

# Building Better Opportunities



## Guide to delivering European funding

### Section five: Targets and project outcomes

## About this guide

This is just one section in a series of fifteen guidance documents that make up the Guide to delivering European funding (the 'Guide'). Taken as a whole, this provides all of the guidelines, tools and templates needed to manage and monitor your project.

The version of the Guide replaces any and all guidance we have previously published in relation to this funding.

For the full contents visit our website [here](#)

## How to contact us

- ✓ If you are a **lead organisation** involved in delivering a project, the best way to get in touch is through **your funding officer**.
- ✓ **Other organisations** should email us at [esf@biglotteryfund.org.uk](mailto:esf@biglotteryfund.org.uk)

We have a Building Better Opportunities support team (RSM) who can help you understand European Funding requirements. You should have a named contact, however if you are unsure who this is please contact your funding officer.

## Summary of changes

May 2017 - Lottery logo updated.

March 2017 - Delayed quarterly update, including updated logo, clarification of result targets linking them to actual result references in 5.3, with emphasis to track and report on additional target for London IP4.

September 2016 - Quarterly update, with use of National Insurance number for participant ID, updated Annex K, new Annex Q and revised annexes in Oct/Nov.

June 2016 - This version of the Guide incorporates appropriate comments gained from the consultation review in April 2016.

Any changes to the Guide will be:

- ✓ communicated on our website and on the inside page of each section

- ✓ emailed to current grant holders and highlighted in our programme e-bulletin.

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**Annex E** - Your target and project outcome schedule (spreadsheet)

**Annex F** - Your target and project outcome schedule - COR/2/1 only (spreadsheet)

## 5.1 What are targets?

‘Targets’ describe what must be achieved by the project during its lifetime and play an important part in monitoring its performance.

Your project is expected to deliver the **minimum** targets set out in the project outline. Targets are made up of **outputs** or **results** and are collected as part of your participant monitoring (see **Section six: Participants**).

### ➤ Where do the targets come from?

The targets come from the Operational Programme for ESF in England, as agreed by the Managing Authority and the European Commission. Within this, the exact targets for each project outline have been devised by us, usually with input from the local LEP area ESIF sub-committee.

### ➤ What do we mean by minimum?

The targets listed on the project outline are minimum expectations, not limitations. We want projects to help as many people and make as much impact as possible. It’s perfectly acceptable to engage with more people and to achieve more than the targets. However this greater level of ambition must be achievable.

### ➤ What do we mean by outputs?

Outputs relate to the personal situation of a participant on the date that they join the project. They include things such as employment status, age, ethnicity and household situation.

### ➤ What do we mean by results?

Results relate to what the participant achieved because of their engagement with the project. They include things such as moving into work or starting to job-search and, for some projects, gaining basic skills.

## 5.2 What are project outcomes?

We’re also interested in the other kinds of changes you’re trying to bring about. We call these your ‘project outcomes’.

Project outcomes are the result of what you do, rather than the activities or services you provide. You described up to four outcomes in your application. Depending on the project, outcomes can occur at different levels, including:

- ✓ individual and family level. For example: fathers have improved health, confidence and family relationships.
- ✓ community level. For example: fewer young people are involved in criminal or anti-social behaviour as a result of participating in a range of positive activities.
- ✓ organisation level. For example: charities have greater skills and capacity to meet local needs.
- ✓ the environment. For example: improving the local environment for future generations to enjoy.
- ✓ systems and structures. For example: new learning networks that make sharing information more effective.

Where possible, project outcomes should be measurable and time-based whilst clearly articulating the change that is actually occurring for the people who are benefiting.

The project targets are the top priority, as these are fundamental to European funding, but not every participant will achieve a result. This is why project outcomes are important. A participant can still benefit from other types of progress like increased self-confidence, volunteering or communication skills, all of which could be classed as project outcomes.

## 5.3 Types of targets

There are two types of target:

- ✓ **those relating to outputs** - such as the status of the participant on the date they joined the project.
- ✓ **those relating to results** - such as the achievements of the participant by the time they leave the project.

