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SHUSU
SUSTAINABLE HOUSING
& URBAN STUDIES UNIT

Evaluation of DWP & Oxfam Livelihoods Training Project

Final Report

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OXFAM



Department
for Work &
Pensions

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About the authors

The Sustainable Housing & Urban Studies Unit (SHUSU) is a dedicated multi-disciplinary research and consultancy unit based at the University of Salford, providing a range of services relating to housing and urban management to public and private sector clients. The Unit brings together researchers drawn from a range of disciplines including: social policy, housing management, urban geography, environmental management, psychology, social care and social work.

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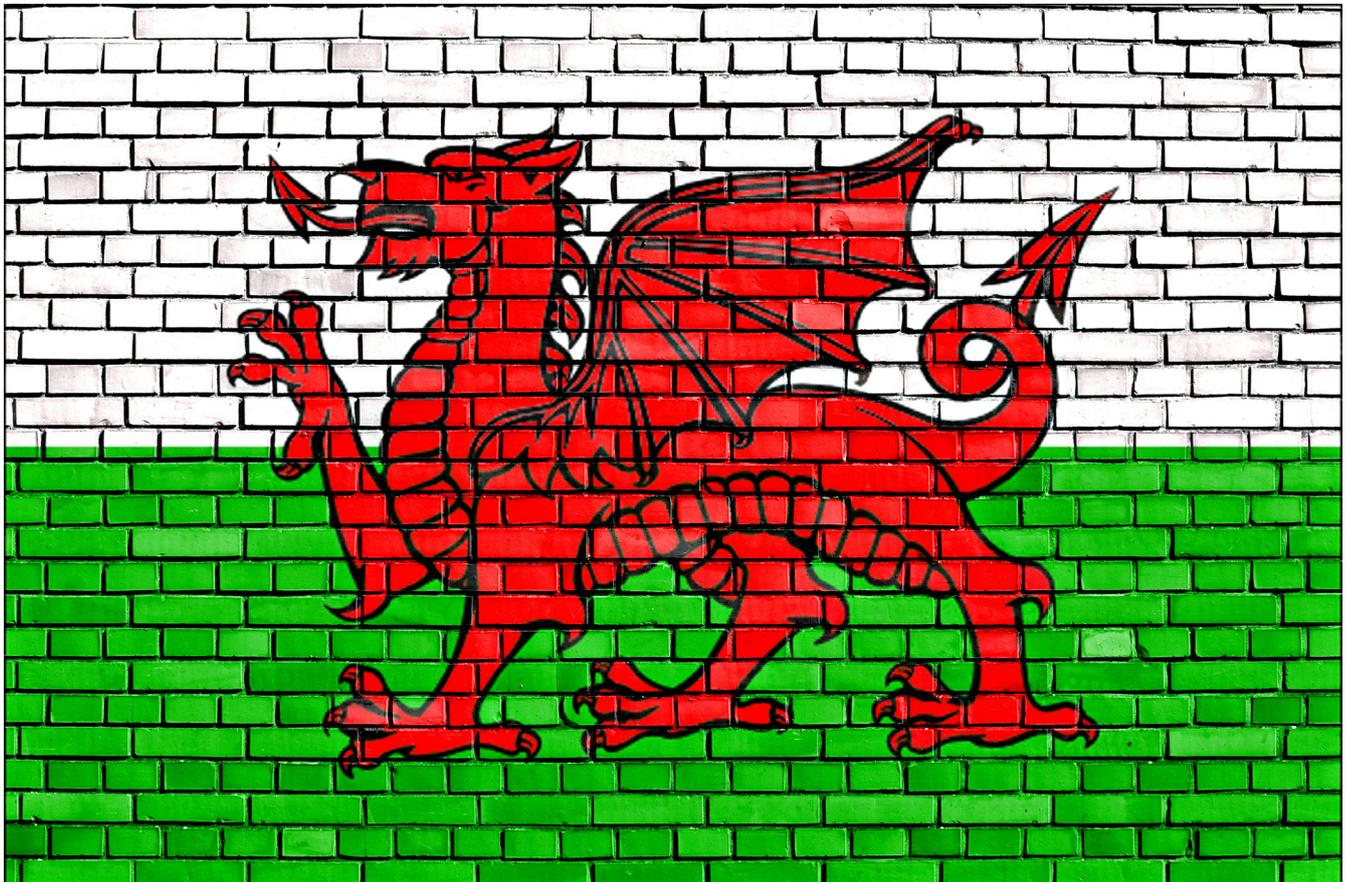
Particular thanks must of course go to the people who found the time to talk to us and answer our questions in a full, honest and patient manner. It is hoped that this report is able to accurately reflect their experiences.

This report is based on research undertaken by the study team and the analysis and comment thereafter do not necessarily reflect the views and opinions of the research commissioners, or any participating stakeholders and agencies. The authors take responsibility for any inaccuracies or omissions in the report.

Contents

Executive Summary	vi
1. Introduction	1
1.1 Project design and delivery	2
1.2 Evaluation aims and objectives	2
1.3 Structure of this report	2
2. Methods	3
2.1 Quantitative data	3
2.2 Qualitative data	4
3. Findings: Quantitative Analysis	6
3.1 Surveys of DWP staff	6
3.2 Surveys of DWP customers	15
3.3 Cost Benefit Analysis (CBA)	19
4. Findings: Qualitative analysis	21
4.1 Facilitator notes	21
4.2 Consultation with strategic stakeholders	22
4.3 Case study consultation	26
4.4 Consultation with DWP staff actively using the tools	31
4.5 Consultation with community partners	32
5. Conclusions and Next Steps	35
5.1 Encouraging participation in the training	35
5.2 Perceptions of the training	35
5.3 The impact of the training	36
5.4 Barriers to using the tools	36
5.5 Next steps	36

Appendix 1: Theory of Change	38
Appendix 2: Oxfam Post-Training Feedback questionnaire	39
Appendix 3: DWP Follow-up Questionnaire	43
Appendix 4: Customer Survey	45



Tables

Table 1.	Demographic characteristics of the sample (N=493)	8
Table 2.	Use of SLA tools directly in work by demographic characteristics	9
Table 3.	Awareness of poverty (N=493).....	10
Table 4.	Supporting customers (N=493)	10
Table 5.	Using livelihood approaches in work (N=493).....	11
Table 6.	Using SLA tools in work (N=493)	11
Table 7.	Demographic characteristics of the sample (N=90)	13
Table 8.	Positive outcomes by demographic characteristics.....	14
Table 9.	Awareness and Livelihoods (N=90)	15
Table 10.	Using SLA tools in your work (N=90).....	15
Table 11.	Impact of training (N=90)	16
Table 12.	Demographic Characteristics of the sample (N=87)	17
Table 13.	Customer views on support from Jobcentre staff	18
Table 14.	Customer views of SLA related statements (N=87).....	19
Table 15.	Cost benefit analysis for the project	21

Executive Summary

1.1 Introduction

In August 2016, Oxfam Cymru in partnership with the Department for Work and Pensions (DWP) commissioned the Sustainable Housing & Urban Studies Unit (SHUSU) at the University of Salford to carry out a process and impact evaluation of the Livelihoods Training Project. The overall aim of the Project is to embed understandings of poverty within the DWP service across Wales and trial use of a people centred, holistic, asset-based approach (Sustainable Livelihoods Approach (SLA) toolkit), to enable DWP staff to better understand the needs of customers, and consequently be better placed to provide appropriate support and solutions to meet their needs.

The Project has provided training to 608 DWP staff across Wales between June 2016 and September 2017, which represents approximately 39% of DWP Wales' Work Services staff. Those who participated in the initial training (in embedding poverty awareness) were given the opportunity to attend follow up 'Leads' training sessions, which provided a greater focus on the use of the SLA tools; a total of 158 DWP staff had undertaken this 'Leads' training. This Executive Summary provides an overview of the key findings. A full evaluation report is also available.

I think it took us back to really get to know the customer. Obviously, DWP, Jobcentres, there's always focus around work. That's the ideal outcome. But what the SLA tools did, was actually go back a step further to really invest time with the individual, to get to know their household set-up, friends, relations, and the people who can impact on that person... invest that level of understanding and time to get to know that person really well (DWP staff member)

In the past I have gone into the Jobcentre and felt as if I was second class. Maybe because I am seeking help! However over recent months they have made me feel confident and treat me as an individual and not as just another unemployed person (DWP customer)

1.2 Methods

This evaluation used a mixed-methods approach to document and evaluate the operation of the Project and its impact on DWP staff and customers, and participating community partners. The evaluation is informed by the following key sources of quantitative and qualitative data: surveys of DWP staff and customers; economic data relating to the Project provided by Oxfam and DWP;

facilitator notes; two Jobcentre case studies; consultation with DWP staff actively using the tools; consultation with community partners and key strategic Project stakeholders.

Key Findings

- The impact of the training on awareness of poverty, supporting customers, and using livelihoods approaches at work was overwhelmingly positive across the board with responses significantly higher after attending the training – this remained high several weeks or months after returning to work.
- The training had a positive impact on staff perceptions of their effectiveness at work, their sense of personal accomplishment at work and their interest in their work.
- Staff stated that following the training they had been able to make progress with customers where they had previously experienced difficulties.
- The social return on investment for the project was estimated to be £5.31 for every £1 spent.
- The training needs to be seen as a beginning rather than an endpoint, with the need for follow up sessions and time allocated for staff to embed the knowledge and tools in their everyday work.
- Continued senior staff 'buy in' was vital to enable full embedding of the Sustainable Livelihoods Approach into working practices in the future.

1.3 Participation in the training

It was clear that representatives of the DWP Wales Senior Leadership team, District Managers and District Senior Leadership teams were committed to the Project. The issue of continued senior staff 'buy in' was seen as vital for maintaining the impact of the training, to enable full embedding of this approach into working practices and for any future roll out.

There was a perceived element of 'selectivity' in DWP staff recruitment to the training, rather than random selection. We recognise that the DWP made a significant investment in the Project by releasing staff to attend the training, and some 'selectivity' was understandable particularly during the period of Universal Credit Full Service (UCFS) when there were also other training priorities. However, while this Project has been piloting a

new partnership and approach, for future roll out there may be a need to consider how to engage those staff who could benefit most from the training.

1.4 Perceptions of the training

The participants' response to the training was overwhelmingly positive and the skills of the training facilitator were seen as a key factor in its success. Responses relating to the effects of the training on awareness of poverty, supporting customers, and using livelihoods approaches at work were positive across the board and responses were clearly higher following the training. The responses also highlight the extent to which participants intended to use the tools and found them to be directly relevant to their job roles.

The criticisms of the training primarily related to the feeling that it was a lot to 'take in' in a one-day session, but also that the balance between poverty definitions and exploration of the SLA tools needed redressing. Oxfam have emphasised that a key purpose of the training is to embed understandings of poverty, and follow-on 'Leads' training provides the opportunity for greater exploration of the tools and their practical application.

1.5 The impact of the training

It was clear from the quantitative and qualitative analysis that the training had increased participants' understanding of poverty and provided staff with a greater insight into the circumstances some of their customers may be faced with. While some felt they already had an understanding of such issues, for many the training 'opened their eyes' to the reality of some people's lives. A follow up survey six weeks later showed participants' self-perceptions of awareness of poverty and people centred, holistic, asset-based approaches were not as high as immediately following the training but remained higher than before the training, suggesting sustained impact.

With specific reference to embedding the training into working practices, whilst some DWP staff were yet to start fully utilising the tools, for those who had been applying them there were concrete examples of positive outcomes and progress for customers. Indeed, people referred to being able to make progress with customers where they had previously experienced difficulties.

For many new staff the training was seen as part of their wider training package. For longer serving staff, while some were more reticent about such approaches, there were many who saw the value of having these additional tools to enhance their existing approaches.

With regards to the impact of the Project on customers, it was clear that there had been a positive shift in more recent months in how DWP were interacting with customers during appointments, with discussions about the increasing 'approachability' of staff. However, it is

difficult to attribute these experiences solely to the delivery of the training, as the DWP noted that there have also been much broader changes to the DWP service over that time (including the roll out of Universal Credit Full Service, UCFS). As above, however, having a greater understanding of people's circumstances and additional tools to help better support people can obviously only enhance the experience of customers.

In terms of its economic impact, the Project attempts to use the SLA tools with staff responsible for supporting a high proportion of working-age customers in Wales. The results suggest a social value return on investment of £5.31 for every £1 spent. This is a considerable return on investment, primarily due to the large numbers of customers that many of the DWP staff ultimately use the training with.

1.6 Barriers to using the tools

While it was clear that the training was received positively, some staff felt unable to use the tools due to their job role, particularly if they had no contact or only limited direct contact with customers. There were also a number of staff who experienced barriers in the practical application of the tools in their everyday work. While DWP reiterated the changes that were occurring as a result of the roll out of UCFS, some staff still referred to time constraints and organisational barriers. However, personal factors also presented barriers for some staff, whether that related to their own confidence in using the tools or the perception that they might be difficult to use on certain customers.

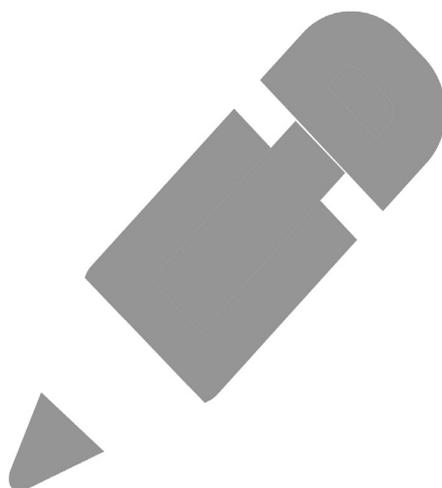
However, it was clear that the training should be seen as a beginning rather than an end point, with the need for follow up sessions, whether that was formally attending a refresher session or through informal ad hoc support by DWP 'Leads' or community partner organisations. The link with community partners was particularly important as some staff lacked confidence in knowing where to signpost customers if issues were raised. As such, for future roll out there is a need to consider how to more fully engage with wider community organisations and provide a list of local organisations to staff should they need to refer a customer on to a specific type of support.

1.7 Next steps

This unique partnership between Oxfam Cymru and DWP Wales was made possible by the 'openness' of the DWP in Wales to exploring new ways of working with customers across their services and the commitment of Oxfam Cymru and its community partners to supporting those experiencing poverty. Discussions are underway at both operational and strategic levels within the partnership to maintain the impact that has been achieved so far.



1. Introduction



It is estimated that around 23% of the population in Wales are in poverty, with an increase in absolute poverty in more recent years¹. Movement into sustainable employment is a key element of any anti-poverty strategy; however, it is recognised that Wales faces considerable challenges in relation to high levels of 'worklessness' and economic inactivity, particularly when compared to the UK overall². At a central government level, there has been an increasing focus on active labour market programmes in recent years, as well as the introduction of a number of welfare reforms, including the introduction of Universal Credit.

Within this wider policy and practice context, Oxfam Cymru have undertaken the Building Livelihoods and Strengthening Communities in Wales project, moving away from the 'one size fits all' model to a person-centred, assets-based approach to tackling poverty. Learning from this and an earlier Access to Work and Enterprise project (2012-14) - which also used the same assets-based approach to working with Black and Minority Ethnic (BME) lone parents - was used to develop the Livelihoods Training Project. The overall aim of the Project was to embed understandings of poverty within the Department for Work and Pensions (DWP) service across Wales, to enable DWP staff to better understand the needs of customers, and consequently be better placed to provide appropriate support and solutions to meet their needs.

The training draws on the Sustainable Livelihoods Approach (SLA), which was initially used in international development settings and brought to the UK by Oxfam and other non-governmental organisations. The SLA has been used in Wales with a wide range of projects and partners, and along with individuals, families and communities, it works with service providers to help them adapt their approach to people experiencing poverty or disadvantage. The SLA is a participatory approach which starts by looking at the day-to-day experiences of people's lives in order to move beyond a focus on what is missing (the more traditional 'deficits' model, which focuses on the negative aspects of a livelihood such as not having a job) and instead focuses on what is present (assets). The idea is that as a person's assets increase, they are better able to respond to shocks - such as needing to replace white goods, or periods of unemployment. The approach is based on the recognition that people experience poverty in different ways due to gender, ethnicity, language, or other aspects of their identity.

The SLA focuses on five interlinked categories of assets which make up a person's livelihood: human assets (e.g. skills and knowledge); social assets (e.g. social networks, family relationships); physical assets (e.g. housing, transport, work clothes or equipment, basic white goods, a computer); public assets (e.g. availability of and engagement with local public services, facilities and amenities such as community centres, libraries and local

¹ New Policy Institute (NPI) (2015) Monitoring Poverty and Social Exclusion in Wales 2015, York: JRF.

² Ibid.

organisations); and financial assets (e.g. earned income, savings, pensions, credit facilities, welfare benefits, child maintenance)³.

The 'tools' used within this approach include 'Drawing the Household', the 'OK/Not OK Timeline', and the 'Assets Pentagon', among others⁴. To give an example of their use, Drawing the Household uses a visual prompt to document the movement of people within the household in order to understand material and non-material support, social networks and gender differences. Participants are asked to describe who comes in and out of their home each day (including household residents, friends, family, neighbours, services that engage with the household, etc). The information can be used to contextualise decisions taken by participants and thereby go beyond the surface-level issue that they may present with.

1.1 Project design and delivery

Between June 2016 and September 2017 the Livelihoods Training Project has provided training to 608 DWP staff across Wales in embedding poverty awareness. The training consists of a one-day interactive workshop, predominantly carried out in Jobcentre Plus office space. The training content covers poverty and inequality statistics, case studies from Oxfam's recent partnership work across Wales, and introduces the Sustainable Livelihoods Approach (SLA) and SLA toolkit for use in the DWP setting. This training has been delivered by Oxfam's Training Project Coordinator with support from a number of community partners, with nine sessions delivered by community partner Sylfaen Cymunedol Cyf in north Wales. At the end of this training day, staff are invited to nominate themselves to become DWP 'Leads' for the approach and use of the toolkit, and all attendees are emailed an electronic version of the SLA toolkit post-training to support their use of it in their day-to-day work.

