants (at 64 per cent) were more likely than female participants (at 38 per cent) to consider this training to be very useful.

5.26. Just under half of CfW+ survey participants who had undertaken training recalled that they had participated in the training on a face-to face basis. The other half had either done so online or via a mix of both face-to-face and online, as shown at Table 5.17.

**Table 5.17: Survey participants’ method of accessing CfW+ training and support activities**

|                     | CfW+ |
|---------------------|------|
| All face-to-face    | 46%  |
| Mainly face-to-face | 15%  |
| Equally split       | 17%  |
| Mainly online       | 5%   |
| All online          | 17%  |
| Don’t know          | 1%   |
| Sample              | 160  |

Source: CfW+ survey (2023). 160 CfW+ respondents who had participated in training or other support provision

### *In work support*

5.27. A quarter of both CfW (25 per cent or 58 of 236) and CfW+ survey participants (25 per cent or 112 of 451) received support from the programme after they had started in work. These were more likely to be women (28 per cent of CfW female participants compared to 21 per cent of CfW male participants; and 27 per cent of CfW+ female participants compared to 24 per cent of CfW+ male participants) and, in the case of

<sup>59</sup> The low number of female participants who engaged in construction training limits a comparison by gender.



CfW, those aged 16-24 (at 27 per cent compared with 23 per cent of those aged 25 and over).

- 5.28. All but two of these CfW survey participants considered the support received after starting work to be either very useful (58 per cent or 34 of 58) or fairly useful (39 per cent or 23 of 58). All but six CfW+ survey participants considered the support received after starting work to be either very useful (63 per cent or 70 of 112) or fairly useful (32 per cent or 36 of 112).

### **Impact of participation: Findings from the 2023 surveys**

- 5.29. The vast majority of CfW survey participants thought that their participation in the programme had resulted in a positive impact in terms of their readiness for work, as set out at Table 5.18. Over four-fifths of CfW survey participants thought that the programme had supported them to better understand the range of opportunities available to them and given them greater confidence in their own abilities. Overall, CfW Priority 3 survey participants and CfW survey participants based in East Wales were more inclined to agree that the programme had resulted in a positive impact on their readiness for work.
- 5.30. The majority of CfW+ survey participants also cited positive work-related benefits from their involvement with the programme, although the proportions agreeing with each prompted impact was slightly lower than for CfW. The main impact for CfW+ survey participants, cited by three-quarters, was that individuals felt more confident about their abilities in the workplace. Between a third and half of CfW+ survey participants also thought that their participation in CfW+ had resulted in positive work outcomes such as improved job security, working more hours, and securing a promotion at work.

**Table 5.18: Work-related impact of participating in CfW and CfW+**

|  | CfW       | CfW+ |
|--|-----------|------|
| Clearer about the range of opportunities open to them                                  | 83%       | 73%  |
| More confident about abilities/that they can do a good job in the workplace            | 83%       | 76%  |
| Better informed or more up to date with what employers are looking for when recruiting | 81%       | 68%  |
| More enthusiastic about learning   | 80%       | 67%  |
| More confident in their employment or career prospects/that they can find work         | 79%       | 72%  |
| More skilled, particularly in terms of the skills that local employers want            | 78%       | 61%  |
| More motivated to find a job   | 77%       | 67%  |
| Feeling they have improved employment or career prospects                              | 75%       | 68%  |
| Clearer about their career aims  | 75%       | 69%  |
| Clearer about what they want to do in your life  | 71%       | 67%  |
| Using new/more effective ways of searching for work                                    | 63%       | 59%  |
| More active in looking for work  | 63%       | 56%  |
| Future pay and promotion prospects improved  | not asked | 52%  |
| More job satisfaction  | not asked | 47%  |
| Better job security  | not asked | 42%  |
| Working more hours   | not asked | 38%  |
| Secured a promotion at work  | not asked | 12%  |
| No impact or don't know  | 4%        | 10%  |
| Sample   | 236       | 451  |

Source: CfW and CfW+ survey (2023). 236 CfW and 451 CfW+ respondents

- 5.31. There is also good evidence that participation in CfW and CfW+ has brought about positive personal gains for survey participants, as shown at Table 5.19, with CfW survey participants more likely than CfW+ survey participants to cite such impacts. A fifth of CfW+ survey participants did not think that the programme had benefited their personal life in any way. Around three-quarters of CfW survey participants thought that the programme had helped them to take greater control over their life and to

adopt a better routine. Fewer, between a third and half of CfW survey participants, thought that the programme had helped them to engage in community-based activities or hobbies. CfW Priority 3 survey participants were more likely than Priority 1 survey participants to state that their participation had resulted in positive personal gains.

**Table 5.19: Personal-related impact of participating in CfW and CfW+**

|   | CfW | CfW+ |
|---|-----|------|
| Feeling more in control of your life and future   | 78% | 58%  |
| Feeling better about yourself generally   | 77% | 64%  |
| Feeling that you have more structure and routine in your life                                 | 76% | 58%  |
| Better able to cope with the things that made it difficult for you to find work               | 73% | 57%  |
| Better able to cope with practical things like budgeting, managing a bank account or planning | 67% | 47%  |
| Better able to manage own health or to manage symptoms of ongoing health conditions           | 65% | 48%  |
| Feeling healthier   | 61% | 45%  |
| Taking part in new interests or hobbies, for example joining a club or society                | 49% | 33%  |
| Better able to manage your alcohol or drug dependency   | 39% | 24%  |
| Taking part in more voluntary or community activities   | 39% | 28%  |
| None of these   | 8%  | 21%  |
| Sample  | 236 | 451  |

Source: CfW and CfW+ survey (2023). 236 CfW respondents and 451 CfW+ respondents.

- 5.32. Just over two-fifths of CfW survey participants (42 per cent or 99 of 236) reported that they had made new friends as a result of participating on the programme. This compares to a third of CfW+ survey participants (36 per cent or 163 of 451) who reported making new friends on the programme. CfW female survey participants (at 50 per cent) were more likely to state that the programme had helped them to make new friends.

### The impact of COVID-19: Findings from the 2023 surveys

- 5.33. Despite both programmes having shifted to remote and online delivery during the COVID-19 pandemic, only a third of CfW and CfW+ survey participants who had been supported during the pandemic (36 per cent or 47 of 131 of CfW participants and 37 per cent or 87 of 238 CfW+ participants) thought that pandemic restrictions had impacted the training or support they had received. CfW female participants (at 44 per cent), CfW participants with long term illness, health problem or disability (45 per cent) as well as CfW participants based in East Wales (48 per cent) were the most likely to state that the pandemic had impacted on the training or support received.
- 5.34. The main way by which COVID-19 affected training or support received was that courses were made available remotely or online, and this was cited by 69 per cent of CfW survey participants (32 of 47) and 71 per cent of CfW+ survey participants (53 of 87) affected. Other changes cited, but by much fewer numbers in each case, included courses being delayed or taking longer than planned.
- 5.35. As shown at Table 5.20, 30 per cent of CfW survey participants and 39 per cent of CfW+ survey participants thought that the pandemic had made it harder to find work or get a promotion. Around half of those surveyed did not think that the pandemic had made any difference to their progress since leaving CfW or CfW+. CfW male survey participants were slightly more likely to state that the pandemic had made it easier to find work (at 10 per cent) whereas CfW survey participants with a long-term illness, health problem or disability were more likely to say that it had made it harder (at 41 per cent).

**Table 5.20: Impact of COVID-19 pandemic on progress made by survey participants since leaving CfW and CfW+**

|                | CfW | CfW+ |
|----------------|-----|------|
| Made it easier | 7%  | 9%   |
| Made it harder | 30% | 39%  |
| No difference  | 56% | 47%  |
| Unsure         | 6%  | 5%   |
| Sample         | 236 | 451  |

Source: OB3 Research CfW and CfW+ survey (2023). 236 CfW respondents and 451 CfW+ respondents

- 5.36. The main way by which COVID-19 had made it harder to progress was that there are fewer jobs available generally for participants (cited by 40 per cent or 29 of 71 of CfW survey participants and 39 per cent or 69 of 177 CfW+ survey participants who reported that its harder to progress due to COVID-19). Fewer survey participants identified other factors, which included that the industry they were working within or planned to work within was badly affected by the pandemic; that their physical or mental health had been affected by COVID-19; and that they had lost their motivation to progress or work.
- 5.37. The main way by which COVID-19 had made it easier to progress was that it had led to additional vacancies and job opportunities (cited by 10 of 17 CfW survey participants and 17 of 41 CfW+ survey participants).

#### **Awareness of the ESF amongst CfW survey participants**

- 5.38. A third of CfW survey participants (33 per cent or 79 of 236) were aware that ESF had helped to pay for the provision accessed whilst two-thirds (67 per cent or 157 of 236) were not aware or unsure. Men were more likely than women (37 per cent compared with 29 per cent) to be aware of this.

## **6. Conclusions**

### **Engagement of priority groups**

- 6.1. Both CfW and CfW+ programmes have engaged large numbers of both young people and adults (aged 25+) facing often complex barriers to work, including people with no or low qualifications, work limiting health conditions, care and childcare responsibilities, who were from jobless households and/or effected by housing exclusion. Very strong progress was made, particularly by CfW+ in engaging people from Black, Asian and ethnic minority backgrounds. Nevertheless, the proportions of people from other priority groups, particularly disabled people, was lower than hoped. Moreover, as outlined in the performance and value for money of the programmes report (Welsh Government, 2024b) while CfW+ surpassed expectations, the total numbers of people aged 25 and over engaged by CfW fell somewhat short of the initial targets.

