

# **Evaluation of Time to Shine: Year 2 Interim Findings**

**Prepared by:**

**Andrea Wigfield and Sarah Alden  
University of Sheffield**

**September 2017**

## **Acknowledgments**

The authors of this report would like to thank: Lisa Fearn, Hilary Wadsworth and Rachel Koivunen of Leeds Older People's Forum who liaised with the research team and provided appropriate data and information. We are also grateful to Louise Warwick-Booth of Leeds Beckett University and Rosie Connell of Leeds Trinity University for their contributions to the fieldwork, and helpful comments on drafts. We further wish to thank the peer researchers and all of those involved in the Time to Shine programme who generously gave their time to participate in the research, including beneficiaries, local delivery partners and volunteers.

## Contents

1. Introduction and Background.....	5
1.1 Social isolation and loneliness.....	5
1.2 The Ageing Better programme.....	5
1.3 Out of the Shadows: Time to Shine.....	6
1.4 How this report is presented.....	6
2. Research Methods.....	8
2.1 Analysis of monitoring data.....	8
2.2 Analysis of baseline and follow up CMF survey data.....	8
2.3 Baseline and follow up interviews with stakeholders.....	9
2.4 Qualitative semi-structured interviews with beneficiaries.....	10
2.5 Focus groups.....	10
2.6 Case Studies.....	10
2.7 Peer researchers.....	11
<b>Part 1. Implementing and Delivering the Time To Shine Programme.....</b>	<b>12</b>
3. The Time to Shine programme.....	13
3.1 Introduction.....	13
3.2 Overview of Time to Shine’s main aims and outcomes.....	15
3.4 Theory of Change.....	16
3.3 Programme governance and structure.....	17
3.4 The commissioning framework.....	18
3.5 Monitoring and evaluation.....	19
3.5 Summary.....	21
4. Implementing Time to Shine and Delivery Approaches.....	23
4.1 Introduction.....	23
4.2 Developing the Time to Shine programme identity.....	23
4.3 Delivery Partner project approaches.....	24
4.4 Meeting the main programme ambitions through the commissioning approach..	34
4.6 The importance of approaches which engender meaningful relationships.....	46
4.7 Summary.....	47
5. Co-producing Time To Shine.....	48
5.1 Introduction.....	48
5.2 Co-producing Time to Shine.....	48
5.3 Summary.....	50
6. Capturing learning through the Test and Learn approach.....	52
6.1 Introduction.....	52
6.2 Capturing learning outcomes.....	52
6.3 Test and Learn.....	53
6.4 Summary.....	55
<b>Part 2: Time To Shine: Outcomes and Impact.....</b>	<b>57</b>
7. Profile of participants.....	59
7.1 Introduction.....	59
7.2 Survey respondents.....	59
7.3 Interview participants.....	64
7.4 Meeting set targets and the Five ‘Cs’.....	64
8. Social networks: isolation and loneliness.....	65
8.1 Introduction.....	65
8.2 Loneliness.....	65
8.3 Social isolation.....	67
8.4 Loneliness and social connectedness.....	69

8.5 Reducing loneliness and social isolation at the community level.....	73
8.6 Summary.....	74
9. Impact on well-being and physical activity .....	75
9.1 Introduction .....	75
9.2 Impact on well-being.....	75
9.3 Impact on Satisfaction with Life .....	75
9.4 Impact on physical activity: attitudes and behaviour .....	76
9.5 Well-being and physical activity: the qualitative data .....	77
9.6 Increased confidence.....	79
9.7 Summary.....	82
10. The Volunteer Experience.....	84
10.1 Introduction.....	84
10.2 Volunteer contributions to TTS.....	84
10.3 The benefits of volunteering .....	84
10.4 Supporting volunteers.....	86
10.5 Challenges of recruiting supporting and retaining volunteers .....	86
10.6 Summary .....	87
11. Programme Sustainability.....	88
11.1 Introduction.....	88
11.2 Seeking alternative funding.....	88
11.3 Building capacity .....	89
11.4 Facilitating sustainability through the use of volunteers .....	89
11.5 Upscaling successful projects which are self-sustaining.....	91
11.6 Embedding activities in wider systems change .....	93
11.7 Summary.....	93
12. Summary and recommendations .....	95
12.1 Summary.....	95
12.2 Recommendations .....	95
References .....	102

# 1. Introduction and Background

This report discusses the ongoing findings relating to Time to Shine (TTS), the Big Lottery funded Ageing Better programme running in Leeds, drawing on the monitoring and evaluation data gathered to date. It considers progress made in our understanding of what works in reducing social isolation and loneliness and how the programme is leading to change at the individual, local, and citywide level. This introduction and background provides a brief overview of what is meant by social isolation and loneliness, its prevalence in Leeds, and the health implications of the two conditions. A brief overview of the national Ageing Better and the TTS programme is then provided.

## 1.1 Social isolation and loneliness

There are different types of loneliness, often categorised as emotional loneliness (the absence of a significant other with whom a close attachment is formed, a partner or close friend) and social loneliness (the lack of a wider social network of friends, neighbours or colleagues) (Bolton, 2012:4). This report follows Cattan et al.'s definition of loneliness as *the subjective, unwelcome feeling of lack or loss of companionship* (Cattan et al. 2005:43). Some people feel lonely even though they have frequent contact with family and friends, and other people may have few social contacts but do not feel lonely. In contrast to loneliness, social isolation is generally viewed as an *objective* concept which involves counting the frequency and types of social contact with friends, family, neighbours and the wider community (Cattan, 2002:11). Both social isolation and loneliness are multidimensional; they can be transitory (i.e. at onset of retirement), or more persistent and longstanding. Experiences of each are also influenced by lifecourse, demographic, health and geographical factors.

Numerous research findings highlight the negative health and wellbeing implications of both loneliness and social isolation. Conversely, social participation has been found to help maintain physical and mental wellbeing in later life (Bolton 2012) alongside potentially reducing pressure on health and social care services (Windle et al. 2011), the latter has arguably contributed to its identification as a policy priority (DoH 2014). Due to the health and wellbeing implications of social isolation and loneliness it has been argued that they must be treated as a public health priority (for example, see the Campaign to End Loneliness).

In 2011 there were 232,120 people in Leeds aged over 50, with just over 13 per cent aged 80 and over. Among those over 65, 13 per cent described themselves as unpaid carers, 16.5 per cent lived alone and just over 10 per cent reported their general health as being either *bad* or *very bad*. It has been estimated that 15 per cent of people over 50 in Leeds are either socially isolated or lonely (<http://www.leeds.gov.uk/docs/Older%20People.pdf>), which is slightly higher than the 6-13 per cent range estimated for England by an evidence review carried out by Age UK (2014:4).

## 1.2 The Ageing Better programme

To help tackle social isolation and loneliness in later life The Big Lottery Fund developed the Fulfilling Lives: Ageing Better Programme (Ageing Better hereafter), with an investment of £78 million across 14 local authorities in England. Whilst each

locality is running its respective programme differently, all are working toward the broad set outcomes of ensuring older people (defined as over 50) are: less isolated; more actively involved in their community; more confident; and engaged in the design and delivery of the programme. A fifth outcome relates to the building of partnerships and system change across the programme as a whole. The 14 areas have also been asked to produce evidence which can influence future service provision through adopting a *Test and Learn* approach. Consultants, Hall Aitken, have been contracted by the Big Lottery Fund to provide training and support for each area, and Ecorys has been commissioned to evaluate the programme nationally, mainly through a quantitative survey referred to as the Common Measurement Framework (CMF), but also supported through a selection of qualitative research.

### *1.3 Out of the Shadows: Time to Shine*

The Ageing Better programme in Leeds is referred to as Out of the Shadows: Time to Shine (TTS hereafter). The programme began in April 2015, and is overseen by Leeds Older People's Forum (LOPF). TTS is funded for a total of six years, has a budget of almost £6m, and aims to reach around 15,000 people (of all ages) across the city. The overall vision is that older people in Leeds need not experience loneliness and isolation as an inevitable consequence of ageing, and the programme offers opportunities for fulfilment by breaking down barriers and building stronger communities.

LOPF, through TTS, supports the employment of programme staff and commissions services from external delivery partners. The former are involved in developing the broader aims of the programme around making Leeds a more age friendly city, and supporting engagement through training. The Delivery Partners (DPs hereafter) represent a mix of organisations which run different activities and interventions across Leeds. A list of current projects funded by TTS, with information on the target group and delivery model, is provided in Table 1) The DP activities are wide ranging and include running events, trips and activities in various venues (e.g. pubs, stately homes, the seaside), and also a range of centre based activities, including games, physical exercise, arts and craft, making food, singing, dancing, storytelling, visiting speakers, learning digital skills, or just simply meeting to have a drink and a chat.

Whilst all DPs are working toward the same broad outcomes, the service and delivery models differ with respect to the target group, and the level of support (i.e. individual, neighbourhood and city-wide levels). A more detailed discussion of the TTS programme, the anticipated outcomes, and the structure and governance is provided in section 3.

### *1.4 How this report is presented*

The first section (above) provides a brief overview of both TTS, and the Ageing Better programme. The second section gives information on the methods used to carry out the evaluation, sections three to six (part one) provide an overview of the TTS programme, considering the ways in which it is being implemented and delivered. Sections seven to ten (part two) provide a detailed overview of those who have participated in the programme, including an analysis of the outcomes to date. Section 11 then considers the elements of the TTS programme which have the capacity to become self-sustaining. Section 12 pulls together the findings to offer some specific

recommendations, to inform both the future strategic implementation of TTS, and more specific recommendations to inform commissioning of particular projects.

Detailed illustrative examples to support particular discussions are provided in boxes throughout the report. These refer to case studies either collected through programme led monitoring, or carried out by the research team as part of the local evaluation. As TTS is ongoing, this report focuses on informing the delivery process of the programme for the next two years. Although the legacy of TTS, beyond the funding end, is of paramount importance, this is not explicitly explored at this stage.

## 2. Research Methods

The research methods carried out to date, and which this report draws on, includes the following:

### *2.1 Analysis of monitoring data*

This includes an analysis of quarterly monitoring reports provided by delivery partners, containing information relating to the project beneficiaries and volunteers. It also considers supporting documents supplied by DPs, such as illustrative quotes from beneficiaries, test and learn examples, case studies, and documents produced by the programme team, including the logic model which outlines the programme's theory of change, and main programme level indicators.

### *2.2 Analysis of baseline and follow up CMF survey data*

Data from the baseline CMF survey (a total of 626 participants) was used to outline the profile of TTS participants at an early stage of the programme. The evidence relating to the results of the CMF survey was carried out at two timepoints: at the start of involvement (i.e. baseline), and either at the end of the intervention, or following a period of involvement (this varied across the different projects). Analysis of the survey data for those who completed both a baseline and a follow up was used to explore differences in outcomes following involvement in TTS. The number of participants who completed a full CMF questionnaire, meaning they were asked all questions, was 435. 187 people completed a medium questionnaire<sup>1</sup>, and two a short questionnaire (the follow up CMFs included a total of 179, including 37 medium and 128 full CMFs). The findings from these surveys are analysed in part two of this report to provide insights into the outcomes of the programme to date (the outcomes section provides further information on the questions used in the CMF to assess loneliness, social contact, wellbeing, and physical activity).

The analysis is based on responses from a sample of 179 older people who completed the survey at both timepoints and focuses on changes between the timepoints. The statistical summary tables presented in this report include: frequency (with or without the corresponding percentage), the mean (with the associated standard deviation) or median (with the associated interquartile range). We mostly report the median score, which is the value that divides the sample in two, with half of the values being smaller and half larger than the median value. The interquartile range is the corresponding measure of scatter: it represents the middle 50 per cent of the values in the sample.<sup>2</sup>

All statistical tests were conducted on the sample of respondents who provided data at both timepoints, however, for individual variables the number of valid responses is typically smaller than 179, because of missing responses. This means that the proportions based on gender, service type etc. will be slightly different (the numbers are included in the individual tests/tables. A decision was made to carry out analysis on all variables where individual categories reached at least 30; for this reason the

---

<sup>1</sup> The medium CMF does not include: the UCLA loneliness scale, life satisfaction scale, questions on activity involvement and perceived ability to influence things in the local area, and the WEMWEB mental well-being scale. The short questionnaire only asks basic questions on respondent characteristics and circumstances.

<sup>2</sup> For categorical scales such as De Jong, UCLA, WEMWEB and Social Contact, the median is reported.



following variables are only included in the baseline analysis: carer status, formal volunteer status, ethnicity, religion and sexual orientation (please refer to Alden and Wigfield 2016 for a more in-depth on the baseline data which was collected at that time).

The impact is evaluated in two steps: first we look at the number (proportion) of older people participating in the TTS programme who achieved a neutral positive outcome between the two timepoints, e. g. the proportion of older people who reported either the same, or higher levels of well-being on the SWEMWBS. We then analyse whether these changes are statistically significant. A statistically significant change is where we can confidently regard the observed change as not simply occurring due to sampling error (i.e. it is a 'real change'). The test used in this report is the Wilcoxon Signed Rank test, which analyses the difference between the baseline and follow up scores, taking into account the magnitude of the observed differences. Where available, we draw on national level data to contextualise our findings.

The data was entered into statistical software, checked, cleaned and then analysed. Data were analysed using IBM SPSS and the level of statistical significance chosen for this report is  $p \leq .05$ , that is, a statistically significant change is indicated by a probability value that is less than or equal to 0.05. In other words, we are 95 per cent confident that the changes reported here (for example, a change in the number of minutes older people spend each week being physically active) are not due to statistical error<sup>3</sup>. It is important to note that as the sample size is fairly small some changes, even if they appear to be fairly large, may not be statistically significant.

When discussing the impact of TTS on individual participating older people, we analyse the level of the change, the statistical significance of the change and whether different groups of participants have been affected differently by taking part in TTS. The groups compared include: gender, those with a reported illness or disability and age (this will only be discussed if the findings between groups differ)<sup>4</sup>. Evidence from the qualitative data is reflected on to demonstrate the interwoven benefits to participants.

### *2.3 Baseline and follow up interviews with stakeholders*

A total of three staff members involved at the programme level and seven representatives of DPs were interviewed at early stages of the programme (in November and December 2015) to explore their experiences around developing, setting up, and delivering the programme. Topics explored in the interviews included: the commissioning process; connections and capacity building; monitoring and evaluation; and achieving aims and objectives (including separate sub-sections on co-production and reaching beneficiaries) (see Appendix 1 for examples of interview schedules). A further 14 interviews were carried out between April and July 2017, including three from the programme team (one of whom was interviewed at baseline), and 11 representatives of DPs across nine projects (seven of whom were interviewed at baseline). The follow up interviews discussed: outcomes to date; learning; barriers; partnership working; what had and had not worked well; and specific issues about the

---

<sup>3</sup>It is important to note that we are unable to report with certainty that the observed changes are due to participation in TTS, as they may have been influenced by other, non-related events.

<sup>4</sup>As the overall sample size is fairly small, we have grouped demographic information into 2 categories, where possible. For example age group is groups as under 80 and over 80 years old.

TTS programme. Interviewees were asked to provide suggestions as to how the programme could be improved. Each follow up interview was adapted to ensure that themes identified during the first round of interviews were explored once again.

As not all DPs were interviewed, the information provided does not necessarily reflect the views of all TTS partners. These stakeholder interviews have been particularly useful in informing reflection around the implementation and delivery process of TTS, and have fed into recommendations around future commissioning.

#### *2.4 Qualitative semi-structured interviews with beneficiaries*

Interviews with eight<sup>5</sup> project beneficiaries were carried out to capture more in-depth information about their experiences of being involved in TTS. Each interview lasted approximately 45-60 minutes and was conducted face-to-face following a semi-structured interview schedule (See Appendix 1). Views were sought on: their motives for involvement; the nature of activities they engaged in; the impact the activities had; their experiences of loneliness; the opportunities they had for participation in design and delivery of the activities; any difficulties or barriers to their involvement; and any suggestions they had for improvement. The findings from these interviews were explored in some detail in the beneficiary report (Alden and Wigfield 2016).

#### *2.5 Focus groups*

Five focus groups were carried out in various locations across Leeds (three were held centrally, one in the Crossgates area and another in the Richmond Hill area), and representatives from 12 projects attended (this represented all except one of the projects originally funded by TTS (this did not include Small Funds, Digital Angels or the Supporting Wellbeing Project, due to initial delays in project start up). All focus groups comprised a mixture of participants across the TTS projects (three contained a mixture of volunteers and beneficiaries, and two were aimed at volunteers only). All focus group participants were provided with a £10 gift voucher, as a thank you for taking part. Peer researchers (older people living in Leeds) were trained and supported to facilitate the focus groups alongside an experienced researcher (discussed in more detail below). The focus groups discussed individual experiences of loneliness and their involvement with TTS, and also broader themes around how to reach isolated older people, what is meant by loneliness, and potential pathways into loneliness. As with the semi structured interviews with beneficiaries (see above), findings of four of the five focus groups were discussed in some detail in the beneficiary report (Alden and Wigfield 2016). For volunteers and beneficiaries who required support to attend focus groups, this was facilitated through covering taxi fare expenses and also through staff, volunteers and befrienders collecting and accompanying beneficiaries who needed support getting to the venue. For beneficiaries who spoke Punjabi, a bilingual peer researcher facilitated the focus group (for a focus group run as part of the Lychee Red Chinese Seniors Project case study, a Cantonese speaking peer researcher was present).

#### *2.6 Case Studies*

To date, five case studies have been carried out with the following projects: The Cara Project (aimed at older Irish people and involving a mixed delivery approach based on one to one support, and community development work); More than a Mealtime (older

---

<sup>5</sup> A total of 9 beneficiaries were interviewed, but the data from 1 interview was removed, at the request of the interviewee.

people based in Crossgates who are encouraged to share meals, either in a one to one or group setting); Lychee Red Chinese Seniors Project (an activity based project aimed at Chinese older people across Leeds); Small Funds (supporting projects aimed at different target groups and programme identified priorities) and Young at Arts (a citywide project aimed at encouraging socially isolated older people across Leeds to participate in art, theatre and dance). A sixth case study with the Sage project (which is providing a mix of one to one support, and awareness raising across the city) is ongoing, though some of the findings captured to date are included in this report. The case studies (contained in boxes throughout this report) are used to provide specific examples which link to the individual TTS outcomes (an individual report is also being produced for each case study). A summary description of each project which has taken part in a case study can be found in Table 1.

All the qualitative data from the above methods was audio recorded, then transcribed and analysed manually, looking for common themes and recurring issues. Appendix 2 provides a breakdown of the individual interviews; focus group participants and CMF responses received from each of the funded delivery partners. It is important to note that whilst stakeholders and interviewees were advised that they would not be named in the report, stakeholders in particular were advised that due to the unique nature of particular projects funded by TTS, that their individual project (and therefore themselves), may be identifiable; all stakeholders understood and accepted this. Examples of the focus group and interview schedules with beneficiaries, and interviews with stakeholders is provided in Appendix 1 (please note, that schedules sometimes differ, for example follow up interviews which asked questions related to baseline discussions. For this reason a typical example of an interview schedule is provided).

### *2.7 Peer researchers*

A total of 11 older people have been trained and supported to become peer researchers. They have commented on the focus group interview schedules, supported the facilitation of focus groups (alongside an experienced researcher), and will be commenting on a series of shorter reports to supplement this main report.

## **Part 1. Implementing and Delivering the Time To Shine Programme**

The first part of this report includes four sections which discuss the TTS programme, with a focus on its governance and strategic direction, and the design, delivery and evaluation processes. This part of the report is broken down into a number of sections; these are outlined below:

- **Section 3:** Gives an introduction to the TTS programme and provides an overview of the current DPs, the programme's main aims and intended outcomes, the TTS theory of change, the governance and structure of TTS and looks at the commissioning framework. A discussion of the monitoring and evaluation process is also provided.
- **Section 4:** Looks at how TTS is being implemented, and discusses development of the TTS programme identity. It also discusses the programme's commissioning process, with a focus on the types of approaches funded, and how this has facilitated some of the specific aims of TTS including: engaging target beneficiary groups; grassroots organisations; and links and referrals between projects.
- **Section 5:** discusses how co-production has been incorporated into the design, delivery and evaluation of TTS.
- **Section 6:** explores how learning outcomes are being captured in the programme, with a focus on the adopted Test and Learn approach.

### 3. The Time to Shine programme

#### 3.1 Introduction

This section describes the TTS programme in more detail, providing a summary of the main aims and outcomes, the theory of change which underpins the programme, the governance structures and the commissioning framework which was established to deliver the programme. Table 1 provides an overview of all the DPs funded by TTS to date, providing information on the main target group and delivery approach adopted.

**Table 1: Description of delivery partner projects discussed in the report**

<b>Project</b>	<b>Organisation</b>	<b>Main target group*</b>	<b>Delivery approach</b>
<b>Cara Project</b>	Leeds Irish Health and Homes are working with older people of Irish heritage, with staff and volunteers visiting people in their homes and supporting them to re-engage.	BME: Target of 50% Irish men	Citywide, community development, mixed model
<b>Digital Angels</b>	Age UK, assist older people to get online to increase skills and independence	Older people in South Leeds	South Leeds, Mixed model
<b>Leeds Community Connect</b>	Rural Action Yorkshire is working with local rural communities to ensure available assets are developed and strengthened to become a place where older people will come together on a regular basis.	People who live in rural areas in North Leeds	Local based, community development, mixed model
<b>Lychee Red Chinese Seniors' Project</b>	Health for All is connecting older Chinese people through developing two new projects around food and dining, supported by a team of volunteers from local Chinese communities.	BME: Chinese people	Citywide, group and one to one model
<b>More Than A Mealtime</b>	The Cross Gates and District Good Neighbours' Scheme is matching members of the community with volunteers who will go visit them and share a meal and the project is bringing people together for a meal at a local restaurant,	People who live alone and/or bereaved	Local, group and one to one model
<b>Raat Di Roti</b>	Touchstone Sikh Elders is connecting Punjabi-speaking families with Punjabi-speaking isolated older people to foster cross-generational relationships through sharing an evening meal.	BME: South Asian, Punjabi-speaking people	Citywide, one to one and group model
<b>Sage</b>	Partnership of Yorkshire MESMAC and Age UK Leeds delivering bespoke services for older LGBT*Q people city-wide and offering awareness training to organisations across the city.	LGBT people	Citywide, community development, mixed delivery
<b>Small Funds</b>	Leeds Community Foundation, Supports local organisations to address social isolation	To date includes: men, carers, dementia. Also promotion of	Citywide, either one to one or group based.

		relationships/ communication	
<b>Supporting** Wellbeing</b>	Various partners (Age UK, Crossgates Good Neighbours Scheme, Health for All, OPAL (with MAEcare), Bramley Elderly Action), Connect with professionals such as GPs, memory support teams, community matrons and more, to reach people who are in need of that extra level of support.	Frail older people with health and mobility problems	Citywide, one to one model
<b>Time To Shine BME Network</b>	Health for All is designed by older people themselves, to ensure that these crucial connections are culturally appropriate, sensitive to their specific needs and provide a range of activities.	BME: South Asian people	Citywide, group based model
<b>Seniors' Network AGE</b>	Action for Gipton Elderly is connecting isolated older people in the Gipton area, using an Asset Based Community Development model.	Isolated older people in Gipton	Local, community development, mixed model
<b>Street Links</b>	Richmond Hill Elderly Action programme, following an Asset Based Development approach, aims to regenerate that sense of connections by inviting local people to become "Street Agents."	Isolated older people in Richmond Hill	Local, community development, mixed model
<b>Walk With Me</b>	Feel Good Factor, project matches volunteers with residents of Chapeltown, Chapel Allerton, Meanwood and Scott Hall to help older people to get out of their house and become visible again.	Older people who struggle to get out of the house in local area due to limited mobility	Local, one to one and group model
<b>Walking With Confidence</b>	Age UK Leeds is assisting people, through volunteers to get out to their local shops, pub, post office or community centre and not be confined to their four walls.	Older people who struggle to get out of the house due to reduced confidence	Citywide, one to one model
<b>Young At Arts</b>	Yorkshire Dance and the Leeds Education Arts Forum (LEAF) are encouraging people to participate in art, theatre and dance.	Older people who are isolated (e.g. care home settings)	Citywide, mainly group model

\*Most projects have a main target group, but also welcome others, for example the Cara project welcomes women

\*\*This is considered through CMF data only, as a relatively new project, no qualitative fieldwork has taken place.