The Project delivers a further one day training session for 'Leads' aimed at facilitating more in depth use of the SLA tools in the DWP context. A total of 158 DWP staff attended the 'Leads' training during the lifetime of the Project. These staff were also offered monthly group mentoring sessions via teleconference to build their confidence in the use of the SLA tools. The Project Training Coordinator also offered individual support via mentoring and coaching and small group training on an ad hoc basis. Additionally, all three of the DWP Wales Districts' Senior Leadership Teams were trained separately, with six 'District Leads' self-appointed to build on the learning and support colleagues in their respective areas to embed the approach and facilitate good practice exchanges. Two days of train-the-trainer training were delivered to support this in September 2017.

1.2 Evaluation aims and objectives

In August 2016, Oxfam Cymru in partnership with the DWP commissioned the Sustainable Housing & Urban Studies Unit (SHUSU) at the University of Salford to carry out an independent evaluation of the Livelihoods Training Project. The overarching aim of this evaluation was to utilise a mixed-methods approach in order to document and evaluate the operation of the Project and its impact on DWP staff, customers and participating community partners. In order to address this aim, the evaluation had three linked objectives:

- 1 To understand how the Project was delivered, assessing to what extent the Theory of Change⁵ for the Project was fulfilled, and the factors affecting success;
- 2 To set out the difference the Project made in terms of quantitative (statistically measurable) impact for key Project outcomes, including the learning from and limitations of this assessment; and,
- 3 To present an assessment of how the benefits of the Project relate to the costs.

1.3 Structure of this report

This report provides an overview of the findings of this evaluation, drawing on both quantitative and qualitative data collected during the course of the project. The report is structured as follows:

- Chapter 2 outlines the research methods for the evaluation;
- Chapter 3 presents an analysis of the quantitative data collected for the evaluation, including surveys of DWP staff and customers, and Cost Benefit Analysis (CBA);
- Chapter 4 presents an analysis of the qualitative data collected for the evaluation, including consultation with DWP staff and customers, Oxfam representatives and community partners; and
- Chapter 5 brings together the conclusions from the evaluation.

³ Oxfam Cymru/Oxfam GB (2013). Sustainable Livelihood Approach Toolkit for Wales, available at <http://policy-practice.oxfam.org.uk/publications/the-sustainable-livelihoods-approach-toolkit-for-wales-297233>

⁴ Ibid.

⁵ Please see Appendix 1 for the Theory of Change.

2. Methods



This evaluation utilised a mixed-methods approach and is informed by the following key sources of data:

Quantitative data:

- Surveys of DWP staff
- Surveys of DWP customers
- Economic data relating to the Project provided by Oxfam and DWP

Qualitative data:

- Facilitator notes
- Two case studies (including consultation with DWP staff and customers)
- Consultation with key strategic Project stakeholders
- Consultation with DWP staff actively using the tools
- Consultation with community partners

Each of these is discussed in greater detail below.

2.1 Quantitative data

Surveys of DWP staff

There were quantitative data sources that were used to collect data from DWP staff who had participated in the training. Firstly, the Oxfam Post-Training Feedback questionnaire, which is a self-completion pen and paper questionnaire, distributed at the end of each training session. All 538 training participants⁶ were asked to complete the questionnaire, and 529 anonymous responses were received (a response rate of 98%).

Participants were then asked to complete a follow-up questionnaire administered by the DWP, initially at six weeks after the training although this was subsequently extended to include participants up to six months after the training. The survey was completed anonymously online through the DWP Survey Maker system. As is often the case with follow-up questionnaires, there was a degree of participant attrition. As such, from 538 participants, we received 90 responses (a response rate of 17%)⁷.

⁶ Figure correct to end of July 2017 (the cut-off point for inclusion of survey data in this evaluation report).

⁷ It should be noted, however, that as end of July 2017 was the cut-off point for survey data inclusion, these follow-up questionnaire figures only include responses from those who attended the training up to 16th June 2017.

The content of the two questionnaires was similar (please see Appendices 2 and 3), including demographic information and a number of questions which were used to measure the same variables. The Oxfam Post-Training Feedback questionnaire measures pre-and post-training levels of knowledge and awareness, while the DWP survey records perspectives from after the training only. The DWP follow-up questionnaire had additional questions on awareness of poverty issues, supporting customers, and using Livelihood approaches and tools at work, and there were also questions relating to being a livelihood lead, the impact of the training and participants' perspectives on their work. For the purpose of this report, responses from the Oxfam and DWP questionnaires are compared. Due to some differences in the content/variation in question wording, responses to the Oxfam administered survey are analysed first before turning to the DWP follow-up survey. Data was analysed using Stata software, version 14 to generate descriptive statistics and explore association through cross-tabulation.

Surveys of DWP customers

A customer survey was designed by the evaluation team with the aim of understanding customer perspectives on changes in the service they receive from the Jobcentre which may be attributable to the SLA training (please see Appendix 4). A difficulty of this task, however, was that on the whole, customers have not received information about the SLA training, which makes it difficult for them to understand how any changes that they have experienced may be related to the training. It would be even more difficult for those customers whose main point of contact is with staff who have not received the training. As such, a decision was made to only survey customers of DWP staff who have received the training. A survey of the customers of SLA trained staff was conducted at six Jobcentres across South East and South West Wales in August 2017. Customers of selected trained staff were asked to voluntarily complete the pencil and paper survey and this yielded a total of 102 responses.

In order to compare the sample to the broader population of working age DWP customers in South East and South West Wales, views on the general support from Jobcentre staff were compared with the latest results available from the DWP Customer Insight Survey (January-March 2017). This is a survey that was designed and administered by the DWP, and permission was gained to use the anonymised responses for purposes of comparison. As with the staff surveys, data for the customer surveys was analysed using Stata v14.

Economic data relating to the Project

As highlighted in Chapter 1, one of the objectives was to provide a Cost Benefit Analysis (CBA) of the Project. In order to do this, the New Economy model of Cost Benefit Analysis (CBA) was utilised along with their Unit Cost Database⁸. This allowed us to present the financial and economic case (including social value as far as possible) for an 18 month period. We understand the limitations of CBA but see it as a useful tool for policy evaluation and learning when used within a multi-layered analysis in conjunction with other methods.

The return on investment was calculated as the public value (social benefit) achieved for every £1 invested in the Project (e.g. staff time, training room hire, etc.). The New Economy CBA can be used to measure both the financial case (fiscal CBA) and the economic case (public value CBA)⁹. We focused on public value (social benefits) in particular, and as such did not include financial savings to HM Treasury. Focusing on social benefits allowed us to measure the social value of improved wellbeing of DWP staff and customers reported in Project evaluation surveys without attempting to measure increased levels of employment and reduced sanction rates, which are much more difficult to attribute to the Project alone. In this sense, the CBA could be considered conservative in its narrow focus and exclusion of some potential benefits. However, the evaluation team took this approach rather than 'over claim' the benefits of the Project.

Budget actuals were obtained from the Project management team in order to gain an accurate understanding of costs. The benefits focused on improvements to customer autonomy, control and aspirations, along with improvements in staff morale. Qualifiers were applied, including optimism bias correction (i.e. accounting for the level of confidence in the data); drop-off (i.e. the way in which some participants tend to revert back to pre-intervention status over time); and deadweight (i.e. business as usual, or what would have happened without the intervention). The results, which should be interpreted with caution, suggest that the social return on investment is £5.31 for every £1 spent. This suggests that considerable social value has been created by the Project. This is primarily due to the large numbers of customers which many of the DWP participants ultimately use the training with.

The findings from the quantitative data collection phases outlined above are presented in Chapter 3 of this report.

⁸ For further information see: <http://www.neweconomymanchester.com/our-work/research-evaluation-cost-benefit-analysis/cost-benefit-analysis>

⁹ New Economy defines fiscal benefits as "savings to the public sector that are due to a specific project (e.g. reduced health service, police or education costs)". Public value benefits (economic and social benefits) are defined as "a measure of the overall value to society and includes: All fiscal benefits except transfer payments such as taxation or social security that just move money from one place to another. Real increases in the quality or quantity of output can be included but are not always easy to quantify or monetise; Net growth in the local economy allowing for deadweight, leakage and substitution; Wider social benefits including gains to society such as improvements to health; educational attainment; access to transport or public services, safety, or reduced crime".

2.2 Qualitative data

Facilitator notes

This Report includes analysis of the flip-chart notes made by the training facilitator during each training session, which log key issues raised during the training sessions in relation to potential uses of the SLA tools but also potential barriers to utilising the tools.

Consultation with key strategic Project stakeholders

As part of the evaluation, we interviewed six strategic stakeholders who had been involved in the development and implementation of the Project. Drawn from both the DWP (four respondents) and Oxfam (two respondents), these stakeholders had various roles which centred around partnerships and engagement, but also delivery of this specific Project. These stakeholders were interviewed in August 2017.

Two case studies

In consultation with Oxfam Cymru and the DWP, two case study areas were identified for the research team to undertake field visits. Corresponding with the timetable for the roll out of the training, the case studies were undertaken in two Jobcentres within South West and South East Wales. The purpose of the case studies was to provide a more in depth understanding of people's experiences of the training, but also views on the outcomes of the training. Within each case study area, data was derived from a focus group or interviews with DWP staff who had received the training, but also semi-structured interviews with a small number of DWP customers.

- Consultation with DWP staff: Staff were approached by their manager to invite participation in the evaluation. Participant Information Sheets and consent forms were provided, and for those who agreed to participate, an appointment time was agreed for the focus group/interview. A total of 16 staff took part in this consultation across the two sites. The consultation focused on their reflections on the quality of the training, views on the impact of the training to date, and any suggested areas of improvement.

- Consultation with DWP customers: The analysis in this report is informed by 13 semi-structured interviews with DWP customers who were registered at the two case study Jobcentres. The participants were all customers who were being supported by staff members who had received the training. For pragmatic reasons relating to access to contact details, they were approached by DWP staff to invite participation in the evaluation. Participant Information Sheets and consent forms were provided, and for those who agreed to participate, an appointment time was agreed for the interview. The interviews took place at the Jobcentre and focused on their reflections on interactions with Jobcentre staff, with a particular focus on identifying if there had been any perceived changes in more recent months.

Teleconference consultation with DWP staff actively using the tools

In order to capture the views of some of those who were actively engaged in using the tools, we carried out two teleconference discussions covering a total of 15 staff who were currently using them, including six who had received the 'Leads' training. These staff were drawn from across all three Welsh districts, covering a range of roles including team leaders, PaCE10 project advisors, C4W11 outreach workers and Jobcentre work coaches. The teleconference consultations took place in August 2017. Similar to the case studies above, the aim of this consultation was to provide a more in depth understanding of people's experiences of the training (including the Leads training), but also how they were subsequently using the tools.

Consultation with community partners

In addition to consultation with DWP staff and customers, and strategic Project stakeholders, the evaluation also included consultation with community partners – independent community organisations – involved in supporting the delivery of the training. Across the life of the Project, four community partners collaborated actively by volunteering on the Project and assisting in co-training, where possible. We interviewed three of these community partners via telephone, focusing on their role within the Project, their reflections on the training and its impact, as well as any suggested areas of improvement.

The findings from the qualitative data collection phases outlined above are presented in Chapter 4 of this report.

¹⁰ PaCE stands for Parents, Childcare and Employment – according to the Welsh Government, the programme 'aims to help improve employment prospects for parents where childcare is their main barrier to accessing training or job opportunities'. For more information see: <http://gov.wales/topics/people-and-communities/people/children-and-young-people/parenting-support-guidance/help/parents-childcare-employment/?lang=en>

¹¹ Communities for Work (C4W) is a Welsh Government and European Social Fund programme co-sponsored by the DWP. It is a voluntary programme delivered in the community to help adults furthest from the labour market into employment.

3. Findings:

Quantitative Analysis



This chapter presents the findings from the quantitative data collected as part of the evaluation. It is divided into three sections: the first section focuses on two surveys administered to DWP staff who attended the training; the second section focuses on analysis of data collected from customers comparing our own customer survey with existing DWP customer insights data; and the third section provides Cost Benefit Analysis (CBA) for the Project.

3.1 Surveys of DWP staff

The surveys were designed by the organisations themselves in conjunction with an external consultant, with the explicit purpose of measuring the impact of the Livelihoods Training Project. Due to differences in the content/variation in question wording, responses to the Oxfam survey are analysed before turning to the DWP administered survey. It should be noted that there are some limitations in the comparability of the two surveys, however. Along with variations in question format, there are also some differences in the response scales used. The Oxfam survey is based upon a 10-point continuous scale, while the DWP survey was based upon categorical responses (strongly agree; agree; don't know; disagree; strongly disagree). To aid the comparability of the data, we have converted the categorical responses to a 10-point

scale as follows: strongly agree = 10; agree = 7.75; don't know = 5.5; disagree = 3.25; strongly disagree = 1. The Oxfam survey received responses from 36 participants with a large number of missing answers. These responses were excluded from the analysis.

3.1.1 The Oxfam survey

Demographics and likelihood of using SLA tools

In terms of demographics, of those who revealed their gender, 368 were women and 90 were men. Most participants had attended the training in Wrexham (63), followed by Swansea (62), and Newport (50), with the least participants (8) attending in both Abertillery and Cardigan. The majority of participants had considerable experience of working at the DWP. While 89 participants had been working at the DWP for less than two years, 213 participants had been working at the DWP for 20 years or more, and 126 participants for 10-19 years.

Gender		Female	368	(75%)
		Male	90	(18%)
		Prefer not to say	35	(7%)
Tenure		Under 2 years	89	(18%)
		2-4 years	3	(1%)
		5-9 years	26	(5%)
		10-19 years	126	(26%)
		20 years +	213	(43%)
		Unknown	36	(7%)
Job role*		Administrative/Telephony staff	40	(8%)
		Customer facing Jobcentre staff	276	(56%)
		Community-based Work Coaches	44	(9%)
		Team leaders	56	(11%)
		Employer and partnership staff	19	(4%)
		Service delivery staff	11	(2%)
		Decision Makers	17	(3%)
		Unknown	30	(6%)
Training venue**	SE	Abertillery	8	(2%)
		Cardiff Alexandra House	23	(5%)
		Cardiff Charles Street	48	(10%)
		Cwmbran	22	(4%)
		Ebbw Vale	15	(3%)
		Merthyr Tydfil	26	(5%)
		Newport	50	(10%)
		Tredegar	9	(2%)
	SW	Bridgend	44	(9%)
		Cardigan	8	(2%)
		Carmarthen	18	(4%)
		Llanelli	28	(6%)
		Pembroke Dock	12	(2%)
		Swansea	62	(13%)
		Tonypandy	18	(4%)
NM	Llandudno	39	(8%)	
	Wrexham	63	(13%)	

Notes: * The categorisation of job role types used for the purposes of the analysis is based on information obtained from the DWP Jobcentre Plus Partnership Team.

**Training venue, SE: South East Wales, SW: South West Wales, NM: North & Mid Wales.

Table 1 - Demographic characteristics of the sample (N=493)

Overall, the likelihood of using the SLA tools directly in their work received a mean score of 6.85 from participants, suggesting that they did think they would use the tools in future. Female respondents appeared more likely to use the tools than their male colleagues. Those with less than two years of work experience at the DWP appeared more likely to use the tools than their colleagues, while those with 2-4 and 5-9 years' experience appear least likely to use the tools when considering tenure length. When it comes to type of job role, team leaders, customer facing Jobcentre staff, and community-based work coaches indicated that they were most likely to use the tools in future. However, participants with the job role types of employer and partnership staff, decision makers, and administrative/telephony staff gave mean scores of less than 5, indicating that they are unlikely to use the tools in future. There was variation in the likelihood of using the tools between the districts where training had taken place. Those in South West Wales appeared most likely to use the tools, and those in South East Wales the least likely to do so.

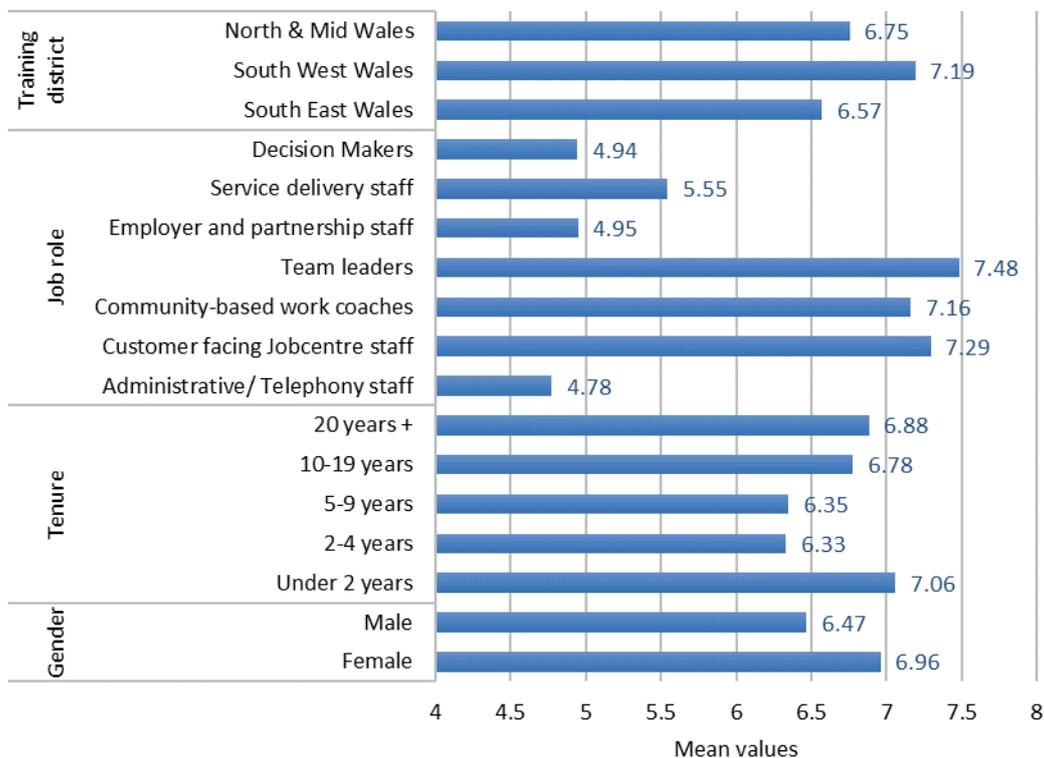


Table 2 - Use of SLA tools directly in work by demographic characteristics

Awareness of poverty

Responses indicate that knowledge was low prior to the training, with a net gain of more than three-points for the context of poverty in Wales and how it relates to people's ability to find and stay in work; the factors that create poverty and social exclusion and their impact on people's lives; the stigma and myths surrounding poverty; and values, attitudes and behaviours (personal or organisational) which can impact on service delivery. This indicates that the training had a very strong impact on participants' knowledge of poverty.