### Targets relating to outputs

Almost all the projects we fund will share the same type of targets:

- ✓ the total number of people engaged in activities to improve their work readiness

and the number of those people:

- ✓ who are men
- ✓ who are women
- ✓ who are unemployed, including long-term unemployed
- ✓ who are economically inactive, including not in education or training
- ✓ who are aged 50 or over
- ✓ with disabilities
- ✓ who are from ethnic minorities.

Each project outline states the minimum numbers you're expected to deliver against each of these targets. It's important to note that an individual can be counted against more than one of these categories, for example a participant may be male, unemployed and aged 50 or over. However, each participant can be counted only once in a LEP area.

### Targets relating to results

The majority of projects funded through the BBO programme are investment priority 1.4 (IP1.4), 'Active inclusion, including with a view to promoting equal opportunities and active participation'. The results targets related to these projects are:

**(R1) Unemployed participants** into employment, including self-employment on leaving

**(R2) Inactive participants** into employment, or job search on leaving (please note a result is only counted once for either moving into employment or moving into job search, whichever is the status on leaving the project)

**(CR02) Participants** into education or training on leaving (participants can previously have been unemployed or inactive)

**For IP11.4 projects in London** there's an additional sustained employment indicator target that projects must ensure they have mechanisms in place to track and report on:

- the number of participants who move into employment, including self-employment, on leaving the project who sustain work for 26 out of 32 weeks after entering employment or self employment.

**(R4) Participants with childcare needs receiving childcare support**  
The Managing Authority will check this through a survey with a sample of participants around six months after they leave the project. You must therefore ensure that anyone who needs access to childcare to enable them to participate in the project receives childcare support and that you keep a record of this. However, we will not set a specific target relating to this.

### One exception - COR/2/1 targeting IP1.2

This Cornwall project has different targets relating to outputs and results:

- ✓ the total number of **young people** engaged in activities to improve their work readiness

and the number of these young people:

- ✓ who are men
- ✓ who are women
- ✓ who are unemployed, including long-term unemployed
- ✓ who are economically inactive, including not in education or training
- ✓ **who live in a single adult household with dependent children**
- ✓ **with no basic skills**
- ✓ with disabilities
- ✓ who are from ethnic minorities.

This project also has different result targets:

- ✓ **(R3)** the number of participants (under 25) **who have gained basic skills** at the time of leaving the project
- ✓ **(R5)** the number of participants (under 25) who move into employment, including self-employment, or education or training upon leaving the project.

## 5.4 Scheduling targets and project outcomes

**During the set-up of the project, you need to complete a target and project outcome schedule (Annex E).**

This schedule profiles and checks the status of the project for the targets and outcomes. For example, some targets or project outcomes may be delivered at certain times, or may be met later on in the project once certain activities have been set-up, tested and publicised. Delays or under-performance, whether you have direct control over this or not, will also affect the extent to which you can deliver your targets and project outcomes. The schedule will help you to manage this.

At the end of each quarter, we will review your progress against your forecasts. This will play an important part in our monitoring of project performance. We will ask you to update the schedule to reflect the latest position, and you may need to redistribute some targets further into the project. Failure to meet your targets will require a submission of an explanation and may impact funding.

The next two pages provide an example to help with scheduling your targets and project outcomes:

- ✓ when you set your target schedule, you will need to refer to the outputs and results listed on your **project outline** (and any higher numbers you specified in your stage two project plan).
- ✓ when you set your project outcome schedule, you will need to refer to the outcomes, milestones and timescales in your **stage two project plan**.

**If you are delivering COR/2/1 in Cornwall**

We've provided a separate schedule for this project as the targets are different. You can find this in **Annex F**.