### 3.2 Overview of Time to Shine's main aims and outcomes

The TTS programme aims to achieve four main outcomes:

1. Each year beneficiaries report that they are less isolated as a result of a project intervention.
2. Project beneficiaries feel confident and able to participate in their communities by 2021.
3. Older people have been actively involved in managing, designing, delivering and evaluating the project. This provides quality evidence and influences system change.
4. The wider partnership will expand each year and will work better together to coordinate services and support for isolated older people.

Following initial consultation at the programme proposal stage with a range of older people, carers, community workers and decision-makers across the city, it was decided that TTS would target specific sub-groups which were identified as particularly vulnerable to social isolation and loneliness, these include:

- People who struggle to leave their home due to: disability, dementia, physical or mental ill-health and caring
- People coping with bereavement
- People with specific cultural needs relating to ethnicity, religion or belief, or sexual orientation
- People who are in poverty.

The programme offers funding to projects focussed on those most likely to experience isolation and loneliness within these groups including: older men; Lesbian, Gay, Bisexual and Transgender older people (LGBT), Black and Minority Ethnic (BME) older people; and older people with learning disabilities. A Smalls Fund project has been set up and commissions projects which specifically target particular groups, such as carers and people living with dementia. It is also commissioning activities based on some of the wider issues identified, such as projects which focus on transport.

Alongside specific outcomes, the programme team, who are leading TTS, are *particularly* interested in capturing a greater understanding of *what works*, both in terms of the activities delivered, and the process by which the programme overall and the individual commissioned projects are run. This approach aligns with the Big Lottery Fund's *Test and Learn* approach which is being encouraged across all 14 programmes. This approach helps ensure that any gaps in provision can be identified, and that these can be addressed in future commissioning rounds. The test and learn approach can also help inform ongoing projects identify the most appropriate service delivery model, or the most effective ways to reach particular groups. To assist the process driven element of the project, DPs are asked to be reflective of the process, and provide test and learn case studies. A programme manager meets with DPs every 3 months to discuss progress.

All projects, as with the TTS programme overall, are expected to work toward an asset based approach, whereby older people's strengths and contribution are recognised. The TTS programme has an activity strategy, referred to as the *five C's*, which is split into five broad areas, which include: Catalysts, Connections, Creating Support, Capacity Building and Co-production (two other strands have recently been

added, Collecting Evidence and Changes, both of which will be considered in a later report). Appendix seven describes the five strands in more detail and provides examples of how TTS project outcomes are contributing to each domain (these outcomes are also discussed in more detail later in the report).

### *3.4 Theory of Change*

As with all Ageing Better programmes, the TTS programme team were required to develop a logic model outlining the programme's Theory of Change at the outset. Organisations applying for TTS funding were also asked to produce a logic model for their individual projects as part of the application process. As the theory of change was developed at the proposal writing stage and before TTS commenced, the original logic model was recently revisited, with the test and learn approach being instrumental in guiding reflection on this (the TTS logic model can be found in Appendix 5).

A number of issues emerged when revisiting the original logic model. Firstly co-production guided the design of TTS, but is only explicitly referred to in the theory of change with regard to the local evaluation, and not when discussing other elements of the project, such as its delivery. Secondly, there is now a greater understanding among the programme team of the importance of collecting evidence and the need to focus more on the achievement of change within the activities section, so activities have a more explicit focus on how they are both meeting the main TTS outcomes, and contributing to learning to inform future commissioning. For this reason, the programme activities category have evolved over time, for example there were initially five categories which related to the activities to be run as part of TTS, but this has recently increased to seven, to ensure that sufficient evidence is collected and changes (these additional categories will be explored in the next report). Thirdly, by reflecting on the theory of change, some smaller, administrative changes have also taken place to aid clarity (including substituting the word project for programme, clarifying that the target of reaching 15,000 people refers to all populations, and not just older people who benefit from the programme, and also that assessed outcomes relate to beneficiaries who complete a CMF, and not all beneficiaries).

Fourthly, the programme team are currently in discussion with the funder to establish ways of updating the wording of the programme outcomes, indicators, levels and timescales, which inform the theory of change, so it more accurately and realistically reflects the aims, outcomes and intended impact of TTS. For example it has now been agreed among the TTS programme team and wider core partnership that the target of 85% of beneficiaries recording reduced levels of loneliness as a result of the programme was over ambitious and is an unrealistic target. The team are currently in the process of changing the wording to reflect that this refers to CMF completions and express that rather than reducing isolation, the target also takes into account those whose isolation has not increased over time. With regard to the evaluation, the older people working to support this will now be providing a more diverse role than originally planned, with inclusion of volunteer listeners, alongside peer researchers. This is because there was an original outcome of recruiting 10 peer researchers a year to carry out focus groups, but on reflection, it would be more beneficial to train volunteers to carry out a broader range of roles (this is discussed later when we focus on evaluation). It has further been agreed that an initial annual survey of involved stakeholders be changed to reflect the more qualitative data being collected through the case studies and interviews. This provides an example of how the outcomes and

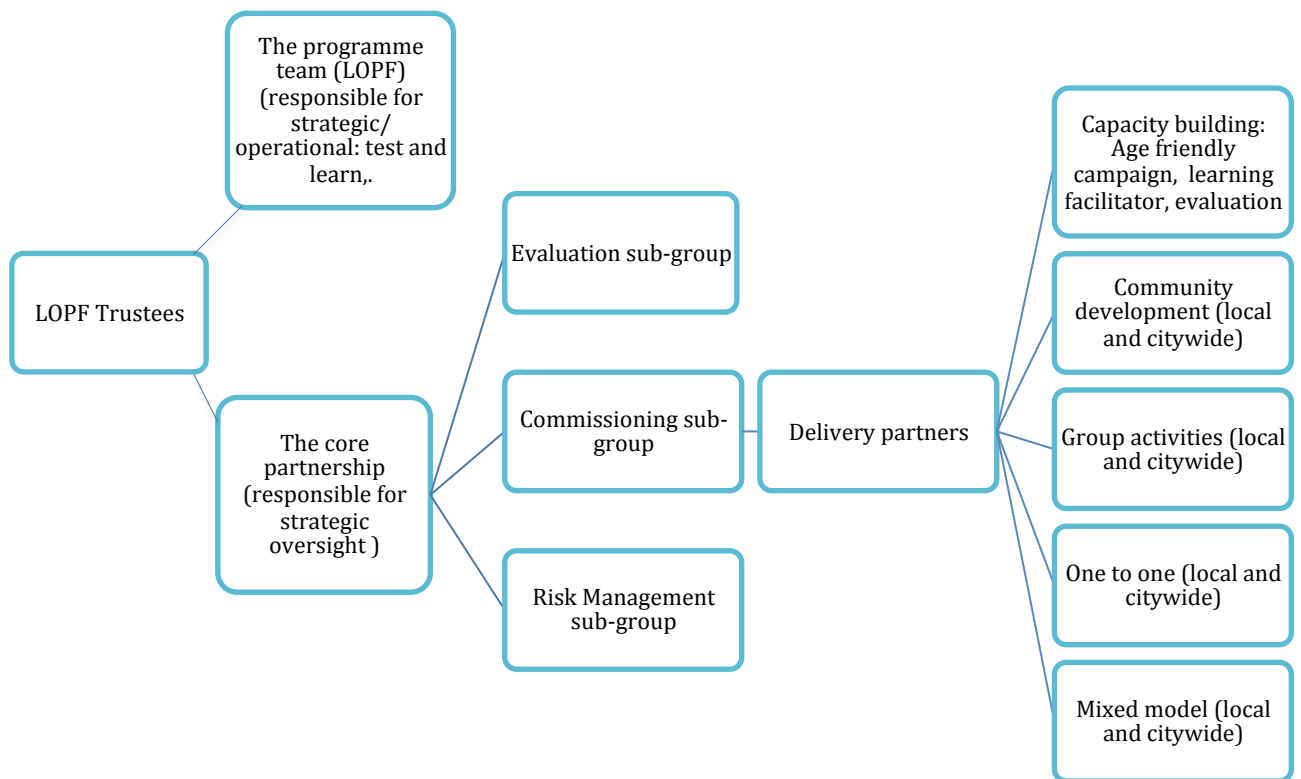


processes of TTS is evolving across time, to take account of ongoing learning. It is still fairly early days, and specific changes are currently undergoing discussion with the programme funder.

### 3.3 Programme governance and structure

The TTS programme has specific structures in place to support achievement of its intended outcomes. Some of these, such as adopting a Test and Learn approach, forming a Core Partnership, and evaluation of projects through a CMF, are required at the national level, across all 14 programmes. At the local level, the TTS programme has designed its own unique commissioning model to help deliver its outcomes, which is discussed later in the report. The programme has also adopted unique strategies to implement the national requirements, such as developing 21 local led Test and Learn questions (see Appendix 6). An overview of the structure of the TTS programme, including its governance and the types of interventions being run to achieve the outcomes, is provided in Figure 1.

**Figure 1: Time to Shine programme structure**



#### ***The core partnership and subgroups***

Whilst the evaluation team did not explicitly gather feedback on the current governance structure of the TTS programme, it is useful to briefly review here for clarification purposes, particularly as the strategic governance impacts on the design, delivery and evaluation process (also, see Figure 1). The Core Partnership and subgroups are responsible for decisions which impact on the projects that are commissioned. The role of the Core Partnership is to steer TTS at the strategic level; it has a mixed membership across the public, academic, private and third sector. As relatively few members of the Core Partnership were interviewed for this report, we

are not in a position to give specific recommendations relating to it or its respective subgroups. But suffice to say that for those who did discuss the core partnership, all agreed that it has worked well so far, bringing together people from a range of sectors, all of whom are committed to giving time to help TTS become a success. To support the work of the Core Partnership and the running of the programme, three sub-groups were initially set up: evaluation; risk management; and commissioning. Whilst the commissioning and evaluation subgroups were felt to be working well, the risk management group has since ceased operating, with some elements being incorporated into the evaluation sub-group.

### ***Delivery Partner Workshops***

Delivery partner workshops are held around every two months to support those delivering projects, and also to provide an opportunity to network, learn from each other and feel a part of something bigger. The opportunity to meet and talk with other DPs was viewed as particularly valuable for the projects supported through Small Funds, who are not otherwise in direct contact with the programme team. The delivery partner meetings have been re-shaped across time and in general, those interviewed found the meetings a useful way to meet and learn from others. They particularly appreciated discussing broader topics, such as commissioning. Perhaps due to the diverse range of organisations involved in TTS, responses on the usefulness of these workshops have been mixed:

*Some [colleagues] found them useful, the last one somebody went to it was a review of commissioning, which they found useful, but others have been less useful, maybe it has been less relevant to their particular project, its difficult as there are a lot of projects, of different types and sizes, and trying to find something relevant to everybody is not always easy (Delivery Partner).*

The DP meetings were also felt by some to be an important conduit through which to raise awareness; this proved particularly useful for a citywide organisation:

*Through LOPF meetings, there has been real engagement with other providers working on TTS projects, been real engagement in terms of [raising awareness of older LGBT needs] across the projects (Delivery Partners)*

Whilst time is an issue, feedback suggests that the DP workshops are an important element of TTS, particularly through bringing DP partners together and cementing their role as part of a larger programme (the identity of TTS at the programme level is discussed later). One DP also explained how these workshops could also be utilised to make sure learning is shared at the end of projects, as well as during the process of delivery:

*It would be interesting if we had a meeting when all the projects finished and we are given an overall view, so we can see the learning that has taken place at the broader level...maybe we need to start to understand why some work and some don't, good for organisations involved in projects to know about different models, what to fund' (Delivery Partner)*

### ***3.4 The commissioning framework***

The specific approaches adopted for the TTS programme were developed following a seven month initial consultation period. This essentially shaped the strategy of TTS,

which resulted in the programme taking on a chiefly commissioner role, aiming to fund a relatively large number of projects delivered by external DPs across Leeds. Along with the target groups identified (discussed in subsection 3.2), specific intervention categories were developed and potential funders were required to offer projects which met one of these. The categories include: Social Opportunities (including culture and arts), Seniors' Network; Seniors' Network BME; Walk Together; Older LGBT; Community Development; Small Funds Provider; Digital Inclusion; and Dinner Dates. Each category had differing resources allocated, and some, such as Walk Together, Dinner Dates and the Senior Networks' had more than one project funded within that category. Others, such as older LGBT, Digital Inclusion and Small Funds were awarded to one organisation. The activities offered within these categories are varied and numerous, and an overview is provided in Table 1.

Initially, the decision was taken to fund nearly all successful projects for a period of two years, with a few awarded funding for the full duration of the programme (six years). The test and learn approach adopted within the programme is evident when we trace the progress of the commissioning model within TTS where, following feedback, together with the belief that more learning could be captured over a longer time period, some projects have had contracts extended. Two projects, More than a Mealtime and Community Connect, have been awarded new contracts to pilot their respective models in different geographical areas of Leeds. This type of *upscaling* is an important way of testing what works, and can contribute towards both system change and sustainability (this is discussed in more detail later).

### *3.5 Monitoring and evaluation*

Ongoing monitoring and evaluation (M&E) is an important way of ensuring the learning from TTS is captured and the test and learn approach is applied. It can also contribute towards system change in the longer term. To this end TTS has employed a full time M&E officer, and as with all Ageing Better areas, has resourced an independent local level evaluation. The programme also set up an evaluation sub-group, which meets every quarter to discuss elements of TTS specific to both achieving and measuring outcomes. It needs to be borne in mind that TTS inevitably needs to satisfy funder requirements, particularly in relation to completing CMFs, so it is important to think about how ongoing M&E at the local level can satisfy this, yet at the same time gather the data it needs to meet local outcomes.

There have been challenges, at least initially, particularly in relation to monitoring and evaluation fatigue, whereby some DPs felt the M&E requirement was disproportionate to the staff and resources they had to run their project. This issue was exacerbated by the fact that DPs were also struggling to work on other aspects of their project, such as capacity building, and providing appropriate support to the most vulnerable beneficiaries. With regard to the latter, it was pointed out by some DPs that more time needs to be factored in to ensure those who require more support to complete CMFs can be offered this. It was also suggested that the M&E requirements need to be made clearer to potential DPs in future commissioning, including clarity about what is needed and when, as this could help planning in terms of completing CMFs, and avoiding the need to ask beneficiaries and volunteers to do too much at once. This latter point is a reminder that the programme must also be mindful of monitoring fatigue on the part of volunteers and beneficiaries:

*[We] got to the stage where [the project worker] managed to get people filling [the CMFs] in...but then the evaluation kicked in, it was like, oh, we have just persuaded people to fill these in, then we are going to ask them to do two focus groups (Delivery Partner)*

Ultimately, it is necessary to explain to all involved at the outset the status of TTS as a test and learn programme which is research focused. Whilst M&E fatigue may remain an issue, setting out clear parameters at the outset will ensure DPs are aware of what they are getting involved in:

*I was a bit unclear about the research element of the project...it was unexpected that the heart of it is research, and not just delivering (Delivery Partner)*

*We didn't factor in the monitoring and contract meeting commitments, emails etc. on top of the one day a week post, it was challenging, when you bid for money it is a learning curve, we needed to put in for annual leave and time for meetings, also getting people on board with focus groups, it takes time out of work (Delivery Partner).*

*It [TTS] needs to do a better job of making it clear it is a research project, it is hard to communicate as that is not sexy (Programme Team)*

A particular challenge is measuring the impact of smaller projects, particularly those supported by the Small Funds project. In some cases these organisations have limited capacity to produce the required reports. In other cases they are not experienced at writing up outcomes in the required way. There were examples of the Small Funds project assisting organisations with some of these tasks, but as this level of support was not necessarily factored into the Small Funds staff resource, there is a limit to which this support can be offered.

A more general challenge raised related to the quantitative data being collected through the national CMF. Staff of different DPs took different approaches to the task of completing the CMF's, with one stating they read the CMF as a *script*, advising the older person that they would have the chance to ask questions at the end. Whilst another referred to spending much longer with the older person, allowing them time during completion for reflection:

*Some of the questions are painful for the older person; I can't just ramble through it...if they say 'yes, I feel empty' (Delivery Partner)*

One DP who felt confident asking the CMF questions suggested that others who are less confident or have less experience may need additional training and support. This could come from the: TTS programme team; local evaluation team; consultants, Hall Aitken; or a combination of these.

Although completion of the CMF is an important national programme level requirement it was also pointed out by one of the TTS programme team members that it is important to ensure that this element of TTS does not take place to the detriment of the overall vision of the programme:

*We don't want it to be totally dominated by projects that generate more CMFs, I feel TTS should be led by its vision, not the evaluation (Programme Team)*

In line with the above quote, another stakeholder also felt it was important that the Big Lottery Fund communicated to both the programme team and to individual DPs how they are utilising the data collected, so that DPs can see what contribution the CMF returns have at a broader level. A suggestion from one stakeholder is that Ecorys, the national programme evaluator, pull together an interim evaluation relating to what is working for groups of people in different situations nationally.

Alongside completion of the CMFs, one of the other key M&E challenges, identified by many involved in TTS (the DPs, programme team, beneficiaries and volunteers) is that the most isolated who are being reached by the programme are not necessarily being captured through either the national or local evaluation:

*The really socially isolated are not coming to focus groups or steering groups...we need to speak for people not attending focus groups, how do you reach them (Delivery Partner)*

Focus groups carried out for both the Cara project and a smaller befriending project supported through the Small Funds, demonstrated the challenges of encouraging socially isolated beneficiaries to attend. Both these focus groups had participants who were accompanied by their befrienders, as they lacked the confidence to attend alone. Some progress has been made in this area: case studies have been submitted by many DPs and these have gone some way towards providing richer information around some of the most socially isolated beneficiaries. Furthermore the qualitative analysis shows that there have been some inroads into reaching the isolated and lonely (discussed in Part 2 of this report).

Some of the stakeholders suggested that the TTS programme may well be able to learn from good practice around involving the most socially isolated in the evaluation and monitoring of the programme from some of the other Ageing Better areas. However, it was recognised that time would play an important factor here, with DPs unlikely to be able to spare the time to travel to other Ageing Better areas to capture learning:

*I worked for [name of organisation] ...there were ways of getting together so we could exchange and learn from other people's experience of working in a different city, I feel we are not getting that with this programme...I feel there is nothing quite like talking to people working on different programmes...Also what can be learned from the other programmes...its time and money (Programme Team)*

In fact, DPs were invited to an event held in a different Ageing Better area which discussed progress to date, but unfortunately none were able to attend. Finally, it was pointed out that TTS itself has potential learning, particularly in relation to the local and national evaluation, which could be shared with the wider Ageing Better programme. There were comments from stakeholders around the lack of flow of information between the local and national evaluations particularly in terms of the understanding and use of concepts such as co-production and test and learn. It was also suggested that the national evaluation should take more advantage of local experts.

### 3.5 Summary

- Alongside specific outcomes, TTS are particularly interested in capturing a greater understanding of *what works*, through embracing a test and learn approach. This is

achieved through DPs being asked to reflect on the process and provide test and learn case studies. A project manager meets with DPs every three months to discuss progress, and is also instrumental in guiding changes to the Theory of Change

- At the local level, the TTS programme has designed its own unique commissioning model to help deliver its outcomes, which includes commissioning a number of external projects, alongside internal workers involved in more strategic initiatives relating to making Leeds an age friendly city, and promoting system change across the city through learning support.
- The projects are aimed at a range of target subgroups and include a mix of one to one, group delivery and community development at both the local and citywide level (with many running a mixed delivery service model). The duration of funded projects has adapted based on the learning captured to date that some project models either needed extra time to embed, or were suitable for piloting elsewhere
- Governance of the programme is directed by a Core Partnership, which has a mixed membership across the public, academic, private and third sector.
- Overall, delivery partner workshops provide an opportunity to meet and learn from other DPs, and also provided a conduit through which to raise awareness of individual projects.
- Feedback suggests that the M&E requirements have been challenging for some, with a few reporting it as disproportionate to the staff and resources they had to run their project. For this reason it is suggested that the M&E requirements are made clearer to potential DPs in future commissioning, including clarity about what is needed and when, as this could help planning.
- Some DPs are taking different approaches to completing CMFs, with some reading it out like a script, and other providing more support during the process.

## 4. Implementing Time to Shine and Delivery Approaches

### 4.1 Introduction

This section focuses on how the implementation of TTS is contributing towards achieving the programme's main anticipated outcomes. It includes a discussion around: how TTS is developing at the programme level, the overall commissioning model, and considers different types of delivery approaches adopted by the DPs. The section then explores the extent to which the commissioning approach has facilitated: a) engagement of the target beneficiary group of socially isolated older people; b) an involvement of older people and the wider community; c) engagement of grass roots organisations; d) links and referrals between TTS projects and the wider community. The section ends with an exploration of the time period the commissioned projects are funded for and the implications of this, together with an examination of the extent to which the approaches facilitate meaningful relationships.

### 4.2 Developing the Time to Shine programme identity

To maximise its reach, and therefore impact, the stakeholders interviewed recognised the importance of TTS becoming recognisable at a programme level, with one stating that they hoped TTS would become *bigger than the sum of its parts*, and another iterating that *a programme is not the same as a set of projects*. Embedding TTS as a recognisable brand and buying into its intended outcomes was viewed by some as an ongoing process. Alongside promoting funding and resourcing a range of organisations, the TTS programme team carry out a number of activities to raise awareness. For example TTS has developed a strong social media presence, operates a regularly updated website, sends out regular newsletters to members, and both the programme overall and the individual TTS projects have had stories printed in the local press. Events have also been hosted, including a Playhouse Celebration and project level events, such as Leeds Pride, and an accessible booklet, outlining all the TTS projects, was produced. Some of the programme team roles around learning development and the age friendly coordinator contribute to the TTS brand identity, by connecting with a range of organisations across Leeds. Some broader initiatives, such as Jo Cox's commission on loneliness, have been seen as potential platforms for which TTS can work with, and in fact, the programme has already engaged with this through social media.

The TTS beneficiary report (Alden and Wigfield 2016) highlighted that some beneficiaries and volunteers had a greater understanding of the individual TTS projects that they were involved with, and were not always aware of TTS at the programme level. Some DPs employed within larger, more established organisations reported that beneficiaries tended to be more familiar with the delivery organisation, and thus were more likely to remember that.

*It is not identifiable like [refers to a national level organisation based in Leeds], I don't feel we have hit it yet...Part of it is that some people don't care about the funder or larger context, they are just going to the thing they like (Programme Team)*

*There are various layers, how much relevance does it have to [the participant] who holds the money for it (Delivery Partner).*

A few pointed out that older people themselves (including beneficiaries) just see TTS as another logo:

*I am not sure if local people know about TTS, I am TTS, I am part of [the funded organisation] and [the TTS] project, you try telling someone who isn't in the know all of this, they will probably say 'yes, I understand' but a lot of people in the street, they don't know (Delivery Partner)*

Whilst some of the stakeholder interviewees felt that TTS has become more recognisable, they suggested that this has only been with specific audiences:

*The extent to which TTS is viewed as a recognisable programme citywide depends on who you talk to...I feel TTS has a good infrastructure, inevitably in any system, some aren't in it (Programme Team)*

In fact, the general consensus among stakeholder interviewees was that TTS was becoming more recognisable with stakeholders across the city:

*I feel there is more recognition with professionals, but not so much older people themselves (Delivery Partner)*

*I think [recognition] is better at the strategic level (Programme Team).*

Some of these marketing challenges are the inevitable result of funding a number of projects run by existing delivery organisations, but will likely be overcome with time as TTS continues to become embedded across Leeds. Although as one of the programme team stated, additional media attention could help speed up this process:

*I am not sure if the logo or name is recognised across the city...I wonder if it needs more media attention (Programme Team)*

Overall, a number of useful points were made, and suggest the TTS brand may gain traction through longevity and through continuing to promote the brand. For example some DP partners referred to the organisation they worked for as being well known due to building up a brand identity over several years.