		Mean	S.D.	Minimum	Maximum
Context of poverty in Wales	Start	5.09	2.09	1	10
	End	8.33	1.08	4	10
	Impact	3.24	2.00	0	9
Factors creating poverty/social exclusion	Start	5.34	2.16	1	10
	End	8.59	0.96	4	10
	Impact	3.25	2.06	0	9
Stigma and myths surrounding poverty	Start	5.41	2.19	1	10
	End	8.53	1.07	4	10
	Impact	3.13	2.10	0	8
Values, attitudes and behaviours	Start	5.57	2.21	1	10
	End	8.58	1.11	1	10
	Impact	3.01	2.07	0	9

Table 3 - Awareness of poverty (N=493)

Supporting customers

The impact was also strong for awareness of supporting customers, with net gains of 2.4 points or more for their awareness of 'people-centred', 'holistic', and 'asset-based' approaches. These gains were not quite as strong as for the awareness of poverty. This can be explained through participants coming to the training with a higher initial level of awareness of issues relating to customer support.

		Mean	S.D.	Minimum	Maximum
People-centred	Start	6.25	2.24	1	10
	End	8.70	1.02	2	10
	Impact	2.44	2.05	-1	9
Holistic	Start	6.23	2.23	1	10
	End	8.77	1.02	4	10
	Impact	2.55	2.06	0	8
Asset-based	Start	5.70	2.25	1	10
	End	8.68	0.98	4	10
	Impact	2.98	2.16	-1	9

Table 4 - Supporting customers (N=493)

Using livelihoods approaches in your work

The net gains in the responses to using the livelihoods approaches in work were over 2.4 points each for 'people-centred', 'holistic', and 'asset-based' approaches. Again, this demonstrates the strong impact of the training session with participants indicating that they hope to be able to use the approaches in their work from now on.

		Mean	S.D.	Minimum	Maximum
People-centred	Start	6.25	2.24	1	10
	End	8.70	1.02	2	10
	Impact	2.44	2.05	-1	9
Holistic	Start	6.23	2.23	1	10
	End	8.77	1.02	4	10
	Impact	2.55	2.06	0	8
Asset-based	Start	5.70	2.25	1	10
	End	8.68	0.98	4	10
	Impact	2.98	2.16	-1	9

Table 5 - Using livelihood approaches in work (N=493)

Using SLA Tools in your work

Participants were asked if, as a result of the training, they have new ideas on improvements to ways of supporting customers, and if the SLA Tools are directly relevant to their current job role. Responses to these questions were very positive, with 423 reporting that they do have new ideas, and 364 saying that the tools are directly relevant to their job role. Only a small minority answered 'no'.

	New ideas on improvements to ways of supporting customers	Direct relevance to job role
Yes	423 (86%)	364 (74%)
No	26 (5%)	58 (12%)
Don't know	41 (8%)	68 (14%)
Total	490	490

Table 6 - Using SLA tools in work (N=493)

Tools which respondents most frequently reported as most relevant for their work were the Assets Pentagon (67 responses), 'Timeline' (OK/Not OK Timeline; 44 responses), and 'House' (Drawing the Household; 30 responses).

General comments

Comments by participants about positive aspects of the training included a large number of responses about how much they enjoyed the training and the passion of the trainers. For example:

The training was excellent. I was aware of the SLA approach and toolkit, however it was brought to life by the trainer. This can be used and I will be using it ASAP. The trainer made sure everyone felt good and valued. Her energy [and] passion was clear. She made the products come to life and [made] me want to use them.

The interactive nature of the training was also praised by respondents:

Interesting to discuss between us all and in groups our views of what we do in DWP and difficulties we face.

Excellent interactive event, very informative, food for thought. Good insight into tools and found candidate discussion very useful. Learnt quite a lot about self also, and how I could use to interact with customers.

Loved the interactive sessions. Refreshing to have time to discuss and share ideas with the group. The course tutors were positive and inspiring - lots of anecdotal stories used that definitely added to this learning.

Several of the participants commented on how thought provoking the training was:

It was really good, raised awareness and made me think about poverty issues, and how we approach them and how our approach can influence people's lives.

Enjoyed training - good opportunity to think about the customer as a 'whole' i.e. not just the financial impact of 'poverty'.

Makes you think about the different tools that are available to work coaches.

Only a small minority of respondents commented on areas that could be improved. These included comments related to the amount of time and also relevance to role. Opinion was divided on how long the training should have been, with some respondents suggesting that there was 'Not enough time'. For example:

Maybe could have had conducted over 2 days as maybe last 2 sessions were rushed.

For several respondents an advantage of extending the length of the training is that it would have allowed 'More time to cover techniques'. For example:

I think that practising using the tools the course should be 2 days.

More time spent on the SLA tools.

Would like to have had time to look at more of the tools available.

For other participants, however, the training was 'too long' and could have been condensed into a shorter timeframe:

Could have been half day - not all relevant to our roles. For example - understanding poverty could have been left out in detail.

Overall day could have been shorter - maybe half day?

Could have been more compact/shorter.

Several participants commented on how the training was not relevant for their role:

Felt it was more aimed at work coaches (customer faced) rather than telephony.

Don't see how this is relevant to people in telephony-based roles.

Several respondents commented that they would have liked more local information in order to better signpost customers to appropriate support:

I would have appreciated more details of the specialised facilities in my local area - where to signpost.

I would have liked a bit more info on what is available in our area for people who are in poverty.

3.1.2 The DWP survey

Demographics, effective customer support and enhanced work satisfaction

In the DWP follow up survey, the majority of respondents were again female. Those training participants with more than 20 years' work experience at the DWP were most likely to respond to this survey, followed by participants with 10-19 years' experience. This is consistent with the high number of experienced staff that participated in the training overall. In terms of area, more of those attending the training in Cardiff Charles Street, Wrexham, and Bridgend responded to the survey. There have been no responses from Llanelli, despite training taking place in April and August 2016. This was an issue raised in the evaluation Interim Report and the reasons why remain unclear, particularly as the follow-up survey was sent out to those who had attended the training. It could be that the lack of responses is related to job role, with the sessions featuring a significant number of staff who work on the phone.

Gender		Female	69	(77%)
		Male	9	(10%)
		Prefer not to say	12	(13%)
Tenure		Under 2 years	11	(12%)
		2-4 years	4	(4%)
		5-9 years	2	(2%)
		10-19 years	24	(27%)
		20 years +	47	(52%)
		Unknown	2	(2%)
Job role		Telephony/Non-customer facing	15	(17%)
		Customer facing Jobcentre staff	32	(36%)
		Community-based Work Coaches	6	(7%)
		Team leaders	20	(22%)
		Employer and partnership staff	5	(6%)
		Service delivery staff	3	(3%)
		Decision Makers	4	(4%)
		Unknown	5	(6%)
	Training venue	SE	Abertillery	2
Cardiff Alexandra House			3	(3%)
Cardiff Charles Street			14	(16%)
Cwmbran			4	(4%)
Ebbw Vale			2	(2%)
Merthyr Tydfil			6	(7%)
Newport			3	(3%)
Tredegar			1	(1%)
Oxfam			2	(2%)
SW		Bridgend	10	(11%)
		Cardigan	1	(1%)
		Carmarthen	2	(2%)
		Pembroke Dock	5	(6%)
		Porth	1	(1%)
		Swansea	4	(4%)
		Tonypandy	6	(7%)
NM		Llandudno	5	(6%)
		Wrexham	12	(13%)
N/A		Unknown	7	(8%)

Note: Training venue, SE: South East Wales, SW: South West Wales, NM: North & Mid Wales.

Table 7 - Demographic characteristics of the sample (N=90)

Participants responded positively in relation to questions on whether the tools have helped them to offer more effective customer support and to feel more satisfied with their work. Overall, a higher average score was received for customer support than work satisfaction. Male respondents were slightly more likely than their female colleagues to respond positively to both questions. Those with 5-9 years' experience reported the highest levels of both enhanced work satisfaction and customer support. Colleagues with under two years' experience reported the least enhanced work satisfaction, while those with more than 20 years' experience reported the lowest impact on effective customer support. Community-based work coaches found the training to have helped them offer more effective customer support. The scores were low for the customer facing Jobcentre staff for both enhanced work satisfaction and effective customer support. This is interesting due to the relatively high level of direct contact that these staff have with customers.

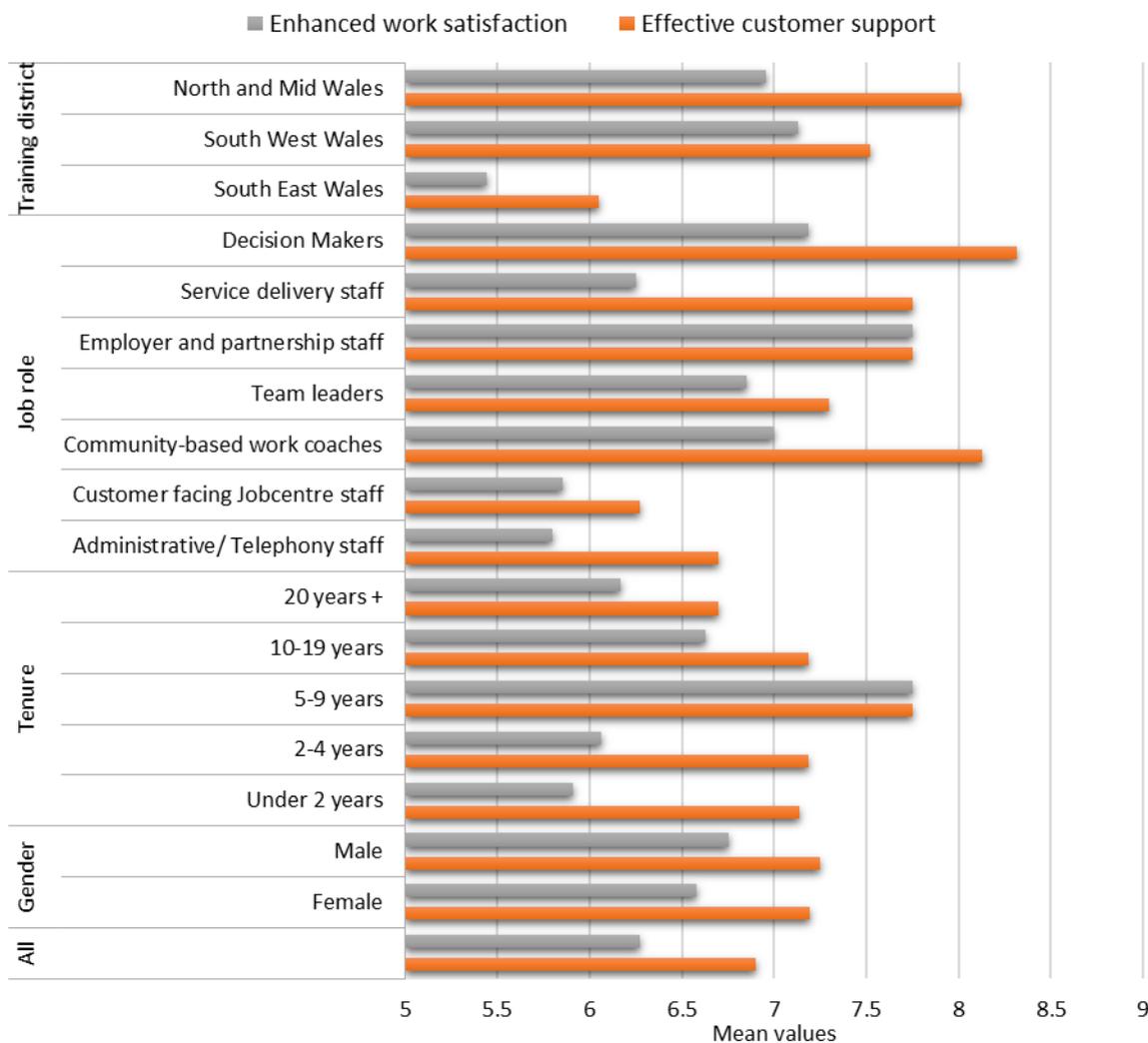


Table 8 - Positive outcomes by demographic characteristics

Awareness of poverty and using livelihoods approaches

Responses relating to awareness of poverty received relatively high scores from participants in the sense that they are higher than those at the start of the training. This suggests that participants have retained their awareness of poverty after several weeks or months back at work.

		Mean	S. D.	Minimum	Maximum
Awareness of poverty	Context of poverty	7.65	2.36	1	10
	Values, attitudes & behaviours	7.63	2.35	1	10
Using livelihoods approaches in your work	People centred	7.25	2.82	1	10
	Holistic	7.20	2.37	1	10
	Asset-based	7.30	2.27	1	10

Table 9 - Awareness and Livelihoods (N=90)

Using SLA tools in work

Participants were asked about whether, as a result of the training, they have been able to come up with new ideas for improvements to ways of supporting customers, and if they have been able to apply these ideas in their work. The majority of responses indicated that they have not been able to come up with new ideas. Similarly, a majority indicated that they have not been able to use the tools in their work. These responses can be contrasted with the Oxfam administered questionnaire, where 86% of participants indicated that they had new ideas as a result of the training and that the tools are directly relevant to their job role.

		N	(%)
New ideas	Yes	21	(23%)
	No	49	(54%)
	Don't know	20	(22%)
Able to apply in work	Yes	20	(22%)
	No	70	(78%)

Table 10 - Using SLA tools in your work (N=90)

Those who responded that they are able to apply their new ideas in their work commented upon how the tools have helped them to support customers:

Have been able to signpost customers to organisations providing budgeting advice.

I meet with customers on a weekly basis, usually for an hour, during that time I get to know them quite well to build up rapport. Using the livelihood tool in some form has helped me to do this.

In using the tools, I have built a better rapport with previously harder to help customers.

Follow-up responses from those that answered 'no' focused primarily on lack of direct contact with customers:

I do not work directly with customers.

I have a support role which doesn't involve working directly with claimants.

I have not dealt with claimants that they would be applicable to.

Lack of time due to work pressures/interview time constraints was also given as a reason for not using the tool:

We are constrained by time - short staffed so time pressures are paramount.

Not had the chance yet.

Interview time restraints. Using the Livelihoods Tools would require longer interviews to fully utilise them.

Some respondents commented that they feel that they need further training before they can use the tools:

We only touched briefly on using the tools. Personally I would not be comfortable using these approaches with customers and not knowing the outcome from their responses.

There was not enough time to go through these tools on the day and to consolidate on return from the course.

I would not use the tools with my Customers without proper training on how to gauge and explain the outcomes.

Impact of training

Participants were asked several questions relating to the impact of the training on their work. These included whether they are now more effective in their day-to-day work, more interested in their work, whether they now have more sense of personal accomplishment, and if they have recommended the training to others. The overall scores for these responses were positive, which suggests that respondents do feel that the training has impacted on their experiences of work. The highest mean score was for recommending the training to others, while the lowest was for interest in work.

	Mean	S. D.	Minimum	Maximum
More effective	6.23	2.56	1	10
More interested in work	5.45	2.68	1	10
More sense of personal accomplishment	5.75	2.58	1	10
Recommended the training to others	6.98	2.78	1	10

Table 11 - Impact of training (N=90)

Being a livelihood ‘Lead’

Over three quarters of participants indicated that at the end of the training session they did not sign up to become a ‘Lead’ for the development of livelihoods approaches within the DWP. The numbers are also the same for those reporting that they are interested in taking on a lead role, which may suggest that those who are interested have already been identified and signed up.

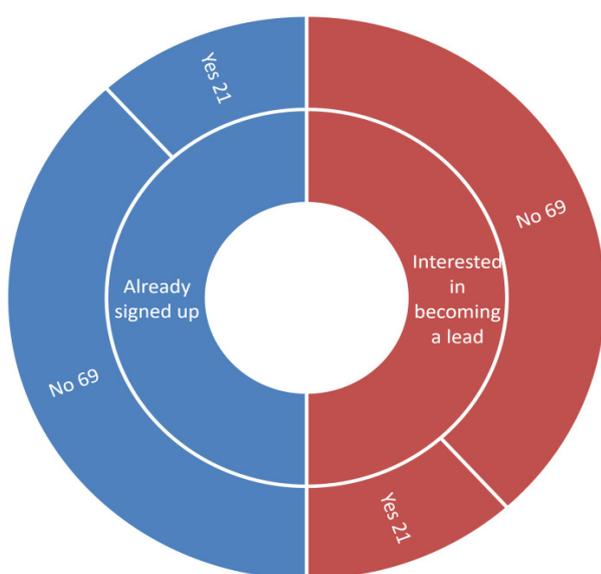


Figure 1 - Being a livelihood lead

Toolkit downloads

An alternative way of measuring the level of interest among DWP staff is through download statistics for the Sustainable Livelihood Approach Toolkit for Wales from the Oxfam GB ‘Policy & Practice’ website¹². Since publication of the interim report, Oxfam has changed the way that they collect download statistics, to reflect recent changes to their digital repository for greater visibility. As such, the statistics now include downloads from third party websites, which offers a more accurate indication of the numbers who have accessed the toolkit. The revised download figures for the financial year 2016-17 on a quarterly basis are as follows: Q1 165; Q2 139; Q3 210; Q4 353¹³. The Q1 downloads for 2016-17 are 546. It can thus be seen that the number of downloads is increasing, which suggests that there is greater interest in the toolkit. However, the analytics collected by Oxfam currently

offer less insight into how the toolkit was used or who downloaded it.