## Scheduling targets (example)

Targets staggered in first project year

These columns will automatically calculate

	Project outline targets	2016 (fill where appropriate)				2017 (fill where appropriate)				2018 (fill where appropriate)				2019 (fill where appropriate)				Project (total)				
		Q2	Q3	Q4	2016 (total)	Q1	Q2	Q3	Q4	2017 (total)	Q1	Q2	Q3	Q4	2018 (total)	Q1	Q2	Q3	Q4	2019 (total)	Number	%
<b>Outputs</b>	Total number of participants	879	50	70	85	205	100	100	100	100	400	100	100	100	80	380	80			80	1065	
	Number of men	440	25	35	40	100	50	50	50	50	200	50	50	50	40	190	40			40	530	
	Number of women	439	25	35	40	100	50	50	50	50	200	50	50	50	40	190	40			40	530	
	Number who are unemployed, including long-term unemployed	440	25	35	40	100	50	50	50	50	200	50	50	50	40	190	40			40	530	
	Number who are economically inactive, including not education or training	439	25	35	40	100	50	50	50	50	200	50	50	50	40	190	40			40	530	
	Number who are aged 50 or over	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			0	0	
	Number with disabilities	176	5	10	15	30	18	18	18	18	72	18	18	18	10	64	10			10	176	
	Number from ethnic minorities	96	3	5	8	16	10	10	10	10	40	10	10	10	5	35	5			5	96	
	<b>Number</b>	<b>%</b>																		<b>Number</b>	<b>%</b>	
<b>Results</b>	Number who move into education or training on leaving	150	17	10	13	16	39	16	16	16	16	64	16	16	16	13	61	13		13	177	17
	Number who move into employment, including self-employment, on leaving	123	14	5	8	10	23	15	15	15	15											
	Of these, the number who were unemployed when joining the project	62	50	3	4	5	12	8	7	8	7											
	Of these, the number who were economically inactive when joining the project	61	50	2	4	5	11	7	8	7	8											
	Number that were economically inactive move into job-searching on leaving	119	27	5	10	15	30	15	15	15	15											
<b>(Projects based in London only)</b> Number of participants who move into employment, including self-employment, on leaving who sustain work for 26 out of 32 weeks after entering the project						0																

Forecasted project totals can be higher than the project outline target

Project will only run for three years

Percentages are still met even though forecasted totals are higher

**Project outputs and results**

The project must deliver the following outputs and results within its lifetime:

- At least 879 people are engaged in activities to improve their work readiness, including at least:
  - 440 men;
  - 439 women;
  - 440 people who are unemployed;
  - 439 people who are economically inactive;
  - 176 people with disabilities;
  - 86 people from ethnic minorities.
- NB each person can be counted against more than one category.
- At least 17 per cent of the people enrolled on the project move into education or training on leaving.
- At least 14 per cent of people move into employment, including self-employment, on leaving. Of these, 50 per cent must have been unemployed when joining the project and 50 per cent must have been economically inactive.
- At least 27 per cent of people who were economically inactive when joining the project move into job-search on leaving.
- In addition, you must ensure that anyone who needs access to childcare in order to

Target relating to sustained employment does not apply as the project isn't based in London

Percentages copied across and converted to a numerical value

No target relating to people aged 50 or over

Scheduling project outcomes (example)

Percentages converted into numerical values based on the total number of participants engaged (see previous page)

Project outcome one																				
Participants will have better knowledge of routes to work resulting in increased confidence and understanding of how to access them.																				
Indicator	2016 (fill where appropriate)				2017 (fill where appropriate)				2018 (fill where appropriate)				2019 (fill where appropriate)				Project (total)			
	Q2	Q3	Q4	2016 (total)	Q1	Q2	Q3	Q4	2017 (total)	Q1	Q2	Q3	Q4	2018 (total)	Q1	Q2		Q3	Q4	2019 (total)
50% of participants will report improved awareness of career and local employment opportunities	25	35	42	102	50	50	50	50	200	50	50	50	40	190	40				40	532
60% of participants will report improved awareness of statutory provision				0	30	42	51	60	183	60	60	60	60	240	60	60	48	48	216	639
Of those reporting improved awareness of statutory provision, 30% will go on to engage with the provision				0	9	13	15	18	55	18	18	18	18	72	18	18	14	14	64	191
[Indicator 4 - fill where appropriate]				0					0					0					0	0
[Indicator 5 - fill where appropriate]				0					0					0					0	0
[Indicator 6 - fill where appropriate]				0					0					0					0	0