#### *4.3 Delivery Partner project approaches*

Based on the information provided by DPs during interviews, many appeared to be offering a mixed tiered intervention model (i.e. offer at least two types of support, including one to one, group, or community development work), even if this was not necessarily planned in the DP's original funding bid. For example Asset Based Community Development (ABCD) projects such as Community Connect, Streetlinks and A.G.E (See Table 1 for an overview of these projects) stated that they were offering informal one to one support, alongside group based activities, though the former had not necessarily been factored in to their original delivery plan. This was also the case for group based activity projects, such as the BME Elders Network. Other projects which offer a mixed delivery model include More than a Mealtime and Digital Angels, where delivery includes group based activities, alongside individual level support and elements of community development (whereby partnerships are being developed in the respective target areas). Other projects, such as Cara and Sage, deliver a mixture of one to one support with community development work, and may also get involved in developing wider group based activities.



Projects such as Young at Arts provide personalised support, but this tends to be in a group setting. Projects based on increasing physical activity, such as the two walking projects (Walking with Confidence and Walk with Me), have both adopted a befriending model, though these were set up as time limited projects, with the aim being to encourage isolated older people to get out more in their communities. Raat Di Roti also follow a one to one model of support, and whilst not labelled as befriending, this was based on support in the home (with a volunteer either cooking for the older person in their own home, or in the older person's home). The smaller projects supported by Small Funds, up to a maximum of £10k, have to date focused on a specific target group of older people and are more likely to provide either one to one support or group activities.

Whilst the mixed types of support offered within individual projects made identification of particular models difficult to unpick, it is nevertheless viewed as a positive element of the programme, particularly where particular activities, or individualised support arose in response to need identified during the delivery process.

We now explore the different approaches to delivery taken by the TTS projects in more detail looking at: Individual support versus group based support; local versus city wide delivery; community based development approaches; mixed tier project approaches; and informal approaches. The final section discusses the project funding duration, as this topic encouraged much discussion among stakeholders. Initially most projects (aside from Sage and Small Funds) were funded for two years. The discussion focuses on this initial commissioning decision, but also provides a more general discussion on the time it was felt needed to embed particular types of project.

### ***Provision of individual level support***

Ensuring the most isolated engage with TTS is particularly challenging and meeting this target has been identified as a risk at the programme level:

*There is no such thing as 'social isolation light', and it often comes with other conditions (Delivery Partner)*

In order to engage with those most socially isolated it is essential that one to one support is provided, alongside more general capacity building and activity based projects. Indeed stakeholders, volunteers and beneficiaries all concurred in the interviews and focus groups that one to one support is necessary to engage some groups of older people. Furthermore, some interviewees pointed out that some individuals are not interested in group led activities, and at least initially, they just require support to get them out of the house:

*Some just want to go to the local coffee shop, or catch up with local people in a supermarket café, or just get some fresh air, or support to eventually use a bus independently (Delivery Partner)*

In fact, it was felt by some interviewees that group activities will only have partial success for particular target groups of beneficiaries, including those most isolated, unless they are supplemented by more individualised tailored support:

*Group activities] tend to focus on those who already have the confidence, it is not sufficient without teaming it with individualised support, certainly if we are looking to*

*engage the most isolated, which in turn tends to be those with the most complex needs (Delivery Partner)*

It is also important to note that projects which require less staff input, or provide group activities may only be suitable for older people who are fairly mobile, and able to get to the venues. For example people involved in the More than a Mealtime Shared Tables initiative are required to be independently mobile:

*[Beneficiaries] need to get to the venue and toilet independently...they also need to order and pay for food (Delivery Partner)*

A few interviewees also referred to particular subgroups, such as men, who are generally less willing to take part in group activities. For example one interviewee advised that Chinese men viewed group activities as being *for women*. However, it needs to be borne in mind that TTS has a number of groups running which have men involved, and their involvement appears to be determined by the activity on offer rather than if the activity is group based. For example men are involved in group meals, card games, and attending digital skills training. Similar results were found in an evaluation of Age UK's fit for the future programme, where older men were less likely to engage in certain group based activities but did get involved in group based projects based around football and gardening activities (Wigfield et al. 2014).

It is important to also note that in some cases wider factors, beyond the control of TTS, can impact on an individual's ability to take part in activities, with participants (both beneficiaries and volunteers), referring to the closure of day care centres meaning it is more difficult for older carers to take a break from caring roles to participate in activities for themselves. Indeed providing one to one support for carers can be invaluable, as they may not otherwise not get a chance to talk to someone apart from the person they care for. Other, wider level issues were also referred to, such as continued third sector funding cuts.

Whilst there was debate through the interviews and focus groups attended by volunteers as to how long it might take to encourage a socially isolated person to start participating in their community, many stakeholders, volunteers and beneficiaries felt that one to one support could provide a stepping stone towards encouraging those who lack confidence to get more involved in their community:

*I feel confidence is an issue... if you go to a group with them a couple of times they may go, but won't choose to go alone (Delivery Partner)*

*Getting people out of the house is very difficult without some sort of support in the first place, someone who is isolated, they are isolated for a reason ... [We] need to ensure they build up confidence; otherwise plenty of people will still be indoors. There are plenty of social groups in my areas and clubs, plenty to do, but you have got to get people there first, [there is] definitely a need for a befriending type thing (Delivery Partner).*

For some of the neighbourhood led ABCD projects, one to one support took place on a more informal basis, though it was often community focused in so much as the aim was to encourage people to eventually take part in the activities on offer in their local area. For this reason, this type of one to one support was, more designed around providing short term support:

*There are bits of informal support, a few people have a lift, some are poorly, if people are struggling or don't turn up or need help, some get a lift if they can't get a ...this is the community 'looking out for each other' (Delivery Partner)*

Another ABCD programme representative explained that the volunteers carry out one to one support, alongside arranging group and community activities:

*If people fall by the wayside the [volunteers] will do a bit of one to one. A few who are socially anxious may prefer one to one, so it is an informal network, someone will check if a person hasn't come for a few weeks, if they don't know why' (Delivery Partner)*

However, it was suggested by two DPs that some socially isolated older people may need one to one support on an ongoing basis; this is particularly so for those who lack confidence to go out alone due to mobility or other health issues:

*It can be frightening [going outside] if you have mobility issues, if a person has mobility problems, there is always going to be a barrier, so having befrienders to help with transport, just to get them to the social groups (Delivery Partners).*

Another DP similarly suggested the need for one to one services such as befriending to be provided on a long-term basis, referring to people who may not wish to take part in wider activities at any point:

*I know befriending isn't often funded, but I think it is often what older people are asking for...many ask for people to spend time with them and talk to them, I think that is needed (Delivery Partner)*

Whilst this level of on-going one to one support might be needed by some, it is important to think about how this type of intervention can be used to enable an older person to gain more confidence and get more involved in wider activities in the longer term, particularly as this relates to one of the main programme outcomes:

*I feel that one to one work is time intensive, and not sufficient to prevent social isolation, you also need to encourage the person to take part in activities (Delivery Partner)*

Due to the time limited nature of the one to one support provided by projects who followed this approach, some DPs reported that in some cases the support was not provided for a long enough period of time. In a few cases, the DP took the decision to continue even though the support period had come to an end. It will always be difficult to predict the amount of support that is needed, as this will essentially change according to experiences of the individual. The key is that at some point the individual support can be withdrawn and individuals are more able to interact in wider community activities, or are at least signposted to other appropriate services.

Building on the point made by the above DP another issue that is more challenging to resolve is that one to one support is more resource intensive than running activities in groups:

*Some of the clients need intensive support, they sometimes need a number of visits and encouragement, it depends on the individual (Delivery Partner)*

*The one to one is far more resource intensive...I wouldn't say it was unsuccessful, but we originally bid for 1 day a week, it wasn't feasible (Delivery Partner)*

One TTS project is currently in the process of training up volunteers to help support them to carry out a more goal-orientated type of one to one support, referred to as *buddying*. This is planned to be short term support over a period of six weeks and it aims to:

*Help them break through their social isolation barriers, such as ICT, or entering a building...this approach is less about 'becoming someone's friend', and more instrumental and goal based (Delivery Partner)*

It is also important to point out that although one to one support was viewed as necessary for some of the most isolated, its success may depend on the approach that is followed. For example two TTS projects running under the Dinner Dates funding stream (More than a Mealtime: Time Together and Raat Di Roti) involved one to one support whereby a volunteer would cook for an older person at either their home, or the volunteer's home. The aim was to reduce the person's isolation through providing company and sharing a meal together. However, some issues were raised by beneficiaries of the Raat Di Roti project. It was hoped that the ritual of eating together would foster a sense of community but that hasn't always been the case. A number of older people have opted out of Raat Di Roti due to the stigma attached to being fed by someone else. In 2016 nine older people opted out of the project for this very reason. Some said they felt uncomfortable participating in the project because their neighbours and friends may see it as a form of charity as they're in receipt of free food:

*I like the connection but I fear the neighbours and friends might think I am getting charity. I much rather come to a group and eat with others and that way we are all in the same situation.*

This was the case whether the elders ate at the volunteer's house or within the elder's own home. Similar misconceptions have led some participants to opt out of the project even though they were quite happy to participate in other group activities where lunch was provided. Many Punjabi-speaking older people who fear this stigma have still said they want to eat with the Raat Di Roti project worker. They said it was important to maintain this connection, as it will help them to come back to Raat Di Roti at some future date and reconnect with the volunteers once they've overcome the stigma attached.

One DP suggested the need to reflect on the importance of ensuring projects offer something positive or can empower an older person/allow them to make decisions; it was even suggested that interventions which involved doing something for the older person could in fact be disempowering.

However, this not to say that a volunteer cooking for someone in a home environment might not work in another setting. For example it may have been that the target group for Raat Di Roti (older Sikh people) had particular cultural based views which did not sit well with having something done for them. It is also important to note that some beneficiaries enjoyed the project, and reported positive outcomes in terms of it reducing their social isolation (for example see Box 8). Yet in terms of the overall picture, it was felt that this model was perhaps less successful than others. Alongside

this, the one to one element of the More than a Mealtime project struggled to recruit volunteers, with the DP suggesting this may have been due in part to concerns that the older person may not like the food they cook.

*I think the cooking element put some people off, perhaps extra pressure of having to make a meal...volunteers might concern themselves, what if they don't get on, or don't know what to say, I feel cooking was an added pressure, what if they don't like ... Cooking in someone's house is intimate. We did promote it to volunteers... you need to consider if it is appealing to volunteers (Delivery Partner)*

Interestingly, the Raat Di Roti project worker suggested that beneficiaries would prefer to go to a meal in a group setting, which, of course, is more reminiscent of the More than a Mealtime, Shared Tables element, in which single people meet up to have a meal in a local pub or restaurant. Yet, for people who may struggle to leave the home, group meals are not necessarily suitable; as highlighted above whereby the DP referred to the fact that people had to be able to get to a venue independently.

The dual need of providing initial one to one support, followed by encouraging wider engagement perhaps lends itself well to a model which attempts to link these together.

### ***Local and citywide project delivery***

The TTS programme funds both local and citywide projects, and the stakeholders interviewed felt that both kinds of projects had a role in raising awareness of, and tackling social isolation and loneliness in Leeds. A few stakeholders felt that the provision of locally based activities was important, as some beneficiaries would not be willing to travel far:

*I have been telling group members about what other partners are delivering, they know, but people feel more comfortable staying in the group they are in... people are more comfortable in their own area, they know the streets, they know the area (Delivery Partner)*

A DP referred to this as a particular strength of TTS:

*There should be someone working with BME elders, otherwise they would have missed out...it's a brilliant thing to ... reach out to every culture (Delivery Partner)*

Perhaps unsurprisingly beneficiaries who are involved in citywide TTS projects are more likely to be involved in other TTS projects, whereas beneficiaries who are involved in locally based projects are less likely to get involved in projects in other localities (However, as highlighted below, some DPs, such as the Time to Shine BME Elders group, asked DPs to visit their local projects and provide activities, such as digital skills and arts based activities). Whilst it can be challenging for citywide projects to make an impact across all areas of Leeds, particularly if there is one worker who may need to spread themselves rather than to develop partnerships across areas, it is nevertheless viewed as necessary in some cases. For example particular target groups, such as older Irish and LGBT people, reside in different parts of Leeds, and it would be unrealistic to fund individual projects across many local areas to reach these communities.

One of the chief barriers to running a single, citywide project, particularly if aimed at a specific subgroup, is the pressure on one organisation to engage with the particular

sub-group across the city. The Lychee Red project (Box 1) provides a useful example of the challenges of a citywide project attempting to engage Chinese people across Leeds.

**BOX 1: Lychee Red Project: Linking Chinese older people across Leeds**

When asked in a focus group what barriers to participation exist, project members identified distance as most significant. Currently many of the Chinese older people travel to Beeston for weekly project meetings from a considerable distance. For some this necessitated two or more bus journeys. Mobility difficulties are an obvious deterrent for some, and it was thus felt that the provision of transport, especially in winter, would be helpful. A project Activity Worker has supported, by phone and at home, older Chinese people who are unable to attend the weekly meetings through illness.

The geographic spread also makes it difficult for the Activity Worker to know about, and communicate opportunities for activities within participants' local communities. The Activity Worker makes the project members aware of those that live in similar neighbourhoods. They felt *word of mouth* to be the best means of attracting new members. This had been the most common way that current members had learnt about Lychee Red. They did not believe that advertising via medical services would be fruitful. This may be because of the language difficulties they experience in those settings.

The Activity Worker and an older volunteer from the group have visited Mary Sunley House in Roundhay where a number of Chinese older people live in sheltered housing, to discuss how they might participate in the project. There is now a monthly lunch serving Chinese food and a singing activity at Mary Sunley House.

Balancing the need to offer local and citywide projects, alongside effectively linking the various TTS initiatives together and ensuring it has a coherent message citywide, as well as across neighbourhoods, is recognised as an ongoing challenge.

***Community based development approaches***

Some of the projects funded by TTS are specifically focused on Asset Based Community Development (ABCD). Due to this type of project providing a wide range of services and activities, including various events and activities, we cannot necessarily pinpoint which elements of ABCD work, but we can assess the approach as a whole to help inform future commissioning. Community based approaches are sometimes *multi-tiered* and offer a range of support. For example the Sage project (which is an ABCD project) offers a mixture of one to one support with community development, this was also the case for the rural hubs.

One Delivery Partner interviewee who is running an ABCD project felt that funding DPs to run activities alone was insufficient, and that having community development as an overall approach across the TTS projects was necessary:

*Providing a bunch of activities is not going to work, [we] need to make real attempts to get the community involved (Delivery Partner)*

A volunteer involved in another ABCD project agreed:

*It's important to let the community address their own needs (Volunteer)*

One of the TTS programme team felt that without community development work, the culture change that is necessary to build capacity and achieve systems change is less likely to happen. This was viewed as important at a local, but particularly at a citywide level:

*We need to keep up the community development, its important to consider citywide ...work if we want to change culture in the city (Programme Team)*

As mentioned in the earlier section on one to one support, it was felt by some stakeholders that projects which aimed to incorporate community development needed a suitable period of time for the project to become embedded:

*Short term, activity based models which have insufficient staff support are not sufficient for community development work (Delivery Partner)*

A member of the TTS programme team conceded that they originally focused on the need to ensure particular subgroups were included in the programme, but that over time, they have considered the extent to which specific geographical communities in which those people live is perhaps more important:

*When commissioning at the beginning [TTS] thought about...target groups, but as we have developed and learned [I think we] need to think more about the communities in which work is delivered (Programme Team).*

So whilst subgroups of older people are undoubtedly important to target, the geographical localities in which older people inhabit are perhaps equally as important. For example it was felt that areas with limited assets, particularly deprived areas, are likely to struggle to implement ABCD projects:

*It can be time consuming to grow in areas with acute deprivation (Delivery Partner)*

One DP felt that the current model of funding a number of smaller projects was perhaps less effective for community based development projects because DPs were not provided with adequate resources at this level to embed development at the community level. Linked to this some felt that funding projects for two years was insufficient to ensure that a community-based project can become embedded. As touched upon above, the programme team have responded to this issue to a certain extent, with some projects having an extended funding award, though this is aimed at offering similar projects in different areas, with resources to continue supporting the project in the original locality being fairly limited (these *upscaled* programmes are discussed later).

An interviewee suggested that whilst an ABCD project they had been involved with had increased reach and engagement, it did not have the hoped for impact (though it was felt this may have changed if the project was given the opportunity to run for a longer period of time). The stakeholder questioned the extent to which this may have been linked to the limited assets in this particular area, suggesting the approach might have worked in a locality with more identified assets. This provides another reason as to why community based projects may be better served over a longer period of time, to ensure their full potential has been realised. The point referring to area based factors is more challenging, it may be that an approach which does not work in one

locality, might thrive in another, and vice versa. It was pointed out by one DP that at a programme level, TTS has the opportunity to test different approaches in different settings, and should take advantage of this:

*The programme is about trying things out in different communities, using different models, as a community with particular assets may be more suited to one model than another (Delivery Partner)*

This will be interesting to consider when we trace both the More than a Mealtime shared tables element and Leeds Community Connect projects (in later evaluation reports), which after initial success in specific localities of Leeds are both piloting their respective approaches in different localities in the City.

On a final note, it is important to consider the built environment within communities. It was pointed out by a volunteer that people living in high rise blocks tend to be the most difficult to engage, especially if there is a locked communal external door allowing access to the block of flats, as this may put off visitors, and it is also more difficult for community connectors (or similar) to gain access. Similar findings were discovered by the research team when consulting older people living in high rise blocks of flats for a project assessing the usefulness of a social isolation index developed by Leeds City Council (Wigfield and Alden 2015).

### ***Mixed tier project approaches***

It was suggested previously that projects which provide group activities or one to one support may be insufficient alone in the longer term, as they are unlikely to enable older people to integrate into the wider community. When discussing this with stakeholders in more detail some felt that the most vulnerable or isolated older people will generally require, as a minimum, a two tiered service provision, encompassing one to one and group support. In this sense community development projects appear to be effective, whereby individual support is provided alongside activities and services (either through signposting or delivering directly) at a wider level (for example citywide projects Cara and Sage).

A number of the TTS projects have included elements of learning and skills development, such as Young at Arts, and those based on supporting older people to prepare food. The Digital Angels is a good example of a two-tiered skills building project, whereby the support is offered to those who may be reluctant to attend a group based setting:

*The model we run, of getting volunteers to build someone's confidence and teach them skills, it has got real value, quite often people run groups and activities, things that are happening, but it is getting someone the skills or confidence to go there, often this means someone working with them or going with them so they can then do it themselves (Delivery Partner)*

However, by its very nature, mixed tier delivery approaches are ambitious, and can lead to pressure on both staff and volunteers. A particular issue that has been encountered in some of the TTS projects offering a mixed tier level of delivery is that vulnerable and isolated beneficiaries need a high level of personalised support, and the level of support required was underestimated by some. This led one Delivery Partner to feel that they were not sufficiently delivering that element of the project:



*I feel like a failure...I know of some particularly vulnerable [older people]...but I am struggling to find the time to support them on a one to one basis (Delivery Partner)*

It was also suggested that higher than expected levels of one to one support could have an impact on other elements of projects, as a significant amount of the worker's time is taken up providing the individualised support:

*The bid was created with lots of capacity building in mind, such as training...we have done more direct work with older people and building groups, lots have had complex and unmet needs (Delivery Partner).*

Another Deliver Partner interviewee considered that it might be unrealistic for one part-time worker to take on two very different roles of supporting participants and building capacity, particularly as the support was required for both volunteers, as well as beneficiaries:

*There has been more of a need for ongoing support for these groups, we wanted to develop volunteers to do this work, then let them be supported by the worker, but the worker has had to do more, we have not been able to give people enough empowerment (Delivery Partner).*

Again, the Delivery Partner here was referring to the higher than expected level of complex need among project beneficiaries. This is a challenging issue to consider, as whilst capacity building contributes to one of the TTS programme outcomes *Project beneficiaries feel confident and able to participate in their communities by 2021*, it is likewise essential that the chief programme outcome of *reducing social isolation and loneliness* is achieved, and this may mean that individuals who are most isolated need extensive support.

### ***Informal approaches***

Where discussed, some stakeholder's felt that whilst Small Funds was certainly attracting small organisations, very small or grassroots organisations are still not being sufficiently engaged. An interviewee pointed out that even though there are less onerous requirements on the Small Funds projects, potential applicants are nevertheless required to complete an application form, provide an interim and final report, and also complete a proportion of CMFs. Further, the project team who run Small Funds reported that some organisations required support to develop a bid in the first place, or lacked the capacity to complete one:

*They may have the need, but not the capacity for something new (Delivery Partner).*

One of the TTS programme team members felt that it would be beneficial if the programme was able to capture some of the more informal activities that take place in different localities in Leeds, or could support more informally volunteers who are working outside of TTS:

*I understand we may need third and statutory provision, but I feel a lot can be done in communities in informal ways, we should think of more informal communities... what can we learn from them (Programme Team)*

Effectively working at the grassroots level was also referred to as necessary to ensure that capacity building takes place. One suggestion was to look at recruiting outreach

worker(s) who can perhaps go into target communities and identify smaller organisations which may benefit from support.

#### *4.4 Meeting the main programme ambitions through the commissioning approach*

As mentioned previously, following consultation, the programme team, led by the Core Partnership, took the decision to fund a number of external DPs to deliver specific projects. This commissioning approach was designed to: maximise reach; involve older people (and the wider community) through volunteering; engage smaller (grassroots) organisations; and ensure the diversity of Leeds was represented in both delivery and in engagement of beneficiaries:

*Leeds is diverse, all different assets and challenges, but if you only try things out in one kind of community, with one model, you won't tackle social isolation across the city (Programme Team)*

When examining the implementation of TTS it is important to explore the extent to which the commissioning model adopted has facilitated these initial ambitions.

#### ***Engaging target beneficiary group of socially isolated older people***

A range of target beneficiary groups were identified at the outset of the programme. Based on the evidence gathered, TTS is currently successfully engaging most of its intended target groups, thus suggesting that the commissioning approach taken of contracting particular services to a large number of DPs is working. As one stakeholder said:

*I think you have to spread your net wide, as Leeds is made up of a lot of communities and needs, it needs innovation...if you just to have bigger project, a lot of people wouldn't be touched (Delivery Partner)*

A number of referral routes are being used successfully by individual projects, and all DPs interviewed felt they were reaching out to those who may otherwise remain socially isolated. Some stakeholders felt that more thought needed to be given with how projects factor in engagement, a few talked about the best ways to engage people, and many examples of good practice were provided, such as asking participants to bring a friend, or asking more socially active older people to encourage their peers to attend. It was also felt important to work toward sustaining involvement gradually by encouraging participants to attend a session and making them feel welcome without applying pressure. This may mean that some participants observe sessions to start with, until they feel more comfortable with the idea of getting involved. Many projects have achieved effective engagement by connecting to health and welfare related services for referrals, including the Hospital to Home service and more generally, social care and GP services, libraries, and sheltered housing schemes.

All projects have successfully engaged, at least a certain extent, the TTS programme target beneficiary groups. This success with engagement is explored in more detail in part 2 of this report. Many DPs refer to working with people who are bereaved, carers, men, people with mental and physical health conditions, and older people who reside in deprived neighbourhoods, alongside the main target groups (i.e. LGBT and BME groups). The fact that many DPs are working with bereaved older people is important given that both the beneficiary and volunteer interviews demonstrated that

bereavement was a significant cause of loneliness, (see section 7 for more information, including a profile of beneficiaries).

The Small Funds project, in some commissioning calls, has explicitly asked for organisations to bid for projects which focus on particular target groups, such as carers, people living with dementia, and men. Some projects which have been commissioned are aimed at more than one target beneficiary group, such as Happy Panda, which is targeted at older Chinese men. Other funding categories that required DPs to provide services to specific target groups at the outset include the Seniors' Networks BME and LGBT strands. Through the former, projects with a focus on Asian and Irish older people have been funded (including the TTS BME network, Raat Di Roti, and the Cara project). LGBT older people are targeted through the Sage project.