3.2 Surveys of DWP customers

The DWP customer survey used a 5-point scale as follows: strongly agree=5; agree=4; don’t know=3; disagree=2; strongly disagree=1. The existing DWP customer insight survey which was used for purposes of comparison did not feature a ‘don’t know’ or neutral response. However, other responses were coded consistently with the survey conducted for this evaluation: strongly agree=5; agree=4; disagree=2; strongly disagree=1. Fifteen responses with missing data were excluded from the analysis.

3.2.1 Demographics

In terms of demographics, more of the respondents were male than female. The largest age group was 18-29, followed by 50-59. These characteristics are broadly consistent with the wider population of working-age benefits claimants in Wales. Most respondents identified as Welsh, followed by English, then British. For ethnicity, almost all respondents identified as White Welsh/English/Scottish/Northern Irish, while one respondent indicated that they have an Other White background, and two respondents identifying as White and Asian. The majority of customers were Jobseekers Allowance (JSA) claimants, followed by Universal Credit, with only six customers

¹² The toolkit is available from <http://policy-practice.oxfam.org.uk/publications/the-sustainable-livelihoods-approach-toolkit-for-wales-297233>

¹³ Data provided by the Oxfam GB Policy & Practice Website Manager.

claiming other benefits. Almost two-thirds of respondents had not made a prior claim.

Gender	Female	31 (36%)
	Male	55 (63%)
	Prefer not to say	1 (1%)
Age	18-29	32 (37%)
	30-39	15 (17%)
	40-49	8 (9%)
	50-59	26 (30%)
	60+	5 (6%)
	Unknown	1 (1%)
Nationality	Welsh	53 (61%)
	English	20 (23%)
	British	13 (15%)
	Other	1 (1%)
Ethnicity	White Welsh/English/Scottish/Northern Irish	84 (97%)
	Other White background	1 (1%)
	White and Asian	2 (2%)
Benefit type	Universal Credit	24 (28%)
	Jobseekers Allowance	57 (66%)
	Employment and Support Allowance	3 (3%)
	Income Support	2 (2%)
	Other	1 (1%)
Prior claim	Yes	32 (37%)
	No	55 (63%)

Table 12 - Demographic Characteristics of the sample (N=87)

3.2.2 Comparison of views with other customers

When comparing views on support from Jobcentre staff, it can be seen that the views of the customers of SLA trained staff are similar to those of general customers who have completed the DWP customer insight survey. Both sets of customers gave positive responses, which show agreement with the statements. Differences are very small, which suggests that the customers of SLA trained staff are broadly similar to those of customers more generally.

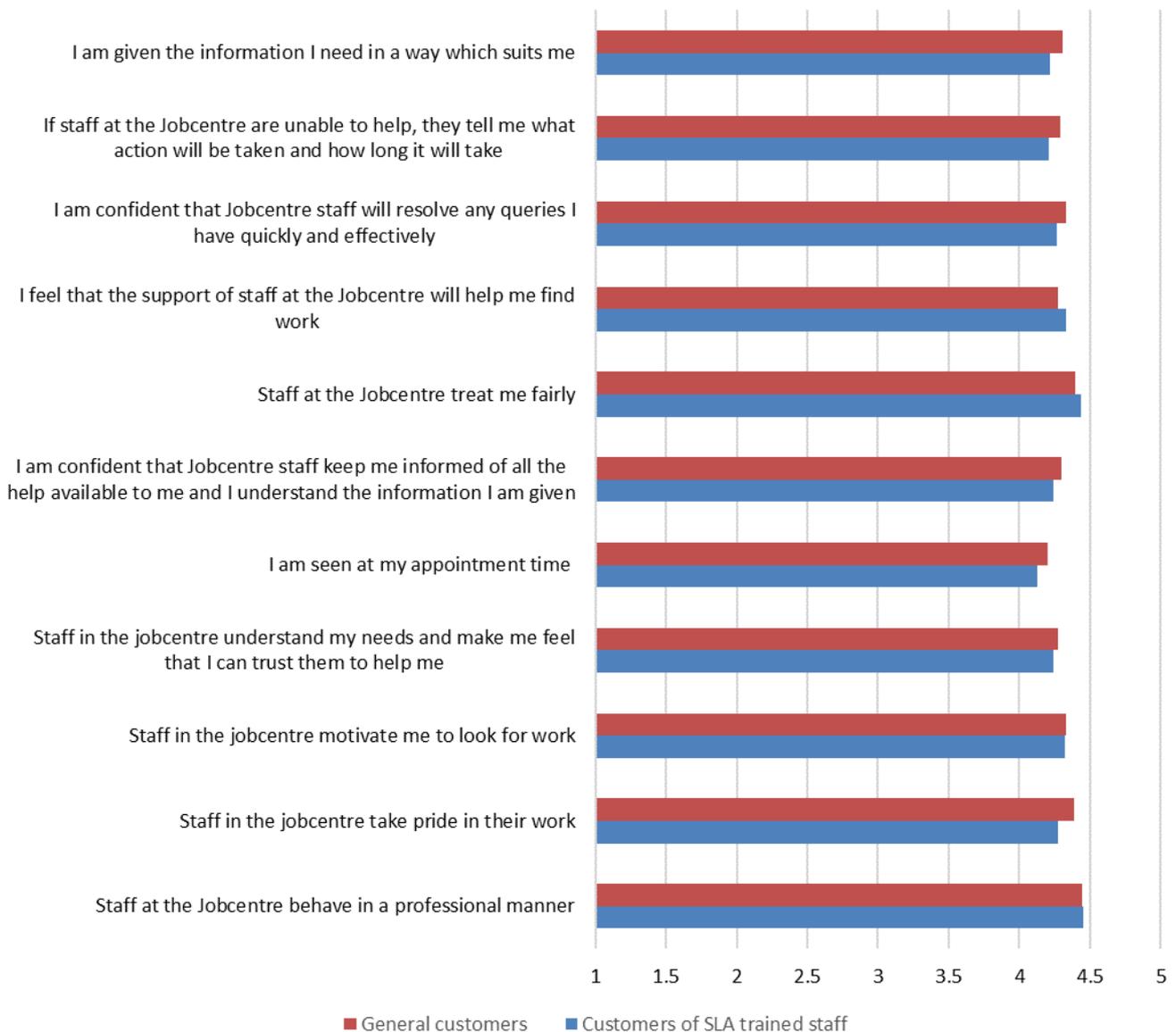


Table 13 - Customer views on support from Jobcentre staff

3.2.3 Views of SLA related statements

In response to questions relating to the SLA goals of a people-centred, holistic and assets-based approach, customers of SLA trained staff again responded positively. The mean scores are similar for each of the statements, and are all above 4.0, which indicates a general level of agreement from respondents that Jobcentre staff are taking a people-centred, holistic, and assets-based approach.

		Mean	S. D.	Min.	Max.
People-centred	Jobcentre staff focus on me as an individual*	4.14	0.86	1	5
	Jobcentre staff understand my personal situation	4.20	0.90	1	5
Holistic	Jobcentre staff understand my perspective	4.20	0.91	1	5
	Jobcentre staff understand changes that have taken place in my life	4.14	0.95	1	5
Asset-based	Jobcentre staff are aware of the difficulties I face finding and staying in work**	4.16	0.94	1	5
	Jobcentre staff understand what resources I do/do not have access to*	4.15	0.87	1	5
	Jobcentre staff understand my strengths	4.17	0.90	1	5
	Jobcentre staff are aware of any opportunities available for me	4.13	0.91	1	5

Note: * 1 response was missing; ** 2 responses were missing

Table 14 - Customer views of SLA related statements (N=87)

The mean response to the statement 'I have noticed a positive difference in the behaviour of Jobcentre staff towards me in recent months' was 3.79, which indicates that while responses were generally positive, there was a degree of uncertainty. The qualitative responses to the survey help to explain this as they reveal that for a number of customers, the service has been consistently good:

- 'Always been positive and understanding about my situation'.
- 'I have always been treated the same way by all staff'.

Other respondents were unsure due to being relatively new customers:

- 'I have only just joined so I can't comment'.
- 'Only my 4th visit (recently made redundant) so cannot comment'.

However, several customers did explain why they believe there has been a positive change in the behaviour of Jobcentre staff. For example, one customer commented that:

'In the past I have gone into the Jobcentre and felt as if I was second class. Maybe because I am seeking help! However over recent months they have made me feel confident and treat me as an individual and not as just another unemployed person.'

The other responses noting a positive change were similar in the sense that they felt more listened to - 'Staff listen to you more' – and that their personal situation was better understood, for example, one customer noted the 'More personalised service'. Other customers elaborated further on this theme:

'In recent months I have noticed the jobcentre staff presentation of themselves has become more considerate and understandable of my situation'.

'Since explaining my health they've understood my situation when my anxiety plays up'.

'As they get to know you they can help in better ways to suit you'.

A number of respondents felt that this had led to tangible improvements, from being seen more quickly – 'They're quicker at seeing me' – to a greater focus on re-training and helping people overcome barriers to finding work:

'Staff at Jobcentre referred me to Remploy which is a great help'.

'They have become more focused on re-training'.

It should be noted, however, that in a very small minority of responses, it was felt that there had been no improvement – 'sometimes I explain myself and it's like I don't exist' – or that the efforts of Work Coaches to take an assets-based approach with customers was undermined by broader organisational structures:

'My job coach is excellent and some other staff are supportive. However the management staff level/security can be bureaucratic and punitive (supervisors overlooking my job coach)'.

3.3 Cost Benefit Analysis (CBA)

The New Economy model of Cost Benefit Analysis (CBA) was utilised along with their Unit Cost Database in order to conduct ex-post CBA of the Project, and present the financial and economic case (including social value as far as possible)¹⁴. We understand the limitations of CBA but see it as a useful tool for policy evaluation and learning when used within a multi-layered analysis in conjunction with other methods¹⁵.

The starting point for conducting the analysis was to consider the specific aims of the project and attempt to map these across to the Unit Cost Database. The specific aims considered for the CBA were as follows:

- Customers with improved benefit and work outcomes
- Improved DWP staff effectiveness and morale
- Increased effectiveness of partner work in communities

Improved benefit and work outcomes for customers could mean increased employment and associated reductions in benefits payments and positive health impacts. However, this aim could also be seen to improve customer wellbeing through positive functioning (i.e., having autonomy, control, and aspirations).

Improved staff effectiveness and morale could be interpreted to mean doing their job effectively to achieve the above outcomes for customers, but also the wellbeing that comes from job satisfaction and helping others.

Similarly, increased effectiveness of partner work could also result in more positive outcomes for DWP customers.

Due to the limited data available on changes to benefit and work outcomes for customers of SLA trained staff, the present analysis focuses on improvements to customer autonomy, control and aspirations, along with improvements in staff morale.

Key population data that the CBA is based on are as follows. A total of 608 DWP staff have received training from a total of 1,548 staff in the Work Services Directorate in Wales¹⁶. There are a total of 299,196 people claiming working-age benefits in Wales¹⁷, which can be broken down into 22,246 people claiming Universal Credit and 276,950 people claiming working age 'legacy' benefits (i.e., Jobseekers Allowance, Employment Support Allowance, Income Support).

Other assumptions are as follows. The 22% of DWP staff that reported that they were able to apply the tools in their work was used as a measure of the extent to which staff are using the tools with customers. In addition, it was assumed that 8% of customers would continue to actively engage with the programme and that around half of these would benefit from their engagement with the SLA tools¹⁸.

Further efforts were made to not over claim the Project value, including optimism bias correction (i.e., accounting for the level of confidence in the data). In this analysis this ranged between 0 and -40%. Lag and drop-off was also accounted for. Lag was important, as the Project took time to gather momentum: of the 340 staff trained in the first year, only 68 were trained in the first six months. Drop-off refers to the way in which some participants tend to revert back to pre-intervention status over time. In this case, a drop-off rate of 10% was applied to the second year. Finally, the deadweight was taken into consideration. This is also known as 'business as usual' or the extent of change which would have taken place without the intervention. In the present analysis, a

¹⁴ See HM Treasury (2014). Supporting public service transformation: cost benefit analysis guidance for local partnerships <http://www.neweconomymanchester.com/media/1443/2765-pu1617-cba-guidance-020414-1312-final.pdf>

¹⁵ Hwang, K. (2016). Cost benefit analysis: its usage and critiques. *Journal of Public Affairs*, 16(1), 75-80.

¹⁶ A small number of staff from other directorates have received training. However, as the part of the DWP that serves working age customers, the Work Services Directorate represents the main staff grouping of relevance to the Project.

¹⁷ Information for July 2017, obtained from the DWP Jobcentre Plus Partnership Team.

¹⁸ As an example of CBA assumptions in DWP programmes, see: Organisation for Economic Co-operation and Development (OECD). (2014). Connecting people with jobs: activation policies in the United Kingdom. OECD, Paris, France.

deadweight of 25% was applied to each of the benefits.

Budget actuals were obtained from the Project management team in order to gain an accurate understanding of costs.

Thus, using these data, the assumptions outlined, and the Unit Cost Database, the financial and economic value of the Project was calculated over an 18 month time frame to take into account the length of the Project. It is important to note that, where practicable, the New Economy CBA tool takes social value into consideration. However, it is not always possible to calculate the social value created as this can vary depending upon the intervention or cohort type. In the case of the present analysis, this was possible, however, due to the variables being focused on wellbeing.

Even after taking all of the steps outlined above, it is important to interpret the results with caution. The values refer to notional savings or value created, rather than actual cash accrued. Moreover, as outlined above, it is not an exact science. Rather, it is based on estimates and the values in the Unit Cost Database and is subject to the same limitations as its constituent parts.

The table below presents the key results for the CBA of the Project based on the available data. There is currently no financial return on investment in the absence of data on the employment outcomes. In this sense, the results may underestimate the financial value of the project to the DWP. The social return on investment is considerable, however, at £5.31 for every £1 spent. This is primarily due to the large numbers of customers, which many of the DWP participants ultimately use the training with.

Project cost	Time frame (years)	Financial value created (net)	Economic value created (net)	Financial return on investment	Public (social) value return on investment
£178,457.46	1.5	0	£769,938.06	0	£5.31

Table 15 - Cost benefit analysis for the project

4. Findings: Qualitative analysis

This chapter presents the findings from the qualitative data collected as part of the evaluation. It is divided into five sections: the first section focuses on analysis of the facilitator flip chart notes taken during each training session; the second section focuses on consultation with key strategic stakeholders from Oxfam and DWP involved in the partnership and the delivery of the Project; the third section focuses on consultation carried out with DWP staff and customers in two case study Jobcentres; the fourth section focuses on the perspectives of DWP staff who were engaged in the use of the tools, including a number of 'Leads'; and the final section focuses on consultation with community partners.

4.1 Facilitator notes

As highlighted in Chapter 2, one of the data sources available for the evaluation included detailed notes made by the training facilitator during the training sessions. More specifically, the facilitator collated the flip-chart notes that were taken during discussions with participants. This section provides a summary of the key issues emerging across the flip-chart notes. This data is useful as the discussions centre around people's views on the day of the training in relation to how they could use the tools going forward, but also any potential barriers to applying the tools to their day-to-day work. It therefore

provides an interesting comparison to the data collected by the research team, which focuses on whether or not people have been able to apply the tools in their work post-training and the barriers they have faced.

How could you use the tools when working with customers?

The potential of the tools to build confidence and trust with customers (often described as 'rapport') was referred to most frequently in the flip-chart notes. Their ability to extract information which would ordinarily not come out in meetings was referred to widely, as was their capacity to provide job seekers with a different and more positive perspective on their situation.

Participants also indicated that the tools could be useful for certain groups of customers, often defined as 'harder to help' or those with more complex needs. For example, it was suggested the 'house' tool could be used to show clients how there were positive events in their life. Other target groups mentioned were over 45s, 'defensive customers', and people with caring responsibilities.

In terms of the practical application of the tools, several examples were offered by participants at the training sessions. Options included using the Assets Pentagon to enable people to see what resources they did possess and

using the Timeline Tool to develop a customer's CV. The facilitator notes also highlighted how participants talked about the possible application of the tools in relation to specific benefits, e.g. the Assets Pentagon was linked to Employment Support Allowance (ESA) and the 'Timeline' with Disability Living Allowance, with a view that disability employment advisors could use the visual tools to support their work.

In addition, participants gave illustrations of how the tools might be most beneficial at particular stages of the 'customer journey'. Examples included: at Claimant Commitment, initial assessment / first tier stage; to enrol or refer customers onto Communities for Work (C4W) or PaCE. The specific advantages of the tools (or elements of them) within non-standard employment support initiatives was also highlighted; for example, the community based nature of C4W was cited. On the basis of our other consultations (e.g. in staff focus groups), it is likely participants envisaged workers in these setting would have more time to dedicate to customers.

What are the barriers to their use?