### **Outcomes for priority groups**

- 6.2. Because members of priority groups tend to have more severe and/or complex barriers than other groups (which is a key reason why they are considered priority groups), it is unsurprising that the proportions of participants from these groups entering employment is lower than other groups, who typically face fewer barriers. Equally, it is reasonable to assume that they would be less likely than other groups to enter employment in the absence of the programme (so the degree of additionality would be higher for those who entered work) and the qualitative interviews provide vivid examples of how the programmes have helped people from priority groups enter employment.
- 6.3. The impact of the programmes upon those with more complex barriers is considered in the counterfactual impact evaluation, which finds that overall, the programmes generate bigger impacts for those who are closer to the labour market such as those who do not have health problems, who are not disabled and who have higher qualifications (Welsh Government, 2024a). This is an important finding, which suggests that the CfW programme has not fully fulfilled its aim of helping those furthest from the labour market. This is consistent with the qualitative research and

survey findings which suggests that the CfW programme (like CfW+) has been less effective at supporting participants:

- with constrained capabilities, due to a health problems or impairment, and to a lesser degree, low or no qualifications or limited skills; and
- with constrained access to opportunities, due to caring responsibilities or an impairment (compared to those participants who did not face these barriers).

6.4. Finally, it is worth noting that employment outcomes, in terms of a range of measures of the quality of work, such as the classification of work and having a permanent position, were stronger for CfW+ participants compared to CfW participants (see table B.7). It is reasonable to infer that this is probably because CfW+ participants were generally more highly skilled and qualified, and faced fewer barriers to employment, compared to CfW participants.

#### **Outcomes for men and women**

6.5. Although CfW (unlike CfW+) engaged men and women in roughly equal numbers, women engaged by CfW, were less likely than men to enter employment. Women's experiences of and satisfaction with the programme was similar to that of men. However, as outlined in section four, women were somewhat more likely to report barriers, and in particular, much more likely than men to report barriers linked to care or caring responsibilities. As outlined in section five, care or caring responsibilities may have been a particularly difficult barrier to overcome and may have compounded the impact of other barriers, by for example, demotivating those who faced them, or enhancing difficulties linked to a dependence upon public transport.

#### **The rationale for targeting specific groups and geographies**

6.6. CfW's difficulties in recruiting participants aged 25 and over, compared to those aged 16-25 and CfW+, which has much looser eligibility criteria, highlights the potential challenges associated with targeting specific groups. Equally, it also means the CfW programme was more targeted, working with a higher proportion of people with more complex barriers than CfW+ (Welsh Government, 2023a). The ways in which these barriers could hold people back are illustrated by the accounts of participants outlined in section 4.

- 6.7. Given the overall reduction in funding following the UK's exit from the EU and the replacement of European Funding with the UK shared prosperity fund (Welsh Government, 2022c), the need to target finite resources upon those most in need and also those most likely to engage and benefit (who will often not be those with the greatest needs) will become more important (see e.g. IES, n.d.). This evaluation provides important information on which groups benefit, how and why they benefit, and why some groups do not engage, or engage, but benefit less, which can inform the design and development of future programmes.

### **Understanding participants' journeys**

- 6.8. The accounts discussed in section four give a flavour of the diversity of participants experiences (but cannot be a comprehensive account even of those interviewed) and the range of impacts, in terms of employment, and also in terms of improvements in people's wellbeing and their capabilities, such as skills (also highlighted by the participant survey) and health.
- 6.9. Although the nature of the sample for qualitative research (discussed in section two) means it would not be appropriate to generalise in quantitative terms, it is notable that for a small number of those interviewed, the support was transformative of their lives and life chances. While at the other end of the spectrum, for a small number of those interviewed, the impact appeared to be minimal. Most interviewees fell somewhere between these two poles.
- 6.10. The accounts make it clear that while motivation to find work is necessary, it is not sufficient to enable people to effectively search for and find work; they also need the capability and opportunity to do so. As a voluntary programme, CfW and CfW+ rely upon people being motivated to engage with the programmes – and in this context it is notable that the participant surveys identified that finding a job is not the only motivation. However, once engaged the programmes can help nurture people's motivation, by for example building their self-confidence and capability to search for work, and enhancing their access to employment opportunities. These impacts are also illustrated by the survey results, most notably in the numbers reporting positive



impacts in terms of motivation and self-confidence and the reduction in barriers reported by respondents.

- 6.11. The interviewees' accounts also make it clear that some people appear to be 'stuck' and the programme has struggled to help them, primarily because:
- there is a mismatch between their aspirations and their capabilities and/or access to employment opportunities;
  - they are not motivated to find work at this stage in their life; or
  - their capabilities are currently so constrained (e.g., as a result of poor mental health and/or a lack of skills and experience) and/or their personal circumstances so difficult, that they cannot access employment opportunities at this stage (or point) in their life.
- 6.12. This is supported by the participant survey which identifies a range of barriers that participants still felt hold them back, such as problems with their health and/or a lack of skills or qualifications (constraining their capabilities) and difficulties finding work in their area, or caring responsibilities (limiting their access to opportunities).
- 6.13. More positively, the accounts of interviewees illustrate how critical moments<sup>60</sup> in people's lives, such as the death of relatives or experiences of the pandemic, can become the catalysts for change, that can help people - with the support of the programmes - move forward. Although these types of events can also derail people's progress and their lives.
- 6.14. Finally, it is notable that amongst many of those who had worked (before joining the programmes), or who had found work (through the programmes), their accounts of work and the workplace, included descriptions of long and/or unsocial hours, poor pay and poor treatment, including bullying. This was one reason why participants wanted to work, but almost without exception, didn't want to take any job, and were focused upon particular areas of work. This limited some people's access to opportunities (e.g. where their aspirations and capabilities were misaligned). It meant some used the programme to change direction, in some cases delaying their re-entry

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<sup>60</sup> These are variously described as 'critical moments', 'fateful moments', 'turning points' and 'wake up time' in the wider literature (see e.g. Jones, 1995).

to work, but enabling them to find more fulfilling employment. It also meant that some of those in work, were keen to progress and get better work, but were sometimes struggling to see how they could.

### **In work support**

- 6.15. The qualitative research is consistent with interviews with staff, and the survey<sup>61</sup>, which suggests that in work support is not constantly taken up or needed, but is valued<sup>62</sup>, and can be very important where it is, both in easing the transition to work, and in helping, particularly those who have had to overcome more complex barriers, sustain work. Much of this support is fairly informal, and while its value is increased when advisors and mentors pro-actively keep in touch with participants (adding another task to their work), as noted, relatively few people take it up (limiting the impact upon their workload). Given people's experiences of 'poor work', the scope for in work support to not only help people sustain work, but to progress in work, may be worth exploring.

### **Programme support and the importance of a person centred approach**

- 6.16. The accounts of interviewees consistently emphasise the value participants attached to a person – or human centred approach: of having someone to talk to, who would listen and they felt 'respected' them, who were reliable; who as one interviewee put it, 'It might sound odd, but it makes a difference if someone does their job'. This enabled advisors and mentors to forge relationship that helped them better understand participants' aspirations and also their capabilities, access to opportunities and motivations and behaviours, and tailor and offer support – and where appropriate challenge - that could help them, and that participants were more willing to take up and accept. The participant survey highlights high levels of satisfaction with support from the programmes' mentors and advisors and it was also notable that many interviewees contrasted their positive experiences of CfW and

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<sup>61</sup> A quarter of CfW and CfW+ participants surveyed reporting having taken it up.

<sup>62</sup> 98 per cent of CfW and 95 per cent of CfW+ participants surveyed who had taken up in work support, reported that it was either very or fairly useful.

CfW+ with less positive experiences with JCP and other employment support services.

#### *Support from the two programmes*

- 6.17. As outlined in section five, one surprising finding from the survey was that CfW participants were generally more positive about the impact of the support they received from the advisor or mentor, than their counterparts on CfW+, whereas CfW+ participants were more positive about the impact of the training they did. This was unexpected as the two programmes are similar in design and delivery, although there was evidence that CfW+ could be more flexible and responsive than CfW (Welsh Government, 2023a). Survey interviewers also observed that recollection of the CfW+ programme was lower amongst the survey CfW+ cohort, despite the proportion declining to provide feedback (at 5 per cent) being similar to that of the CfW sample approached for interview (at 4 per cent).
- 6.18. The qualitative research does not provide direct explanation for why the experiences of CfW and CfW+ participants would be different. Moreover, in many cases the differences are within the margin of error for the two surveys, so may simply be a chance finding. Nevertheless, if we assume there is a difference, in the judgment of the evaluation team it is likely to reflect differences in the characteristics of those accessing CfW and CfW+. Those accessing CfW tend to have more complex barriers and were therefore likely to have both needed and received more support, and to have felt the support made more of a difference. Participants may also attach more value to support they've accessed for a longer period of time. Conversely, more of the training they did, was focused upon personal development, whereas more of the training CfW+ participants did, was more immediately useful and practical for returning to work, so CfW+ participants might be more inclined to see their direct relevance and usefulness.

#### **The Welsh language offer**

- 6.19. The qualitative research suggests that while important, an 'active offer' of Welsh is unlikely to be sufficient to encourage Welsh speakers to take it up, unless, for example, it is delivered in a welcoming, and informal way, that encourages and

supports those who may not be confident or used to using Welsh when interacting with public services like CfW and CfW+. This in turn requires more than bilingual promotional material, and will, for example require:

- the offer of Welsh to be visible (e.g. by staff wearing a lanyard or badge bearing the 'Iaith Gwaith' logo)<sup>63</sup> to encourage Welsh speakers to use their Welsh spontaneously. This may be important, because if they have to ask to do so, they may choose not to, for fear of, for example, appearing awkward or difficult by asking to use Welsh, particularly when seeking support; and
- for CfW and CfW+ staff themselves to be confident and proactive in using their Welsh language skills, and also flexible, adjusting the level of formality to reflect the person they are talking to. Reviewing Welsh language paperwork to ensure that the language is simple and clear may also be appropriate (see e.g., WCVA, 2022).

### **The impact of the programmes**

6.20. As section five outlines, most CfW and CfW+ survey participants thought that their participation in the programme had resulted in a positive impact in terms of their readiness for work; and there is also good evidence that participation in CfW and CfW+ has brought about positive personal gains for survey participants, in terms of their capabilities, wellbeing and resilience. These impacts, which could be transformative, are vividly illustrated by the stories of participants presented in section 4. Equally, and unsurprisingly, the impact of the programme differed for different people and groups. But while the impacts in terms of entry to employment sometimes appeared to be minimal for some individuals, which is consistent with the findings from the counterfactual impact evaluation (Welsh Government, 2024a), even in these cases, interviewees' consistently spoke of the wider benefits in areas such as wellbeing and mental health they felt their participation had brought them.