Nevertheless although there has been much success at engaging with specific target groups of beneficiaries, a few of the stakeholders interviewed highlighted particular groups that they had difficulty engaging with. BME older people were commonly reported as difficult to engage, including LGBT Asian men through the Sage project. African Caribbean older people were also specifically mentioned in interviews as not being sufficiently engaged in any of the current projects. The CMF data supports this, with only 11 identifying as African Caribbean (See Section 7.2). Whilst the CMF data will not pick up all respondents, it does give us an indication of which groups are being reached. The lack of engagement of older BME participants generally was also referred to in the programme wide projects such as the Age Friendly Charter, though measures are being put in place to attempt to redress this.

For particular BME groups, some DPs felt it important to recruit volunteers who shared a cultural understanding to encourage engagement. Others mentioned the importance of offering activities in a setting in which people would be comfortable (i.e. one where people share a similar culture, or speak the same language:

*One women speaks Punjabi and Urdu, she has been vital to running group sessions, there is a waiting list as some want one to one sessions (Delivery Partner)*

*They prefer local activities and in their own culture, we have organised focus group sessions, try to mix, but language is an issue, they don't want to mingle due to the language barrier, they prefer their own language (Delivery Partner)*

Overall, it was felt that although a wide range of target groups had been reached, without having more targeted and tailored support, particular groups may remain unlikely to engage in mainstream activities, The Cara and Lychee Red projects provide useful examples of the importance of culture, referring to older Irish men and Chinese older people respectively (see Box 2 and Box 3)

#### **BOX 2: The Cara Project: Engaging older Irish men**

Cara is either facilitating, or is in the process of facilitating, a range of activities designed to offer broad appeal to Irish men, focusing on both culture (i.e. Irish heritage) and gender. Many of the activities have a cultural element, such as showing Irish films, or holding events in an Irish pub, and activities offered also include card games. A male focus group participant explained the importance of providing the

right kind of activities for certain groups of people:

*There is a male culture based around going to pubs, and that's where we socialised for a long long time, all those places have gone now and people have moved on, so a lot of Irish men my age and especially older are really isolated, there are no places like that for them to go to (Volunteer)*

The need for men to find an environment in which they could feel comfortable and safe was also viewed as important:

*Men aren't as forthcoming about their feelings as women, so when the social, the pub, bit is gone, where do they turn to, and unless there is a group that you feel comfortable with, cos you have to feel comfortable (Volunteer)*

The overall consensus of the focus group was the importance of engaging those most isolated by going to them:

*We go to the men...we draw them out (Delivery Partner)*

The stigma associated with loneliness was viewed as a chief barrier to engagement in the focus group:

*It is... an issue of pride, you don't want to tell anybody if something is wrong (Volunteer Coordinator)*

In response to this, the Project Coordinator had considered a range of ways to reduce stigma, such as through avoiding a negative approach to marketing (i.e. less focus on loneliness and more on encouragement to get involved in something new), and tailoring activities to the interests of potential beneficiaries.

Loneliness was also reportedly reduced when people took part in activities that reconnected them with their Irish heritage. This included group led activities, such as watching an Irish film but also lone activities, such as listening to an Irish voice on the radio, or reading an Irish newspaper:

*What I find interesting is a lot of older people, again, mostly men, say that listening to the radio is their main activity, they listen to it to hear sport, but they listen to it to hear an Irish voice (Volunteer)*

*Its that Irish connection, although Leeds is my home, I will always have a soft spot for Ireland... I love Irish music, I go to the Irish centre, it's the connection (Volunteer)*

In summary, feelings of loneliness were linked to personal experiences and transitions, but also had a distinct cultural meaning, based on the Irish heritage of participants.

### **BOX 3 The Lychee Red project: Encouraging participation through culturally sensitive activities**

Lychee Red participants said that they particularly like the fact that the sessions are

exclusively for Chinese people as they feel *part of a big family*. Many are in favour of longer hours and indeed a second day, *I wish every day was Monday*. They feel a sense of belonging to the Beeston Centre and would very much like their own *space* in the centre to which they could come to meet their friends whenever they wanted. The activity worker feels that the project's biggest achievements have been *to reduce isolation, to make life more fun* and to make members *more confident and more valued*. *The Chinese culture is to live together.... Lychee Red is their family*. One early development which the Healthy Communities Service Manager was proud of, was the purchase of sets of chopsticks, bowls and Chinese tea. This has helped reinforce the Chinese Seniors' sense of belonging.

Older people who have a learning disability were one of the specific TTS target beneficiary groups identified at the outset of the programme. Whilst there were initial delays in engaging with this group, a specific project is due to commence in the near future. However, a stakeholder suggested that rather than focus on developing projects specifically for people with learning disabilities, all projects should perhaps be mindful of engaging with this target group. This is reminiscent of work carried out by Age UK to ensure their local organisations offer more dementia friendly services, with many feeling that rather than offer a specialised service, people with dementia should be enabled to use mainstream services (Kispeter et al. 2015). However, in order to facilitate this suggested approach, DPs, TTS project staff and volunteers would likely require further support and training.

Some projects have made attempts to engage with people who live in residential care homes, as part of their wider work, with mixed success. One DP stated that care home referrals had not worked for practical reasons, as it was sometimes difficult to take residents out of the care home setting due to their health conditions. Another referred to barriers around engaging frontline care home staff. However, others provided positive examples of involving care home residents, such as through organising art activities or training. As research suggests older people in residential care may be up to twice as lonely as the general population (Victor, 2012), the TTS programme may wish to consider if this group of older people would benefit from a specific target group in the future.

As highlighted in the Beneficiary Report (Alden and Wigfield 2016), disability and long-term health conditions can be a barrier to engagement, particularly as many of the projects involve encouraging people to go outside and leave the home. Both beneficiaries themselves, and DP interviewees pointed out that people who are housebound are unlikely to attend activities unless support with transport is provided and this can prove expensive, particularly if taxis are required. Furthermore, in some cases DPs reported that they have been unable to offer support to people who have been referred to their project because the older person in question is unable to leave the home without substantial support. In these cases, however, interviewees confirmed that they either signposted or referred the person to other services. For example a project which encouraged people to get outside, referred someone who did not wish to leave the house to a local befriending service:

*I never leave people with nothing; I always make sure they are referred on (Delivery Partner)*

Another potential target beneficiary group which is currently not included as a specific TTS programme target group are those with sensory impairment:

*Poor eyesight, deafness, do we need to give more thought to this? (Programme Team)*

Regardless of the specific target beneficiaries it is important that all projects are delivered flexibly to meet the needs of the participants, this includes offering services and activities at appropriate times and venues. As discussed in the beneficiary report, projects which offer services and/or activities during the evenings and weekends are favoured by participants. This is hardly surprising given the feedback provided by older people that they tend to be most lonely at these times (Alden and Wigfield 2016). However, not all activities are designed to be offered at these times and one DP, which provided signposting services, in fact referred to the challenge of finding activities for older people to do during evenings and weekends. It is also important to consider how activities offered at these times are delivered, with some discussions in the interviews and focus groups indicating that they may need to rely more on the input of volunteers, as paid staff, used to working more *conventional* hours, may be less willing:

*If we look at the isolation of older people more broadly, the times people say they feel most isolated are not the times when traditional services are running, none of us wants to work every evening and weekend (Delivery Partner)*

However, another DP suggested that, although challenging, changing working patterns may be necessary:

*Maybe there has to be some moves towards it...There are people not wanting to work unsocial hours, there is the problem of established organisations facing or feeling that the challenges are a bit daunting, considering new ways of working is probably something we haven't really faced head on (Delivery Partner).*

### ***Involving older people and the wider community***

All the DPs interviewed, regardless of the particular delivery approach, reported that they involved older people in the delivery of their project to some extent, with many referring to the use of older volunteers who carried out a range of roles, including: befriending; being a member of the project steering group; assisting with marketing; or hosting events (for a fuller discussion please refer to the beneficiary report (Alden and Wigfield 2016). This fits in with the TTS theory of change (see section 3.4), which refers to the use of volunteers as supporting the main programme input.

One DP summarised the roles that volunteers have in their project:

*50 per cent of volunteers are over 50...they have a mix of roles, we have volunteers who work on a steering group of nine older people, they have meetings every two months, talk about how the project is going, provide ideas for improvement, reaching new people (Delivery Partner)*

One DP felt it was important to ensure older people felt that they were involved, as this had the potential to empower them:

*What they want to do, they decide their own activities, they enjoy the power of deciding their own project (Delivery Partner)*

The involvement of people of all ages in the delivery of TTS was originally proposed in the programme funding application and is included in the logic model. Furthermore this intergenerational involvement is important if TTS is to achieve its objective of becoming a community level programme. The importance of intergenerational involvement was echoed in the interviews and focus groups where it was pointed out that sometimes people do not want to just be around older people, or do not want to just talk to other isolated older people; this point was made by stakeholders, volunteers and beneficiaries.

The extent to which intergenerational elements can be successfully incorporated into the TTS projects is to some extent dependent upon the project target group. The Sage project, for example, reported that younger LGBT people were keen to mix with their older LGBT counterparts and gained themselves from the experience:

*Younger LGBT can be fairly isolated, particularly in terms of coming into contact and learning from older LGBT people, as they may not come across them in their walks of life. So they see the benefit of becoming friends with older LGBT, they can also learn from their experiences (Delivery Partner)*

This suggests that to one way of ensuring successful intergenerational involvement in projects is to give consideration to and promote the reciprocal relationships and outcomes that can be created. In terms of recruiting younger volunteers for projects which provided one to one support, some appeared to successfully recruit volunteers of a range of ages, and here volunteers were inspired to get involved by the desire to make a difference. However, some of the projects found recruiting young volunteers a challenge. Volunteers for one of the TTS ABCD projects, for example, reported difficulties encouraging younger people to becoming involved, stating that they were too busy, or not interested.

A few other DPs mentioned difficulties fitting in activities with student timetables, and cases where younger volunteers were found to have complex needs themselves, and thus requiring more intensive support (which of course, had time and resource implications):

*We were targeting young people, that was what the project was, I found it so difficult...some needed lots of support, we weren't getting students coming forward, as they were too busy, so the young people who came forward had chaotic lifestyles...I felt I would be supporting that volunteer a lot, working 17.5 hours, it was not realistic' (Delivery Partner).*

*The original intention...was that the volunteers would be sufficiently developed to undertake [a] more supportive role, but due in part to the vulnerabilities of volunteers themselves, this has not happened (Delivery Partner)*

Other difficulties related to the nature of the activities on offer, for example one DP stated that they had struggled to recruit volunteers to provide one to one support and cook for them in their home. This DP stated that some volunteers were not interested in the role that was offered, and as discussed earlier, others some may lack the confidence to carry out certain roles, such as cooking for an isolated older person.

Some DPs have worked around these challenges by being flexible and making changes to delivery as the projects progress, which fits in with the test and learn ethos

recommended by the Big Lottery for the programme overall. For example, following a discussion with the programme team, the project previously mentioned which initially relied on younger volunteers adapted its strategy and also recruited older volunteers:

*I was getting enquiries from active retired people, I asked [the programme team], if I could recruit older people [they] said yes, that changed the project (Delivery Partner).*

Another DP also mentioned that requiring volunteers to provide a more supportive role to the older people requires time to provide training and support. A point made by one DP who had struggled to recruit volunteers was that at times they were investing so much time supporting volunteers that they felt they were working on a volunteer project, rather than a project supporting older people. This demonstrates the need for DPs to think carefully about the types of volunteers who are being recruited and the levels of support they may need. It also reiterates the need for both the DPs and TTS programme overall to be flexible in their approach, making changes to elements of the project that are not working.

These examples highlight the need for DPs and the TTS programme team to give careful consideration to the types of volunteering and level and nature of commitment required when planning to recruit volunteers.

On a final note, the Beneficiary Report (Alden and Wigfield 2016) referred to a range of benefits to volunteers of getting involved in TTS, and it also highlighted how volunteers had themselves often experienced loneliness, and sometimes isolation, and that participating in TTS as a volunteer had led to them feeling less isolated and lonely. This is perhaps an unexpected outcome of the TTS programme and is discussed in more detail in section 10.

### ***Engaging grass roots organisations***

The importance of engaging smaller, or grassroots organisations, was specified at the outset of the TTS programme and some stakeholders interviewed felt that to achieve this, the current model of commissioning a number of DPs to delivery a range of projects was needed, particularly to ensure a wide range of organisations got involved:

*Politically small groups are vocal, they resent money going to large organisations, I feel the model of funding a few large programmes is not realistic (Delivery Partner)*

Undoubtedly the programme has been successful in engaging with a wide range of smaller organisations, particularly through the Small Funds project. Nevertheless, a few stakeholders interviewed felt that success in engaging *very small*, grassroots organisations had been less apparent than had perhaps been hoped for. One interviewee referred to a specific geographical area which had not really engaged with TTS, and this was explained as being due to a lack of resources for local small organisations to attend TTS meetings or other informational events. An example was given of an organisation that runs a lunch club twice a week:

*They only have one part time worker...they haven't got involved in TTS, as they have no spare resources to go to meetings...she has to be there providing food and support for the older people [they] may not even have time to do a proposal or attend an interview (Programme Team)*



*I know some of the workers in the sector, you can't ask them to go to meetings. Even if you offered to pay a small organisation for its workers time, it still doesn't work, as they need a replacement (Programme Team).*

The interview discussions with the stakeholders also demonstrated that the process of commissioning DPs was a determining factor in the kinds of organisations which got involved. For example it was mentioned that in the first round of commissioning, there was perhaps insufficient time between the workshops and handing in applications, which did not give long enough for organisations to contact others or form partnerships. This was felt to have made it particularly difficult for some smaller organisations to successfully apply to become DPs.

### ***Links and referrals between TTS projects and the wider community***

Many DPs interviewed confirmed that they had referred their beneficiaries on to at least one other organisation, making them aware of other activities and events such as Leeds Pride (see Box 4 for more information). There were also examples of citywide projects being invited to local projects to carry out training (Sage and Digital Angels), or to run other activities (Yorkshire Dance). The Time to Shine BME Elders Network had received support from both Young at Arts and Digital Angels, who visited organisations to carry out group sessions. A few of the DPs interviewed reported that other DPs had contacted them for advice on specific issues. For example one DP presented the ABCD model at an event, and a few DPs approached her for support around that. The Small Funds project had utilised a DP from another project to be involved in their funding panel, which has proved to be mutually beneficial

*The panel works well, the delivery partner finds it interesting to be on the other side, we approached them, we asked them to be on the panel, they also bring along an older person from their project...[which] goes toward ensuring older people are involved in the process' (Delivery Partner)*

A local community organisation working in Gipton provided an example of how linking with the TTS supported A.G.E community development project had been of mutual benefit:

*We initially approached [the DP] as it was felt they would help [us] link to isolated older people, the [DP] also approached us as they felt we were more knowledgeable about the local area.*

This was viewed as working well, as the outside organisation was able to assist with making links, and the DP was able to in turn assist them to provide support to people who they viewed as being isolated. A.G.E also referred to working with local businesses, such as a local shop offering a discount for residents in Gipton for their fish and chip night. The Cara project had made links with an Irish pub, and at the time of writing is working with four Neighbourhood Network Schemes to run a cinema club. More than a Mealtime has also been able to build capacity with local businesses in the area, with the initial ambitious aim being to change the culture of local pubs and restaurants, so they recognise that older people may want to come out at night, and give more regard to their needs. This was viewed as being led by the reciprocal nature of the relationship, whereby the establishment also benefits, and responds to that:

*It is a 2 way thing, a local business will take note of its customers, and will change, be more age friendly, if they have increased clientele who require it (Delivery Partner)*

Whilst the success of this venture has been mixed (for example, independent venues were viewed as more age friendly than national chains), there were examples provided of older people feeling welcome, and some organisations being understanding in terms of not rushing people to finish food, and allowing the food bill to be split:

*[A] place that everyone loves, the manager makes a real fuss, a free drink at the end, he knows who we are, he doesn't rush them, he works well catering for them... one venue offered a meal for 30 at Christmas time (Delivery Partner)*

Part of this, of course, was felt to be due to the local business in turn benefitting in terms of increased revenue. Whilst this model will not work for all isolated older people (there can be accessibility challenges, for example), success of this particular model at engaging older people, the community, and becoming largely self-sustaining, has led to the decision to fund the DPs to pilot the model elsewhere.

For projects that provided learning support, a range of connections are being made, which is leading to better service outcomes for isolated older people more generally. For example the LGBT project has carried out training sessions with a number of organisations, with some (including other DPs), agreeing to be hosts. As highlighted earlier, the aim of this training is to ensure that a range of organisations across Leeds are more aware of the needs of older LGBT people, which in turn can help to support this group in feeling more confident in using mainstream services (this is due to be explored further, and will be discussed in later reports). Digital Angels are also running learning sessions in a range of settings, such as in sheltered housing:

*We have made some great partnerships, one is South Leeds Independence Centre, which is NHS but like a rehab and reablement centre for people after hospital and before they go home, we have made some great connections there, we are reaching a whole new audience...we linked in with a dementia group, also I is a tenants and residents organisation, we have had really good links, libraries have come along (Delivery Partner)*

Running events have proved another effective way of building up contact that can possibly turn into partnerships across time. Box 4 provides an example of an event run by Sage, which successfully brought together a range of individuals and organisations across Leeds.

**BOX 4 Celebrating Pride: Building awareness and support for older LGBT people through collaboration**

In 2016 Sage (Yorkshire MESMAC and Age UK Leeds) and the Time to Shine programme team worked together to increase the participation of older people at Leeds Pride, working in partnership with other organisations to build age friendliness, through awareness and support for older LGBT people. The event also piloted the use of volunteer *Pride Buddies*; to work with older people may need help with accessing the event. Alongside Sage and TTS, other partners included: Lamberts Yard (the venue used to run the event), and other businesses at the location including: the Leeds Pride Committee, Wellbeing Partnership and Leeds

City Council, Third sector organisations, LGBT community groups and Made in Leeds (a new partner found on the day).

Around 80 people attended the Sage space during the afternoon (this was roughly half and half people over and under 50, thus providing a positive intergenerational element to the event), and many gave positive feedback about the experience. The main issues related to accessibility, which was to a large extent caused by communication issues with new partners, but also due to being unfamiliar with the venue and having limited time to resolve problems.

An opportunity to promote Sage and TTS and raise capacity arose on the day with local TV station Made in Leeds, who were filming at the event. This gave the organisers the opportunity to promote the TTS programme, the Sage project, and age friendliness across Leeds more generally (the interview can be viewed here: [The Lowdown Leeds 8/8/16 Part 2:https://www.madeinleeds.tv/player/?playercat=90655&vid=ty00x4j0&v=2&v=2](https://www.madeinleeds.tv/player/?playercat=90655&vid=ty00x4j0&v=2&v=2)).

Following the event there has been discussions and more informal consultation with older people about how to build on the progress and what to prioritise, and feedback will be built on for this year.

However, all DPs interviewed reported that the limited resources provided to run the project meant that they had limited time to work together, to think about potential links, and that communication tended to be limited to the DP workshops, or where a clear mutual benefit could be identified (though some said they would like to spend more time on this, if they had more resources to do so). In fact, a few talked about earlier intentions to work together, with a few meeting up, but in many cases, this did not evolve into a strong a working relationship, or partnership. The lack of time among DPs means that even when they are interested in getting involved in other TTS initiatives they cannot participate:

*The volunteer listening project, there is no way I can do it, due to other commitments, I cant do any more in the time that I have (Delivery Partner)*

Nevertheless there are some examples where projects running similar activities have been able to support each other, such as two DPs which provided mutual support in delivery of their respective projects:

*We had similar problems, we said it would be good to work together and support each other in partnership, as it turns out we worked in partnership, we still are, it's been very beneficial supporting and talking about our problems with volunteers, discussing good practice (Delivery Partner).*

This linkage was supported at the programme level, with the two organisations awarded with a few extra hours to facilitate the building of the relationship. However, whilst both DPs valued the support from the other partner, there were nevertheless challenges. For example, different cultures across the two organisations meant that joint training sessions were difficult to facilitate. In fact, negotiating the different ways of working across organisations was suggested by some of the DPs to be one of the main barriers to effective partnership working, particularly when time is limited,

which many felt was the case for the projects they were running for TTS, particularly at the development stages. Nevertheless, despite some broader, organisational level issues, the DPs still meet up regularly and support each other. Furthermore, the DPs have run a joint celebration event together.

Many stakeholders agreed that overall TTS programme led events are very effective at encouraging cross fertilisation between DPs. A potential time efficient way of DPs keeping in touch with both each other and the programme team could be to set up online communication, but it would be important to establish if this forum would be widely used. One DP, for example, did not feel she would have the time to participate:

*It was suggested using 'what's app' between meetings, but I wouldn't have time to join in the conversation...For us, the main momentum is delivering the project and getting people involved and growing it, and monitoring, there is a limit to what you can do (Delivery Partner)*

This highlights an important tension between satisfying the outcomes of the project, and building capacity *within* projects (i.e. recruiting older people and volunteers), and making wider connections. As time is such an issue, DPs will need greater incentive and/or support to work more closely together in the future.

#### **4.5 Size and duration of commissioned projects**

Although the DPs have had much success in reaching the target beneficiaries, there have been some concerns among stakeholders that the approach of commissioning a large number of relatively small projects has had resource implications for some. Indeed many DPs have just one part-time member of staff responsible for managing their respective projects and, whilst understanding the reasons that smaller projects were commissioned, some nevertheless questioned this funding strategy:

*I understand where [TTS] was coming from, they were looking to get lots of small projects involved, they aimed to be inclusive, but it is difficult to embed the programme at the city level. I feel providing less organisations with more funding could have ensured sustainability of TTS overall, as it would have helped to support staff time (Delivery Partner).*

*[I think] bigger, better resourced projects may have worked better (Delivery Partner).*

It is necessary to consider these points alongside the earlier discussion which identified the need to take an inclusive approach across Leeds, which in essence requires the involvement of a wide and varied range of organisations.

The amount of time allocated to DPs to develop their projects was likewise questioned by some stakeholders. All of the main DPs are required to work with their local community in some way, co-producing their projects, recruiting volunteers, and sometimes, linking with other organisations. Some of the DPs understandably felt that they needed sufficient time to ensure projects could achieve these objectives and become embedded and engaged in the community:

*People can feel disenfranchised when a shorter term project is funded, but then disappears. This disenfranchisement means people may be less likely to get involved, and they won't engage [in future projects] (Delivery Partner).*

A few DPs (and volunteers) stated that they felt their projects were just starting to get off of the ground, when the funding was coming to an end:

*Unfortunately funding is finishing now we are getting established...two years funding is not enough (Delivery Partner)*

In response to this, some DPs have been awarded additional funding to extend the length of their projects, with the test and learn principles embedded within TTS evident here:

*Its good that there is flexible commissioning, [the programme team] felt it is a big city, so wanted to open opportunities to many people, but it takes longer to embed, so I feel it was right to change commissioning (Programme Team)*

The challenges of shorter term funded projects was felt to be particularly detrimental to ABCD projects, where DPs felt it to be unrealistic to expect a project to successfully embed itself in a period of two years (volunteers also referred to the length of time it takes to set up a community based project):

*Projects should be funded across the six years, community development work requires a significant investment, it is not sufficient to offer activities only, some will require one to one work and more intensive support (Delivery Partner)*

*The community feeling is built up over time; it can sometimes take several years (ABCD Volunteer)*

A few stakeholders in fact suggested that all projects should have been funded across the duration of the project:

*I feel two years is insufficient to get a project off the ground...to set up a successful project and to learn from it...even for established organisations who have a volunteer base, smaller or less well known organisations probably need at least six months lead in time (Delivery Partner)*

*Moving forward I would hope they will fund people for more than two years, by the sounds of it, a lot of projects are finishing, it seems a shame, lets hope that work doesn't go by the wayside...I would hope they extend this funding, especially if new and have to establish (Delivery Partner)*

It is difficult to know for the projects where additional funding has not been awarded how these may have progressed had they been allowed to continue. However, many of the DPs responsible for these projects suggested that particular elements will continue after the TTS funding ceases.