The barriers identified in the notes can broadly be defined as either structural/organisational or personal issues. Across all the locations, a lack of time remained the most commonly cited factor and throughout the implementation, it has continued to be the first and most frequently mentioned issue. For example, in all of the sessions that occurred, time was identified as a barrier. However, the DWP indicated that the Jobcentre network culture and way of working is currently undergoing a massive transformation with a shift from target driven, time-bound interventions to 'doing the right thing for our customers'. They stated that the introduction of the new Jobcentre Operating Model (JOM) and the national roll out of Universal Credit Full Service (UCFS) supports this change and allows Work Coaches the autonomy to manage their diaries to ensure that they spend more time with customers that need the most support. However, it is recognised that in areas yet to roll out, Work Coaches may perceive time constraints as a barrier to use of the tools. With regard to additional structural factors, insufficient staffing levels, but also the need for senior management and team leaders to see the value of the training (i.e. senior 'buy in') was mentioned by a number of participants and recorded in the facilitator notes.

The other potential barriers that were mentioned related more to personal interactions than structural issues. For example, fear of 'opening a can of worms' was mentioned on a number of occasions, as well as not having a good rapport with individual customers meaning that cooperation might be unlikely with little information forthcoming. Linked to this was the regularly expressed view that some customers would not feel comfortable in revealing personal information, particularly in an open plan office where privacy was at a minimum, and that the negative attitude of customers might inhibit the use of the tools.

Some feedback within the notes indicated that utilising the tools effectively might be difficult without having sufficient information on where to signpost customers when issues were raised. However, this was not so much a criticism of the tools themselves, but more around how they can appropriately support people once the tools have been applied.

What would need to be in place to overcome these barriers?

In terms of organisational/structural changes, having a supportive manager/colleagues was frequently identified as an essential step, demonstrated in a positive attitude and commitment to the tools. As a commitment to this it was suggested managers should also participate in the training. Moving away from rigid bureaucratic approaches was also highlighted as a positive step. Perhaps unsurprisingly, given the previous responses, 'more time' was the most common response. With regards to time constraints, it was suggested that a shorter 'DWP friendly' version of the toolkit should be developed and employing a flexible 'pick and mix' approach to which parts of the tools to use was also seen as a way of adapting the approach to time constraints. Furthermore, in terms of structural changes, recommendations included making the training a standard part of Work Coach training, especially the eight week training course provided for new Work Coaches. Others stated that a reduced case load would free up more time for longer sessions and that private or quiet space should be available in order to discuss more sensitive personal issues. An alternative proposal was to use it in group sessions.

Suggestions to address the lack of confidence among staff included additional training sessions, and having mentors to assist staff (this is the intended role of the Leads). In this context, one group proposed having practice sessions with the tools before being asked to use them with customers.

Other recommendations included being able to signpost customers to specialist support organisations, as many staff were only now getting to know what was available in their locality (although it was acknowledged this was wider than purely job or training related issues).

4.2 Consultation with strategic stakeholders

As highlighted in Chapter 2, we interviewed six strategic stakeholders who had been involved in the development and implementation of the Project. Drawn from both the DWP (four respondents) and Oxfam (two respondents), these stakeholders had various roles which centred around partnerships and engagement, but also delivery of this specific Project. These stakeholders were interviewed in August 2017. The following summarises their reflections on project development; the key successes and challenges

encountered; and lessons learned for future roll out of the training.

Project development

Reflecting on the impetus for, and process of, developing the Oxfam-DWP partnership, stakeholders described how a number of different projects across Wales in which Oxfam Cymru had been involved had demonstrated two key things: first, the benefits that a Sustainable Livelihoods Approach could have for those experiencing poverty; and second, that many people accessing various services across Wales continued to have relatively negative perceptions of DWP services. Recognising the centrality of DWP services to the lives of those experiencing poverty, a decision was taken by Oxfam to engage further with the DWP to identify ways to address this issue. According to all stakeholders, the DWP in Wales were very open to exploring these issues and agreed to work with Oxfam in the form of the Livelihoods Training Project:

That relationship had already been built because of the previous flexible support funding, and the DWP in Wales' explicit intention to work in partnership with third sector organisations in Wales, that openness was there (Oxfam strategic stakeholder)

It's just having an open mind and rather than having a barrier between us and our third-sector partners, it's actually trying to understand where they were coming from. So if that was their experience or the service users' experience of us, let's try and do something together (DWP strategic stakeholder)

It was felt by stakeholders from both agencies that such a partnership was made possible because there was perhaps a higher level of 'openness' to new ways of working in the DWP in Wales than elsewhere in the UK or other devolved administrations:

There's a sense that in Wales there's sometimes a bit of space to test and try new things... different ways of working which may not be quite as present in other parts of the UK (Oxfam strategic stakeholder)

Key successes

Reflecting on the aspects of the Project which they felt had worked well, respondents considered three key issues: the partnership; the training; and the outcomes resulting from the Project. Each is discussed below.

The partnership

Strategic stakeholders from both Oxfam and the DWP were all incredibly positive about the success of the partnership between the two agencies. All described a productive working relationship characterised by trust and openness, and facilitated by regular communication:

We've got this ongoing dialogue and I think what works quite well is we're not scared of picking the phone up and ringing each other. It's a nice working relationship...We speak to each other honestly and like adults and it seems to work very, very well (DWP strategic stakeholder)

In addition, the outward-facing approach adopted by the DWP and resultant activities taking place as part of the Project was felt by one stakeholder from Oxfam to have helped provide a greater understanding on their part about the challenges encountered by DWP staff on a day-to-day basis:

I think for us as well it's humanised the [DWP] service and people who work in it, and helped us and partners to understand some of the challenges and the barriers that they face to working with people in a different way (Oxfam strategic stakeholder)

The training

All strategic stakeholders from the DWP were highly complementary about the quality of the training provided by Oxfam. Most had attended the training themselves and felt that it was insightful and useful in terms of equipping staff with the tools they needed to support their customers, especially those with more complex needs. Furthermore, it was felt that what could be rather sensitive issues (i.e. criticism of DWP staff practices) were handled in a 'non-confrontational' manner, which helped to engage staff undergoing the training:

It had to be put across in a not too threatening or contradictory way really because the immediate reaction from someone when you come in and start criticising a service is to react possibly strong - more strongly to that than needs be (DWP strategic stakeholder)

As above, having an insight and understanding in relation to the challenges and barriers that DWP staff face was important for the success of the training:

It's about having somebody who gets it, who knows about either the community that they're talking about and the barriers that people face, but also has an appreciation of how it is to work in the Jobcentre (Oxfam strategic stakeholder)

Furthermore, and importantly, the Project was felt to fit well with the new Jobcentre Operating Model (JOM) and the national roll out of Universal Credit Full Service (UCFS) which the DWP stated allows Work Coaches the autonomy to manage their diaries to ensure that they spend more time with customers that need the most support.

The outcomes

The strategic stakeholders were unable to identify 'hard outcomes' (i.e. in terms of reductions in sanctions, customers moving into more sustainable employment, etc) with any real certainty. However, they were able to identify tangible changes in relation to 'soft outcomes', i.e. the way DWP staff approached their work and helped to identify appropriate support for their customers:

The majority of staff within DWP are taking something away from it that they can use... the feedback that I've seen has been very, very good. A lot of people are enthused so much that they want to continue with it (DWP strategic stakeholder)

I think it took us back to really get to know the customer. Obviously, DWP, Jobcentres, there's always focus around work. That's the ideal outcome. But what the SLA tools did, really, was actually go back a step further to really invest time with the individual, to get to know their household set-up, friends, relations, and the people who can impact on that person, but perhaps, in the past we wouldn't have taken time to invest that level of understanding and time to get to know that person really well (DWP strategic stakeholder)

I was speaking to one of our Jobcentre managers only yesterday - and she was saying how much of a difference it seems to have made to her staff in terms of the approach that they're undertaking. I think what's also helped is, as we move away from a service where we had specialist coaches ...Now that our Work Coaches have to deal with individuals from across the spectrum regardless of benefit and regardless of age, it allows us to have more of an approach to that customer, which allows us to have a greater degree of continuity in delivery (DWP strategic stakeholder)

More broadly, there was a view that the training had increased staff members' awareness of poverty in Wales, the circumstances in which many of their customers live and the impact of financial 'shocks' on a household:

Everybody is always shocked and say they really just did not realise how many people in Wales are affected and are classed as being in poverty...The things that we take so much for granted, we don't realise just what a massive effect that can have and the spiral effect that that one thing going wrong can have on somebody's life (DWP strategic stakeholder)

In addition, DWP stakeholders gave specific examples of where staff had been able to make progress with some customers with whom they had had considerable difficulty engaging prior to putting the SLA tools into practice.

Key challenges and barriers

Overall, strategic stakeholders were unanimous in their praise for the Project. As above, the approach was welcomed as a valuable resource which was complementary to the direction of travel of DWP services associated with the roll out of Universal Credit Full Service. Whilst incredibly positive in their overall assessment of the project, all interviewees were also asked to consider key challenges and barriers encountered throughout the delivery of the Project. Again, they were asked to reflect specifically in relation to the partnership, the training and outcomes achieved.

The partnership

Whilst the Project involved a partnership primarily between Oxfam and the DWP, and this was seen as a positive relationship that had grown in strength

throughout the Project, it was also originally envisaged that a number of community partners would also be involved in the delivery of the training. However, whilst this did happen to a certain extent (see community partner consultation below), it had not occurred to the desired extent. This was felt to be due to a lack of resources to fund the time of wider community partners:

We'd hoped to really make the links locally with the Jobcentres there and create self-sustaining back and forth coaching relationships...because they're practitioners who have been doing it for some time. That's not, I suppose, happened to the extent that we'd hoped (Oxfam strategic stakeholder)

Three partners have [co-delivered] over a period of time but that's been over and above their normal roles. So, really expecting people to give up their time on a voluntary basis is a lot when you're talking about organisations that are really strapped (Oxfam strategic stakeholder)

The training

Organising the training was another key challenge. It was felt that DWP staff could sometimes find it difficult to manage conflicting demands on their time, which made it difficult for some staff to attend the training. This was particularly the case given the recent roll out of UCFS, and the significant (and sometimes short notice) training required for this roll out:

It's been a bit more complicated as time has gone on because of the introduction of Universal Credit Full Service. A lot of our staff are having to go on that training. Trying to work out the logistics of planning, training and releasing staff to go on training et cetera has been a bit of a nightmare, to be honest, but we are getting there (DWP strategic stakeholder)

Furthermore, the importance of 'buy-in' from senior leadership teams across DWP Wales was seen as vital. Indeed, strategic stakeholders felt that it was essential to ensure that senior staff attended the training as early on as possible, so that they could see its value and actively encourage staff to make space for it in their schedules. As such, initial difficulties in recruitment in some areas were felt to stem from a lack of buy-in from senior leadership in the early stages of scheduling:

We have learnt that getting the senior leadership teams on board is really key, because if they understand what it's about, and if they understand how beneficial it can be for our Work Coaches and their customers, then they're more likely to release more staff to go on the training (DWP strategic stakeholder)

The outcomes

Whilst very positive about the training, some DWP stakeholders felt that more use could be made of the tools by some Work Coaches in their day-to-day work, which related very much to the individual personality and confidence of the Work Coach:

In all honesty, I think there is an awful lot more scope for them to be used much more than they currently are. I think a lot of it is around individual Work Coaches. It's a difference in approach and a difference in personalities. Some people will instantly say, 'Oh my goodness, this is absolutely marvellous, I'm going to use this, I'm going to run with it,' and they have. Other people are a lot more nervous or maybe sceptical and are a bit more reserved, and not as confident then with being able to use the tools effectively (DWP strategic stakeholder)

The issue of staff confidence was reiterated by one Oxfam stakeholder:

You'll get some cracking work going on in one place and I think the other thing I had underestimated [was] how lacking in confidence [some] staff really are (Oxfam strategic stakeholder)

Finally, one stakeholder reflected that the momentum from the training could sometimes be lost as Leads and other attendees of the training returned to their offices after the training:

I would have liked more of [the Leads] to be more active, it would seem that quite a few of them have gone back to their offices and they've got caught into their day-to-day work. It's maybe sort of fallen a little bit off their radar (DWP strategic stakeholder)

Looking forward: Lessons learned from the Project

Strategic stakeholders were asked to reflect on any key 'lessons learned' for the future roll out of the training. The issues raised related to resourcing; greater emphasis on the tools; embedding the approach; and building on what works.

Better resourcing

The strategic stakeholders from Oxfam both felt that the Project could be better resourced, particularly in relation to the involvement of community partners. It was felt that this would have helped address issues in relation to their engagement with the Project as highlighted above:

I think if we could have resourced it, so if we could have budgeted for that, so for people's time, then I think it would have been different because they really are working in a resource constrained environment. Even if we could have paid for say, I don't know, a day a month of partners' time or a couple of days a month so that they could come and co-train and produce case studies and stuff, I think we would have maintained that stuff far better (Oxfam strategic stakeholder)

Greater emphasis on 'teaching the tools'

DWP strategic stakeholders were unanimous in their opinion that more time should be spent on teaching around the tools within the training session:

I would prefer the balance to be switched so that there was a greater emphasis on the tools, because those are the things that, from a practical point of view, DWP could effectively use (DWP strategic stakeholder)

However, rather than reducing the broader content around understandings of poverty in order to focus on the tools, one stakeholder felt that the training should be extended over two days (although it was recognised that this might prove more challenging to implement due to staff time pressures):

I think it would be nice to have made the training over two days, not one...I would say two thirds of the day is spent really looking at poverty in Wales, looking at the holistic approach, really having a lot of interaction and discussion that you need to have to understand and to understand why you need to use these tools. Then there isn't really that much time to look at more than one tool or in any depth. (DWP strategic stakeholder)

These comments on content and length of the training session are reiterated in the accounts of the staff who attended the training and some community partners (see discussions below).

Changes needed in DWP to 'embed the approach'

Stakeholders also identified several ways in which the DWP could do more to 'embed' the SLA across their services. For example, one stakeholder suggested that including the training as part of their overall induction training would help to embed this assets-based approach from the outset. Again, however, resources were a potential barrier:

I would have liked it to be introduced as part of the work culture, which is purely the training courses that they do as standard for every [new] Work Coach...I would have liked for our learning and development team to have been able to take over this training then, to have come on it themselves, to have studied it, to put the course together and maybe done an adjusted version of it, to include in that way and to take forward. At one point we did have discussions with them around, 'Well, okay, come September would your trainer be able to take this over and deliver the courses instead for us?' and they just haven't got the resource to do it (DWP strategic stakeholder)

Furthermore, some stakeholders felt that ensuring staff were given time to 'consolidate' their learning upon completion of the training would help to embed this within their day-to-day practice:

I think the changes perhaps... is ensuring that our staff have got post-course consolidation time to discuss it with their line manager, how they're going to use that in their day-to-day activities, how it's allowed them to better interview (DWP strategic stakeholder)

Again, these issues are reiterated in the consultation with DWP staff who undertook the training.

Build on 'what works'

Finally, one strategic stakeholder emphasised a need to build on 'what works' in terms of adapting and developing future programmes. For them, it was important to ensure that staff feedback shaped the development of such interventions going forward:

Obviously an evaluation is so critical. It's about making sure that staff are feeding back in an honest and open way because all the evaluation is anonymous, so there's no issues about finger pointing there. It's just making sure that people are feeding back in a way that we can use and build on to influence any further design or interventions that might take place (DWP strategic stakeholder)

4.3 Case study consultation

As highlighted in Chapter 2, in consultation with Oxfam Cymru and the DWP, two case study areas were identified for fieldwork visits. Corresponding with the timetable for the roll out of the training, the case studies were undertaken in two Jobcentres within South West and South East Wales. The purpose of the case studies was to provide a more in depth understanding of people's experiences of the training, but also views on the outcomes of the training. Within each case study area, data was derived from a focus group or interviews with DWP staff who had received the training, but also semi-structured interviews with a small number of DWP customers. To safeguard anonymity, identifiers of the different respondents and any references to geographical areas have been removed. The fieldwork visits took place between January and July 2017.

The following section provides an overview of the findings from these case studies.

4.3.1 Consultation with DWP staff

The findings below summarise the responses from two focus group involving 14 DWP staff and an additional two face to face interviews with staff who were not able to attend the focus groups, but wanted to contribute their views during the fieldwork visits. The participants had worked for the DWP for between 12 months and 40+ years. The majority were working in customer facing roles (e.g. Work Coaches); however, it did include a small number of team leaders and 'specialist' roles (e.g. disability or C4W advisors). Those who were more senior had additional leadership and mentoring responsibilities.

Perceptions of the training pre-attendance

The majority of staff had heard about and were asked to attend the training through their managers. Participants did not feel there had been any challenges in attending the training, and it was indicated that people had very few pre-conceptions of what the training would involve (although some referred to understanding it was about poverty awareness or had received a link to a toolkit). Comments from the focus groups suggested that there

was sometimes an element of 'selectivity' in terms of recruitment to the training rather than randomly selected staff:

'I think certainly they were selected, quite often, whether we thought that they would find it interesting and gain from it ... Yes, we certainly played a role in selecting who went on the training, yes' (Focus group 2)

Indeed some participants talked about being 'put forward for it' by their managers. This suggests that team leaders/managers in different part of Wales were choosing particular staff to attend because they deemed them more likely to engage with the approach, including those who were already engaged in more personalised approaches to working with customers. Consultation with community partners raised concerns that this may exclude some of those who were perhaps most in need of this type of training (see discussion of findings with community partners below). However, we recognise that the DWP made a significant investment in the Project by releasing 608 staff to attend the training. As such, selecting particular staff to attend was understandable and pragmatic particularly during the period of UCFS, when there were also other training priorities.

Despite relatively limited prior knowledge about what the training would entail, people had approached the training positively with many work coaches attending as they felt poverty awareness would be useful, while those in more senior roles were attracted by the innovative nature of the training: 'It's not the normal sort of thing offered, is it? Not especially from someone from outside' (Focus group 2).