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<sup>63</sup> The Iaith Gwaith (Working Welsh) scheme is used to highlight that a person can speak Welsh.

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## Annex A: Additional data on the characteristics of those surveyed

This section provides additional information about the characteristics of those surveyed and how they compared to all CfW or CfW+ clients. Further information about the approach and the sampling strategy is set out in a detailed technical report.

### Circumstances on joining the programme

Over half (57 per cent) of those surveyed on joining the CfW programme were low skilled (in that they had a Level 2 or below qualification) and Priority 3 survey participants were marginally less qualified than the Priority 1 sample (at 58 per cent compared to 56 per cent). CfW+ survey participants were better qualified, with 47 per cent in possession of a Level 3 or above qualification and fewer, 43 per cent, were low skilled, as shown at Annex A.1.

#### Annex A.1: Qualifications held by survey participants on joining CfW and CfW+ programmes

|                     | CfW   | CfW+ |
|---------------------|-------|------|
| Level 1 or below    | 26%   | 19%  |
| Level 2             | 31%   | 23%  |
| Level 3+            | 30%   | 47%  |
| Other or don't know | 14%   | 10%  |
| Sample              | 1,284 | 448  |

Source: ESF Participant Surveys (2018 and 2022) and CfW and CfW+ surveys (2023) who could recall educational attainment on joining programmes

As shown at Annex A.2, nearly two-thirds of CfW survey participants and just under half of CfW+ survey participants came from a jobless household. Across CfW, Priority 1 survey participants were more likely (at 72 per cent) to come from a jobless household than Priority 3 participants (at 45 per cent).

Long term unemployed individuals formed the largest cohort of CfW survey participants, accounting for just over half of those surveyed and these were more likely to be Priority 1 CfW survey participants, at 56 per cent. Nearly half of the CfW Priority 1 survey cohort (49 per cent) had been out of work for three years or more, compared to 37 per cent of all the CfW survey cohort. Short-term unemployed



individuals formed the largest cohort of survey CfW+ participants, at 61 per cent, and a quarter of those surveyed, 24 per cent, had been out of work for less than three months.

**Annex A.2: Economic circumstances of survey respondents prior to participation**

|                                   | CfW   | CfW+ |
|-----------------------------------|-------|------|
| % from jobless households         | 64%   | 47%  |
| <i>Economic Activity</i>          |       |      |
| Inactive                          | 19%   | 10%  |
| Long term unemployed              | 52%   | 30%  |
| Short term unemployed             | 28%   | 61%  |
| <i>Duration of non-employment</i> |       |      |
| < 3 months                        | 9%    | 24%  |
| 3 to 6 months                     | 11%   | 22%  |
| 6 to 12 months                    | 10%   | 19%  |
| 12 months to 2 years              | 12%   | 13%  |
| 2 to 3 years                      | 11%   | 7%   |
| > 3 years                         | 37%   | 12%  |
| Never had a job                   | 9%    | 5%   |
| Sample                            | 1,288 | 353  |

Source: ESF Participant Surveys (2018 and 2022) and CfW and CfW+ surveys (2023). Analysis restricted to the non-employed sample

## **Annex B: Additional survey tables**

### Annex B.1: Main reason for undertaking CfW/CfW+ by participant characteristics

|   | Gender |      | Age Group (years) |       |      | Work Limiting Ill-Health |      | Dependent Children (CfW Only) |      | Carer |      | Low Qualifications |      | Prior Economic Activity |        | Duration of Non-Employment (years) |      |      | All  |
|---|--------|------|-------------------|-------|------|--------------------------|------|-------------------------------|------|-------|------|--------------------|------|-------------------------|--------|------------------------------------|------|------|------|
|   | F      | M    | <25               | 25-39 | 40+  | No                       | Yes  | No                            | Yes  | No    | Yes  | No                 | Yes  | Inactive                | Unemp. | <1                                 | 1-3  | 3+   |      |
| To help get a job                             | 60.4   | 68.2 | 66.1              | 66.1  | 62.9 | 67.7                     | 57.4 | 62.8                          | 60.7 | 66.2  | 60.2 | 66.5               | 62.9 | 48.1                    | 70.3   | 70.4                               | 64.5 | 63.3 | 64.6 |
| To develop skills or knowledge                | 4.8    | 4.6  | 2.8               | 4.8   | 5.4  | 4.6                      | 4.9  | 4.0                           | 6.2  | 4.2   | 6.0  | 6.0                | 3.5  | 3.1 <sup>64</sup>       | 4.1    | 4.0                                | 5.0  | 3.2  | 4.7  |
| To improve pay, promotion, or other prospects | 27.5   | 20.8 | 25.1              | 23.8  | 23.3 | 21.9                     | 28.4 | 24.7                          | 26.3 | 22.4  | 27.7 | 21.0               | 26.4 | 33.8                    | 20.6   | 21.3                               | 23.4 | 24.2 | 23.9 |
| Another main reason                           | 7.3    | 6.5  | 6.0               | 5.2   | 8.4  | 5.8                      | 9.2  | 8.5                           | 6.8  | 7.2   | 6.0  | 6.5                | 7.2  | 15.0                    | 5.0    | 4.3                                | 7.1  | 9.3  | 6.8  |
| Sample  | 808    | 930  | 434               | 499   | 773  | 1207                     | 531  | 819                           | 468  | 1258  | 480  | 815                | 917  | 260                     | 1289   | 582                                | 338  | 594  | 1738 |

Source: ESF Participant Surveys (2018, 2022) and CfW and CfW+ surveys (2023)

<sup>64</sup> This cell represents less than 10 individuals (3.1% of 260 is 48). However, it is felt that there is no risk posed in terms of statistical disclosure control. The cell simply reveals that 8 out of 260 people stated that they had undertaken the course to develop their knowledge or skill.

### Annex B.2: Difficulties associated with finding employment prior to CfW/CfW+ by participant characteristics

|                                     | Gender |      | Age Group (years) |       |      | Work Limiting Ill-Health |      | Dependent Children (CfW Only) |      | Carer |      | Low Qualifications |      | Prior Economic Activity |       | Duration of Non-Employment (years) |      |      | All  |
|-------------------------------------|--------|------|-------------------|-------|------|--------------------------|------|-------------------------------|------|-------|------|--------------------|------|-------------------------|-------|------------------------------------|------|------|------|
|                                     | F      | M    | <25               | 25-39 | 40+  | No                       | Yes  | No                            | Yes  | No    | Yes  | No                 | Yes  | Inactive                | Unemp | <1                                 | 1-3  | 3+   |      |
| Not having relevant work experience | 47.3   | 49.5 | 64.3              | 42.5  | 44.2 | 49.0                     | 47.4 | 52.1                          | 40.0 | 51.8  | 39.8 | 48.5               | 48.8 | 32.3                    | 50.8  | 45.9                               | 49.1 | 51.7 | 48.5 |
| Hard to get to appropriate work     | 44.5   | 50.6 | 47.9              | 42.2  | 51.4 | 45.5                     | 53.5 | 49.5                          | 43.9 | 49.6  | 43.6 | 49.9               | 47.6 | 39.6                    | 49.1  | 47.8                               | 48.2 | 49.0 | 47.9 |
| Not having the right skills         | 41.2   | 45.1 | 43.7              | 42.0  | 44.4 | 43.9                     | 42.3 | 46.1                          | 37.8 | 45.1  | 38.9 | 39.7               | 48.1 | 29.7                    | 45.3  | 39.6                               | 44.4 | 47.6 | 43.4 |
| Not having the right qualifications | 41.0   | 44.4 | 40.2              | 41.3  | 45.3 | 43.9                     | 40.8 | 45.7                          | 40.0 | 44.2  | 39.6 | 37.8               | 48.6 | 29.2                    | 44.9  | 38.8                               | 42.4 | 48.2 | 42.9 |
| No appropriate jobs where they live | 31.2   | 40.1 | 33.3              | 34.9  | 38.2 | 35.4                     | 37.8 | 36.0                          | 29.5 | 38.2  | 30.8 | 39.4               | 34.8 | 24.5                    | 37.8  | 41.0                               | 35.1 | 32.2 | 36.2 |
| Health problems                     | 33.0   | 30.6 | 25.9              | 29.0  | 36.1 | 14.9                     | 69.6 | 37.3                          | 26.1 | 34.6  | 23.9 | 28.5               | 35.1 | 43.2                    | 30.0  | 20.1                               | 33.3 | 42.7 | 31.7 |
| Having caring responsibilities      | 33.4   | 15.9 | 12.7              | 35.2  | 22.4 | 24.0                     | 23.0 | 12.3                          | 48.0 | 14.0  | 49.5 | 22.1               | 25.1 | 35.4                    | 22.0  | 15.5                               | 23.1 | 32.5 | 23.7 |
| Only wanting to work part time      | 35.0   | 9.9  | 16.9              | 24.0  | 21.2 | 20.0                     | 23.7 | 14.6                          | 39.3 | 14.0  | 40.0 | 20.2               | 22.3 | 22.4                    | 20.9  | 13.8                               | 21.9 | 28.8 | 21.1 |
| Age                                 | 18.7   | 21.1 | 16.4              | 5.7   | 30.9 | 17.3                     | 26.0 | 23.8                          | 13.2 | 22.5  | 13.5 | 21.1               | 19.2 | 14.1                    | 20.8  | 17.9                               | 19.3 | 22.3 | 20.0 |
| Not being able to afford childcare  | 31.7   | 6.9  | 10.8              | 32.6  | 12.4 | 20.5                     | 12.1 | 4.3                           | 48.8 | 5.4   | 51.2 | 15.8               | 20.6 | 20.8                    | 17.5  | 10.2                               | 21.1 | 24.3 | 17.9 |
| Believing to be no better off       | 18.5   | 14.4 | 10.8              | 16.9  | 18.9 | 15.2                     | 18.6 | 14.4                          | 22.4 | 14.1  | 21.8 | 13.7               | 19.1 | 17.2                    | 16.1  | 11.2                               | 15.2 | 22.3 | 16.2 |
| Sample                              | 685    | 855  | 378               | 438   | 693  | 1067                     | 473  | 762                           | 410  | 1118  | 422  | 688                | 776  | 192                     | 1348  | 588                                | 342  | 569  | 1540 |