One of the main challenges associated with shorter term projects was that some required significant lead in time before commencing, this was considered particularly important when thinking of groups less likely to engage:

*You always get the active people out, but you then have to get them out to spread the word ... we are aware there are still people who won't come out but hope over time we can persuade people to join in. It takes time, that's why they are isolated in the first place (Delivery Partner)*

This lead in time was not just needed for referrals, but also to ensure that the *right* referrals are coming through. Extra lead in time might also be needed if an organisation is trying something completely new. An example of this was provided from the Digital Angels ICT support project, where a number of initial issues that had not been anticipated:

*We had to do a lot of groundwork initially, as we didn't have a similar project...we had to think of wifi access...we had to think of enabling people to get access to broadband, also types of equipment to purchase, it needed a lot of technical thinking (Delivery Partner).*

It was also stressed that smaller organisations which do not have an infrastructure in place to deliver services often require a longer lead in time. This issue is perhaps particularly pertinent for the Small Funds project, which are most likely to fund small organisations, and yet the funding term is shorter still, at a year.

#### *4.6 The importance of approaches which engender meaningful relationships*

When discussing with the stakeholders the kinds of interventions that can lead to longer-term positive outcomes for beneficiaries, it was pointed out that although supporting older people to attend specific activities is a positive step, it is also important to ensure that beneficiaries and volunteers are facilitated to build lasting networks and relationships which can survive beyond the lifetime of specific commissioned projects. In this vein, we considered the extent to which the particular delivery approaches provide participants with the tools necessary to enable them to make the most of what is on offer:

*One of the keys things is what older people really value, especially if they are socially isolated, is the relationship that they get from a one to one or meeting other people...that is the key, activities are obviously a vehicle, but feeling a greater sense of wellbeing is having those more meaningful relationships (Delivery Partner)*

The projects which offer more personalised, one to one support, for example befriending, all reported examples of volunteers and beneficiaries building up relationships outside of the programme, which look set to continue after funding project comes to an end. One DP referred to the need to ensure that project and programme procedures did not create a barrier to this:

*We have three participants and volunteers who would like to continue seeing each other when the project finishes, they have to sign a letter to say they are no longer acting as a volunteer for the organisation', so they are no longer restricted by the organisations rules (Delivery Partner)*

For Chinese older people involved in the Lychee Red group based project, about half the participants who took part in a focus group said they were in touch with each other outside the weekly project meetings. This may be in fact due to the wide geographical reach of Lychee Red, where some beneficiaries have to travel some distance to get to the venue where many events are held (see Box 4). The project also had examples of people unable to attend the centre due to illness, so helping to facilitate friendships across local areas would be particularly effective in this case. There were also examples of similar relationships evolving through some of the more activity based projects such as More than a Mealtime: Shared Tables (these are explored later when we consider the TTS outcomes).

These few early examples suggest that relationships created through the TTS projects can change over time, commencing as a volunteer acting in a supportive role and evolving into the creation of a more mutually beneficial relationship.

#### *4.7 Summary*

- Whilst the general consensus was that TTS is perhaps more recognisable to stakeholders across the city, it was viewed that becoming an identifiable programme takes time, and that through continued promotion, the programme team will continue to make progress in this area.
- Some DPs provided examples of where their projects were providing more of a mixed approach to delivery than referred to in the original funding bids, with some ABCD and activity led projects providing informal one to one support as well.
- The dual need of providing initial one to one support, followed by encouraging wider engagement perhaps lends itself well to a model which attempts to link these together. However, providing all within one project is ambitious, and some reported difficulties juggling both support and capacity building.
- Some stakeholders felt that projects, particularly those which follow a community development approach, need a number of years to embed. The programme team are looking to follow a more flexible commissioning approach in response to this.
- Whilst the importance of one to one support was identified for particular subgroups, feedback suggests this may work best if there is a goal-orientated focus. It was also found that the types of individual support offered may have varying levels of success.
- Stakeholders felt that both local and citywide projects have a role in both raising awareness of, and tackling social isolation and loneliness in Leeds, particularly as some older people may be unwilling to travel far, or feel more comfortable in an area they are familiar with.
- DPs have involved older people, and younger members of the community in a range of ways, including: befriending; being a member of the project steering group; assisting with marketing; or hosting events.
- Some felt that very small, or grassroots organisations, were not sufficiently engaging with TTS and it seen as important to explore ways of capturing more informal activities that are happening across Leeds, which the programme are not currently aware of.
- Running projects which work with a number of different target groups was felt an effective way of reaching the most isolated, and projects continued to make links with a number of organisations across Leeds to improve reach.
- There is evidence of DPs working together, such as through referring older people to each other's projects, attending training held by partners, and asking for advice. Delivery partner meetings and events proved effective in this respect, though some DPs felt they had insufficient time to develop closer links.
- The DPs provided examples of where friendships are being developed outside of the projects, including examples from both one to one and group based models.

## 5. Co-producing Time To Shine

### 5.1 Introduction

This section focuses on the extent to which the TTS programme and individual projects have been co-produced, looking at the design, delivery and evaluation aspects.

### 5.2 Co-producing Time to Shine

Co-production was identified as a requirement of all 14 Ageing Better programmes by the Bid Lottery Fund at the outset, with the concept of *experts by experience* (the experts being older people in this case) being placed at the heart of design, delivery and evaluation. A co-production approach was therefore adopted by TTS initially during the proposal writing and programme design phase and continues to form a key part of the programme. Co-production is included in the TTS theory of change, though currently only with regard to the evaluation of the programme. The extent to which the TTS programme has been co-produced effectively is a complex issue as there are many elements to the TTS programme, including individually commissioned projects. This section focuses on the extent to which co-production is embedded in the TTS programme. The research team are also working with the Big Lottery Fund as part of a learning network, to help better understand and apply co-production across the 14 Ageing Better programmes.

Co-production does not have one clearly defined meaning. For the purposes of this report we adopt the National Co-production Critical Friends' definition whereby Co-production is:

*A relationship where professionals and citizens share power to plan and deliver support together, recognising that both partners have vital contributions to make in order to improve quality of life for people and communities*

It was suggested by some DPs that co-production can take time to develop, and thus be more amenable to longer term projects. However, some of the smaller TTS projects provided examples of older people being involved in the process, which can be built up over time.

A particularly important issue to consider when co-producing projects is how these processes can continue after the project funding period ends. The extent to which the TTS programme overall, and the individuals projects within it, have been co-produced is best examined by breaking down the programme into three stages: design; delivery and evaluation.

#### ***Co-producing programme and project design***

TTS represents a co-produced programme which was initially designed by key stakeholders and older people in Leeds through a series of open meetings and consultations that took place across a seven month period. A total of 656 older people and carers and 207 paid workers and volunteers were consulted, through a range of methods, including surveys, interviews, focus groups, workshops and observations. Steps were also taken to ensure that those less likely to engage were sought out, such as through contacting GP surgeries. Similarly, the Age Friendly charter was



developed by gathering feedback from 120 people through running a range of focus groups across Leeds.

Alongside the overall programme, individual TTS projects also co-produced their projects with many DPs stating that they carried out their own consultation processes at the outset, and requested funding for projects that older people had asked for. One example of this is the More than a Mealtime: Shared Tables project, which brings independent single people together to eat as a group at a local restaurant. The need for this scheme was identified in a survey of 77 older people in which 78 per cent said they shared food with another person at most once a week. It is important to note, of course, that the older people consulted in many cases were current service users, though there were also examples of a wider group of older people being involved.

When considering how TTS can continue to co-produce, particularly in relation to individual projects, it is important to ensure an environment where people feel they can provide their views and feedback. Thus one stakeholder said:

*Sometimes older people give you their views, but what they think you want to hear, I feel that people like to agree with others (Delivery Partner)*

Another stakeholder suggested that in order to encourage older people to co-design new projects it could be worth presenting a wide range of ideas as opposed to *just going in cold*, it was suggested that ideas could even be presented from other projects and initiatives, whilst still allowing people to come up with their own ideas; another suggested identifying initiatives elsewhere that *think outside of the box*.

It was also pointed out that sometimes older people make suggestions for the design of projects based on very personal, or localised preferences. In order to counteract this it is important to consult with a range of people, as there are risks that particular voices (i.e. more active people, those with particular local issues), will otherwise be heard above other voices (i.e. the most socially isolated, people who have particular health conditions, such as dementia). Other, related concerns are around ensuring there is a balance of knowledge from both professionals and service users. An example was given in the interviews of the TTS logo, where a range of people, including older people, were asked to give their views on what the logo should look like. It was pointed out that some of the ideas put forward were very ambitious, and not necessarily realistic, and therefore some professional steer would have been helpful.

Although a range of opinions need to be sought for programmes such as TTS to be effectively co-produced, at the same time if too many voices are heard, it may be difficult to ensure these can all be represented:

*I think you need to keep it simple, don't try to do too much, as it can dilute the process (Delivery Partner).*

Making a final decision is also difficult, especially if many conflicting views emerge during the process of co-production.

### ***Co-producing programme and project delivery***

Volunteers have been involved in TTS in numerous ways, including sitting on steering groups and getting involved in decision making relating to both the design

and ongoing delivery of projects (see section 10). Some DPs mentioned that they had consulted with service users to ask what they wanted to see, or if they perceived any gaps in service provision which needed to be filled. Two DPs referred to having older people on staff recruitment panels. Some DPs felt that their respective projects had very much been guided by older people:

*It has really been led by older people, all the work has been led by them...I am happy with the level of engagement (Delivery Partner)*

DPs also provided examples of how services had changed (in either large or small ways) due to the input of beneficiaries, this included changing a walking group for people with dementia so it focused on immediate geographical localities, and an ICT group where a lunch break is now factored in following feedback from attendees. An ABCD project referred to the fact that activities and events were led by people in the local area, and that this was in contrast to her previous experience:

*They are listening, everything that is happening is what people want, people are coming up with ideas, they are being acted on. I have worked with many groups where things are just put on (Delivery Partner).*

### ***Co-producing the programme evaluation***

As highlighted in the methods section, a group of peer researchers have been trained and supported to help with some elements of the local evaluation, including helping to facilitate focus groups, commenting on focus group topic guides, and providing ideas for smaller reports. One peer researcher attended an Ageing Better event on co-production to talk about her experiences of being involved with the project and there are plans for more peer researchers to get involved in these kinds of activities in the future. The peer researchers include older people from BME groups (including four Punjabi and one Cantonese speaker), an LGBT older person, an ex-carer, and those who have experienced bereavement; however, no men have been recruited to date. Further work is being carried out to ensure that the evaluation has more elements of co-production, including a volunteer listening project, an idea brought to TTS by an older Leeds resident (however, this is still early days, and initial training and support sessions for potential volunteers will take place in September 2017).

One of the programme team interviewed felt that it was important that the national evaluation carried out by consultants Ecorys also incorporated co-evaluation:

*Plenty of older people would give their views, they need to make it more people friendly, such as going to local areas to talk to them (Programme Team).*

### **5.3 Summary**

- TTS represents a co-produced programme which was initially designed by key stakeholders and older people in Leeds through a series of open meetings and consultations that took place across a seven month period.
- The extent to the TTS programme has been co-produced effectively is a complex issue as there are many elements to the TTS programme, including individually commissioned projects. It was suggested by some DPs that co-production can take time to develop, and thus be more amenable to longer term projects. However, some of the smaller TTS projects provided examples of older people being involved in the process, which can be built up over time.

- Alongside the overall programme, individual TTS projects also co-produced their projects with many DPs stating that they carried out their own consultation processes at the outset, and requested funding for projects that older people had asked for.
- The main ways in which co-evaluation is taking place is through the recruitment and support of peer researchers, and a volunteer listeners project which is currently in early stages of development.

## 6. Capturing learning through the Test and Learn approach

### 6.1 Introduction

Capturing learning both at the TTS programme level overall and from the individual DP projects which can be transferred within the programme and to the other Ageing Better programmes has been a key steer from the Big Lottery Fund. One of the key ways in which the Big Lottery Fund has promoted this is through the Test and Learn principle. This section explores the perceived importance of capturing learning both at the TTS programme level and for individual DP projects and the way in which the test and learn principle has been adopted within the TTS programme.

### 6.2 Capturing learning outcomes

A few interviewees (both at the programme and project level) referred to the importance of ensuring learning is captured and fed into future services aimed at reducing loneliness:

*We need to capture the learning and get it fed in ... it is really important there is more learning now from projects on the ground...the crux of it is pulling out the lessons and sharing them widely and then, deciding on different ways or new ways of doing things ...we need to ensure that lessons about what works...is absorbed (Programme Team)*

*It is important to get the learning disseminated, we need to understand what does and doesn't work (Delivery Partner)*

One interviewee iterated that the learning culture should go in *both* directions, with TTS taking steps to understand what is already happening in neighbourhoods, particularly thinking of more informal networks, and consider what they can learn from them:

*Thinking of normal neighbourly stuff, a lot of it probably goes on, [TTS should] try to capture some of that (Programme Team)*

It is also important when thinking of models that do and do not work to explore the reasons for this, for example is it the model which is less effective, or the delivery environment which is unsuitable for that particular approach:

*I think nearly all the funded projects have made a difference, one or two perhaps haven't brought about the sort of outcomes we wanted, but you can learn from things that don't work...[but] is it the model, or is it the implementation, we need to unpick that (Programme Team)*

A few stakeholders referred to the importance of local context when assessing the extent to which a project has worked. For example it was pointed out that models which attempt to link the community need to bear in mind the assets in a particular community:

*What works may be areas specific, there is no 'right' model, we need to think of local resources (Delivery Partner).*

*It is not always thinking about the best project...it is thinking about the best setting for particular projects...Villages with a lot of volunteers who are largely white*

*clientele, housebound, you can repeat that model in an area with a similar population, or do something in a different sort of community delivered by different kinds of organisation (Delivery Partner)*

Linked to this, it was viewed as necessary to ensure that change is developed at the broader level for it to have a significant effect:

*Changing culture, not just changing people (Programme Team).*

Alongside this, the extent of culture change at the broader level (i.e. that occurs as a result of TTS, but outside of its funding) will be difficult to fully capture, though it was believed that *lots of tiny changes, which are hard to assess*, are taking place. The same can be said of programme led documents such as the Age Friendly Charter, which organisations can sign up to:

*We send out a tailored leaflet [depending on the particular domain the organisation is interested in], with the [TTS] logo on it, it's like a certificate (Delivery Partner)*

However this DP conceded that it is not easy to measure if organisations are applying it, or indeed, if organisations who have not signed up to it nevertheless use it and change their practice:

*It is difficult to evaluate its impact... for example; we don't know if a GP acts on it, we take it on faith (Delivery Partner).*

It was also pointed out that it was important to ensure that the learning from TTS was outward facing, and used to inform communities and organisations across Leeds:

*Some of the projects will be more or less self-sustaining, that is part of the learning stuff that needs to be got out, not just organisations as in traditional organisations, but also faith groups, community associations etc. Things like meals together, those sorts of things, are relatively easy to do, and make a huge difference, organisations can do this and get the ideas out of the relatively simple things that can be upscaled (Programme Team)*

### 6.3 Test and Learn

In recognition of the relatively widespread view among the programme that capturing learning outcomes is important and give then importance the funder has placed on this the TTS team have put substantial effort into ensuring that the concept of test and learn is adopted throughout the programme. DPs are encouraged to provide test and learn case studies, and to reflect on what has worked and has not worked during quarterly monitoring reports collected via SurveyMonkey. The programme team have also developed 21 Test and Learn questions, which are helping to guide the commissioning framework (see Appendix 6). Test and learn was found to be helpful at the programme level, through aiding a review of the logic model (discussed earlier), and has also helped gain an understanding of DPs experiences of implementing and delivering individual projects. A total of 32 test and learn case studies have been produced to date by 13 of the DPs, the programme team, Leeds City Council, and an intern. These case studies highlight the key ways in which test and learn has been used to identify areas of activity or processes which would be done differently if delivered again. These reflections ranged from re-considering ways to ensure older people are more involved in decision making, to guiding priorities for additional

funding applications. Table 2 provides some of the main themes identified by the Test and Learn case studies.

**Table 2: Test and Learn Case Study Themes**

<i>Test and Learn</i> Theme	Number of case studies with theme*
Lessons for professional practice, planning or service development	21
Community engagement and participation	13
Monitoring and evaluation processes	3
Informal partnerships and outcomes	6

\*Numbers add up to more than 32, as some case studies covered more than 1 theme.

Many of the DPs interviewed gave positive feedback as to how well the principle of test and learn had aided their project delivery, providing a supportive environment:

*I like the way it is test and learn, even if something doesn't work you can talk about why and there is still value in that, rather than 'its all about hitting targets', I like the flexibility (Delivery Partner)*

*I feel it is a great way to work, it stops you worrying about it failing, it gives you scope to say if it doesn't work, you can learn from it and move forward, it takes my anxiety away' (Delivery Partner)*

A representative of one of the projects which has been funded for the full six years particularly valued being able to implement changes based on learning over time:

*For a project funded across the duration of TTS we are learning as we are going along, that is the luxury of [the long duration] ...relationships are developing...setting things up to continue (Delivery Partner).*

Others explained that the test and learn approach enabled them to feel comfortable talking openly about the project:

*[the programme team] are really supportive, always there to help, I feel comfortable reporting what isn't working (Delivery Partner).*

Despite the general positive comments about test and learn, it was nevertheless suggested that this represented a new approach for some and required a certain degree of culture change, which may take a little time to embed in some organisations. Indeed some staff (and volunteers) were not immediately comfortable reporting processes or activities which were not working, and others felt a pressure to produce the anticipated project outcomes to ensure funding is continued:

*Old habits die hard...this is new, we are not used to saying what isn't working, and most people may not want to admit it, particularly if you are new in post, you may want to impress (Delivery Partner).*

*The thing is, you are not funded if you are not reaching outcomes – it's admitting you are failing (Delivery Partner).*

*People want to look good...some are more willing to discuss test and learn than others (Delivery Partner7).*

It is to be expected that DPs will, at least in initial stages, be influenced by the ways in which they are used to working, or the experiences they have with other funders:

*When we have worked with funders we have never been asked for feedback on what they can do better... we used to give them figures, but never got anything back (Delivery Partner).*

A few of the DPs found the test and learn approach a little at odds with the outcome driven aims of the programme:

*As a part time worker, it is important to focus on the project outcomes...particularly as TTS is outcome driven (Delivery Partner).*

*They [the programme team] say it is not target driven, but there is always that pressure, it's frustrating not to meet [targets] (Delivery Partner)*

Whilst test and learn certainly has value for individual projects, it is also important to assess how the programme overall is adopting the approach and how comfortable the programme team feel about openly reporting and reflecting on the learning. When discussing with the programme team some issues were highlighted as important for ensuring that a test and learn approach could be successfully adopted at a programme level. One example mentioned is the importance of having a good relationship with the funder (i.e. the Big lottery) which was felt particularly important if the test and learn process highlights activities which had not produced the desired results.

On a final note, it was highlighted that both the programme overall and the DPs would benefit from learning more about the experiences of the other Ageing Better programme areas are getting, for example by attending events run in other areas. For example one such event, run in Leicester, was recently promoted, though, none of the TTS DP were able to attend. It is certainly worth thinking about other ways of ensuring good practice at the national level is shared more widely locally, though also bearing in mind the limited amount of time that DPs have to get involved. Indeed, and as discussed earlier, many DPs felt that did not have the time they would have liked to make links with other DPs in Leeds.

#### *6.4 Summary*

- Ensuring that learning is captured and fed into future projects and the wider programme is an important element of TTS, particularly in relation to gaining an understand of what does and does not work.
- The success of delivery approaches is often context specific, and may depend on the assets within neighbourhoods.
- Many DPs have embraced the use of test and learn, though a few pointed out that as DPs are used to working in more outcome driven ways, it can take time to fully embed, with a few still feeling concerned if they are not meeting anticipated outcomes.

- It was felt that the learning culture should go in both directions, with TTS taking steps to understand what is already happening in neighbourhoods, particularly thinking of more informal networks.
- As well as creating learning within the programme, TTS has the opportunity to be outward facing, and should be in a position to utilise learning at a wider level, such as from other Ageing Better areas.



## Part 2: Time To Shine: Outcomes and Impact

This part of the report examines the outcomes and impact of the TTS programme on older people (both beneficiaries and volunteers) who have taken part to date, it explores the profile of the participants, drawing on data from the 626 baseline surveys, and explores the outcomes and impact by examining changes for 179 CMF surveys where both baseline and follow up surveys are available. Qualitative interviews, case studies, and focus groups are also drawn on.

This part of the report is separated into 7 sections:

- **Section 7** Discusses the profile of the participants
- **Section 8** Focuses on the monitoring figures to date relating to the number and type of people involved in TTS
- **Section 9** Considers the extent to which older people report reduced loneliness and social isolation, and looks at both reported change, and perception of involvement in respective local communities.
- **Section 10:** Looks at well-being, focusing on the extent to which: older people feel more positive about themselves and feel more satisfied with their life and the extent to which older people have changed their attitude, and increased the amount of physical activity they do per week.
- **Section 11:** Explores in more detail the experience of volunteers, including reported benefits and challenges.
- **Section 12:** Considers the extent to which a wider partnership is expanding and working together to provide services and support for isolated older people.
- **Section 13:** Provides a summary of the key assessed outcomes of TTS

Table 3 provides an overview of the main variables assessed for this report, and shows the proportion of CMF respondents who either recorded an improved, or the same outcome.

**Table 3: Percentage of CMF beneficiaries reporting a positive or neutral outcome**

<b>Outcome</b>	<b>Verification Method</b>	<b>% older people with a positive outcome</b>	<b>% older people with a neutral outcome</b>	<b>% older people with a positive or neutral outcome</b>	<b>Sample Size</b>
Percentage of older people with either the same, or reduced loneliness	UCLA scale (3-item)	36.8	41.8	78.6	122
	De Jong scale	35.8	35	70.8	134
Percentage of older people with either the same, or increased social contact	Social contact with family in a typical week	38	31	69	157
	Contact with people in local area	28.3	50.6	78.8	166
	Level of participation compared to other people of same age	38.5	39.7	78.2	161
People reported either the same, or higher levels of mental wellbeing	SWEMWEB	52.8	21.3	74.1	89
Older people either report the same, or being more satisfied with their life	Life Satisfaction Score	40.7	34.5	75 <sup>†</sup>	113
Older people have increased the number of minutes of physical activity	Number of minutes spent carrying out physical activity per week question	27.3	49	76.3	110
Older people have a more positive attitude toward the importance of physical activity	Attitude to physical activity question	18.1	68.2	86.3	104

## 7. Profile of participants

### 7.1 Introduction

This section summarises the profile and characteristics of the respondents who have completed a CMF survey.

### 7.2 Survey respondents

TTS participants were asked to complete a CMF survey at their initial involvement in the programme and later upon completion (follow up surveys were completed at different timepoints). This section discusses the profile of participants who completed the baseline CMF survey. Once the data were cleaned, a total of 805<sup>6</sup> survey responses were analysed, across 19<sup>7</sup> projects (Appendix 3 provides the number of surveys completed by project provider). Of this 626 CMFs provide baseline data, and an additional 179 are follow up CMFs. When asked if they had any assistance in completing the CMF, most (67.5%) of the 533 people who answered this question at baseline stated they had some form of assistance in completing it. As highlighted in the Beneficiary Report (Alden and Wigfield 2016) incidences of non-response were found, in many cases, to be higher for those who completed the survey without help, particularly for questions such as the De Jong Loneliness Scale. This led to suggestions by the programme team that additional guidance may be required to ensure higher response rates to this particular set of questions.