Reflections on the impact of the training

Overall, staff spoke very positively about the training that they had attended, with participants referring to it giving them greater 'insight', 'awareness' and 'reflection'. As one participant stated:

'It certainly opened my eyes up to some things I probably didn't realise or hadn't really thought about before' (Focus group 2)

With specific reference to the poverty awareness elements of the training, the majority of participants felt that it had given them a greater understanding of the issues that people were facing. One participant, for example, described how the discussion of poverty had made them consider what a customer '**might have gone through in the morning before they've actually come and sat in front of you**' (Focus group 2). Furthermore, participants were able to recall some of the cases provided at the training. One participant, for example, cited the case of a man with special needs who had ended up in severe poverty, and reflected on wider issues beyond financial exclusion:

'But it's made us more aware of the different types of poverty hasn't it? Not just the monetary value. There is so many different types of poverty and to be fair, you were just associating this [with] poverty being money, somebody's on benefit...It all boils down to [money] but there are other issues that we're not aware of' (Focus group 2).

Reflecting specifically on the tools, respondents made reference to the tools that they had found useful in the training; for example, the 'livelihood ladder', the 'house' and the 'timeline'. The house and timeline tools were commended for their visual appeal, with some participants being able to immediately see how they could use the tools with particular clients following the training:

'There's one customer now ... So straight away I thought, right, I'm going to use the house tool on him and I know why I'm going to use the house tool on him' (Focus group 1).

'The timeline yes...I thought that was good...when we talk about the Claimant Commitment and we create everything about them, their circumstances, some customers will come in and they'll tell you everything...but other customers will come in, they won't tell you anything. So for them I think that timeline could work well' (Focus group 2).

However, for some, it was difficult to attribute a holistic approach to working with customers to their participation in the training alone. There appeared to be a link between the value staff attached to the training, their particular role, and the length of time they had worked for DWP, with longer serving staff appearing less likely to see the additionality of the training. Indeed, some participants had been involved in earlier 'personalisation pilots', which included engaging more with Employment and Support Allowance (ESA) and Jobseekers Allowance (JSA) claimants with health issues. Some of the longer serving staff stated that they already applied the types of person centred approaches advocated by the training: **'[It's] common sense and I didn't see things any different to how I'm doing now'** (Focus group 1). Nonetheless, some could still identify positive elements from this duplication by indicating that while the approach was already part of their method, the training enhanced their existing capabilities in this area:

'Even for those very good at taking a holistic approach...it just gives you a structure to enhance that or even go further' (Focus group 1)

'Anything that you can bring on board to improve how you interview or how you interact with people I think is a bonus, isn't it?' (Focus group 2)

While providing positive feedback on the training and a commitment to using the tools, it was clear from the case study visits that a number of staff had not yet applied the training to their work with customers in any substantial way (despite the research team visiting one of the sites a number of months post-training). There was a view that **'we're on the start of our journey with this'** (Focus group 2), with a recognition that time was needed to enable the approach to 'take root'. However, staff were

confident that this commitment would grow in the future and several positive examples were given of how the different tools were currently being used, including the baseline evaluation, the 'king and queen of the castle', and, again, the 'house' and the 'timeline':

'I've got another customer who doesn't really like to open up that much so I use the 'house'. I've used some of the questions from the [structured interview tool] and I used something else which I can't remember which one it is' (Focus group 1)

'I've started using them and I'm sort of developing my own way of using them and they're really, really useful so we started off with baseline evaluations which are quite, well the Livelihoods [toolkit] suggests they're a good tool to use first, and then I think you develop them, bringing in the other tools as per the discussions for the customer, you know?' (Focus group 1)

The focus groups also enabled staff to highlight the value of the tools to their colleagues. For example, one staff member pointed out to another colleague that after using one tool **'you got more out of him in that hour, using that evaluation, than you had in the last few years of knowing him'** (Focus group 1).

Furthermore, one participant stated that the training had impacted on their management style, explaining how they had used one of the tools on a member of staff in order to help understand them better, encourage them to open up and motivate them. This was seen as an unexpected, but welcome, impact of the training.

Barriers to applying the training

Participants identified a number of barriers to putting the training into practice. These included a lack of time to apply the tools; a lack of confidence in using the tools; and the way in which staff sometimes felt the tools were not always appropriate for their core role.

Time constraints and work-load pressures was one of the key barriers to applying the tools, particularly the view that longer appointments were required in order to fully utilise the tools with customers:

'It would be difficult to fit into a normal Work Coach's day but they could - also they'd have to book that longish period out. It's not something they could weave in. It would have to be an understanding that these could take some time, you know, with the customer, to have that long interview' (Focus group 1)

'It was almost as if we had the luxury of being something we're not. That doesn't mean that it was a waste of time at all, but it was like, 'wow, if you had that much time to spend with a customer!'' (Focus group 2)

The issue of time was reiterated by some of the senior staff who took part in the consultation. One team leader, for example, stated that they had 'had the luxury' of going on the 'Leads training', which had allowed them to explore the tools in more depth but reflected on what their

colleagues said in relation to time:

'Like the guys said, we didn't have enough time, and they don't have enough time, to consolidate what they've learnt either' (Focus group 2)

Related to the issue above about the need to consolidate the learning, lack of confidence was a potential barrier, particularly where there had been limited time to practice using the tools. Reflecting on the training itself, some participants felt that more time was needed on the day to practice using the tools:

'I felt I didn't know enough about them to actually start using them, so I wish they'd spent a little bit more time on it or had a course where perhaps the tools were the main topic' (Focus group 1)

Furthermore, with specific reference to the section of the training devoted to understandings of poverty, some participants found it difficult to see how they could support customers around such issues when their core task is getting people into paid work, as one person commented:

'It makes us aware their real situation but at the same time, in terms of the Jobcentre, all we can do with that problem is help them into work. For example, identify that they don't have a fridge or a freezer. Yes, awful, it makes us understand exactly how they are, but that's not something I can resolve immediately unless they got into work, obviously, which is our goal' (Focus group 2)

Similarly, there were comments made around '**we are not social workers**' and '**we are sign posters not solvers**', which again related to their perception of their core role, but also a wariness associated with delving too deeply into people's personal lives. As such, while the tools were seen to elicit valuable information and could help staff to sign post people to other services (where relevant), some participants raised the issue of needing to ensure that they weren't too intrusive. Furthermore, some participants felt that they needed further information on the other services available that could support with some of the wider issues that customers may be facing. This supports the value of having community partners involved in the Project who would be able to provide some of that local knowledge (see discussion in relation to community partners below).

Suggested areas of improvement for future roll out

The majority of participants said that they would recommend the training for any services that are supporting people seeking employment. However, there were some areas where staff felt improvements could be made for future roll out of the training. The main areas for improvement that people suggested related to having more time to explore the tools in the training; the need for information about local services and support; building the training into existing training programmes; the need for on-going training; and ensuring the continued quality of the training.

In terms of the training design, there was a broad consensus among participants that they would have welcomed more time being allocated to understanding the different tools:

'For the tool side of things, they didn't spend probably that much time on them as it was just at the end after they'd gone through all the agenda and the other areas of the Livelihoods programme, they went onto a couple of the tools. Only a couple of them they touched on and it was quite quick.' (Focus group 1)

Thus, while participants felt the tools had real potential with their customers, they suggested that future sessions concentrate more on how to use them (e.g. practical application), with more of a balance in the session between the focus on poverty definitions and the introduction of the tools. However, from the perspective of Oxfam, a key purpose of the training is to embed an awareness of poverty. As such, the tools are not the sole focus, and hence substantial time is devoted to definitions and understandings of poverty. As highlighted above, a subsequent 'Leads Training' session is available for those who want a more in-depth understanding of how to use the SLA tools.

Linking in with the issue above, a number of participants felt that the training was perhaps too intense for a one day course. Instead, they felt that it should be spread over additional days:

'I think [the training should be] over a longer period because I did find all the sessions useful and I think [the training facilitator] did coach for the tools...in all fairness it was a whistle stop tour of the tools and that, so I think maybe if the course had been delivered over one and a half or two days' (Focus group 1)

This issue was reiterated in consultation with the community partners (see below), who were supportive of the training but felt that there was perhaps '**too much to take in in one session**' (Community partner 1).

As highlighted above, a suggestion was made that more information should be available at the training in relation to wider local provision, to enable staff to better signpost people, where relevant. Furthermore, it was suggested that the training should be built into existing training and procedures. For example, one of the case study areas stated that they were planning to integrate the tools into existing case conference procedures in the near future, with the view that staff would then take them away and apply them. The team leader explained that the intention was to:

‘Pick say three or four of these tools – there’s quite a lot of them and in our case conferencing I’m going to introduce just one tool and talk about it. It doesn’t matter if a coach goes away then and doesn’t use it exactly as it is. Even if they just, you know, like with the timeline... “So in 2015 you achieved this and that was great and obviously things have gone a bit not so great but it was great then and I’m sure we can get back to, you know, back up there” (Focus group 2)

Additionally, some respondents felt that the training could easily be incorporated into existing ‘route way’ training for new staff, and that more needed to be done to build the use of the tools into staff diaries. In addition, the importance of ‘buy-in’ from those in managerial and mentoring roles was seen as vital in ensuring that the use of the tools continued to be actively promoted. This idea of ‘buy-in’ was reiterated in consultation with community partners who felt that the training should be incorporated into DWP basic training as a means of formally legitimising it within DWP systems.

A number of respondents referred to the importance of on-going training. For example, some described very positively the more informal and ad hoc training that had taken place in their offices following the training session. They felt that more contact of this nature with the training facilitator would be worthwhile going forward:

It felt more relaxing in that environment with people I knew, my colleagues. We had a bit of fun with it as well, taking on characters and things like that, but I just think perhaps more of that, perhaps a bit of one-to-one, maybe small group support afterwards if needed, maybe. (Focus group 1)

One team leader, however, stated that the on-going training and support of staff using the tools was **‘down to the Leads now through the districts’** to ensure that the approach was embedded properly, thus reiterating the importance of the follow on ‘Leads training’.

Finally, all participants were highly complementary about the passion and skills of the training facilitator. As such, respondents were in agreement that the quality of the facilitator would be pivotal to the success of the future roll out of the training:

The person who delivers [the training] is massive to this... if the DWP were going to roll it out then you would have to have the same passion (Focus group 1).

4.3.2 Consultation with DWP customers

The findings below summarise the responses from interviews with 13 Jobcentre Plus (JCP) customers. These participants were being supported by DWP staff who had undergone the Livelihoods Training. This is a small sample of customers who were selected by DWP staff on the basis that they had used the tools with these customers in recent months. We make no claim that they are representative of all customers on whom the tools are being utilised. However, this analysis provides some very useful insights into the views of customers more broadly as they provide reflections on their interactions with

Jobcentre staff.

Background information about the customers

The participants were claiming the following benefits: Employment and Support Allowance (ESA) (five participants), Jobseekers Allowance (JSA) (five) and Universal Credit (three). In relation to gender, 11 were male and two female. Participants had been claiming benefits for varying periods of time ranging from less than 12 months to over five years. A small number had experienced being moved from ESA to JSA. All participants were aware that certain conditions were attached to their ongoing receipt of benefits, and some had experience of mandatory work or voluntary opportunities. Across the two sites, four participants had experienced a sanction at some point during their benefit receipt: two as a result of not attending appointments at the Jobcentre; one for not turning up to a job interview; and one for not attending a training course.

Respondents’ job aspirations varied. Comparatively, the younger respondents appeared to have more qualifications and greater aspirations. Those with trade or industry qualifications were focused on returning or accessing their particular field (e.g. engineering, driving, catering, accounting and finance), while others were focused on cleaning work, gardening, food hygiene and retail. A small number of respondents indicated that they would be happy to take any job.

In terms of barriers to work, respondents described a range of issues which they felt were preventing them from moving into work. Lacking the necessary qualifications, skills or work experience was seen as the major barrier to finding work. Amongst older respondents, there was an acknowledgement that recognised qualifications were now a prerequisite of any job and that a very different type of skillset was required in the labour market today, particularly with regard to digital capabilities. Additionally, for one longer term claimant, the considerable gap in their work history was seen as a major barrier, while a recent graduate lacked any experience, despite having the requisite qualifications. For two respondents, mental health issues were the main barrier to returning to work.

Previous interactions with DWP staff

In order to understand the impact of the training, we wanted to explore customers’ previous interactions with DWP staff to provide a comparison to more recent experiences (e.g. post-Livelihoods Training). Perhaps unsurprisingly, respondents varied in terms of their previous interactions dependent on the nature and length of their claim. For those with longstanding claims (or previous claims) past interactions were often reflected on in relatively negative terms. For one person, this was talked about in terms of a purely functional interaction:

Years ago? It was a case of there was a desk over there, come in, sign and go, and I think we had to fill a book in then or something, but there wasn't a great deal to it (Customer 4, site 1)

For others, the negative framing primarily related to a previous experience of sanctioning, with some suggesting that they had received 'no warning' prior. One respondent, who had received a sanction a number of years previously, suggested that certain staff were 'unreasonably harsh', and had little understanding of what kind of support they needed: **'Oh yes, I was getting treated quite badly at one stage'** (Customer 7, site 2).

Current interactions with DWP staff

In order to explore any changes that may have occurred as a result of the Project, we asked customers to compare their previous and present experiences. Perhaps unsurprisingly, knowledge of the training and its tools among customers was minimal; however, there was some evidence that the tools were being used, with one customer referring to the employment of the 'castle' approach by a staff member.

It is difficult to say whether improved interactions that featured in the narratives of customers were due to the Livelihoods Training, or whether it is also part of the broader culture shift from target driven, time bound interventions to 'doing the right thing' for customers. Regardless, it is important to note that respondents felt that their current experience of staff was better than previous interactions. Customers described a more personable approach, greater consistency in terms of the staff member who they worked most closely with, and felt that staff were more forthcoming with information about relevant courses.

When asked to describe how this was manifested, a number of examples were provided by customers. Longer term claimants (or those with historic claims) often cited the difference in 'attitudes' between staff then and now, with staff being described as 'more sociable' and 'more relaxed'. One customer noted how his perception of the service as a 'check-up centre', monitoring clients instead of helping people find work, was 'fading away' as staff became 'more approachable'. As one respondent stated:

Customer: 'I think personally it's got a lot better.

Interviewer: Why?

Customer: They seem to have a friendlier and nicer approach to speaking to people basically I've noticed... funnily enough I was only talking to my mate the other day and I said that, 'That Jobcentre, they weren't so pressurising basically like'. I mean I used to be scared to come in here some days like thinking what are they going to do to me today?' (Customer 7, site 2)

Comparisons were also made by a small number of respondents in relation to experiences of different Jobcentres. One customer, for example, had moved recently from England, where he described the attitude of

staff as 'massively hostile'. In comparison, he described his current experience as follows:

Really good service. The people I've met are really nice. Yes, everyone's really nice, friendly. Went really quickly and they were really helpful under the circumstances. It went above my expectations. Just some of the things they offered me. The courses that are available, that I might be interested in (Customer 4, site 2)

In terms of consistency of advisors/Work Coaches, this was particularly welcomed by customers who felt that it stopped them having to repeat their details and circumstances to different people at each appointment:

My Work Coach... probably it's just her, she's been really good because she's pushed, just given me a lot of help really sort of like with the support, getting back into work. (Customer 1, site 2)

'You see how she's really helped me. She's done so much, she's done the interview skills, one-to-one, and I've done quite a lot for the last six months by being with the one coach.' (Customer 3, site 2)

'It's easier seeing one person because they can more or less rate you and instead of going over and over and over stuff... [They] know where you coming from and [they] know your situation. It's much easier.' (Customer 2, site 1)

However, respondents did vary on the extent to which they felt they could talk openly with JCP staff about their job aspirations and barriers to work. One respondent described not being a particularly 'open' person, instead preferring to talk to family members rather than staff from JCP or other support services. However they described a recent conversation about 'rating their confidence', which they felt had helped them to open up to their Work Coach. The majority of customers expressed confidence that staff had a good understanding of their circumstances and what options might suit them best, and two gave examples where Work Coaches responded to individual needs:

'I told [staff member]...about worrying about if I had a job and then I had three days off and then, perhaps, it was a day a week for the next few weeks, but then it could be a month and then that wouldn't be accepted. [Staff member] said, 'Well, we'd have to find you a job which could put up with that.' (Customer 3, site 1)

'I would feel uncomfortable talking to people, but then they know that, my Work Coach, so she would help me. That's why she's done one-to-one interviews, that's why I had group sessions, so it gives me that confidence that I need when I do go into a job interview or into a work experience with other people.' (Customer 3, site 2)

While it was clear that customers were primarily positive about their more recent interactions with the DWP, there were some broader criticisms. These primarily related to the quality of the opportunities that were sometimes on offer. For example, two customers had attended a course that they felt was not relevant to the career that they

were interested in or their existing skillset, while another added that very few of the jobs on the websites they were invited to search on were relevant to their skills.

Alternative sources of employment support

A number of respondents were also engaging with employment support provided by organisations other than the DWP. However, this was sometimes facilitated by the DWP:

'Careers Wales, I went to see them, here, at one point to get like interview skills and that kind of thing. The Jobcentre, yes, they arranged that for me.' (Customer 1, site 2)

Other outside services which were accessed included weekly job clubs, plus a range of local centres, mainly run by charities or community groups. Those with vocational/trade qualifications and skills utilised specialist employment agencies in areas such as hospitality or transport. Respondents valued this additional support as they could access facilities not available at the Jobcentre (e.g. PCs, telephones, etc.). Furthermore, some felt they were able to talk more openly and receive more impartial advice and information regarding the financial benefits of moving into work:

'The [name of external organisation] one was brilliant. She explained things like, do your calculations because if you get a part time job you might be worse off which - none of this information has come from here [Jobcentre] which, I don't think it's fair. They should say, yes, go back to work and do the calculation for you and say you really need to be looking for full time or you really need to be looking for part time, something like that. They don't provide that and I think some people when they get a job and they suddenly find out they're worse off there will be a hell of a resentment there.' (Customer 5, site 1)

4.4 Consultation with DWP staff actively using the tools

In order to capture the views of some of those who were actively engaged in the use of the tools, we carried out two teleconference discussions covering a total of 15 staff, including six who had received the 'Leads' training. These staff were drawn from across all three Welsh districts, covering a range of roles including team leaders, PaCE project advisors, C4W outreach workers and Work Coaches. The teleconference consultations took place in August 2017. Similar to the case studies, the aim of this consultation was to provide a more in-depth understanding of people's experiences of the training (including the Leads training), but also how they were subsequently using the tools. The findings of these consultations are summarised below.