Source: ESF Participant Surveys (2018, 2022) and CfW and CfW+ surveys (2023)

Notes: Cells refer to % of respondents who report having those difficulties

### Annex B.3: Working towards qualifications during CfW/CfW+ by participant characteristics

|                                | Gender |      | Age Group (years) |       |      | Work Limiting Ill-Health |      | Dependent Children (CfW Only) |      | Carer |      | Low Qualifications |      | Prior Economic Activity |       | Duration of Non-Employment (years) |      |      | All  |
|--------------------------------|--------|------|-------------------|-------|------|--------------------------|------|-------------------------------|------|-------|------|--------------------|------|-------------------------|-------|------------------------------------|------|------|------|
|                                | F      | M    | <25               | 25-39 | 40+  | No                       | Yes  | No                            | Yes  | No    | Yes  | No                 | Yes  | Inactive                | Unemp | <1                                 | 1-3  | 3+   |      |
| Working towards qualifications | 47.8   | 48.1 | 42.0              | 51.8  | 48.2 | 48.9                     | 45.7 | 49.3                          | 56.8 | 46.1  | 52.7 | 45.1               | 50.5 | 51.7                    | 47.9  | 47.5                               | 47.6 | 50.2 | 47.9 |
| Of Whom                        |        |      |                   |       |      |                          |      |                               |      |       |      |                    |      |                         |       |                                    |      |      |      |
| Entry/Other                    | 7.0    | 14.1 | 6.6               | 10.8  | 13.2 | 11.6                     | 9.1  | 6.7                           | 8.3  | 10.6  | 11.5 | 14.5               | 8.1  | 6.0                     | 11.2  | 16.0                               | 6.3  | 7.8  | 10.8 |
| Level 1                        | 12.5   | 14.6 | 13.7              | 10.1  | 15.9 | 13.9                     | 12.8 | 16.7                          | 13.3 | 14.4  | 11.9 | 10.1               | 16.3 | 14.9                    | 14.3  | 13.8                               | 18.1 | 13.5 | 13.6 |
| Level 2                        | 31.5   | 22.4 | 29.1              | 28.0  | 24.5 | 26.0                     | 28.1 | 25.4                          | 30.3 | 26.3  | 27.4 | 21.9               | 30.6 | 29.9                    | 26.1  | 24.6                               | 28.1 | 27.7 | 26.6 |
| Level 3+                       | 11.2   | 8.1  | 6.6               | 12.1  | 9.2  | 10.0                     | 8.3  | 7.0                           | 12.9 | 7.8   | 13.5 | 13.4               | 6.5  | 12.7                    | 8.5   | 8.0                                | 10.6 | 9.5  | 9.5  |
| Don't Know                     | 37.8   | 40.8 | 44.0              | 38.9  | 37.2 | 38.4                     | 41.7 | 44.3                          | 35.2 | 41.0  | 35.7 | 40.2               | 38.6 | 36.6                    | 39.9  | 37.7                               | 36.9 | 41.6 | 39.4 |
| Total                          | 100    | 100  | 100               | 100   | 100  | 100                      | 100  | 100                           | 100  | 100   | 100  | 100                | 100  | 100                     | 100   | 100                                | 100  | 100  | 100  |
| Sample                         | 384    | 446  | 182               | 257   | 371  | 588                      | 242  | 402                           | 264  | 578   | 252  | 366                | 461  | 134                     | 614   | 276                                | 160  | 296  | 830  |

Source: ESF Participant Surveys (2018, 2022) and CfW and CfW+ surveys (2023)

### Annex B.4: Skills Gained or Improved from Participating in Communities for Work

|   | Communities for Work |            |       |                            |            |       |            |            |       | Communities for Work Plus |
|---|----------------------|------------|-------|----------------------------|------------|-------|------------|------------|-------|---------------------------|
|   | East Wales           |            |       | West Wales and the Valleys |            |       | All        |            |       |                           |
|   | Priority 1           | Priority 3 | Total | Priority 1                 | Priority 3 | Total | Priority 1 | Priority 3 | Total |                           |
| Communication skills                            | 63.6                 | 82.7       | 68.7  | 67.3                       | 78.1       | 70.9  | 66.4       | 79.0       | 70.4  | 53.7                      |
| Organisational skills                           | 63.6                 | 81.3       | 68.3  | 63.8                       | 71.6       | 66.4  | 63.8       | 73.3       | 66.8  | 51.7                      |
| Team working skills                             | 61.2                 | 69.3       | 63.3  | 64.4                       | 71.9       | 66.9  | 63.7       | 71.4       | 66.1  | 48.8                      |
| Problem solving skills                          | 56.3                 | 69.3       | 59.8  | 62.9                       | 71.3       | 65.7  | 61.4       | 70.9       | 64.4  | 48.8                      |
| Job search CV writing or interview skills       | 66.5                 | 76.0       | 69.0  | 59.7                       | 66.8       | 62.0  | 61.3       | 68.5       | 63.6  | 59.4                      |
| Job-specific skills related to a particular job | 59.2                 | 69.3       | 61.9  | 56.1                       | 58.7       | 57.0  | 56.8       | 60.6       | 58.0  | 50.8                      |
| Customer handling skills                        | 40.8                 | 57.3       | 45.2  | 45.4                       | 45.5       | 45.4  | 44.3       | 47.7       | 45.4  | 35.5                      |
| Reading and writing                             | 44.7                 | 48.0       | 45.6  | 40.8                       | 41.3       | 41.0  | 41.7       | 42.5       | 42.0  | 25.9                      |
| Working with numbers                            | 41.3                 | 48.0       | 43.1  | 40.0                       | 42.2       | 40.8  | 40.3       | 43.3       | 41.3  | 26.6                      |
| English language skills                         | 44.2                 | 52.0       | 46.3  | 35.9                       | 43.4       | 38.4  | 37.8       | 45.0       | 40.1  | 27.1                      |
| Computer literacy / basic IT skills             | 42.7                 | 44.0       | 43.1  | 39.0                       | 37.1       | 38.4  | 39.9       | 38.4       | 39.4  | 29.9                      |
| Sales skills                                    | 23.8                 | 41.3       | 28.5  | 23.4                       | 25.7       | 24.2  | 23.5       | 28.6       | 25.1  | 17.7                      |
| Leadership and/or strategic management skills   | 24.3                 | 38.7       | 28.1  | 23.4                       | 25.4       | 24.1  | 23.6       | 27.9       | 24.9  | 20.8                      |
| Advanced or specialist IT skills                | 13.1                 | 12.0       | 12.8  | 10.7                       | 12.6       | 11.3  | 11.3       | 12.5       | 11.7  | 8.9                       |
| Confidence / self esteem                        | 6.8                  | 8.0        | 7.1   | 9.1                        | 7.2        | 8.4   | 8.5        | 7.3        | 8.2   | 6.7                       |
| Welsh language skills                           | 7.3                  | 14.7       | 9.3   | 6.8                        | 7.8        | 7.2   | 6.9        | 9.0        | 7.6   | 7.8                       |
| Sample  | 206                  | 75         | 281   | 672                        | 334        | 1006  | 878        | 409        | 1287  | 451                       |

Source: ESF Participant Surveys (2018, 2022) and CfW and CfW+ surveys (2023)

### Annex B.5: Activity status at 6 months following CfW/CfW+ and at time of survey

|                       | Communities for Work |            |       |                            |            |       |            |            |       | Communities for Work Plus |
|-----------------------|----------------------|------------|-------|----------------------------|------------|-------|------------|------------|-------|---------------------------|
|                       | East Wales           |            |       | West Wales and the Valleys |            |       | All        |            |       |                           |
|                       | Priority 1           | Priority 3 | Total | Priority 1                 | Priority 3 | Total | Priority 1 | Priority 3 | Total |                           |
| 6 Months              |                      |            |       |                            |            |       |            |            |       |                           |
| Employed              | 46.2                 | 48.7       | 46.8  | 42.9                       | 49.0       | 44.9  | 43.6       | 49.0       | 45.3  | 66.3                      |
| Unemployed            | 37.3                 | 23.7       | 33.9  | 31.1                       | 29.3       | 30.5  | 32.6       | 28.3       | 31.2  | 19.1                      |
| Economically Inactive | 16.5                 | 27.5       | 19.3  | 26.1                       | 21.6       | 24.6  | 23.8       | 22.7       | 23.5  | 14.6                      |
| Time of Survey        |                      |            |       |                            |            |       |            |            |       |                           |
| Employed              | 55.9                 | 60.0       | 57.0  | 46.4                       | 60.3       | 50.9  | 48.7       | 60.2       | 52.3  | 66.1                      |
| Unemployed            | 23.3                 | 13.8       | 20.9  | 23.0                       | 18.6       | 21.6  | 23.1       | 17.8       | 21.4  | 16.6                      |
| Economically Inactive | 20.8                 | 26.3       | 22.2  | 30.6                       | 21.1       | 27.5  | 28.2       | 22.0       | 26.3  | 17.3                      |
| Sample                | 236                  | 80         | 316   | 756                        | 365        | 1121  | 992        | 445        | 1437  | 451                       |

Source: ESF Participant Surveys (2018, 2022) and CfW and CfW+ surveys (2023)