### *Recruitment and referrals*

The survey responses show that participants were recruited on to TTS via a number of different sources<sup>8</sup>, the most frequent response, from just over two fifths (42%) was through project staff/volunteers or providers, this was followed by family or friends or a leaflet or poster (25% and 13% respectively). Furthermore, 68 respondents heard about the project through advertising, such as through a poster, leaflet, website, magazine or newsletter, thus this method of promoting projects had some level of success. The stakeholders who were interviewed viewed GPs as a potentially valuable referral source (see stakeholder report Alden and Wigfield, 2016) and this route currently accounts for six per cent of total referrals. Adult Social Care was reported as a referral route for four per cent. However, a significant minority number of people stated that they heard about the project in other ways, including through a local library, care home activity coordinator, local parish magazines, word of mouth, carer centres, and other third sector organisations. Just over one per cent of respondents reported hearing about TTS through a website. The one to one beneficiary interview respondents were also asked how they had heard about TTS, and a range of responses were provided, including: at other activity sessions, through notification at church or a temple, at a talk on Ageing without Children, via friends or through other services offered, such as Hospital to Home.

The high referral rate through project providers or staff suggest that in many cases services were offered to those who were already accessing support of some kind, rather than newly engaged people. It may also be that volunteers and beneficiaries

---

<sup>6</sup> A total of 7 excluded from analysis due to: birthdate recorded as under 50 and duplicate entry.

<sup>7</sup> 5 are projects under the Supporting Wellbeing strand

<sup>8</sup> It is important to note that due to either non-response, or respondents not being asked the question, this refers to only 480 survey responses.

already known to an organisation are more likely to complete a CMF due to being more comfortable and familiar with the organisation. Conversely, those who have previously had less contact with services may be more reluctant to fill in forms and complete questionnaires, due to unfamiliarity or trust issues (for example, volunteers referred to building up trust with organisations that they were involved with over time, discussed later). To unpick this, DPs would need to provide information relating to the proportion of all beneficiaries (and volunteers) who are new to their organisation, which the programme team are looking to incorporate in the future. It may be that older people who were already engaged with a project were encouraged to access different services being run through TTS. For example Age UK run a range of activities and services for older people, beyond the TTS programme, including providing practical assistance and Hospital to Home services. Whilst it is recognised that referrals to the programme are currently working well, stakeholder interviewees reported that they are promoting the exploration of a range of different referral routes. In fact, one of the ways in which working relationships are being developed across projects is through identifying referral routes, such as through GPs and health professionals, hospitals, carer organisations, home help services, through the local authority and across other third sector services (including TTS projects referring across to each other). Thinking specifically about the outcomes, many DPs were able to refer to ways in which building relationships was helping them to achieve their main outcome of reducing isolation (though, as discussed later, future DPs can perhaps benefit from thinking of ways to attract new beneficiaries, and this is being considered by the programme team).

Whilst it is important to note that there were a number of challenges, with examples provided by both stakeholders and volunteers in terms of attempting to make contact with some organisations with limited success (common examples included GPs or local care homes, but 1 also referred to a local councillor), there were nevertheless some positive examples provided of how linking with others was helping to achieve TTS outcomes. This outcome will be explored in more detail in later reports, as it is still relatively early days.

### *Types of services*

In terms of the types of delivery approach offered to participants, many (43%) were involved in one to one support, 39.5 per cent were primarily involved in group based activities and 18 per cent in a mixed approach (i.e. a combination of one to one and group activities). The proportion for those who completed a follow up survey was slightly different with 35.3 per cent of the sample experiencing one to one support, 42 per cent receiving group activities, and 22 per cent mixed support<sup>9</sup>. However, based on the discussions with stakeholders, volunteers and beneficiaries, the proportion who actually experience mixed delivery is perhaps somewhat higher, with one to one support, for example, being informally provided alongside group based activities. For instance, of the 80 completed Community Connect CMFs, nearly all refer to a group delivery approach, but interviews with volunteers showed that one to one support was also being provided.

---

<sup>9</sup> For DPs who chose more than one service type across the two surveys, mixed was chosen to reflect that the beneficiary had different types of intervention

We explored whether a person's age and health status impacted on the type of service that was used. It was found that people aged under 70 were slightly less likely to be involved in one to one services, when compared to people over 80 (43% and 48% respectively). As expected people who identified as having a disability or health condition were more likely to be receiving one to one support, with over half of respondents who reported living with a health condition (51.5%) receiving a one to one service, compared to just under a third (31%) of those who reported no illness or disability (the difference was assessed as statistically significant<sup>10</sup>).

### ***Characteristics of participants***

Here we outline the main characteristics of the participants based on the 626 valid baseline survey responses, focusing on: age; gender; ethnicity; religion / belief; sexual orientation; self-reported long-term illness or disability; living arrangements, care responsibilities and volunteer status. Characteristics of participants by project are provided in Appendix 2.

### ***Gender and age***

As tends to be typical in programmes such as TTS which target older people, the majority of the survey respondents were women (at 68%), with just over a third being men. The age of the participants ranged from 50 to 101 years, with the average (mean) age being 75 years (the age distribution between men and women was broadly similar with the mean age being 74 and 76 years respectively).

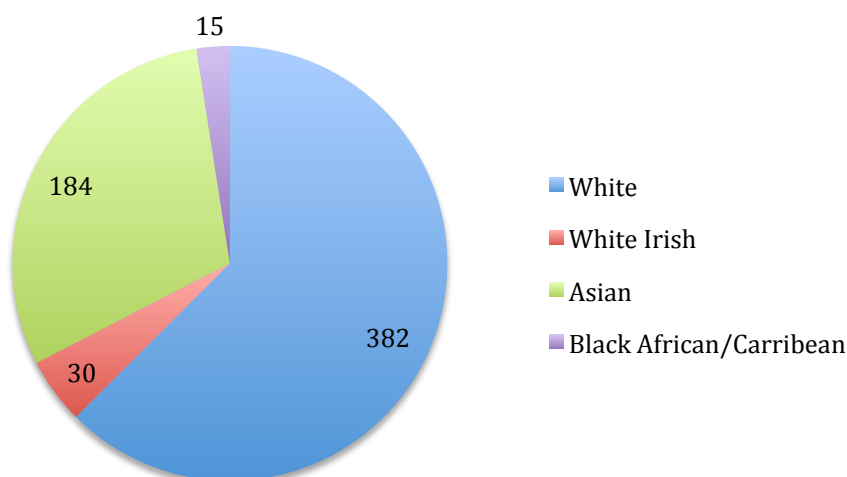
### ***Ethnicity, religion and sexual orientation***

Figure 2 outlines the ethnic background of the people who completed the survey; 60 per cent identified themselves as White (UK), with 29.5 per cent describing themselves as coming from an Asian background. These overall figures disguise large differences in the ethnic background of respondents across the TTS projects. For example the majority of BME respondents were involved in the four projects aimed at particular BME groups (these include the Lychee Red Chinese Seniors Project, the BME Seniors Network, Raat Di Roti and the Cara project). All except one of the 56 Chinese respondents were involved in the Lychee Red Chinese Seniors Project. Furthermore, in relation to the BME Seniors Network and Raat Di Roti projects, all older people who responded to the survey and utilised their services were from a non-white background (Appendix 2 provides a breakdown by project). Of the 611 valid responses, only 11 identified as African Caribbean; as highlighted earlier, this subgroup was identified as having comparatively low levels of engagement with TTS to date.

---

<sup>10</sup> Chi square ( $\chi^2$ ) = 48.4,  $p = < 0.001$ , 2 tailed)

**Figure 2: What is your Ethnic Background (N = 611)<sup>11</sup>**



When asked about their religion, the most frequent response from survey participants was Christian, at 56 per cent, followed by no religion at 13 per cent, then Sikh, at 10 per cent; a full breakdown is provided in Appendix 4.

The survey includes a question which asks people about their sexual orientation and a fairly large proportion (just under 12%) either did not respond, or preferred not to say. Of those who did respond the majority, at 97 per cent, identified themselves as heterosexual, a total of 14 respondents identified as LGBT (Lesbian, Gay, Bi-Sexual or Transgender), of which nine are involved with the Sage project.

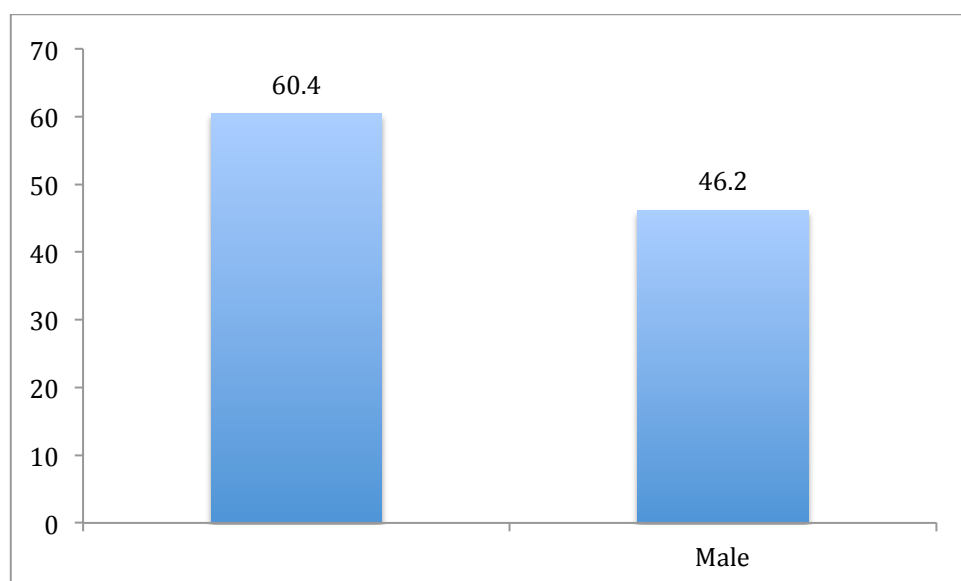
### ***Living arrangements***

Respondents were asked whether they lived alone or with one or more other person. Of those who answered the question, people most commonly reported living alone (55%). Just over a quarter (28%) lived with their spouse or partner, and 14 per cent with family. A small number (1.5%) lived in residential accommodation. There were, however, differences between the living arrangements of male and female respondents, with a larger proportion of female respondents (58%) than their male counterparts (44%) living alone, thus reflecting national trends (ONS 2014), and the findings of similar programmes (e.g. *Age UKs fit for the future* programme, see Wigfield et al. 2015). The proportion of men and beneficiaries who lived alone by DP project is provided in Appendix 2 (also see Figure 3).

---

<sup>11</sup> When 'N' is used, this refers to the number of responses.

**Figure 3: Percentage of respondents who live alone, by gender**



### ***Caring responsibilities***

Carers are a particular target group for the TTS programme; of those involved in the projects, 17 per cent of the respondents reported that they had caring responsibilities (N = 598), and of these, just under 15 per cent reported having a disability or long-term condition themselves. Men were more likely (at 22%, N = 41) to describe themselves as being a carer, compared to 14 per cent of women (N = 61).

### ***Volunteering***

15 per cent of respondents were involved in the TTS programme in the capacity of a volunteer (N = 93). We are interested in understanding more about the impact of the programme on this group. However, the small numbers who completed both a baseline and follow up CMF, at 26, was viewed as insufficient to carry out a separate analysis (the discussions relating specifically to volunteers are therefore mainly based on the qualitative data).

### ***Disability or long-term health conditions***

Just over three fifths of respondents (62%) reported that they had either a disability or long-term health condition. Respondents who volunteered for a TTS project were less likely to report a disability or health condition, at 45 per cent compared to 61 per cent for beneficiaries). As expected, illness and disability rose with age, but not significantly so. For example 57 per cent of people aged 70 or under reported an illness or disability, compared to 66 per cent of people aged over 80. A number of issues were associated with reported health conditions/disabilities, such as being less satisfied with life, reporting lower levels of well-being, and being less active (this was discussed in the Beneficiary Report, for more information see Alden and Wigfield 2016). As with BME beneficiaries, those with disabilities and/or long-term health conditions were distributed slightly differently across the projects and are listed in Appendix 2.

### *7.3 Interview participants*

Eight<sup>12</sup> one to one interviews were carried out with TTS beneficiaries, of these, six were widowed and one was single and one was separated; all lived alone and none had caring responsibilities; one was married but with no family. The average age was 77 and ranged from 60-85 years. Bereaved or separated participants had lived on their own between 13 months to 19 years, with a median time of six years. All were female. Most had family living locally or living in other parts of the country. All interviewees saw local family members regularly, and all also referred to their busy lives. For the beneficiaries who participated in focus groups information on age and current situation was not gathered at an individual level.

An additional 73 volunteers and beneficiaries also took part in case studies and focus groups, but for these individual characteristics were not collected, so cannot be reported here.

### *7.4 Meeting set targets and the Five 'Cs'*

To date (as of 30 June 2017) over 5,600 people of all ages have been involved in Time to Shine in some way, including:

- Over 2,600 older people participating regularly in Time to Shine projects
- Almost 500 older people involved in one-off activities or events
- 335 older volunteers and 140 volunteers aged 49 or under helping to plan, deliver or steer delivery partner projects
- 11 peer researchers trained to support the local evaluation of Time to Shine
- Over 1,000 indirect beneficiaries reached through communications, publicity and social media - both at programme level and through delivery partner projects.

Most projects are on track, or have met the targets that were initially set. Where this has not happened, useful information relating to the project model run, and target group, have been collected and are being used to direct future learning.

Appendix seven shows how the activity strategy (referred to in section 3) is being used to contribute to outcomes across the TTS projects. When we focus on the five *Cs* developed by the programme team to help inform the activities that needed to be achieved the four main outcomes, it was found that many individual projects worked well across the domains.

---

<sup>12</sup> A ninth interview took place, but the beneficiary withdrew consent.



## 8. Social networks: isolation and loneliness

### 8.1 Introduction

This section explores the extent to which TTS beneficiaries and volunteers have become less isolated and lonely over time, primarily through analysis of the CMF data but also through some of the qualitative research.

### 8.2 Loneliness

#### ***UCLA loneliness scale***

Participants were asked to complete the revised 3-item UCLA loneliness scale (Hughes et al. 2004), which is also included in the English Longitudinal Survey of Ageing (ELSA)<sup>13</sup>. The expectation was that, as a result of getting involved in TTS, older people would feel less isolated and lonely, thus they feel a lack of companionship *less* often and feel isolated or left out *less* often. The lower UCLA score, or median value, the less lonely the person is assessed to be on the scale. A significant positive change between loneliness at follow up, compared to baseline, was found; this is reported in Table 4 (though only a slightly higher number, at 78.6% reported either no change or an improvement in reported loneliness, see Table 3).

**Table 4: 3-item UCLA loneliness Scale - median (interquartile range)**

Survey 1	Survey 2	n value	Statistically significant change
5 (3)	4 (3)	122	Yes

Statistical test: Wilcoxon signed ranks test,  $z = -2.414$ ,  $p = .016$  (2-tailed)

We also assessed change across the average UCLA score across the two surveys, and following the approach taken by ELSA we assessed those as gaining an average score of 1.5 or more as lonely *some of the time*, and those who scored over 2.33 as being lonely *often*. Based on this the proportion of respondents assessed as sometimes feeling lonely fell from 35.2% to 28.7%. Similarly, the follow up sample were slightly less likely to be assessed as lonely often (at 13.1% compared to 16.4% at baseline).

#### ***The De Jong Gierveld loneliness Scale***

The De Jong scale was used to measure both social and emotional loneliness. In brief terms, the *social* refers to a person's subjective assessment of their levels of social contact, and emotional loneliness, which refers to the subjective experience of loneliness. The De Jong scale includes six questions (Table 5 lists each question on the De Jong scale, by type of loneliness). A minimum score of 0 refers to the least lonely people, and a score of six the most lonely people. In the Beneficiary Report, the baseline sample, overall, were more likely to report feeling emotional, rather than social, loneliness (see Alden and Wigfield 2016, for further details).

<sup>13</sup>The questions are: 'How often do you feel you lack companionship?'; 'How often do you feel isolated from others?'; and 'How often do you feel left out?'. There were 3 response options to each question: 'hardly ever or never', 'some of the time', and 'often', represented by values 1-3, where 1 is 'hardly ever / never' and 3 is 'often'.

**Table 5: The De Jong Gierveld Loneliness Scale, by loneliness type**

Emotional loneliness	Social loneliness
I experience a general sense of emptiness	There are plenty of people I can rely on when I have problems
I miss having people around me	There are many people I can trust completely
I often feel rejected	There are enough people I feel close to

As we found some positive outcomes from the UCLA loneliness scores, we may expect to find similar for De Jong; however, no difference was found across the two surveys<sup>14</sup>. Due to the findings discussed in the previous report (Alden and Wigfield 2016) that the baseline TTS sample experienced more emotional forms of loneliness (and appeared very socially connected), we ran a test to see how the scores on the dimensions of emotional and social loneliness compared. However, we did not detect any significant change across the two timepoints. However, when we consider the percentage change, 70.8 per cent reported either the same level, or a reduction in feelings of loneliness across the six item De Jong scale (with 35.8% recording an improvement), which was higher than those whose score indicated increased loneliness, at 29%.

Tests were run to see if there appeared to be a statistically significant improvement on the De Jong scale for particular groups. It was found that when living status was assessed, people who lived with someone reported a significant reduction in loneliness between the two timepoints, as measured through De Jong, when compared to their counterparts who live alone. This finding is perhaps unexpected, and whilst the overall numbers who completed the De Jong at follow up and baseline, and provided information relating to their living status, is fairly small (N = 76 for people living alone, and N = 50 for people who live with someone), this may nevertheless benefit from further exploration (Table 6). The research team considered whether there was a potential cultural element to this, as some participants, during focus group discussions, suggested that an older person may feel lonely despite living with family members, due to not interacting with likeminded people beyond the family unit. However, as the number of people who lived with family and completed the De Jong scale was small, we are unable to explore this further at this stage.

**Table 6: De Jong loneliness scale by living status**

	Survey 1	Survey 2	n value	<i>Statistically significant change</i>
<b>Both groups*</b>	1 (1.75)	2 (3.75)	126	No
<b>Live alone**</b>	2(3)	2(3)	70	No
<b>Live with***</b>	3 (3.25)	2(4)	50	Yes

---

14

someone				
---------	--	--	--	--

\* Statistical test: Wilcoxon signed ranks test, N = 124, z = - .908, p. = .364 (2-tailed)

\* Statistical test: Wilcoxon signed ranks test, N = 76, z = - .515, p. = .606 (2-tailed)

\* Statistical test: Wilcoxon signed ranks test, N = 50, z = - .2824, p. = .005 (2-tailed)

The CMF findings, overall, suggest that there has been some decrease in loneliness, but perhaps not the level we might expect, and the De Jong scale did not detect any real change except for beneficiaries who live with someone else. The interviews with stakeholders, and indeed focus group discussions with volunteers and beneficiaries, suggest there is some complexity around reported loneliness, which was discussed at length in the beneficiary report (see Alden and Wigfield 2016); this is also explored further later.

### 8.3 Social isolation

The CMF assesses social isolation by asking a range of questions relating to social networks and community involvement. This subsection considers the types of contact that the survey respondents have with family, friends, neighbours, and the wider community. Participants were asked a range of questions relating to how frequently they socialise with others, including how often they meet up in person, speak on the telephone, or by email/letter, or text. Respondents were also asked how often they speak to non-family members who live in their local area, about volunteering responsibilities, and if they are a member of any organisations. These questions aim to assess levels of social contact, and are a useful way of examining the extent to which respondents may be socially isolated.

Social contact, overall, increased very slightly across the two timepoints, with 69 per cent reporting either the same levels, or increased social contact<sup>15</sup>. It is important to qualify this by iterating that levels of social contact were high at baseline with just under 90 per cent reporting that they had some form of contact with family or friends at least weekly (compared to 93% at follow up). In other words, we are unable to say that CMF respondents were socially isolated at baseline, but rather, as highlighted in the beneficiary report, the participants were assessed as more lonely. In fact, analysis of data from the English Longitudinal Study of Ageing found that older residents in Leeds have higher levels of social contact and participation compared to those of older residents across the other Ageing Better areas (Ecorys 2016) (for more detailed information around social contact for people at baseline, please refer to the beneficiary report (Alden and Wigfield 2016)).

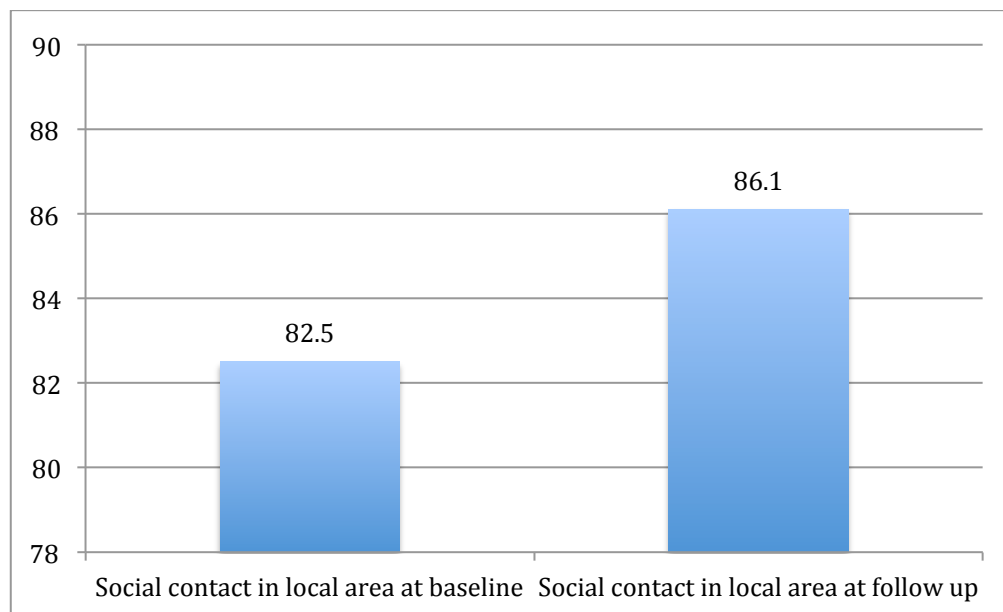
As with contact with family and friends, a high proportion of respondents reported regularly speaking with people in their local area, with 82.5 per cent reporting doing so at baseline. The follow up survey showed that this had risen even higher, to 86.1 per cent (with a total of 78% reporting either the same, or more contact, also, see Figure 4)<sup>16</sup>. CMF respondents were asked if they had carried out volunteering in the last 12 months, and around half stated that they had done so, with a further 36.3 per cent stating they intended to volunteer in the future. However, whilst respondents had a relatively high level of community involvement, when asked if they felt they could influence decisions in their local area, the response was mixed, with a smaller proportion of people (at 37.3%) feeling they could influence decisions in their local

<sup>15</sup> Statistical test: Wilcoxon signed ranks test, N = 157, z = - .1082, p. = .279 (2-tailed)

<sup>16</sup> Statistical test: Wilcoxon signed ranks test, N = 166, z = - .1508, p. = .132 (2-tailed)

area, which was lower than the rate reported at baseline (at 45%). It is important to note that a number of older people, at 30 per cent, were unsure on this question. This may mean that respondents felt unable to answer the question, but could also indicate that the context of the question was not necessarily understood.