Overall perceptions of the training

Overall reactions to the training were very positive within both teleconference consultations. Indeed some had committed to undertake 'refresher' training:

'It was fantastic, I've got to be honest, I believe everybody enjoyed it. It was so interesting. I actually went on it again as a refresher.' (Teleconference consultation 1)

This individual subsequently attended the Leads training. When asked what made it so positive, this respondent stated:

Just the awareness aspect of it really... the overall awareness of the level of disadvantage and poverty, it was shocking, but it was in a good way, if that makes sense. It drove it home.

Indeed, echoing the views of staff in the case study focus groups, participants in both teleconference sessions used the term 'thought provoking', specifically with reference to the poverty awareness elements of the training. Again, the passion of the facilitator was highlighted as an essential element in terms of engaging participants, but also driving their enthusiasm to use the tools:

When you're doing the training and it is that engaging, you start to think about the customers that you have back at the office that you could possibly use this with (Teleconference consultation 1)

The interactive nature of the training was described particularly as very motivating, so that although some had received 'poverty training' before within their role, this Project was perceived as different to the other training. Indeed, there was some discussion around whether the training represented a new approach for DWP staff. A number of respondents felt that they did already follow similar approaches, with one highlighting that there was a general drive to treat people as individuals. However, there was a consensus that the tools provided a more structured, productive way of channelling that drive as well as offering a way to reflect more incisively on customers' circumstances.

Experience of using the tools

Participants provided a number of examples of how they incorporated the tools into their daily work. For example, one Work Coach highlighted how they used the 'OK/not OK' scale with their more 'reticent' customers (i.e. those less willing to share information), which had allowed them to build a much stronger rapport, enabling them greater progress. They cited a striking practical example of using the tools relating to a customer with complex needs who was claiming ESA:

He was quite sort of reluctant to engage with myself when he came into the interview, because he'd actually previously claimed before and just sort of tarred DWP staff with the same brush, the usual things that we get. I did the 'OK/not OK' scale with him because I managed to get out of him that he enjoyed school. Obviously from school, enjoying school and then not wanting to engage with myself that particular day, we took him on a bit of a journey through the OK/not OK, just to sort of see what had brought him to this point... We found out bereavement of friends and family and close ones had obviously driven him to be where he was at that point, losing the home and poverty. We started to build such a strong rapport that I saw him on a monthly basis whilst he was engaging with probation and the local substance misuse organisation. He said to me, 'Do you know what, you're the first person that's actually sat back and taken time to find out a bit more about me before today, rather than trying to push me on and put me into something maybe straight away. You've taken the time to sit back and get to know myself first!' ... I'd say this was about eight months ago now, so I've had about six or seven sessions with him now and he's coming on brilliantly (Teleconference consultation 1)

A Work Coach in another area described that in their new 'front of house' role they used the 'timeline' regularly in conversations with people as they come through the door, asking for example how they have got there today, what mode of transport etc. Furthermore, another respondent who had been on the 'Leads training' described how they used the 'assets pentagon' 'every time I do a new claim', describing the direct link between their use of the tools and improved outcomes:

From some of the feedback I've had, like the senior manager is quite happy with the Claimant Commitments I've been doing. That's basically from the tools I've been using, so that's really good. (Teleconference consultation 1)

For those who had been on the Leads training, the main benefit was the ability to explore the practical application of the tools in more depth. Indeed the teleconference consultation reiterated the view that the initial training session incorporated relatively limited time to engage with the tools.

Barriers to applying the training

Broadly, respondents indicated that, while some of the tools might raise sensitive issues with customers, staff would be able to judge when to probe for details and when to hold back. However, this perhaps reflects the additional confidence of those who were more engaged with using the tools. Indeed despite the teleconference participants having greater experience of using the tools, there was still a view amongst them that refresher training was useful to maintain and increase confidence.

As with the case study focus groups, again the issue of time was raised as a potential barrier for some, with some Work Coaches indicating that they only had limited time compared to 'specialist workers' (e.g. PaCE, C4W), and that it could take half an hour or more to discuss an issue if it was raised. One Work Coach commented that the training would really fit with the new 'Health and Work Conversations'¹⁹ at Jobcentres, which are more informal and allow more time.

Additionally, as with the case study consultation, there was agreement that signposting was a missing element, with people indicating that, whilst had received substantial amounts of information during the training, particularly on different types of poverty, they had expected to get details on services who could help customers in such circumstances.

Suggested areas of improvement for future roll out

Linking in with the issue raised above, there was a general consensus a refresher session would be useful, even among those who had completed the Leads training. Furthermore, going forward, it was suggested that there should be a trained 'Lead' in very office in order to encourage staff to engage with the approaches and embed the learning into their working practices:

I think if every office then has a Lead, or we develop that Leads initiative, it will grow in confidence. Where we have put Leads in, where people have done the Leads [training], you can see how it has really taken off (Teleconference consultation 1)

4.5 Consultation with community partners

In addition to consultation with DWP staff and customers, and strategic Project stakeholders, the evaluation also included consultation with community partners involved in supporting the delivery of the training. We interviewed three community partners via telephone, representing different geographical areas of Wales. All three community partners had been involved in previous Livelihoods initiatives and were experienced, both in terms of the Sustainable Livelihoods concept, and also in relation to employment support. All three also had prior relationships with the DWP, usually through the involvement of their community organisation supporting people into work. Between them they had delivered over 10 training sessions in tandem with the main facilitator. The interviews focused on their role within the Project, their reflections on the training and its impact, as well as any suggested areas of improvement. The findings are presented below.

Reflections on staff engagement with the training

Partners were asked to reflect on the overall response of DWP staff to the delivery of the training. The partners had supported the delivery of the training to a diversity

¹⁹ 'Health and Work Conversations' take place between new people on ESA and their work coach, focusing on what people can do rather than what they cannot. They were introduced in the Improving Lives: The Work, Health and Disability Green Paper.

of DWP staff, including work coaches, team leaders, partnership managers, plus supporting roles such as telephony staff. They felt that the overall response of DWP staff had been positive. There was agreement that the reaction was different in every training session, and that the skill in each session was to 'pitch' the training to meet the particular disposition of the participants.

It was indicated that there were some noticeable differences between the engagement of 'middle management', who were often 'really on board' (to the extent that they felt they could use the tools in their own staff development) as compared to some frontline workers. While frontline staff (e.g. work coaches) were broadly positive, the community partners indicated that they experienced openness in the training about the frustrations faced when working with what some regarded as 'challenging' client groups. Perhaps unsurprisingly, community partners observed that DWP staff were more receptive if they saw the direct relevance of the training to their day-to-day work.

It was also felt that the level of engagement with the training was more likely to vary in 'mixed' groups as opposed to groups that consisted of staff predominantly undertaking the same role. Furthermore, length of service was seen to impact on staff engagement. For example, two community partners stated that those who had been employed within the DWP for longer periods of time were more 'sceptical' about the potential of the training package. Additionally, there was a belief that geographical variation was also a factor in level of engagement:

'The difference in [geographical] areas and how management from various areas expected them to work or what their role entails - that's been very evident across the [sessions]' (Community partner 1)

Reflecting on recruitment of participants for the training session, community partners felt that, while it was important that DWP nominated people who were likely to engage with the approach, the training was arguably of more importance to those staff with perhaps more 'negative' approaches or views. One community partner described a discussion with managers in one of their training sessions:

There was a feeling that they should be mindful of who they put on the course because they felt some staff would be more susceptible to this particular way of working. And I was trying to say, 'well if you've got negative staff, that are doing something in a certain way, this training is ideal for them, because they need to broaden their horizons and look at things in a different way' (Community partner 1).

Strengths of the training

The community partners felt that the case studies were one of the most beneficial elements of the training as they enabled staff to see **'that there's a lot more going on behind with the customer than is actually there at the front'** (Community partner 2). With specific

reference to the tools, as above, the community partners reiterated the flexibility of the training, with different tools being examined in different sessions, depending on the audience. One community partner gave an example of the 'epiphany' of one training participant who hadn't appreciated the issues facing clients before undertaking the 'In your shoes' training exercise **'as it literally gets people to walk the steps of a customer's journey'** (Community partner 3). As such, the case studies and tools were praised for providing staff with an opportunity to reflect in more detail on the experiences and backgrounds of customers.

The involvement of the community partners in the Project was also seen as a strength as it lent 'credence' to the training, particularly with regards to the case studies. All the community partners who were interviewed stated that because the cases were based on real life examples from their own work, it gave the narratives an authenticity that might otherwise have been absent. Furthermore, one community partner highlighted that their fluency in Welsh had been beneficial for delivering training in certain geographical areas.

However, the community partners also reflected on the benefits of the Project in relation to their own work. For example, two partners stated that their participation in the training meant they now felt more confident when dealing with DWP in their day-to-day work. One partner highlighted that they now had a much better understanding of the pressures facing DWP staff and that because they were training staff that they liaised with regularly in relation to their substantive role, it had helped to build those relationships and personal contacts.

There was evidence that the training was facilitating the development of further important partnerships. For example, one community partner was involved in conversations about further use of the training and the tools with other organisations:

'The day after I delivered one particular training for management, one of the [DWP] managers was chairing [a strategic meeting] and was singing the praises of the training and the need for workers to work in this way and this led to further discussions with [a] County Council and their tackling poverty manager.' (Community partner 3)

Additionally, being part of the delivery of the training had also made them reflect on their own working and staff training practices: **'it's definitely helped me with my performance and what I need to do regarding training staff and the poverty side'** (Community partner 1).

Reflecting on the impact of the training on the approaches of DWP staff, all three community partners believed that the training had a positive impact. One community partner felt that DWP staff had greater empathy with the challenges facing customers following the training. A second stated that DWP staff were far more receptive to working with external partners

following the training, while the third community partner had received anecdotal evidence that customers were reporting a much better experience with the DWP service, although they could not directly attribute it to the training alone.

Suggestions for future roll out of the training

While the community partners were very positive about the Project, they did reflect on some potential barriers in terms of engagement with the training and provided some suggestions in terms of future roll out. Reiterating the findings from the other data collection phases, time was a key challenge. All three community partners felt that one day was not sufficient for participants to fully grasp the concepts and gain an insight into the practical elements of the tools package, and that they were sometimes 'rushing' to try and fit as much in as possible. Indeed, one community partner felt that DWP staff perhaps wanted more time to work on the case studies and tools than was possible within the allotted time:

'What I find is, even from the training, a lot of the Work Coaches lack the confidence to be able to use the toolkit effectively. They don't feel they have enough knowledge about them so they're wary of them...I think if we had more work on some of the other tools, that would be just as helpful to broaden the tools so they can actually use and access - and more practice with those tools because it's such a short training spell in trying to get a lot of information across, and if they had more practice on the different tools it would give them more confidence to be able to deliver those tools and use those tools more effectively.' (Community partner 2)

However, again reiterating the findings from the other consultations, 'time' was important in other ways. One partner noted how staff sometimes stated they might not be able to use the tools effectively because the time they had to dedicate to each customer was limited. However, one partner speculated about the impact of Universal Credit Full Service (UCFS) as it was rolled out across Wales, and suggested that this may bring about a positive change as it would allow DWP staff to work 'in a different way'. This reiterates comments made by DWP representatives earlier in relation to UCFS.

In terms of recommendations it was felt that there was a need to ensure that community partners were present at all training sessions; preferably a community partner that was local to the area in which the training was taking place. It was felt that this would enable DWP staff to make the necessary signposting to relevant support networks and services.

Additionally, it was suggested that the commitment of DWP managers was vital if the Project were to continue to be successful. Linked to this, there was a general consensus that the 'Leads' training would play a vital role in embedding the learning into DWP over time. The inevitable limitations of a one day session meant that the role of continued learning and 'refresher' training was

viewed as critical. As such, the training was perhaps not an end point but rather the beginning: **'It should not be a standalone day and this is why the Leads training is so important'** (Community partner 1). Indeed, one community partner made reference to a DWP manager who had attended the 'Leads' training, and subsequently took their staff to visit the community project to improve their understanding of the practical application of the tools.

Finally, one community partner highlighted the importance of the training facilitator: **'success is very dependent on the personality of the trainer'** (Community partner 1), indicating that, going forward, the choice of facilitators would be crucial to ensure it is communicated effectively and powerfully.

5. Conclusions and Next Steps



This report has presented the findings of the independent evaluation of the DWP & Oxfam Livelihoods Training Project. This final chapter presents an overview of some of the key issues that have emerged from our collation and analysis of the various data sources, as well as identifying the next steps for the Project. It is divided into five key thematic areas of relevance to the process and impact of the Project: encouraging participation in the training; overall perceptions of the training; the impact of the training; barriers to putting the training into practice; and the next steps for the project. Within each of these sections, we also include suggestions for future roll out that were made by the various participants who took part in our consultations.

5.1 Encouraging participation in the training

The majority of staff were asked to attend the training through their managers, and it was clear that there was an element of 'selectivity' in terms of recruitment to the training, rather than randomly selected staff. While this Project has been piloting a new partnership and approach, for future roll out there may be a need to consider how this selectivity may impact on service delivery (i.e. creating two groups of staff: one more experienced and committed to using innovative approaches, and one perhaps less willing). Indeed, it is perhaps those who

are less willing to engage who may need this training the most. However, we recognise that the DWP made a significant investment in the Project by releasing 608 staff to attend the training. As such, selecting particular staff to attend was understandable and natural particularly during the period of UCFS when there were also other training priorities.

Additionally, the issue of continued senior 'buy in' was seen as vital for future roll out and to enable this approach to be fully embedded into working practices. It was clear that representatives of the DWP Wales Senior Leadership team, District Managers and District Senior Leadership teams were fully engaged with the Project and had attended the training themselves, demonstrating their commitment to the approach. This commitment from senior staff will be vital for maintaining the impact of the training and for any future roll out (see Next Steps below).

5.2 Perceptions of the training

There were overwhelmingly positive responses in relation to the training session, particularly around the skills of the training facilitator, which was seen as a key factor in its success. The interactive nature of the training ensured a good balance between providing information on poverty but also enabling discussions and contributions from

participants. Responses from the Oxfam Post-Training Feedback questionnaires relating to the effects of the training on awareness of poverty, supporting customers, and using livelihoods approaches at work were positive across the board and responses were clearly higher following the training. The responses also highlight the extent to which participants intended to use the tools and found them to be directly related to their job roles.

The criticisms of the training across a range of participants primarily related to the feeling that it was a lot to 'take in' in a one day session, but also that the balance between poverty definitions and exploration of the tools needing redressing to provide more time with the tools. While Oxfam have reiterated that a key purpose of the training is to embed understandings of poverty, and that the follow-on 'Leads' training provides the opportunity for greater exploration of the tools, consideration needs to be given for future roll out so as to allow greater time for the tools and their practical application.

5.3 The impact of the training

It was clear from the quantitative and qualitative analysis that the training had increased participants' understanding of poverty, providing a greater insight into the circumstances that some of their customers may be faced with. While some participants already had an understanding of such issues, for many the training had 'opened their eyes' to the reality of some people's lives. As might be expected after at least six weeks back at work, participants' self-perceptions of awareness of poverty and people-centred, holistic, and asset-based approaches were not as high as immediately following the training. However, the survey responses were higher than before the training, which suggests a sustained impact.

With specific reference to taking the training forward into their working practices, while it was clear that some DWP staff were yet to start fully utilising the tools, for those who had been applying the tools there were concrete examples of positive outcomes. Indeed, people referred to being able to make progress with customers where they had previously experienced difficulties. For many new staff the training was seen as part of their wider training package. For longer serving staff, while some were more reticent about such approaches, there were many who saw the value of having these additional tools to enhance their existing approaches.

With regards to the impact of the Project on customers, it was clear that there had been a positive shift in more recent months in how DWP staff were interacting with customers during appointments, with discussions about the increasing 'approachability' of staff. However, it is difficult to attribute these more positive experiences solely to the delivery of the training, as the DWP noted that there have also been much broader changes to the DWP service over that time. Indeed, the findings from the customer survey reveal that, while positive about

the extent to which Jobcentre staff take a people-centred, holistic, and assets-based approach, there is little difference in customers' views of the general level of support offered through the Jobcentre. As above, however, having a greater understanding of people's circumstances and additional tools to help better support people can only enhance the positive experience of customers.

In terms of the economic impact of the Project, in working with so many staff from the DWP's Work Services Directorate, the Project attempts to use the sustainable SLA tools with staff responsible for supporting a high proportion of working-age customers in Wales. The results should be interpreted with caution, but suggest a social value return on investment of £5.31 for every £1 spent. This is a considerable social return on investment, primarily due to the large numbers of customers which many of the DWP participants ultimately use the training with.

5.4 Barriers to using the tools

While it was clear that the training was received positively, some staff felt unable to use the tools due to their job role, particularly if they had no contact or only limited direct contact with customers. There were also a number of staff who experienced barriers in the practical application of the tools in their everyday work. While DWP reiterated the changes that were occurring as a result of the roll out of UCFS, some staff still referred to time constraints and organisational barriers. However, personal factors also presented barriers for some staff, whether that related to their own confidence in using the tools or the perception that they might be difficult to use on certain customers.