### Annex B.6: Activity status at 6 months following CfW/CfW+ and at time of survey by participant characteristics

|                 | Gender |      | Age Group (years) |       |      | Work Limiting Ill-Health |      | Dependent Children (CfW Only) |      | Carer |      | Low Qualifications |      | Prior Economic Activity |       | Duration of Non-Employment (years) |      |      | All  |
|-----------------|--------|------|-------------------|-------|------|--------------------------|------|-------------------------------|------|-------|------|--------------------|------|-------------------------|-------|------------------------------------|------|------|------|
|                 | F      | M    | <25               | 25-39 | 40+  | No                       | Yes  | No                            | Yes  | No    | Yes  | No                 | Yes  | Inactive                | Unemp | <1                                 | 1-3  | 3+   |      |
| <b>6 Months</b> |        |      |                   |       |      |                          |      |                               |      |       |      |                    |      |                         |       |                                    |      |      |      |
| Employed        | 46.7   | 53.5 | 52.0              | 55.6  | 46.2 | 58.1                     | 32.4 | 44.1                          | 47.4 | 50.3  | 50.5 | 55.3               | 47.1 | 31.3                    | 52.1  | 66.7                               | 43.2 | 34.1 | 50.3 |
| Not employed    | 26.9   | 29.6 | 25.5              | 24.8  | 32.0 | 26.3                     | 33.1 | 33.5                          | 27.4 | 29.4  | 25.6 | 25.0               | 31.3 | 21.1                    | 31.8  | 19.9                               | 36.4 | 36.4 | 28.3 |
| Inactive        | 26.4   | 17.0 | 22.5              | 19.6  | 21.8 | 15.6                     | 34.5 | 22.4                          | 25.3 | 20.3  | 23.9 | 19.6               | 21.6 | 47.5                    | 16.1  | 13.4                               | 20.4 | 29.0 | 21.3 |
| <b>Current</b>  |        |      |                   |       |      |                          |      |                               |      |       |      |                    |      |                         |       |                                    |      |      |      |
| Employed        | 53.3   | 57.5 | 59.5              | 65.2  | 47.6 | 65.4                     | 32.9 | 50.3                          | 55.7 | 54.5  | 58.2 | 59.0               | 52.5 | 42.3                    | 56.4  | 67.5                               | 54.1 | 41.3 | 55.6 |
| Not employed    | 17.7   | 22.5 | 18.0              | 15.7  | 24.3 | 18.0                     | 25.4 | 23.9                          | 17.2 | 21.9  | 16.2 | 18.7               | 21.7 | 12.7                    | 23.5  | 17.1                               | 23.9 | 24.5 | 20.3 |
| Inactive        | 29.0   | 19.9 | 22.5              | 19.1  | 28.1 | 16.5                     | 41.6 | 25.8                          | 27.2 | 23.6  | 25.6 | 22.3               | 25.8 | 45.1                    | 20.1  | 15.5                               | 22.0 | 34.2 | 24.2 |
| Sample          | 880    | 1008 | 467               | 540   | 844  | 1314                     | 574  | 907                           | 530  | 1357  | 531  | 815                | 917  | 284                     | 1402  | 627                                | 368  | 646  | 1888 |

Source: ESF Participant Surveys (2018, 2022) and CfW and CfW+ surveys (2023)



### Annex B.7: Characteristics of jobs held at time of the survey by programme

|                                | Communities for Work |            |       | Communities for Work Plus |
|--------------------------------|----------------------|------------|-------|---------------------------|
|                                | Priority 1           | Priority 3 | Total |                           |
| Occupational Groups            |                      |            |       |                           |
| SOC Groups 1-3                 | 10.7                 | 13.9       | 11.9  | 24.4                      |
| SOC Groups 4-7                 | 50.0                 | 51.8       | 50.7  | 41.2                      |
| SOC Groups 8-9                 | 39.3                 | 34.3       | 37.4  | 34.4                      |
| Supervisory Responsibilities   | 16.4                 | 20.6       | 18.0  | 22.5                      |
| Permanent Position             | 66.8                 | 60.1       | 64.3  | 73.5                      |
| Average Hours                  |                      |            |       |                           |
| Median                         | 30.0                 | 37.0       | 35.0  | 37.0                      |
| % Full Time                    | 77.3                 | 78.2       | 77.6  | 76.9                      |
| Course Helped to Get Job       |                      |            |       |                           |
| Directly because of the course | 16.4                 | 10.1       | 14.0  | 10.5                      |
| The course helped              | 53.1                 | 49.1       | 51.6  | 50.4                      |
| Made no difference             | 30.5                 | 40.8       | 34.4  | 39.1                      |
| Total                          | 100                  | 100        | 100   | 100                       |
| Sample                         | 420                  | 245        | 665   | 291                       |

Source: ESF Participant Surveys (2018, 2022) and CfW and CfW+ surveys (2023)

### Annex B.8: Characteristics of jobs held at time of the survey by respondent characteristics

|                                | Gender |      | Age Group (years) |       |      | Work Limiting Ill-Health |      | Dependent Children (CfW Only) |      | Carer |      | Low Qualifications |      | Prior Economic Activity |        | Duration of Non Employment (years) |      |      | All  |
|--------------------------------|--------|------|-------------------|-------|------|--------------------------|------|-------------------------------|------|-------|------|--------------------|------|-------------------------|--------|------------------------------------|------|------|------|
|                                | F      | M    | <25               | 25-39 | 40+  | No                       | Yes  | No                            | Yes  | No    | Yes  | No                 | Yes  | Inact                   | Unemp. | <1                                 | 1-3  | 3+   |      |
| SOC Groups 1-3                 | 16.2   | 15.3 | 15.1              | 16.8  | 14.9 | 15.3                     | 17.4 | 12.0                          | 11.8 | 16.4  | 13.9 | 22.8               | 8.2  | 14.4                    | 14.5   | 19.7                               | 12.2 | 8.5  | 15.7 |
| SOC Groups 4-7                 | 61.4   | 36.9 | 52.1              | 48.4  | 43.4 | 47.8                     | 47.8 | 46.6                          | 57.3 | 43.0  | 59.9 | 47.4               | 48.3 | 56.8                    | 46.7   | 44.2                               | 52.2 | 50.6 | 47.8 |
| SOC Groups 8-9                 | 22.5   | 47.8 | 32.8              | 34.8  | 41.7 | 36.9                     | 34.8 | 41.5                          | 31.0 | 40.6  | 26.3 | 29.9               | 43.5 | 28.8                    | 38.8   | 36.1                               | 35.6 | 40.9 | 36.5 |
| Supervisory Responsibilities   | 15.4   | 22.6 | 20.8              | 22.3  | 15.7 | 19.1                     | 20.7 | 15.8                          | 21.5 | 19.4  | 19.3 | 23.4               | 15.3 | 13.5                    | 19.2   | 22.2                               | 14.4 | 15.7 | 19.4 |
| Permanent Position             | 66.8   | 67.3 | 60.8              | 72.0  | 67.3 | 66.1                     | 71.0 | 61.1                          | 69.5 | 66.4  | 68.8 | 68.8               | 65.8 | 60.0                    | 67.2   | 68.7                               | 65.9 | 63.3 | 67.1 |
| Average Hours                  | 25.0   | 39.0 | 37.0              | 33.0  | 36.0 | 36.0                     | 35.0 | 37.0                          | 27.0 | 37.0  | 25.0 | 37.0               | 35.0 | 35.0                    | 36.0   | 37.0                               | 35.0 | 30.0 | 36.0 |
| Course Helped to Get Job       |        |      |                   |       |      |                          |      |                               |      |       |      |                    |      |                         |        |                                    |      |      |      |
| Directly because of the course | 10.6   | 15.0 | 9.6               | 14.2  | 14.6 | 13.1                     | 12.3 | 13.4                          | 15.0 | 13.5  | 11.7 | 11.3               | 14.7 | 16.0                    | 13.3   | 12.8                               | 14.3 | 13.7 | 13.0 |
| The course helped              | 54.9   | 48.0 | 50.8              | 51.9  | 50.3 | 50.5                     | 54.3 | 49.6                          | 54.9 | 49.6  | 55.4 | 52.8               | 49.8 | 50.0                    | 52.9   | 49.6                               | 53.6 | 55.8 | 51.2 |
| Made no difference             | 34.5   | 37.0 | 39.6              | 33.9  | 35.1 | 36.4                     | 33.3 | 37.0                          | 30.1 | 37.0  | 32.9 | 35.9               | 35.5 | 34.0                    | 33.8   | 37.6                               | 32.1 | 30.5 | 35.8 |
| Sample                         | 397    | 460  | 240               | 289   | 316  | 695                      | 162  | 373                           | 226  | 617   | 240  | 426                | 428  | 100                     | 647    | 335                                | 168  | 226  | 857  |

Source: ESF Participant Surveys (2018, 2022) and CfW and CfW+ surveys (2023)

### Annex B.9: Difficulties in finding work at the time of the survey by programme

|   | Communities for Work |                |            | Communities for Work Plus (%) |
|---|----------------------|----------------|------------|-------------------------------|
|   | Priority 1 (%)       | Priority 3 (%) | Total (%)  |                               |
| Health problems (including physical and mental health problems) | 50.0                 | 33.5           | 45.6       | 39.9                          |
| Hard to get to appropriate work                                 | 40.9                 | 30.6           | 38.1       | 50.0                          |
| Not having relevant work experience                             | 30.9                 | 38.8           | 33.0       | 43.2                          |
| Not having the right skills                                     | 32.8                 | 28.8           | 31.7       | 40.5                          |
| Not having the right qualifications                             | 31.9                 | 29.4           | 31.3       | 37.8                          |
| No appropriate jobs where you live                              | 32.1                 | 20.0           | 28.9       | 39.2                          |
| Having caring responsibilities                                  | 28.1                 | 25.3           | 27.3       | 14.2                          |
| Only wanting to work part time                                  | 25.1                 | 25.3           | 25.2       | 16.9                          |
| Age   | 23.0                 | 2.4            | 17.5       | 21.6                          |
| Not able to afford childcare                                    | 16.2                 | 16.5           | 16.3       | 5.4                           |
| <b>Sample (Number)</b>  | <b>470</b>           | <b>170</b>     | <b>640</b> | <b>148</b>                    |

Source: ESF Participant Surveys (2018, 2022) and CfW and CfW+ surveys (2023). Sample restricted to those out of work at the time of the survey.