**Figure 4: Reported change in contact with people in local area (percentage)**



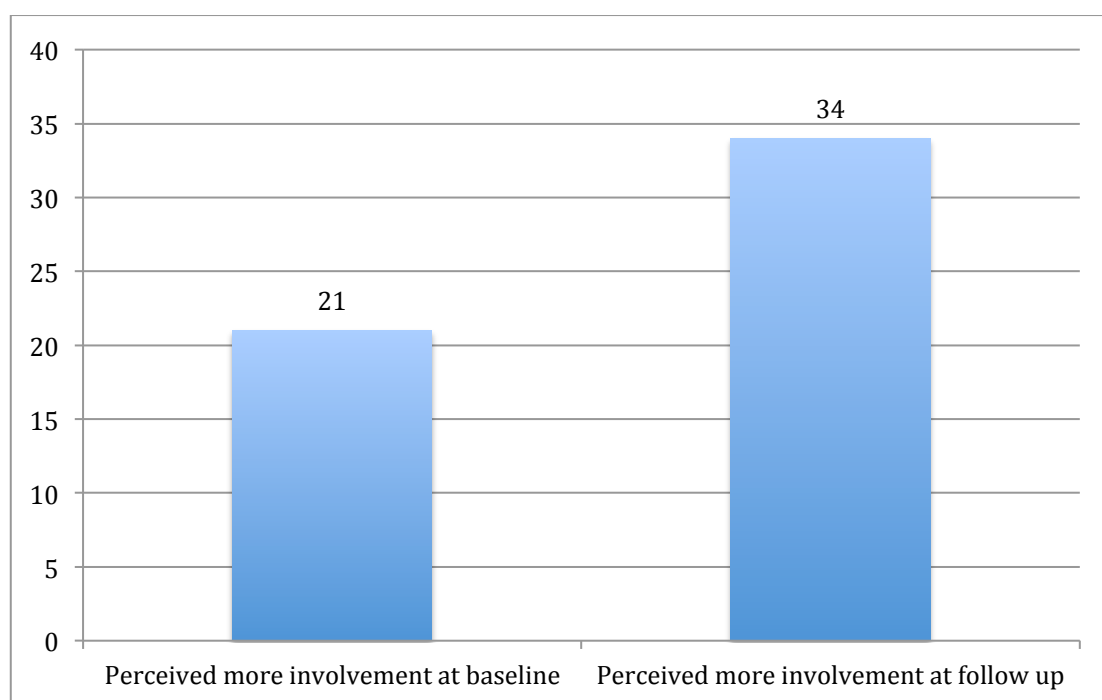
Respondents were asked how often they take part in social activities compared to other people of their age. The proportion of people who viewed that they either took part in the same number or more activities showed a statistically significant rise across all groups at follow up (overall, just over 78% of the sample recorded the same, or an improved perception of involvement compared to others of the same age, see Table 7). The Beneficiary Report highlighted that people with an illness or disability were more likely to report that they were less likely to take part in activities, so it was encouraging to see a statistically positive change when this variable was considered in more detail. This suggests that being involved in TTS is helping some to feel that they are more involved in their local area. In fact, people in this group were twice as likely to report being either involved in activities more, or much more, than most people their age (though caution is needed here, as the overall numbers, at 11 and 22 respectively, are small). The likelihood of perceiving either being involved in more, or much more activities than others was found across the whole sample, and this can be seen in Figure 5 (Table 7 reports the test findings).

**Table 7: Perceived likelihood of taking part in activities compared to others of the same age**

Survey 1	Survey 2	n value	Statistically significant change
3 (3)	3 (3)	161	Yes

Statistical test: Wilcoxon signed ranks test,  $z = -.2888$ ,  $p = .004$  (2-tailed)

**Figure 5: Reported increase in perceived likelihood of taking part in activities (percentage positive change, N = 90)**



#### *8.4 Loneliness and social connectedness*

Whilst a number of the interviewees (both one to one and focus group participants) did not, in the main, appear to be the most lonely, loneliness was experienced at least some of the time by most, and was specifically identified by many as a chief reason for taking part in a TTS activity. Of the interviewees<sup>17</sup> who felt lonely, a range of reasons were given, including: separation from family (through being busy or distant), loss of an existing social network, having no relationship with neighbours or people in the local neighbourhood, difficulty getting outside due to a disability, confidence issues (sometimes triggered by bereavement, disability or issues related to culture, such as concerns around language barriers, or potential issues accessing mainstream activities for those who identify as LGBT), and bereavement. Many volunteers also reported getting involved in TTS to ensure they remained socially connected, or due to feeling lonely as a result of bereavement, or for one interviewee, due to moving to a new area. Others, both beneficiaries and volunteers, wanted something to do at the weekend, (some also referred to bank holidays being a time where they felt particularly lonely), or wanted to do something with peers, rather than just family members. A more in-depth discussion on how beneficiaries perceived loneliness, and the impact it had on their well-being, can be found in the Beneficiary Report (see Alden and Wigfield 2016).

All one to one interviewees felt that their loneliness had subsequently reduced through taking part in TTS, and all agreed that their social network had increased. The individual projects contributed to this through providing the opportunity to get outside and meet new people, and also increasing people's confidence to try new things. A few interviewees felt it gave them something to do at the weekend (where projects

<sup>17</sup> Interviewees refer to both the 1 to 1 interviews and focus group participants.

provided activities at this time); another appreciated having someone available to provide support; and others felt it had helped them feel more connected to likeminded, or different people:

*I know a lot more people as a result of coming*

*You meet different people, with different views and different lives*

Alongside transitions relating to retirement or bereavement, one interviewee referred to the fact that before getting involved in TTS, she had few friends due to relocating to Leeds, but this had now changed:

*I now have a full life, before this [TTS] I had nothing*

For some, they appreciated the chance to develop something with others:

*I feel hopeful that there is something there I can be part of. It's about building a social network*

Yet others reported that they would not have gone out, if it had not been for the activities run:

*Most enjoyable, [a] little of everything, including laughs. I would not have even left the house this past three weeks.*

People involved in all the different types of service delivery approaches (referred to in section 7.2) reported positive outcomes and due to the broad range of people involved in TTS.

The Lychee Red project set up a singing group, and whilst it came together accidentally when some participants started to sing to some background music played by the activity worker, it is now a regular and favoured activity, and has performed at both an older people's event at the Civic Hall and the TTS one year anniversary event.

A few interviewees felt that mental health was linked to loneliness, with a focus group discussion concluding that loneliness could lead to depression. A few interviewees specifically referred to TTS alleviating depression, and this is considered in more detail when we look at outcomes related to well-being (section 9).

Some interviewees only had contact with others through attending activities, though nevertheless got on well with other beneficiaries:

*I've not made friends that I do other things with but I like the people*

However, a number of beneficiaries, volunteers and DPs provided examples of where friendships had developed outside of the project, and delivery approaches which encouraged people to socialise in outside settings seemed particularly effective in this respect (Box 5). Befriending models also proved effective at helping to develop meaningful relationships, through volunteers becoming friends with other volunteers, and the person they had befriended; box 6 provides an example from the Cara project.

### **BOX 5: More Than a Mealtime Shared Tables: Creating meaningful relationships through food**

Shared Table participants had become isolated as a result of bereavement, loss of friends resulting from retirement and from moving house. They spoke of *feeling separate, alone, empty and isolated*. This created feelings of sadness, unhappiness, nervousness, moodiness and a lack of confidence. Weekends, evenings, dark winter nights, coming back to an empty house and simple things going wrong like a light bulb needing change were dark moments. Experience of neighbours was mixed, some speaking of a caring attitude but most noting *they keep themselves to themselves and they never even said anything when my husband died*. Taking part in Shared Tables was valued extremely highly by the beneficiaries interviewed:

*[The] First time I was very nervous. I'm more comfortable now. I feel happy and have a host of new friends*

*It has brought me out*

*It has given me a new life*

*I have cemented relationships*

*It's like sunshine. Sunshine makes me feel better*

The intimate nature of sitting together in a small group of six to eight people was identified as much more rewarding than large coffee mornings (which some found daunting). Meeting new people was recognised as difficult, but a participant, recently bereaved, spoke of leaving her first meal feeling she had known everyone for years. Another, valued the opportunity to really get to know other people and several spoke of the comfort which sharing time with people in a similar situation to their own has brought.

*I knew people by name or in passing, but now I feel I have much deeper connections as a result of spending time with small groups on the shared tables*

One respondent valued the structure and the feeling of commitment involvement has brought. He feels belongs to a community of friends which brings responsibilities.

*It's given me a purpose, structure at the weekends. It makes me fit in with other people rather than pleasing myself."*

Meals bring you close and Shared Tables has even produced its first couple when romance blossomed for two participants.

Shared Tables has grown from one event twice a month to weekly, sometimes both Saturday and Sunday.

In summary, involvement in Shared Tables had led to new social activities and friendships, and as a result of making friends through Shared Tables, small groups have shared unfacilitated meals or coffee together and gone out to the cinema.

### **BOX 6: The Cara project: Reducing isolation through fostering friendships**

The Cara project, aimed at older Irish people, aptly demonstrates the benefits of programmes for volunteers, as well as beneficiaries. It also highlights the complex and individual experience of loneliness, whereby beneficiaries come to the project with varied journeys which led them to loneliness. The Cara project also shows the ongoing struggle that some very isolated individuals may have in becoming more integrated in their local communities, and the ways in which one to one support can make that happen:

*I can feel anxious when I am outside, it took two years just to go into the garden, but now I am starting to go out...I still cry and can struggle emotionally, but it's starting to happen (Beneficiary)*

Cara project volunteers felt that whilst it was important to offer support, developing deeper relationships was more so:

*When you lose someone, you need a friend to sound off with, you need someone to listen to you, it stops you being isolated as well (Volunteer)*

A volunteer and beneficiary said that Cara had led them to become friends outside of the project;

*I have met a good friend in [the befriended], what I give, I get back 100 fold.*

The volunteer had also struck up a friendship with another volunteer working as a befriender on the project. The need to link with others who have also experienced bereavement was viewed as particularly important, as the strength of feeling that occurs following bereavement is not always understood by friends and family:

*My friends don't see me so much anymore, as they probably don't know how to take me, I can be in the kitchen and start crying [referring to her bereavement]*

This suggests that someone bereaved may become more isolated, as friends do not know how to deal with grief, further supporting the importance of engaging likeminded people, this type of support was evident with 1 Cara volunteer:

*I have ... got very friendly with 1 of the other volunteers; we both lost our husbands around the same time (Volunteer)*

Alongside bereavement, retirement was also viewed as a transition that could lead to loneliness, as one focus group participant puts it:

*When you retire you need a focus, you need to feel needed, if you have worked with a lot of people, teamwork, you have to feel needed or part of something as this is good for wellbeing*

The Cara project provides a useful example of how one to one support can also lead to lasting friendships, and also how likeminded older people can support each other.



### *8.5 Reducing loneliness and social isolation at the community level*

Volunteers who took part in a focus group for an ABCD project reported that whilst it had taken longer than expected to get the project they were involved with off the ground, the community activities were well attended and continued to expand, with one volunteer referring to the *community coming together*. Volunteers involved in focus groups across ABCD projects in fact referred to running activities at the weekend, including Sunday lunches. As this type of out of hours support was viewed as being particularly effective in reducing loneliness for some (e.g. people who live alone), this service offers promising results. Whilst the aforementioned lunches themselves were not supported through TTS funding, people reached through the TTS Streetlinks project were signposted to this type of local activity. Furthermore, a number of beneficiaries (both participants and volunteers) said that they felt more engaged in the community as a result of the ABCD projects they were involved in:

*I have more friends and connections; it has made a big difference*

*You wave at people you would normally walk past, it broadens your horizons*

*I have lived in the same village for 40 years, I knew nobody, everything I did was outside of my village, but now I am a complete part of the community...It [the project] opened the door and let me into the village, it makes me feel welcome*

As well as settled residents making connections, a beneficiary who had just moved to the area referred to how getting involved in a TTS community based programme helped her to settle in:

*It helps to settle you, if you move to a new area and have a community group to go to*

Some referred to community level support as *neighbourliness* and felt that a sense of neighbourliness had been lost in most areas in recent years. The above quote suggests that projects which adopt a community approach can help to integrate people into the community and perhaps rekindle community spirit.

The volunteers for the ABCD project based in a rural area said that were keen on ensuring what they had built up would be sustained after the funding comes to an end, by looking at other sources of support. In fact, the focus group setting, and discussion on how to engage inspired some volunteers, through hearing about other projects, and one developed an idea of setting up a *community allotment* to provide an activity which may appeal to men.

Alongside ABCD projects, there were examples of projects which ran group based activities leading to greater community cohesion. For example a volunteer involved in project which involved group based activities referred to how getting involved in their local area had made them feel more connected:

*I live in a neighbourhood that had ceased to be [a neighbourhood], the project helped me to connect, it has extended my connections*

An example of this is the Shared Tables (part of the More than a Mealtime project), which participants and volunteers felt had led to them feeling more a part of the

Crossgates community (where the project is based), the DP working on the project agreed:

*It is not just the opportunity to eat, its more than that, it cements social relationships in their own community, I feel this is important, if they go shopping in the local centre they may see these people and say hello (Delivery Partner)*

As referred to in an earlier section of this report (section 3), some ABCD projects referred to providing additional, more informal, one to one support for older people who may be more reluctant to join in:

*There is a women who was very reluctant to go outside or let people in, but the [ABCD project] based in the block of flats would just shout through the door and let her know they were thinking of her (Delivery Partner)*

Whilst this may not be the level of participation aimed for, it was felt that giving that *little bit of help*, for those who may be more reluctant gives that person the opportunity to let someone know if there are any issues, with the aim being that the person will take part in the future. It also provides a more *rounded* feel to ABCD projects, and provided this additional one to one support. It was also felt that this type of support had become more necessary due to recent reductions in wardens in communal areas.

Whilst the reported outcomes to date are undoubtedly positive, the discussions do draw attention to the fact that it can take time to get projects off of the ground and embed into the community, and that sustainability is heavily influenced by availability of funding (see section 11 for a more detailed discussion).

### 8.6 Summary

- Reported loneliness reduced when the UCLA 3-item scale was assessed, however, for the De Jong scale, aside from people who live with someone else, no difference was found, either when the whole 6-item scale was considered, or when the scale was separated to focus on emotional and social loneliness.
- In terms of social connectedness, the CMF respondents' level of social interaction with others, including family, friends and neighbours was very high. However, a slight improvement was found over time and alongside this, there was a significant improvement in participants' *perception* of social engagement, when compared to people of the same age.
- The qualitative data provided positive of examples of where older people felt that they had made new friends or were more involved in their community.

## 9. Impact on well-being and physical activity

### 9.1 Introduction

This section explores the extent to which the TTS programme has affected well-being including a focus on health, confidence and mood. It reports on outcome measures collected through the CMF data which are focussed on mental well-being and satisfaction with life.

### 9.2 Impact on well-being

The 7-item Short Warwick-Edinburgh Mental Well-being Scale (SWEMWBS) was used to measure any change in mental well-being across the two CMF timepoints<sup>18</sup>. The Beneficiary Report showed that the baseline SWEMWBS score, at 22.9 was considered *below average* when compared to the current UK average SWEMWBS score of 25.3 (NEF Consulting 2014). For TTS participants who completed both a baseline and follow up, the former score was even lower, at 22.35. People reported significantly higher levels of well-being in the follow up survey, when compared to baseline, with over half (52.8%) the participants recording an improved SWEMWBS score. As can be seen in Table 8 the median SWEMWEB score increased from 22.35 at baseline, to 24.11 at follow up. Whilst this is still below the national average, it marks a significant improvement across the duration of participation in TTS.

**Table 8: 7-item Short Warwick-Edinburgh Mental Well-being Scale -median (interquartile range)**

Survey 1	Survey 2	n value	Statistically significant change*
22.35 (4.3)	24.11 (3.7)	89	Yes

Statistical test: Wilcoxon signed ranks test,  $z = 3.237$ ,  $p = .001$  (2-tailed)

### 9.3 Impact on Satisfaction with Life

Respondents were asked to provide a rating of their overall satisfaction with life, on a scale of 0-10 where 0 is *extremely dissatisfied* and 10 is *extremely satisfied*. At the start of the intervention the satisfaction with life score was high with a mean of 8.1 (SD 2.4) when compared to other UK average scores produced by the OECD, at 6.5 (2017) and the Office for National Statistics, at 7.7 (2016)(for more information on baseline satisfaction with life scores, please see the Beneficiary Report, Alden and Wigfield 2016). Looking at the change over time, we find that there was a positive change between baseline and follow up, with over 40 per cent of the sample reporting an increase (Table 9).

<sup>18</sup>SWEMWBS is a validated measure of mental well-being. Respondents are asked to rate their feelings over the previous 2 weeks from 1 (none of the time) to 5 (all of the time) on 7 statements: 'I've been feeling optimistic about the future'; 'I've been feeling useful'; 'I've been feeling relaxed'; 'I've been dealing with problems well'; 'I've been thinking clearly'; 'I've been feeling close to other people'; and 'I've been able to make up my own mind about things'. Ratings are summed up, producing a total score ranging from 7 to 35 for each respondent.

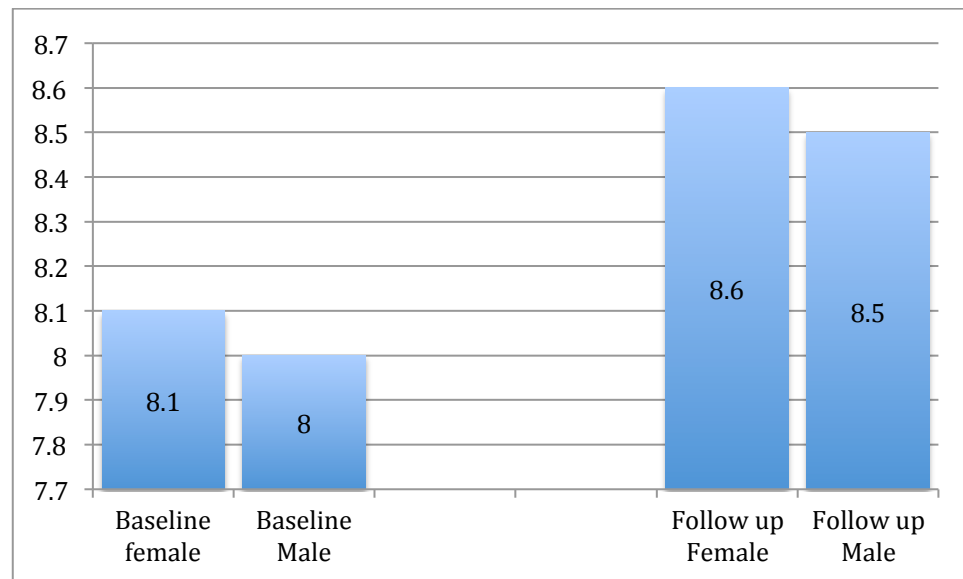
**Table 9: Satisfaction with life scale – mean (standard deviation)**

Survey 1	Survey 2	n value	Statistically significant change*
8.1 (2.4)	8.7 (2)	113	Yes

Statistical test: Wilcoxon signed ranks test,  $z = 2.690$ ,  $p = .007$  (2-tailed)

As can be seen in Figure 6 both men and women showed a positive change in satisfaction with life across time.

**Figure 6: Satisfaction with life change across time, by gender**



#### 9.4 Impact on physical activity: attitudes and behaviour

The programme's impact on physical activity has been explored by analysing changes in attitudes and behaviour towards it. Participants were asked if they felt physical activity was important and whether they were doing something about it, and also to provide details on the number of minutes they carried out physical activity in a typical week. A large number of the sample ( $N = 104$ , 68%) reported no change in attitude towards physical activity. Whilst there was a small rise in participants who reported both that physical activity was important to their health, and they were doing something about it, from 62.5 per cent at baseline, to 66 per cent at follow up, the difference was small, and the change was not significant<sup>19</sup>.

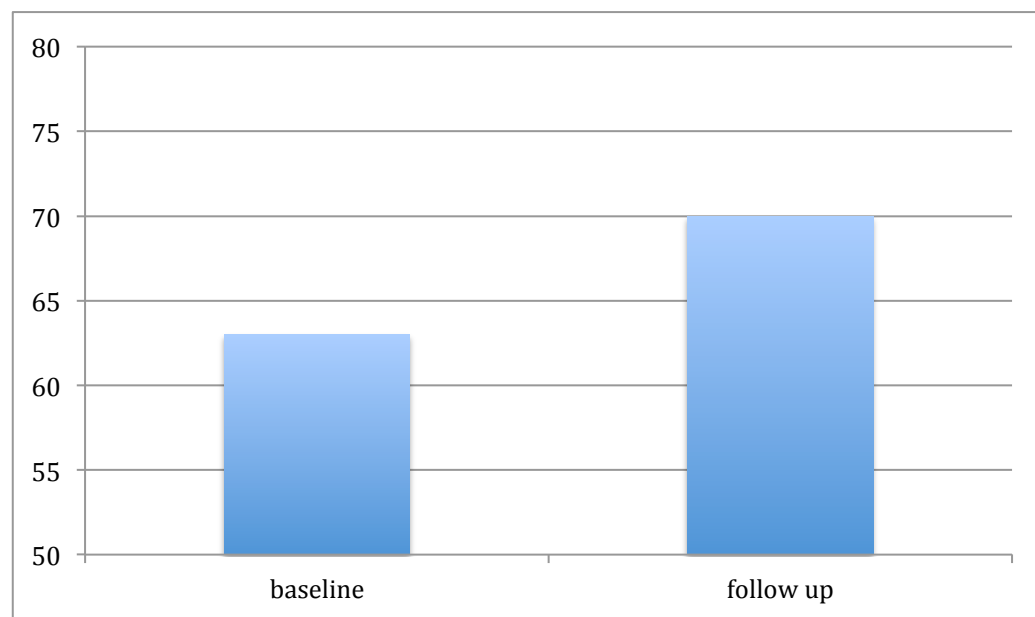
There was also no identified change in the number of minutes respondents spent doing physical activity (whilst 27.3% reported increased minutes spent carrying out physical activity, a similar proportion, 23.6%, reported a decrease; the overall percentage who either recorded an improvement or no change was 76.3%, see Table 3)<sup>20</sup>. We also considered if the proportion of people who carried out the Government Chief Medical Officer's (CMO's hereafter) recommendation of 150 minutes a week of physical activity had increased, by comparing the proportion of respondents who carried out 2.5 hours or more physical activity per week across the two surveys ( $N$

<sup>19</sup> Statistical test: Wilcoxon signed ranks test,  $N = 104$ ,  $z = -.667$ ,  $p = .505$  (2-tailed)

<sup>20</sup> Statistical test: Wilcoxon signed ranks test,  $N = 110$ ,  $z = -1.025$ ,  $p = .306$  (2-tailed)

=70). This was found to have a greater increase, rising from 57.3 per cent at baseline to 63.6 per cent at follow up (see Figure 7). It is important to note that of the sample who completed both baseline and follow up, less than a quarter reported carrying out less than 60 minutes of physical activity in a week, so the sample, overall, are assessed as relatively active.

**Figure 7: Percentage of sample where physical activity meets current CMO guidelines (Percentage)**



### 9.5 Well-being and physical activity: the qualitative data

Though reducing social isolation and loneliness is the chief aim of TTS, improved health and well-being, particularly as a consequence of becoming more socially connected, is a secondary aim. When prompted for changes to general well-being, respondents were unanimous that participation in TTS made them feel good and happy:

*It's like sunshine and sunshine makes me feel better*

*People are so funny. It's like theatre all the time*

Others referred to TTS making a difference to their lives through providing meaning and support:

*I feel it [TTS] has given me a home, it brings people together, it offers people help, it gives them something to look forward to*

A few volunteers referred to how they had more purpose in their lives *it makes you get out of bed in the morning*. Others felt that for them, volunteering had provided: *routine and structure to each day or week*.

In the previous section we referred to the fact that some participants felt that loneliness contributed to depression, and that involvement with TTS had helped alleviate it for some:

*Getting involved has got rid of my depression, my family live far away and I started to become very tearful, but since joining the project I have made lots of friends and I feel happier.*

Box 7 provides an example from one of the case studies around how an individual TTS project led to improved well-being for the beneficiaries and volunteers.

**BOX 7: More than a Mealtime: Improving well-being and confidence for beneficiaries and volunteers**

The More than Mealtime project, both the group (Shared Tables) and one to one strand (Time Together), were found to have improved feelings of well-being for participants:

*Life has meaning now. There is more to life than just waking up and going about routine things, I feel as if I am sharing my life.*

*I feel more content with life in general, a contentment I didn't have before. Z has brought a lighter feel...it has brought more laughter into my life. I feel laughter is better than any medicine.*

More than a Mealtime also provided a good illustration of how beneficiaries built up confidence over time, and became volunteers themselves. Since the scheme started five participants have become table hosts, three others have become volunteers in other projects. A participant involved in the More than a Mealtime Shared Tables project, which involved visiting pubs and restaurants and sharing tables with other older people, referred to the fact that she had felt lonely since becoming bereaved. The beneficiary said she previously would not have been confident enough going out to the pub or for a meal on her own, but since getting involved in shared tables, she now feels able to visit these types of places on her own:

*I wouldn't have gone for a meal on my own, I might have gone to a café, but a pub or restaurant, I wouldn't do that on my own...now I have been a couple of times [to the shared tables] I would go to a restaurant or pub on my own, I wouldn't dream of doing it alone before.*

Another participant is proud of her increased confidence in talking about Shared Tables in the community, both casually at the supermarket checkout and at a marketing stall in the shopping centre.