It was clear that the training should be seen as a beginning rather than an end point, with the need for follow up sessions, whether that was formally attending a refresher session or through informal ad hoc support by DWP 'Leads' or community partner organisations. The link with community partners was particularly important as some staff lacked confidence in knowing where to signpost customers if issues were raised. As such, for future roll there is a need to consider how to more fully engage with wider community organisations and provide a list of local organisations to staff should they need to refer a customer on to a specific type of support.

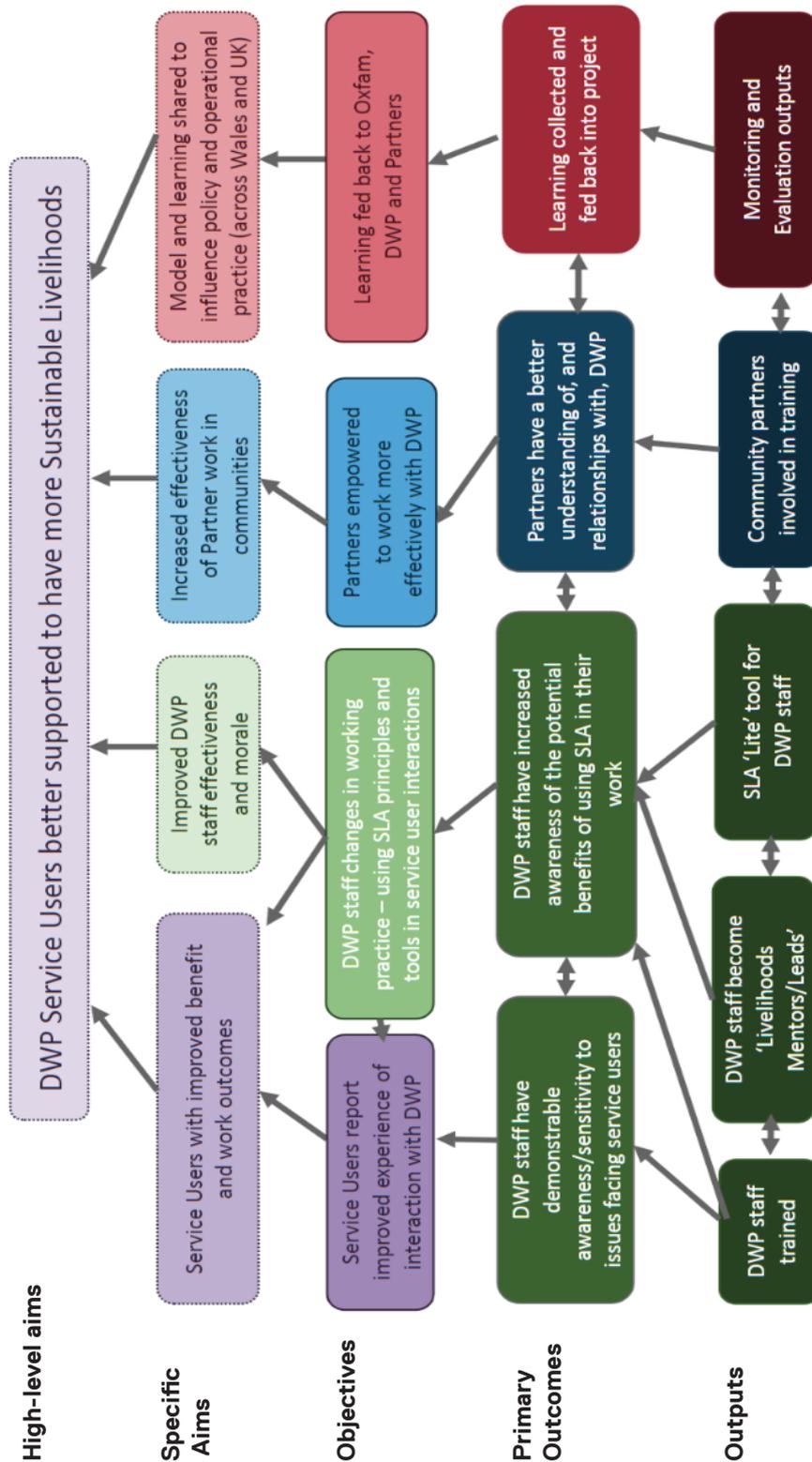
5.5 Next steps

This unique partnership between Oxfam Cymru and DWP Wales was made possible by the 'openness' of the DWP in Wales to exploring new ways of working with customers across their services and the commitment of Oxfam Cymru and its community partners to supporting those experiencing poverty. Indeed one of the strengths of the Project was the positive partnership that has developed between the lead organisations and it was clear that DWP and Oxfam have worked incredibly hard to make the Project a success. But there is now a need to look at how

the momentum can continue in future service delivery. The roll out of UCFS and the greater autonomy that this brings to Work Coaches to manage their diaries to ensure that they spend more time with customers that need the most support suggests that this is an opportune time to explore how to further embed assets-based approaches within the support provided to customers. At the time of writing, additional training was being delivered in north and mid-Wales to reach an optimal number of staff and train additional 'Leads' to help embed the learning in the future, as well as establishing regular learning and development opportunities to maintain and refresh practice internally. Discussions were also underway at both operational and strategic levels within the partnership to maintain the impact that has been achieved to date through use of these holistic, person-centred, assets-based approaches.



Appendix 1: Theory of Change



Appendix 2: Oxfam Post-Training Feedback Questionnaire

To help us improve the quality of our training we would very much appreciate your feedback. All information is anonymous. Responses will be used in the project evaluation, but will not be linked to you personally in any way.

1. What feedback would you like to give about the training? What was good? What could be improved?

2. AWARENESS OF POVERTY ISSUES

Please circle your level of knowledge for each of the elements below (ranging from 1 - "never thought about it" to 10 - "perfect"):

a) The context of poverty in Wales and how it relates to people's ability to find and stay in work?

Start of training: 1 2 3 4 5 6 7 8 9 10

End of training: 1 2 3 4 5 6 7 8 9 10

b) The factors that create poverty and social exclusion and their impact on people's lives?

Start of training: 1 2 3 4 5 6 7 8 9 10

End of training: 1 2 3 4 5 6 7 8 9 10

c) The stigma and myths surrounding poverty?

Start of training:	1	2	3	4	5	6	7	8	9	10
End of training:	1	2	3	4	5	6	7	8	9	10

d) Values, attitudes and behaviours (personal or organisational) which can impact on service delivery?

Start of training:	1	2	3	4	5	6	7	8	9	10
End of training:	1	2	3	4	5	6	7	8	9	10

3. SUPPORTING CUSTOMERS

Please circle your level of awareness for each of the elements below (ranging from 1 - "never thought about it" to 10 - "perfect"):

a) 'People-centred' – focusing on the person as an individual and seeking to understand their livelihood from their perspective.

Start of training:	1	2	3	4	5	6	7	8	9	10
End of training:	1	2	3	4	5	6	7	8	9	10

b) 'Holistic' – acknowledging that people have many things going on in their lives, with differing access to a whole range of different types of resources, and that people's lives change over time.

Start of training:	1	2	3	4	5	6	7	8	9	10
End of training:	1	2	3	4	5	6	7	8	9	10

c) 'Asset-based' – building on strengths and opportunities rather than just focusing on problems or weaknesses.

Start of training:	1	2	3	4	5	6	7	8	9	10
End of training:	1	2	3	4	5	6	7	8	9	10

4. USING LIVELIHOODS APPROACHES IN YOUR WORK

For each of the elements below, please circle to show the extent to which you have been able to use these principles in the past (i.e. before the training) and whether you hope to be able to from now on. (ranging from 1 - "not at all" to 10 - "to a great extent"):

- a) 'People-centred' – focusing on the person as an individual.

BEFORE training: 1 2 3 4 5 6 7 8 9 10

AFTER training: 1 2 3 4 5 6 7 8 9 10

- b) 'Holistic' – acknowledging differing access to a whole range of different types of resources and that people's lives change over time.

BEFORE training: 1 2 3 4 5 6 7 8 9 10

AFTER training: 1 2 3 4 5 6 7 8 9 10

- c) 'Asset-based' – building on strengths and opportunities rather than just focusing on problems or weaknesses.

BEFORE training: 1 2 3 4 5 6 7 8 9 10

AFTER training: 1 2 3 4 5 6 7 8 9 10

5 USING LIVELIHOODS TOOLS IN YOUR WORK

- a) As a result of the training, do you have new ideas on improvements to ways of supporting customers?

YES NO Don't Know

- b) Are the Sustainable Livelihoods Approach (SLA) Tools directly relevant to your current job role?

YES NO Don't Know

IF YES, which tools are most relevant:

- c) On a scale of 1-10, how likely are you to be able to use the SLA Tools directly in your work?

VERY UNLIKELY VERY LIKELY

1 2 3 4 5 6 7 8 9 10

- d) Why is this? And what would affect whether it became a reality?

For analysis purposes, please complete your:

Division:

Job Role:

Location:

Grade:

Gender:

Length of time at DWP:

Appendix 3: DWP Follow-up Questionnaire

1. Awareness of Poverty: As a result of the training I am more aware of the context of poverty in Wales and my awareness of how it relates to people's ability to find and stay in work has increased (Strongly agree; Agree; Don't know; Disagree; Strongly disagree)
2. Awareness of poverty: As a result of the training I am more aware of the values, attitudes and behaviours (personal or organisational) which can impact on service delivery (Strongly agree; Agree; Don't know; Disagree; Strongly disagree)
3. Using Livelihoods Approaches in your work: 'People Centred' - focusing on the person as an individual and seeking to understand their livelihood from their perspective (Strongly agree; Agree; Don't know; Disagree; Strongly disagree)
4. Using Livelihoods Approaches in your work: 'Holistic' - acknowledging that people have many things going on in their lives, with differing access to a whole range of different types of resources, and that people's lives change over time (Strongly agree; Agree; Don't know; Disagree; Strongly disagree)
5. Using Livelihoods Approaches in your work: 'Asset-Based': Building on strengths and opportunities rather than just focusing on problems or weaknesses (Strongly agree; Agree; Don't know; Disagree; Strongly disagree)
6. To what extent do you agree or disagree with the following statement? Knowing more about Livelihoods approaches has helped me to be more effective in supporting customers (Strongly agree; Agree; Don't know; Disagree; Strongly disagree)
7. To what extent do you agree or disagree with the following statement? Knowing more about Livelihoods approaches has helped me to feel more satisfied with my work (Strongly agree; Agree; Don't know; Disagree; Strongly disagree)
8. Using Livelihoods Tools in your work: As a result of the training have you been able to come up with new ideas for improvements to ways of supporting customers? (Yes; Don't know; No)
9. Using Livelihoods tools in your work. If your answer to the above question was 'Yes', please provide details in the box below:
10. Using Livelihoods tools in your work: Following on from Q8. Have you been able to apply those new ideas to produce improvements? (Yes; No)
11. Using Livelihoods Tools in your work. If your answer to the above question was 'Yes' please provide details of HOW you have been able to apply these new ideas. If your answer was 'No', please say WHY NOT.
12. Using Livelihoods Tools in your work. Are the Sustainable Livelihoods Approach (SLA) Tools directly relevant to your job role? (Yes; Don't know; No)
13. If you answered 'NO' to the last question (Q12), please can you explain why not?
14. If you answered 'YES' to Q.12 Have you been able to use the tools directly in your work? (Yes; Not yet - but hope to; Don't know; No)

15. If you answered no or not yet but hope to in Q.14, why not and what would affect whether it became a reality?
16. If Sustainable Livelihoods Approach (SLA) Tools are directly relevant to your job role, please select whether these tools have helped you in the following areas (Use of the tools has made me more satisfied with my work; Use of the tools has made me more effective in supporting customers)
17. Using Livelihood tools in your work: Using the Livelihood tool has helped me to feel more satisfied in my work (Yes; Don't know; No)
18. Please explain your answer to question 17. If you answered 'Yes' please say why. If you answered 'No' or 'don;t know' please say why not.
19. Being a Livelihood Lead / Mentor: At the end of the course, did you sign up to become a lead / mentor for the development of Livelihoods approaches within DWP? (Yes; No)
20. Being a Livelihood Lead / Mentor: If you answered 'Yes' to the above question, has this led to further action or involvement since the course? How useful has this course been for you? If you answered 'No' to the above question, please say why not?
21. Being a Livelihood Lead / Mentor: Are you now interested in finding out more about becoming a Livelihoods Lead / Mentor? If so, please e-mail **** (Yes; No)
22. If you answered 'Yes' to Question 21, why exactly did you decide to become a livelihoods lead / mentor? If 'No' why did you decide not to become a livelihoods lead / mentor?
23. Impact of training: As a result of the training I am more effective in my day to day work (Strongly agree; Agree; Don't know; Disagree; Strongly disagree)
24. Impact of training: As a result of the training I am more interested in my work (Strongly agree; Agree; Don't know; Disagree; Strongly disagree)
25. Impact of training: My work gives me more sense of personal accomplishment (Strongly agree; Agree; Don't know; Disagree; Strongly disagree)
26. Impact of training: I have recommended the training to others (Strongly agree; Agree; Don't know; Disagree; Strongly disagree)
27. Your Work: In terms of your current role, please state whether you agree / disagree with the following statement: 'I feel involved in the decisions that affect my work' (Strongly agree; Agree; Don't know; Disagree; Strongly disagree)
28. Your work: In terms of your current role, please state whether you agree / disagree with the following statement: I have a choice in deciding how I do my work (Strongly agree; Agree; Don't know; Disagree; Strongly disagree)
29. Please state the directorate in which you currently work ie. Benefits Directorate, Work Services Directorate.
30. Please state your job role ie. Work Coach, Decision Maker, Telephony Agent, Benefits Processor etc.
31. Please tell us your current grade.
32. Please tell us where you currently work.
33. Please tell us your gender.
34. Please tell us how long you have worked for DWP.
35. Please provide the location of the training course that you attended.
36. Please provide the date that you attended the DWP / Oxfam training event:

Appendix 4: Customer Survey

DWP & Oxfam Livelihoods Training Project Evaluation

A number of Jobcentre staff recently participated in the DWP & Oxfam Livelihoods training, which aims to improve their understanding of the needs of customers. The purpose of this survey is to see the extent to which the training affects you. Your responses will be used by The University of Salford (Sustainable Housing & Urban Studies Unit), to help to assess the impact of the project and improve the quality of our training. Responses will be anonymous and not linked to you.

1. Which benefit do you claim?

Please select from the list below:

Universal Credit

 1

Jobseekers Allowance

 2

Employment and Support Allowance

 3

Income Support

 4

Other (*please state below*)

 5

2. How long have you been claiming that benefit?

Please state the length of your current claim:

 Years

 Months

3. Did you claim any benefits prior to your current benefit?

Yes

 1

Go to Q4

No

 2

Go to Q5

4. Please state which benefits?

Write in below

5. Please comment on the following statements:

Tick one box for each statement only

	Strongly disagree	Disagree	Don't know	Agree	Strongly agree
Staff at the Jobcentre behave in a professional manner	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Staff in the jobcentre take pride in their work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Staff in the jobcentre motivate me to look for work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Staff in the jobcentre understand my needs and make me feel that I can trust them to help me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I am seen at my appointment time	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I am confident that Jobcentre staff keep me informed of all the help available to me and I understand the information I am given	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Staff at the Jobcentre treat me fairly	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I feel that the support of staff at the Jobcentre will help me find work.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I am confident that Jobcentre staff will resolve any queries I have quickly and effectively.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
If staff at the Jobcentre are unable to help, they tell me what action will be taken and how long it will take.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

6. I find it easy to contact the Jobcentre by:

Tick one box for each statement only

	Strongly disagree	Disagree	Don't know	Agree	Strongly agree
Email	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Telephone	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Face to Face	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

7. Please comment on the following statement:

Tick one box only

	Strongly disagree	Disagree	Don't know	Agree	Strongly agree
I am given the information I need in a way which suits me.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

8. Please comment on the following statements: *Tick one box for each statement only*

	Strongly disagree	Disagree	Don't know	Agree	Strongly agree
Jobcentre staff focus on me as an individual	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Jobcentre staff understand my personal situation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Jobcentre staff understand my perspective	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Jobcentre staff understand changes that have taken place in my life	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Jobcentre staff are aware of the difficulties I face finding and staying in work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Jobcentre staff understand what resources I do/do not have access to	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Jobcentre staff understand my strengths	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Jobcentre staff are aware of any opportunities available for me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

9. Please comment on the following statement: *Tick one box only*

	Strongly disagree	Disagree	Don't know	Agree	Strongly agree
I have noticed a positive difference in the behaviour of Jobcentre staff towards me in recent months.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

10. Please explain your answer to Q9: *Write in below*

11. At which Jobcentre do you make your claim? *Write in below*

12. How old are you? *Tick one box only*

18-29	30-39	40-49	50-59	60+
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

13. Please tell us your gender: *Tick one box only*

Female	Male	Prefer not to say
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

14. How would you describe your national identity? *Please tick that apply*

Welsh

 1

English

 2

Scottish

 3

Northern Irish

 4

British

 5Other (please
state below) 6

15. What is your ethnic group?

*Choose **one** section from A to E, then tick **one** box to best describe your ethnic group or background***A. White**

Welsh/English/Scottish/Northern Irish/British

 1

Irish

 2

Gypsy or Irish Traveller

 3

Any other White background, write in

 4**B. Mixed / multiple ethnic groups**

White and Black Caribbean

 5

White and Black African

 6

White and Asian

 7

Any other Mixed/multiple ethnic background, write in

 8**C. Asian / Asian British**

Indian

 9

Pakistani

 10

Bangladeshi

 11

Chinese

 12

Any other Asian background, write in

 13**D. Black / African / Caribbean / Black British**

African

 14

Caribbean

 15

Any other Black/African/Caribbean background, write in

 16**E. Other ethnic group**

Arab

 17

Any other ethnic group, write in

 18

16. Please add any other comments here:

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