### Annex B.10: Difficulties in finding work at the time of the survey by respondent characteristics

|  | Gender |      | Age Group (years) |       |      | Work Limiting Ill-Health |      | Dependent Children (CfW Only) |      | Carer |      | Low Qualifications |      | Prior Economic Activity |        | Duration of Non Employment (years) |      |      | All  |
|--|--------|------|-------------------|-------|------|--------------------------|------|-------------------------------|------|-------|------|--------------------|------|-------------------------|--------|------------------------------------|------|------|------|
|  | F      | M    | <25               | 25-39 | 40+  | No                       | Yes  | No                            | Yes  | No    | Yes  | No                 | Yes  | Inact                   | Unemp. | <1                                 | 1-3  | 3+   |      |
| Health problems  | 44.1   | 45.0 | 31.3              | 43.3  | 50.7 | 17.6                     | 77.2 | 51.4                          | 34.8 | 48.2  | 34.7 | 44.3               | 48.4 | 54.2                    | 42.7   | 34.7                               | 48.4 | 49.4 | 44.5 |
| Hard to get to appropriate work                            | 35.6   | 45.0 | 31.3              | 38.9  | 44.3 | 41.2                     | 39.3 | 41.1                          | 32.6 | 43.7  | 31.5 | 40.6               | 43.5 | 36.8                    | 42.9   | 39.8                               | 41.4 | 42.2 | 40.4 |
| Not having relevant work experience                        | 35.1   | 34.7 | 41.2              | 30.0  | 34.0 | 34.5                     | 35.4 | 34.6                          | 29.9 | 36.0  | 31.9 | 34.5               | 38.1 | 36.1                    | 35.0   | 35.7                               | 31.8 | 36.0 | 34.9 |
| Not having the right skills                                | 29.9   | 36.7 | 28.6              | 26.7  | 38.2 | 31.5                     | 35.7 | 33.2                          | 29.0 | 34.8  | 29.6 | 28.0               | 40.2 | 31.6                    | 34.7   | 32.7                               | 32.5 | 35.2 | 33.4 |
| Not having the right qualifications                        | 31.2   | 33.8 | 27.5              | 32.2  | 34.5 | 35.0                     | 29.5 | 31.5                          | 30.8 | 32.9  | 31.5 | 26.5               | 39.5 | 29.0                    | 33.4   | 32.7                               | 29.9 | 33.2 | 32.5 |
| No appropriate jobs where you live                         | 27.3   | 34.3 | 23.6              | 27.8  | 34.7 | 30.1                     | 31.7 | 31.5                          | 24.1 | 34.1  | 22.1 | 33.2               | 31.5 | 22.6                    | 34.1   | 33.7                               | 28.0 | 31.8 | 30.8 |
| Having caring responsibilities                             | 35.8   | 14.2 | 22.0              | 33.9  | 21.7 | 28.0                     | 21.1 | 14.2                          | 51.8 | 14.8  | 52.1 | 25.2               | 26.4 | 38.1                    | 22.0   | 16.8                               | 26.1 | 29.6 | 24.9 |
| Only wanting to work part time                             | 33.8   | 13.8 | 28.0              | 26.1  | 20.0 | 25.0                     | 21.9 | 18.3                          | 37.9 | 17.7  | 39.4 | 20.6               | 27.8 | 31.6                    | 21.3   | 17.3                               | 17.2 | 29.9 | 23.6 |
| Age  | 13.9   | 22.5 | 5.5               | 6.7   | 29.1 | 15.0                     | 22.2 | 21.9                          | 9.4  | 21.6  | 9.4  | 16.9               | 20.8 | 14.8                    | 20.0   | 13.8                               | 15.9 | 22.1 | 18.3 |
| Not being able to afford childcare                         | 23.7   | 5.0  | 13.2              | 24.4  | 10.3 | 18.5                     | 9.0  | 4.6                           | 37.9 | 4.9   | 39.4 | 12.9               | 16.4 | 23.9                    | 12.4   | 7.7                                | 18.5 | 17.9 | 14.2 |
| Believing they would not be better off financially in work | 14.2   | 10.5 | 8.8               | 13.9  | 13.1 | 12.7                     | 11.8 | 10.8                          | 22.3 | 8.5   | 22.5 | 10.5               | 14.7 | 16.1                    | 11.3   | 6.1                                | 14.6 | 15.4 | 12.3 |
| Sample   | 388    | 400  | 182               | 180   | 406  | 432                      | 356  | 416                           | 224  | 575   | 213  | 325                | 428  | 155                     | 574    | 196                                | 157  | 358  | 788  |

**Annex B.11: How well a mentor or adviser understood survey participant barriers**

|                 | CfW |      |        |            |            |     |     | CfW+ |      |        |
|-----------------|-----|------|--------|------------|------------|-----|-----|------|------|--------|
|                 | All | Male | Female | Priority 1 | Priority 3 | EW  | WWV | All  | Male | Female |
| Very well       | 72% | 69%  | 74%    | 75%        | 64%        | 67% | 73% | 69%  | 67%  | 73%    |
| Quite well      | 23% | 24%  | 22%    | 19%        | 31%        | 33% | 21% | 23%  | 25%  | 18%    |
| Not very well   | 3%  | 4%   | 2%     | 4%         | 2%         | 0%  | 4%  | 4%   | 3%   | 4%     |
| Not at all well | 1%  | 3%   | 0%     | 1%         | 3%         | 0%  | 2%  | 3%   | 3%   | 4%     |
| Don't know      | <1% | 0%   | 1%     | 1%         | 1%         | 0%  | 1%  | 1%   | 1%   | 2%     |
| Sample          | 189 | 97   | 91     | 123        | 66         | 41  | 148 | 320  | 205  | 113    |

Source: CfW and CfW+ survey (2023). CfW respondents who could recall being supported by either a mentor (95) or adviser (124) and CfW+ respondents who could recall being supported by a mentor (320)

**Annex B.12: Effectiveness of mentor or adviser in helping draw up a realistic personal action plan for survey participants**

|                           | CfW |      |        |            |            |     |     | CfW+ |      |        |
|---------------------------|-----|------|--------|------------|------------|-----|-----|------|------|--------|
|                           | All | Male | Female | Priority 1 | Priority 3 | EW  | WWV | All  | Male | Female |
| Very effective            | 56% | 49%  | 64%    | 62%        | 45%        | 52% | 42% | 50%  | 46%  | 58%    |
| Quite effective           | 33% | 37%  | 27%    | 24%        | 46%        | 39% | 39% | 32%  | 37%  | 22%    |
| Not very effective        | 5%  | 8%   | 2%     | 5%         | 6%         | 4%  | 9%  | 8%   | 8%   | 8%     |
| Not at all effective      | 3%  | 2%   | 3%     | 4%         | 0%         | 5%  | 6%  | 5%   | 4%   | 7%     |
| Don't know                | 1%  | 1%   | 0%     | 0%         | 2%         | 0%  | 0%  | 3%   | 2%   | 3%     |
| Do not recall action plan | 3%  | 2%   | 3%     | 3%         | 1%         | 0%  | 5%  | 2%   | 2%   | 3%     |
| Sample                    | 189 | 97   | 91     | 123        | 66         | 41  | 148 | 320  | 205  | 113    |

Source: CfW and CfW+ survey (2023). CfW respondents who could recall being supported by either a mentor (95) or adviser (124) and CfW+ respondents who could recall being supported by a mentor (320)

**Annex B.13: The extent to which mentor or adviser challenged survey participants to do new or different things**

|                   | CfW |      |        |            |            |     |     | CfW+ |      |        |
|-------------------|-----|------|--------|------------|------------|-----|-----|------|------|--------|
|                   | All | Male | Female | Priority 1 | Priority 3 | EW  | WWV | All  | Male | Female |
| To a large extent | 37% | 34%  | 39%    | 38%        | 34%        | 28% | 39% | 28%  | 27%  | 29%    |
| To some extent    | 55% | 55%  | 55%    | 52%        | 61%        | 72% | 50% | 51%  | 53%  | 46%    |
| Not at all        | 8%  | 9%   | 6%     | 9%         | 4%         | 0%  | 10% | 18%  | 17%  | 21%    |
| Don't know        | 1%  | 2%   | 0%     | 1%         | 1%         | 0%  | 1%  | 3%   | 3%   | 4%     |
| Sample            | 189 | 97   | 91     | 123        | 66         | 41  | 148 | 320  | 205  | 113    |

Source: CfW and CfW+ survey (2023). CfW respondents who could recall being supported by either a mentor (95) or adviser (124) and CfW+ respondents who could recall being supported by a mentor (320)

### Annex B.14: Usefulness of CfW training or activities

|                            | CfW volunteering |      |        | CfW specific job training |      |        | CfW work experience |      |        | CfW motivation and confidence building |      |        |
|----------------------------|------------------|------|--------|---------------------------|------|--------|---------------------|------|--------|--|------|--------|
|                            | Total            | Male | Female | Total                     | Male | Female | Total               | Male | Female | Total                                  | Male | Female |
| Very useful                | 60%              | 45%  | 70%    | 61%                       | 70%  | 53%    | 60%                 | 54%  | 71%    | 45%                                    | 52%  | 33%    |
| Quite useful               | 35%              | 41%  | 30%    | 35%                       | 27%  | 40%    | 38%                 | 46%  | 24%    | 50%                                    | 43%  | 60%    |
| Not very useful            | 4%               | 9%   | 0%     | 4%                        | 3%   | 4%     | 2%                  | 0%   | 6%     | 5%                                     | 4%   | 7%     |
| Don't know or not answered | 2%               | 5%   | 0%     | 1%                        | 0%   | 2%     | 0%                  | 0%   | 0%     | 0%                                     | 0%   | 0%     |
| Sample                     | 52               | 22   | 30     | 84                        | 37   | 47     | 45                  | 28   | 17     | 38                                     | 23   | 15     |

Source: CfW survey (2023). CfW respondents who could recall attending training or activity. Due to rounding totals do not always tally to 100%



**Annex B.15: Participation in training courses and other support activities arranged by CfW+ mentors, split by gender**

|  | CfW+       |            |            |
|--|------------|------------|------------|
|  | All        | Male       | Female     |
| First Aid  | 11%        | 11%        | 12%        |
| The loan of a Chromebook                               | 9%         | 8%         | 10%        |
| Health and Safety                                      | 9%         | 11%        | 7%         |
| CV writing / Interview help / Job search               | 7%         | 7%         | 7%         |
| Construction training                                  | 6%         | 8%         | 2%         |
| Security training                                      | 5%         | 6%         | 3%         |
| Computer literacy / IT                                 | 4%         | 2%         | 7%         |
| Care training  | 3%         | 2%         | 6%         |
| Food hygiene   | 3%         | 1%         | 7%         |
| Forklift training                                      | 3%         | 4%         | 0%         |
| Driver training  | 2%         | 3%         | 0%         |
| Business administration / Finance                      | 2%         | 1%         | 4%         |
| Educational training                                   | 2%         | 1%         | 4%         |
| Customer service                                       | 2%         | 1%         | 2%         |
| Numeracy and literacy                                  | 2%         | 0%         | 4%         |
| Other (e.g., confidence building, CCTV operation, BSL) | 15%        | 13%        | 19%        |
| None / Didn't participate on the course                | 39%        | 39%        | 38%        |
| Can't remember   | 11%        | 11%        | 12%        |
| <b>Sample</b>  | <b>320</b> | <b>205</b> | <b>113</b> |

Source: CfW+ survey (2023). CfW+ respondents who could recall being supported by a mentor (320).