Project outcome two																				
More seamless transition from education to employment leading to better engagement opportunities for development and increased understanding of how to get into work.																				
Indicator	2016 (fill where appropriate)				2017 (fill where appropriate)				2018 (fill where appropriate)				2019 (fill where appropriate)				Project (total)			
	Q2	Q3	Q4	2016 (total)	Q1	Q2	Q3	Q4	2017 (total)	Q1	Q2	Q3	Q4	2018 (total)	Q1	Q2		Q3	Q4	2019 (total)
20% of participants move into work within three months of completing their education or training on the project		5	10	15	15	15	15	15	60										20	155
20 participants become ambassadors and deliver employment and education related sessions to young people in schools			2	2				4	4										8	20
70% of participants understand how to job search effectively		35	49	84	60	70	70	70	270										112	746
[Indicator 4 - fill where appropriate]				0					0										0	0
[Indicator 5 - fill where appropriate]				0					0										0	0
[Indicator 6 - fill where appropriate]				0					0										0	0

Project outcome	Indicator of change	Timescale
1 Participants will have better knowledge of routes to work resulting in increased confidence and understanding of how to access them.	50% of participants will report improved awareness of career and local employment opportunities.	Within one week of completing their personalised Action Plan.
	60% of participants will report improved awareness of statutory provision.	9 months after the participant first engages with the project.
	Of those reporting improved awareness of statutory provision, 30% will go on to engage with the provision.	9 months after the participant first engages with the project.
2 More seamless transition from education to employment leading to better engagement opportunities for development and increased understanding of how to get into work.	20% of participants move into work within three months of completing their education or training on the project.	By the end of the project.
	20 participants become ambassadors and deliver employment and education related sessions to young people in schools.	By the end of the project.
	70% of participants understand how to job search effectively.	3 months after the participant first engages with the project.

Indicator left blank as only three are proposed

Staggered by three months due to timescale

Does not start to be released until year two due to nine month timescale

Delivery staggered across the life of the project

## 5.5 Managing performance

During the course of our monitoring, we will review your progress towards achieving the targets and project outcomes. You will update your target and project outcome schedule throughout the delivery of the project. This ensures any targets not met in one quarter are redistributed throughout the project. The yearly tabs on your target and project outcomes schedule will allow you to report and review your actual figures against your targets.

When we compare your forecast and actual figures, we will make a judgement on how well your project is performing. For any given target (or group of targets), we will broadly apply the following benchmarks:

<b>Above 120%</b>	Over performance
<b>100% to 120%</b>	Performing
<b>90% to 100%</b>	Satisfactory performance
<b>70% to 90%</b>	Under performing
<b>Below 70%</b>	Unsatisfactory performance

It's quite possible you will over perform on some targets, but under-perform on others.

### Measuring performance

Performance can be divided into three types:

1. **Temporary** - This is where a target or group of targets is above or below forecast for a short period, or the extent of any under-performance is relatively minor.
2. **Consistent** - This is where a target or group of targets is above or below forecast for at least two or three consecutive quarters.
3. **Prevalent** - This is where a target or group of targets is above or below forecast over a long period, or the extent of any under-performance is significant.

The actions required to resolve any issues will depend on the circumstances. For example, a minor under-performance may occur over more than one quarter, but 80% delivery against one target over several months could be considered to be a consistent issue.

These categories will apply once we have a track record of your performance, as a pattern will not become apparent until you are two or three quarters into the project. However, we will still discuss any under-performance with you and will expect you to take corrective action to bring the project back on track.

### Dealing with under-performance

As well as updating your target and project outcome schedule, we will need you take steps to correct any underperformance.

The aim of managing under-performance is to:

- ✓ make sure staff and partners are clear about the performance issue. For example, identifying whether it relates to one part of the project or to everyone as a whole.
- ✓ identify causes of the under-performance and what you can control. For example, how the people who work for the project are



trained and how you are publicising the project to those it seeks to benefit.

- ✓ put in place an action plan that provides sufficient time and resources to allow for an improvement. For example, ensuring that any support has been acknowledged, arranged and communicated.
- ✓ create a clear audit trail of the actions taken. For example, the staff resources being supplemented. We expect confirmation in writing that progress and corrective action is being taken.

There may be occasions where the interventions above will not have the desired effect, or the extent of the under-performance is such that the ability of the project to meet the targets or project outcomes is comprised. Your funding officer will do all they can to provide advice and guidance, including sharing learning from other projects as it emerges. However, if the under-performance is consistent or prevalent, and several periods of corrective action are insufficient to remedy this, we may withhold or reduce payments or, in exceptional circumstances, we may have to withdraw the grant altogether.