### Annex B.16: Usefulness of CfW+ training

|                            | CfW+ first aid training |      |        | CfW+ health and safety training |      |        | CfW+ construction training |      |        | CfW+ CV writing and interview training |      |        |
|----------------------------|-------------------------|------|--------|---------------------------------|------|--------|----------------------------|------|--------|--|------|--------|
|                            | Total                   | Male | Female | Total                           | Male | Female | Total                      | Male | Female | Total                                  | Male | Female |
| Very useful                | 79%                     | 68%  | 93%    | 72%                             | 68%  | 86%    | 72%                        | 75%  | 50%    | 55%                                    | 64%  | 38%    |
| Quite useful               | 18%                     | 32%  | 0%     | 24%                             | 27%  | 14%    | 11%                        | 6%   | 50%    | 55%                                    | 57%  | 50%    |
| Not very useful            | 3%                      | 0%   | 7%     | 3%                              | 5%   | 0%     | 6%                         | 6%   | 0%     | 5%                                     | 0%   | 13%    |
| Not at all useful          | 0%                      | 0%   | 0%     | 1%                              | 5%   | 0%     | 0%                         | 0%   | 0%     | 0%                                     | 0%   | 0%     |
| Don't know or not answered | 0%                      | 0%   | 0%     | 0%                              | 0%   | 0%     | 11%                        | 13%  | 0%     | 0%                                     | 0%   | 0%     |
| Sample                     | 33                      | 19   | 14     | 29                              | 22   | *      | 18                         | 16   | *      | 22                                     | 14   | *      |

Source: CfW survey (2023). CfW respondents who could recall attending training or activity. Due to rounding totals do not always tally to 100%. \* denotes a sample size of less than 10

## Annex C: Additional data on participants

### Annex C.1: Percentage of male and female CfW participants with different characteristics entering employment

| Programme<br>CfW (May 15- Jan 23)<br>Male   |     |    | Programme<br>CfW (May 15- Jan 23)<br>Female |     |    |
|---|-----|----|---|-----|----|
| Characteristics                             | Yes | No | Characteristics                             | Yes | No |
| Work limiting health conditions             | 37  | 53 | Work limiting health conditions             | 30  | 45 |
| Disabled                                    | 34  | 50 | Disabled                                    | 28  | 42 |
| Long term unemployed                        | 41  | 52 | Long term unemployed                        | 36  | 42 |
| From a jobless household                    | 44  | 54 | From a jobless household                    | 38  | 46 |
| From Black, Asian or minority ethnic groups | 54  | 48 | From Black, Asian or minority ethnic groups | 45  | 40 |

## Annex D: Interview guide

### Evaluation of CfW/CfW+ and CfW/CfW+

#### Topic guide for qualitative discussions with participants

##### INTERVIEW DETAILS

|                  |  |
|------------------|--|
| Interviewee name |  |
|------------------|--|

|   |  |
|---|--|
| Notable characteristics e.g. Gender, rough age, ethnicity, disability, migrant etc* |  |
|---|--|

|                     |  |
|---------------------|--|
| CfW/CfW+/ CfW+ Area |  |
|---------------------|--|

|                                      |  |
|--------------------------------------|--|
| Programme (CfW/CfW+; P1 / P3 if CfW) |  |
|--------------------------------------|--|

|                   |  |
|-------------------|--|
| Date of Interview |  |
|-------------------|--|

|             |  |
|-------------|--|
| Interviewer |  |
|-------------|--|

\*This may be available from participant databases or may be identified during the course of the interview.

## Introduction

1. **Can you please start by telling me about yourself and what you've been up to over the last few years?**

[consider a timeline of key events/experiences e.g. of education, un/employment, family]

[Prompts include:]

- **What are you doing now?** (e.g. in employment? Looking for work? Still engaged with the programme?) *[this will help guide the rest of the interview]*
- Were you looking for work at that time? Why?
- **Roughly how long have you been looking for work?**
- **How were you looking for work** [e.g. online – job sites; social media etc; asking family and friends; recruitment agencies, job fairs etc]
- Has this changed over time? why?
- What were you doing then? Why?
- What had you been doing after leaving school? Did you enjoy school?
- What happened then? Why?
- Did you know what you wanted to do? What did you want to do?
- Was anyone else helping you? [e.g. friends, family, JCP community employability programme like CfW or CfW+)
- **Were you claiming benefits?**
- **What else was happening in your life then/at that time of your life?**  
[explore e.g. family, relationships. work, health etc; if have children consider their ages and childcare arrangements]
- **What – if anything - made it difficult for you to take on a job?**  
[Probe e.g. caring responsibilities, ill-health, substance misuse, language barriers ; the impact of the pandemic etc]
- [If applicable], what kind of work were you doing?

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>- Were you getting any help or support to find work then?</li> <li>- <b>How have the last few years been for you?</b> [explore e.g. the impact of the pandemic / lockdown upon school, work etc; the current cost of living crisis]</li> </ul> |
|  |   |

## Recruitment / Engagement With The Programme

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| 2. | <p><b>So can you please tell me, how did you get involved with CfW/CfW+?</b></p> <p><b>a. How did you hear about the programme?</b></p> <ul style="list-style-type: none"> <li>- Probe for role of CfW/CfW+ staff in 'finding' participants [e.g. the Participant Engagement Officer (PEO) role]</li> <li>- Probe for referral from other agencies, including JCP and Working Wales?</li> <li>- How easy or otherwise was it to find out about CfW/CfW+?</li> </ul> <p><b>b. When* and why did you get involved with CfW/CfW+?</b></p> <ul style="list-style-type: none"> <li>- What did you want? (e.g. to find a job...?)</li> <li>- What did you think they could help you with?</li> <li>- Did they offer anything different to other employment support programmes?</li> <li>- Probe for e.g. genuinely wanting help to move forward / feeling the need to find work in face of welfare reforms/benefits changes / feeling cost of living pressures / going through the motions e.g. in order to retain benefits</li> </ul> |
|----|--|

|  |   |
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|  | * Please ensure you have a rough timeline of when they joined, and if applicable, when they exited the programme. |
|  |   |

## Experience of the programme

3. **So what happened then? Can you please tell me about the support you've had from CfW/CfW+**

[Explore e.g. experiences of triage, assessment for support; experiences of training, work placements or volunteering; meetings with mentors / advisors, support from the barriers fund]

- Who did you meet?
- How often did you meet?
- What did you talk about or do?
- Where did you meet? [*consider importance of a community base*]  
Was it local? Was this important? Why?
- Was it very different to your experiences of meeting staff in JCP?  
Why?
- Did you feel that [adviser/mentor] actually understood the issues you were facing?
- How approachable did you find [adviser/mentor]?
- Were you able to complete the things you discussed with your adviser/mentor?
- Did you know what you wanted to do?

- What help or support did they offer?
- What help or support did you take up? Why?
- Was it good? Useful? did it help you? why?
- Was anything not so good? Were there any problems Why?
- Was there any support you were offered that you didn't take up? Why?
- Was there any help or support you wanted but couldn't get?
- How comfortable did you feel about doing this at the time?
- Did you feel pressured at all into doing this?

**[If supported during lockdown] how easy or hard was it to access support and courses by telephone or online?**

[If hard] Were you offered a Chromebook?

How did the support change during this period? [e.g. shift to a greater focus upon wellbeing? a focus upon different types of work or ways of searching for work? less frequent contact? online/telephone contact?]

How effective was the support during this period?

**Were you offered or referred to any other services for help and support?** (including e.g. personal learning accounts; mental health services, third sector organisations)

**Were you offered the choice to take part in Welsh? How?**

[if applicable] Do you speak Welsh? Did you take it up?

Do you recall if marketing materials or literature was available in Welsh?



|    |  |
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| 4. | <p><b>[if Welsh Speaker] Why did you choose / choose not to use Welsh?</b></p> <p><b>e.g. there was an / no active offer of Welsh?</b></p> <p><i>I felt / didn't feel confident using Welsh?</i></p> <p><i>I felt it was easier to use English / it might have been slower or more difficult to use Welsh?</i></p> <p>What difference, if any, did accessing the support in Welsh make e.g. it felt more relevant to me; it put me at ease, I could express myself better?</p> <p><i>What, it at all, could the programme have done differently to support you in Welsh?</i></p> |
|    |  |

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| 5. | <p><b>[if a disabled participant] Can you please tell me a little more about how you feel your disability might hold you back or make it harder for you to find or sustain work?</b></p> <p>If you don't mind me asking, when and how did you first disclose your disability to your advisor / mentor? Did you feel comfortable doing so?</p> <p>Did you feel the impact of your disability was understood by your advisor / mentor?</p> <p>What support did they offer? Did they change the way they supported you? [e.g. reasonable adjustments?]</p> <p>Did they introduce or refer you to any other sources of support? [e.g. the DWPs Access to Work programme?<sup>65</sup> a health service?]</p> |
|----|--|

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<sup>65</sup> Through the Access to Work service people can apply for a grant to help pay for practical support with their work; support managing their mental health at work; and/or money to pay for communication support at job interviews.

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|  | Was there any help or support you felt you needed or wanted which you didn't get? |
|  |   |

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|---|---|
| 6 | <p><b>[If accessed barriers fund and not already covered] Can you please tell me more about the financial help you got from the programme?</b></p> <p>a. What was the money for?</p> <p>b. How important was that financial support to you?</p> <p>c. What would you have done if the money hadn't been available under CfW/CfW+?</p> |
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| 7 | <p><b>[If undertaken volunteering or work experience and not already covered]</b></p> <p><b>Can you please tell me more about [volunteering/work experience] with [organisation name]?</b></p> <p>a. What did you do</p> <p>b. How long did your placement last?</p> <p>c. What did you feel you got out of [volunteering/the work experience]?</p> <p>d. What difference, if any, did it make to you?</p> |
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| 8 | <p><b>[If undertaken training and not already covered]:</b></p> <p><b>Can you please tell me more about [training] with [organisation name]?</b></p> <ul style="list-style-type: none"> <li>a. How quickly was this arranged?</li> <li>b. What was the course? And how long was it?</li> <li>c. Was it online / face to face or a mix? How did you find it?</li> <li>d. [if applicable] what difference did lockdown have?</li> <li>e. Did you enjoy doing this?</li> <li>f. What did you feel you got out of [training]?</li> <li>g. What difference, if any, did it make to you? For example, did it give you more confidence applying for jobs? Did it help you to get a job? ?</li> </ul> |
|   |   |

|   |   |
|---|---|
| 9 | <p><b>[If accessed Chromebook and not already covered] Can you please tell me more about the Chromebook?</b></p> <ul style="list-style-type: none"> <li>a. What was it for / what did you need it?</li> <li>b. When did you get it and what did you use it for?</li> <li>c. Was it easy to use? Did you get any help to use it?</li> <li>d. What difference do you think it made to you?</li> <li>e. What do you think would have happened if you hadn't had it?</li> </ul> |
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| 10 | <p><b>[If in work support and not already covered]:</b></p> <p><b>Please can you tell me about [in work support]?</b> For example, why did you keep in contact with the adviser/mentor once you started in work? [or were you in work when you joined the programme]?</p> <ol style="list-style-type: none"> <li>a. What support did you get?</li> <li>b. How did it work? For example did you talk on the phone? Did you go on training courses? If so, when?</li> <li>c. Did your employer know about it? If yes, what did they think?</li> <li>d. What difference, if any, did it make to you? do you feel it helped you/ will help you get a better job? Why?</li> </ol> |
|    |  |

**Impact – what difference did it make?**

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|----|---|
| 11 | <p><b>So what difference do you think the [support / training / work placements / in work support etc] made? For example, did it help you [look for / find a job to training / get a better job?] How and why?</b></p> <ul style="list-style-type: none"> <li>- Was it your idea to do this or was it something that [adviser/mentor] suggested?</li> <li>- Did the adviser/mentor suggest looking for different types of jobs from those you already knew or had considered previously? <i>[This question is intended to explore whether advisers/mentors challenge stereotypes and encourage participants to consider non-traditional roles].</i></li> </ul> <p><b>Earlier on, you said that before joining CfW/CfW+, it was difficult for you to take on a job because [response to question 1].</b></p> |
|----|---|

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|--|---|
|  | <p><b>How, if at all, do you think that taking part in CfW/CfW+ has changed that?</b></p> <ul style="list-style-type: none"> <li>- [Motivation e.g.] <b>Did it change what you wanted to do? How and why?</b> [also explore e.g. actions to challenge traditional employment roles and occupational segregation]</li> <br/> <li>- [Capabilities e.g.] <b>Did you learn things?</b> (e.g. how to apply for jobs, interview skills, qualifications etc) <b>did you get any qualifications? What were they and did they help you? Did you feel more confident? Did you feel more able to look for work? Why? Did you learn new skills? [consider a range of skills, including soft skills such as communication, teamwork and time keeping] Has it changed the way you look for and apply for job?</b></li> <br/> <li>- [Opportunities e.g.] <b>Did it help you overcome potential barriers like transport or childcare? Did it help you find out about employment or education or training opportunities? How?</b></li> </ul> <p><b>What still holds you back? [e.g. language barriers racism or discrimination (e.g. ableism)]</b></p> |
|--|---|

|    |  |
|----|--|
| 12 | <p>[IF STILL ON PROGRAMME]</p> <p><b>How likely do you think you are to carry on with CfW/CfW+ until you get a job / progress?</b></p> |
|----|--|

|  |   |
|--|---|
|  | <p>a. Do you feel any more or less determined to find a job / enter education or training or get a better job, than you were when you first started?<br/>Why?</p> <p>b. How confident do you feel that CfW / CfW+ can help you find a job / enter education or training or get a better job?</p> <p>c. What do you think could hold you back or stop you?</p> |
|--|---|

|    |   |
|----|---|
| 13 | <p>IF PROGRESSED INTO EMPLOYMENT</p> <p>[If not asked] <b>What work are you doing at the moment?</b></p> <p><b>How likely would you have been to have got the job anyway?</b> [i.e. without the support of CfW/CfW+]</p> <p>a. Why do you say this?</p> <p>b. What kinds of things do you feel enabled you to get the job?</p> <p><b>How satisfied are you with your job?</b></p> <p>a. Do you enjoy the job?</p> <p>b. Does the job provide a level of income that you're satisfied with?</p> <p>- If not, what kind of income level would you realistically hope to earn?</p> <p>c. Other than getting paid, what difference has having a job made to you?</p> <p><b>Did CFW/CFW+ staff get in touch with you after you left the programme?</b></p> |
|----|---|

|  |   |
|--|---|
|  | <p>If yes, why?</p> <p><b>Did you want or take up any support from CfW/CW+ after you got your job? Why?</b></p> <ul style="list-style-type: none"> <li>- [if support was taken up] what support did you get?</li> <li>- What difference did it make to you? / was it important? why?</li> </ul> |
|  |   |

|     |   |
|-----|---|
| 14. | <p>IF PROGRESSED INTO EDUCATION OR TRAINING</p> <p><b>What difference, if any, do you feel that being involved in CfW/CfW+ made to your deciding to start your course/training?</b></p> <p>PROBE IF DO NOT EMERGE SPONTANEOUSLY</p> <p>Did it affect:</p> <ul style="list-style-type: none"> <li>i. Why you chose this course?</li> <li>ii. How enthusiastic and motivated you were?</li> <li>iii. Your ability to start the course? (e.g. help to overcome external barriers like childcare, lack of skills etc)</li> <li>iv. Your knowledge of courses and what you could do?</li> </ul> <p>How likely would you have been to have started your course/training anyway?</p> <ul style="list-style-type: none"> <li>v. Why do you say this?</li> </ul> |
|     |   |

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|--|--|
|  |  |
|--|--|

|    |   |
|----|---|
| 15 | <p>IF PROGRESSED INTO EDUCATION OR TRAINING BUT IS NO LONG EMPLOYED OR IN EDUCATION OR TRAINING</p> <p><b>What happened?</b></p> <p>Did you seek support from CfW / CfW+?</p> <p>Do you think more or different support after you had started work or your course would have made a difference? Why?</p> <p>What, if anything, do you think you gained from your experience of work or education or training?</p> |
|    |   |

|     |  |
|-----|--|
| 16. | <p>IF EARLY EXIT</p> <p><b>Why did you leave CfW/CfW+?</b></p> <p>PROBE IF DO NOT EMERGE SPONTANEOUSLY</p> <ul style="list-style-type: none"> <li>- What happened? why?</li> <li>- What, if anything, do you think you gained from your experience?</li> </ul> |
|-----|--|



|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>- Do you feel more or less motivated to search for work / progress in work / start education or training now? Why?</li> <li>- Do you feel more or less able to search for work / progress in work / start education or training now? Why?</li> <li>- Do you think you will look for support again in the future? Why?</li> </ul> |
|  |   |

## The future

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| 17. | <p><b>So what's next? What do you see yourself doing in six months' time?</b></p> <p>e.g. Do you see yourself staying in your current job, progressing into something else or possibly not working?</p> <ul style="list-style-type: none"> <li>a. Are you optimistic about the future? Why?</li> <li>b. What are you worried about?</li> </ul> <p><b>[If progressing into something else:]</b></p> <ul style="list-style-type: none"> <li>c. How would you see yourself progressing – what would you like your next job to be? <ul style="list-style-type: none"> <li>i. When would you hope to progress?</li> <li>ii. What will you need to do to in order to progress?</li> <li>iii. How confident are you that you'll be able to progress in the next six months or so?</li> </ul> </li> </ul> <p><b>[If not progressing e.g. not working, 'stuck' in the same job, left course]</b></p> <ul style="list-style-type: none"> <li>d. Why do you think you might not be working / stuck / have left the course early ?</li> </ul> <p>Probe for:</p> |
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|  | <ul style="list-style-type: none"> <li>i. external barriers to work [limited opportunities], such as caring responsibilities, transport difficulties, financial problems; no jobs locally etc.</li> <li>ii. personal characteristics / attributes [constrained capabilities] such as lack of confidence in ability to do the job, low motivation, weak language skills etc</li> <li>iii. Lack of motivation / interest?</li> </ul> <p>If you think you might not be working in six months' time, how likely is it that you would be actively looking for work? / Will you keep looking for work / education or training ?</p> |
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**Recommendations**

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| 18. | <p><b>Given your experiences do you think CfW or CfW+ could be improved or changed in any way? How and why?</b></p> <ul style="list-style-type: none"> <li>- Would you recommend the project to a friend?</li> <li>- If you were describing the project to a friend, what would you tell them about it?</li> </ul> |
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Close

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| 19. | <p><b>Is there anything else that we've not discussed that you think is important or for us to consider?</b></p> |
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Thank you very much for taking part in this interview and sharing your views.  
Do you have any questions?