*Before I was involved in Shared Tables I didn't feel valued and felt worthless....(now) I feel good about introducing new people.*

### 9.6 Increased confidence

Many DPs, at the project and programme level, reported that they are working to ensure that older people are more visible across Leeds, and are given the opportunity to participate in a range of activities, this is so for the general older population, and for specified target groups who are less likely to engage without appropriate support (for example a participant of the Raat Di Roti project was particularly interested in meeting with people who could speak her first language, see Box 8). Therefore, and as touched upon above in the More than a Mealtime case study, increased confidence was a particularly important outcome which can help encourage people to get more involved in promoting and volunteering for TTS. Even where beneficiaries did not necessarily get involved with volunteering for TTS, participation was nevertheless reported as increasing confidence through encouraging people to get outside and take part in activities (see Box 8 for a more detailed example)

#### **BOX 8 Raat Di Roti: Increasing confidence through participation**

A beneficiary of the Raat Di Roti project referred to how, due to a mixture of bereavement and ill health she had lost confidence and struggled to leave her home. Whilst working with a befriender helped her regain some confidence, she nevertheless felt lonely and wanted to engage with Punjabi speaking peers. The befriender referred the beneficiary to the Raat Di Roti Project. She has participated in the project for over a year and through this has been introduced to more social avenues to reduce her isolation and loneliness. She now engages in light lunches with her befriender and has also connected with a Punjabi speaking family, enjoying a few hours of company whilst having an evening meal together. Alongside this she is also involved in wider activities provided by the Sikh Elders Service, who run Raat Di Roti.

The Delivery Partner reported that the participant had become a *different person* to the one they had met a year ago, and that through participation with volunteers and other older people, she appeared happier, enjoying all the social opportunities available to her; as the beneficiary puts it:

*I'm happy to be with you. If I don't have the love of people, I have nothing*

A number of interviewees referred to gaining (or regaining) confidence due to participating in their respective projects. For example, a participant had lost the confidence to go outside due to problems in using public transport, particularly what she referred to as the negative *attitude of bus drivers*. But getting involved as a volunteer had helped her to overcome this (transport issues were identified as a major barrier, this is recognised by the programme team, and the Small Funds project have recently been involved in a round of commissioning that focuses specifically on transport). Another interviewee stated it had given her confidence by mixing with people and trying new things that she had not done before. This willingness to get involved in something new was reported by others; for example one had agreed to be filmed, though admitted she was a *bit scared*. For some, getting involved with TTS increased confidence and training in public speaking (also, see Box 9):

*I could never actually speak to a room of people. I've actually amazed myself*

Involvement in new arts activities such as storytelling, dance and theatre also created a sense of achievement:

*I feel quite proud of myself, what I have achieved*

Others also alluded to this increased confidence in going outside and becoming more involved:

*My outlook on life has changed a bit more. I'm a bit more outgoing I suppose. Now it's a wider world, you know what I mean*

Another referred to her confidence increasing due to feeling accepted by others:

*They accepted me, it was the best thing that happened to me*

These quotes show the benefits of supporting older people to try new things and learn new skills. As the project which supported digital engagement was delayed, we have not as yet interviewed beneficiaries of the Digital Angels project, though the DP provided some information relating to how learning ICT skills had increased the confidence of older people who are isolated, particularly through increasing independence:

*The impact for individuals can be far reaching, it is anything people want to do, a socially isolated gentlemen, he couldn't go out, he had fears around online shopping, through the use of a volunteer, he [learned] how to remain safe online, reassured, he could do online shopping, it was a real lifeline. We started to work with care homes, we had some great outcomes, one lady is 101, she had never been online, she thinks its magic (Delivery Partner)*

Digital Angels is also working with people who are coming out of hospital, accessing dementia cafes, and living in care homes, the aim being to help them live independently through utilising ICT skills such as online food shopping. The DP provided an example of the benefit of ICT training in promoting independence in care homes:

*Some of the residents have technology...but keep away from it until relatives come to help them, there are opportunities there, we need volunteers to go and work with them in a communal space, rather than just waiting once a week' (Delivery Partner)*

Thinking about transitions, bereaved volunteers felt participation had increased their confidence and provided them with a purpose. Another felt that getting involved in TTS had helped her to retain her identity after retiring, particularly through connecting with others in a similar situation. A few recently retired people felt that volunteering helped them to continue being part of a network, to feel valued and worthwhile as they were continuing to contribute to something. Another referred to the benefit of having something structured in life following retirement. A number of comments were provided relating to retirement in the volunteer focus group:

*I have made new friends, and stopped feeling like I am missing out due to not working anymore*



*It made me feel part of something again, and reminded me that I still had something to give, that I am a part of something and of value to someone*

The multiple potential benefits of getting involved in TTS through volunteering are provided in Box 9 which discusses a case study of the Young at Arts project, showing the benefits of volunteering for increasing confidence, well-being alongside reducing loneliness and social isolation.

**BOX 9: Young at Arts Ambassador scheme: Achieving outcomes through co-design**

From the start, Young at Arts planned to involve older people in the development and delivery of the programme through the creation of a steering group of older people to help plan, deliver and evaluate the programme and an Ambassadors' team. A Young at Arts project manager described an ambassador as:

*A pillar within their community and the community we have created. They are the very core of the project who work extremely hard to organise, publicise and promote the project as a whole."*

Early in 2016, seven ambassadors were recruited and three training sessions were held focusing on safeguarding, dementia awareness and communication. This training was valued by the ambassadors, and gave them more confidence to get outside of their *comfort zone*. For example the team building and skills training were effective in developing confidence e.g.

*The first time I went to an Ambassadors' lunch I daren't say anything. It doesn't worry me to say things now*

A creative morning followed to further develop their confidence and ability to promote the project to other adults in their locality. The primary goal of arts ambassadors is to use word of mouth to advertise events with a focus on the most lonely and socially isolated.

A Spring Fling Event was designed by a team of six ambassadors supported by a Young at Arts project manager. All had been regular Young at Arts participants and had been involved in marketing and helping at events from early in the project. Approximately 50 Spring Fling attenders were welcomed by Ambassadors and provided with a programme and promotional materials about future Young at Arts events.

The ability of ambassadors to help attenders feel comfortable right from the start was clearly observed. They visited tables to chat, encourage participation and to introduce people to each other. The ambassadors were delighted that they had been able to share their passion for the arts with other people many of whom were new to the project. When asked if it had been a good idea to take on the ambassador role there was a unanimous positive response. The Ambassador team working on Spring Fling fully recognised both the opportunities for social contribution and for the development of their own social relationships which involvement afforded:

*We have met lovely people and made very good friend*

The opportunity to help others was a strong motive for being an ambassador. That the

social benefits of being an ambassador is so highly valued supports research into the impact of volunteering on the health and wellbeing of over 50s. It also demonstrated again how TTS was helping to alleviate the isolation of volunteers, alongside beneficiaries:

The Spring Fling project manager concluded:

*The ambassadors were fundamental to the success of Spring Fling. It was entirely their event and it wouldn't have been anything without their hard work and creative ideas.... They were so proud of what they had created and that feeling was a pleasure to see.*

Alongside the clear benefits for volunteers, beneficiaries also reported how TTS had increased their confidence to get involved with things outside of TTS. Box 10 provides an example of how beneficiaries had become more outward focused and got out into their community more due to the support of their befrienders’.

#### **BOX 10 Farnley Friendly Faces: Using befriending to enable community participation**

A beneficiary discussed how the experience of being supported by a befriender had increased his confidence and encouraged him to get out more:

*I was a bit shy, but since [the befriender] has come along, it has brought me out of it...I am talking and mixing with people more...it has built up my confidence, I used to be nervous but I have completely changed...I wouldn't have been able to speak up at something like this [the focus group] before, but now I will*

It also gave him the confidence to go to a meeting that he would not have been to before (an AGM). Which provides a good example of increasing his community involvement.

Another linked loneliness with reducing confidence, as the person to become withdrawn. The participant referred to how her befriender was helping her to get outside, as she did not have the confidence to go out alone due to a fear of falling. The befriender also assisted the beneficiary to get to the focus group, so she could discuss her experiences.

The befrienders also referred to enjoying making a difference in their local area:

*It is a way to engage, I enjoy it. We both get something out of it*

However, it was pointed out that building confidence can work both ways, and as well as bringing confidence to the befriended, a volunteer who carries out this role will need the confidence to meet up and support a stranger.

#### **9.7 Summary**

- The findings suggest that for the CMF respondents, their mental well-being and quality of life increased fairly substantially across the two timepoints and the qualitative interviews support these findings, demonstrating how involvement in their respective TTS projects had led to them feeling happier and more confident.

- Whilst there was less detected difference in physical activity, percentages increased overall, which is promising.
- The interviews and focus group discussions provide examples of the range of ways in which beneficiaries and volunteers have benefitted from getting involved with TTS through becoming more socially connected, such as through improved well-being, mood, confidence, skills, and a few examples of where participation has encouraged exercise, for both volunteers and beneficiaries (many who become volunteers themselves).

## 10. The Volunteer Experience

### 10.1 Introduction

As explained in part 1 of this report, volunteers play a central role in the design, delivery and evaluation of the TTS programme, particularly as the intention is for the programme to be co-produced. This section discusses the role that volunteers have played in more detail, providing an analysis of the impact of volunteering. It focuses specifically on how volunteering is leading to project level change. We include here an exploration of the impact on individuals who, having first got involved in the programme as older isolated beneficiaries, have themselves become volunteers supporting other isolated older people. We also explore the support required by volunteers and some of the challenges encountered.

### 10.2 Volunteer contributions to TTS

Volunteers who were researched, either through one to one interviews or focus groups, reported a range of ways in which they had contributed to TTS, such as through befriending, being a member of a steering group, assisting with marketing, or hosting events. Two beneficiaries, for example, explained how they had eventually become involved in marketing the project that they were involved in as participants. Another volunteer had helped at a stall in a shopping centre and at a TTS event held at the Yorkshire Playhouse. Another was keen to use her professional skills in marketing to produce a newsletter. She was also hoping to develop her social media skills through working with younger members of the project's steering group. Some volunteers, such as those involved in the More than a Mealtime Shared Tables project, hosted tables during evenings and weekends.

Some volunteers were involved on a casual, ad hoc basis, whilst others reported significant involvement at a community level. In fact, it was felt by many focus group participants that TTS could not operate without the contribution of volunteers and again this fits with the co-production ethos of the programme. Some reported that they had become a volunteer during a transitional life event, such as the death of a partner or person they previously cared for.

### 10.3 The benefits of volunteering

Discussion around the benefits of TTS for the volunteers in terms of reduced social isolation and increased well-being was explored in subsections 8 and 9. Many DPs offered examples of the positive benefits of getting involved in TTS for the volunteers. One cited a recently bereaved carer who reported that volunteering gave him a focus, another provided an example of a woman who was becoming depressed due to family problems, and that volunteering took her mind off things as she enjoyed helping others. As already mentioned, many volunteers are in fact former beneficiaries:

*Some of the people referred to us, some of these have become volunteers. It's a two way process, one gentleman who came on board, he is attending groups same as his client, it kills two birds with one stone, with the volunteer and beneficiary supporting each other (Delivery Partner)*

*Some of the participants went on to be hosts themselves; meaning [the project] is able to put on more tables, as more hosts, so frequency can increase (Delivery Partner)*

The majority of volunteers were asked about their views of activities and the project and all reported that they valued being a volunteer and found it satisfying, with many feeling they got more out of it than they put in:

*It makes you feel good, you get more out more than they put in, I think*

*I like helping other people*

Some also referred to getting involved to help develop the respective projects that they are working on:

*[I wanted] to contribute to the development of the project and to benefit from it*

One volunteer pointed out that despite her disability, she was enabled to contribute to delivery of the project she was involved with, through chairing a meeting, she felt the organisation was flexible:

*I like that about [the project], they use people in different ways, they support people to contribute.*

Another volunteer steering group member agreed:

*We use the skills of people who wish to take part; we used people's different skills so that we can offer a variety of things*

Some volunteers, as highlighted throughout this report, referred to the enjoying a sense of *belonging*, and greater wellbeing:

*Its feeling that you belong somewhere, and there is somewhere for you to turn to if you have nowhere else to turn, I think as you get older you do need something like that in your life (Volunteer)*

*You just want somewhere you feel safe (Volunteer)*

The latter quote came from another former beneficiary who became a volunteer, and his motivation for doing so was wanting to give something back to the organisation which had previously supported him.

Younger volunteers also explained, in a focus group, how they benefitted, thus emphasising the role that volunteering can play in offering intergenerational involvement. In one befriending project, for example, volunteers under 50 had discussed how being involved had been beneficial to them:

*I wanted to do something different, a way to engage...I love doing the visiting...we both get something out of it. I am busy at work, so enjoy having a chat, its good to see a smiley face. There is supposedly a rift between older and younger people, I don't see why, it's nice to hear about the past (Volunteer)*

*It's different to talking to older relatives, its good to talk to new older people (Volunteer)*

#### *10.4 Supporting volunteers*

The interviews and focus groups also revealed that volunteers need the right kind of support to get involved and stay involved and this was often provided by the TTS projects' paid staff and through regular meetings and events where volunteers could meet with their peers and socialise. It was felt important that at the same as providing support, volunteers were encouraged to both recognise and utilise their skills.

Most volunteers who attended the focus group discussion also mentioned valuing the opportunity to speak to volunteers involved in other TTS supported projects. Some found it reassuring to discuss issues with others, to be able to open up and share experiences. A volunteer who felt overburdened was able to talk with other volunteers, who offered her advice. Others came up with ideas that they felt would work in their own project settings (such as setting up an allotment).

#### *10.5 Challenges of recruiting supporting and retaining volunteers*

Some challenges to encouraging beneficiaries to volunteer were encountered, particularly if a person had a previous negative experience of volunteering elsewhere. For example a participant recalled his experience of joining a group that did not feel very welcoming (described as a closed and unfriendly group). This was also deemed important when thinking about retaining volunteers:

*I had previous poor experiences of volunteering, I was thrown in at the deep end, I feel we get love and support at [the project]... [and are] treated like a person*

As mentioned previously many volunteers require support, which varies according to the individual volunteer, the task they are carrying out, and the organisation they are volunteering with. However, some DPs were not viewed as having a staff infrastructure sufficient to support volunteers. For example a few volunteers did not feel they could request the training they needed, with some pointing out that they had not had any safeguarding training, even though this was assessed as important (i.e. what to do if someone has a fall). Others were not sure they fully understood the boundaries in terms of what a volunteer should be expected to do.

Some volunteers highlighted the importance of ensuring that what was being expected of the volunteer was realistic, both in terms of tasks and time commitment. One felt that the commitment required of her was proving too much, but she felt unsure of how to broach this with the DP concerned. A few also recalled incidences where they felt guilty if they said no to a particular request that was made by the host organisation. Another volunteer referred to the importance of recognising that older people *have a life* and giving sufficient notice for meetings. One volunteer referred to the fact that some roles will not be suitable for everyone, for example where home visiting is required a volunteer with a car is often required. This provides a reminder that volunteers, as well as beneficiaries, can experience challenges related to transport.

With specific regard to relationships formed with beneficiaries, a few volunteers reported challenges due to getting attached to someone when the support was designed to be short-term, and some referred to difficulties they had experienced in

trying to follow guidelines relating to accepting gifts. For example it was pointed out that when a beneficiary offers to buy a volunteer a cup of tea, it is hard to say no, and can make both the volunteer and beneficiary feel uncomfortable.

### *10.6 Summary*

- Overall, the volunteering element of TTS is working very well, and contributes to the objectives of TTS being a co-produced programme.
- Feedback suggests that the role of volunteers is important to support the sustainability element of the programme (with examples of projects becoming self-sustaining through the work of volunteers, discussed later).
- Volunteers are experiencing many benefits themselves that are in line with the main TTS outcomes.
- However, feedback also highlights the need, for sufficient support and training. This needs to be considered alongside the feedback of DPs that they needed to spend more time than expected supporting particularly vulnerable volunteers.

## 11. Programme Sustainability

### 11.1 Introduction

An important element of both building capacity and contributing to systems change is the extent to which individual projects, or at least elements of individual projects, can be sustained after TTS funding comes to an end. There are various ways in which this can be achieved and it is essential that the programme overall and the individual projects within it address sustainability issues sooner rather than later. A number of ways of ensuring sustainability are already being considered at both a programme and individual project level and include: seeking alternative funding; providing self-sustaining support; facilitating self-sustainability through the use of volunteers; and embedding TTS activities in wider systems change. Each of these are now explored in turn.

It is also important to point out that the evaluation to date has identified a range of examples in which outcomes are being sustained at an individual level. Indeed many of the projects referred to beneficiaries and volunteers developing friendships (and in one case, a romantic relationship), outside of the individual projects. This demonstrates an increased level of confidence and social interaction experienced by some beneficiaries which can help ensure that they do not fall back into isolation or loneliness even if the projects cease to continue.

### 11.2 Seeking alternative funding

One of the most obvious ways of sustaining projects is through accessing alternative funding. In this respect, the monitoring and evaluation element of TTS, as well as its status as a national Big Lottery funded programme, can assist individual projects, and this was recognised:

*The lottery is a well-known organisation, as is LOPF, it looks favourable to funders (Delivery Partner).*

Related to this, whilst the monitoring and evaluation (M&E) requirement was felt by some to be quite heavy for the level of funding, a few nevertheless identified its usefulness in terms of sustaining the work that they were doing:

*Monitoring makes sense to me, the monitoring is good for us, as we wouldn't have the staff capacity to collate that information, so no time to reflect on the types of older people we work with, or [if what we do is] any good...This helps, as we can use the information for funding (Delivery Partner)*

Ongoing M&E in fact provides a useful way of tracking progress in the programme; one way of following the development of TTS more widely over time is to encourage projects to continue monitoring progress when funding ends. One DP said they were going to set up a useful toolkit to guide volunteers in applying for funding:

*Part of the exit plan, is how do they collect their own information, we have looked at the forms I use, see how they can be adapted (Delivery Partner)*

A project supported by Small Funds used the learning to put in a bid for the Big Lottery Fund, not to continue running the project as is, but to raise the organisation's profile:



*They are using the learning from running a funded project to get [additional] funding (Delivery Partner)*

Another said that the project they were involved with was going to have elements of it adopted within the larger organisation (M&E was covered in more detail in section 3.5).

### *11.3 Building capacity*

Building capacity across organisations in Leeds can take time to realise but this kind of activity has been developing from the outset of TTS's implementation and helps to contribute to wider systems change. Whilst the programme is still in its infancy there are indications that positive changes are taking place across Leeds. Individual TTS projects such as Sage, for example, has ambitions for Leeds to be the best city in which to be an LGBT older person in the country. Other projects such as More than a Mealtime hopes to instil culture change in some local businesses with a view to making them more age friendly, and the Cara project aspires to be the *go to* project across Leeds for older Irish people who are isolated.

Some progress has already been made in relation to upscaling successful TTS DP models in other parts of Leeds. One example of this is the Community Connect project, which is producing a film of how the model works to be disseminated to other rural areas which might wish to adopt a similar approach.

One of the biggest challenges in relation to promoting system change relates to measurement; the change may be both tangible (people, resources and services, relationships) and intangible (values and perceptions) (New Philanthropy Capital, 2015:7). Changing views, beliefs and perceptions, for example, may occur in subtle ways, at an individual, community, and wider level, without it necessarily being consciously recognised that the change has occurred due to the work of TTS.

### *11.4 Facilitating sustainability through the use of volunteers*

Some stakeholders felt that sustainability was aided by ensuring that, where possible, older people are involved in shaping and running the project:

*The aim is that older people only steer the group, this is for ownership, they shape it and activities are for them (Delivery Partner)*

One of the key ways of achieving this is through encouraging people to volunteer, and as highlighted throughout this report, TTS has managed to do this successfully, with volunteers involved exceeding targets set at the beginning of the programme. A few referred to their project being largely self-sustaining due to the ongoing dedication of volunteers. Another consideration is the importance of offering something that volunteers want to get involved with, and will thus be motivated to continue.

A group of volunteers who took part in a focus group felt able to apply for funding unassisted, and being involved in trying to raise money to run activities moving forward. Another volunteer involved in an ABCD project felt happy to apply for funding, but required support around involving engagement of the target group:

*[I] feel it would be good to learn from other projects, particularly how to communicate with hard to engage people.*

The extent to which volunteers require support to take projects and activities forward will inevitably vary according to the ability, skills, experience and confidence of individual volunteers. One DP explained that their service delivery model relied on a volunteer taking the initiative at the outset, coming up with an idea and *taking charge* of the project, recruiting additional volunteers to help support them. Examples were provided of services such as volunteer drivers, who did not require fuel costs due to the activities being run locally. Another example was given of an exercise class which is funded through local donations. Subsequently, this particular project was viewed as requiring limited input from a staff member:

*[The project] is clued up about applying for extra funding, it is already doing this without me, they came to me about trips, but the week to week running, they don't need me' (Delivery Partner)*

Nevertheless, the volunteers supporting the project did benefit from *light touch* support, whereby they would offer help such as occasional advice, or promotion. The DP supporting the ABCD projects taking place across rural areas in Leeds reported that whilst the *hubs* were self-sustaining, they nevertheless appreciated some small areas of support, as she puts it when discussing one community hub:

*[The volunteer] likes the back up, he was pleased the project got funded for another two years, I will not be going as regularly, but I am at the end of a phone or email (Delivery Partner).*

Another example provided was volunteers who were working in a local block in Gipton, where they received initial support from the seniors' Network A.G.E project, but are now self managing, yet nevertheless benefitted from continued support from A.G.E:

*They still contact for advice, or to say if they are concerned [about an older person] but otherwise they have carried this on by themselves (Delivery Partner)*

Others agreed that however self sustaining a project is, it will always need to access funding of some description to keep things going:

*You need trained people; you always need a little paid element...or venue hire (Delivery Partner).*

It was viewed that offering light touch support after a project end would be easier for established organisations, for example people in Crossgates can use the building of the DP to sign a register of interest if they wish to take part in a shared table meal, and the organisation will also continue to promote in its newsletter:

*[The project] can carry on without the funding, we will continue to promote it in the newsletter and work with the volunteers, we have a clipboard in the office, so people can book on, it doesn't need a lot of staff input (Delivery Partner)*

This again highlights the importance of having volunteers who are enthusiastic and willing to keep things going

One area of support referred to a few times by DPs where projects were being run mainly by volunteers, as touched upon above, was applying for additional funding. One DP reported taking steps to help the volunteers apply for funding themselves:

*[The project] got a grant of their own to set up photography, they do struggle with core costs, I have done an action continuation plan to ensure sustainable for the next year.*

However, another DP was less optimistic:

*I am not sure what is going to happen [when the funding ends], as the groups need ongoing support, If I didn't help 1 group get funding for a venue, it would have closed down (Delivery Partner)*

On a final note, it is important to reiterate that light touch support will not be sufficient for helping to sustain some models after funding end, so support to identify further funding will perhaps be more critical in those cases. As identified earlier, volunteers who have been trained to become a befriender, or provide more supportive roles, are likely to require ongoing training and support, particularly those with complex issues/unmet need themselves. One project also referred to the difficulties some volunteers had working with particular clients who had a high level of support needs, or held strong views on particular issues.

### *11.5 Upscaling successful projects which are self-sustaining*

Another important element to contributing to the future legacy of TTS is to support and upscale models that have worked in a specific area and which are relatively self-sustaining, or have the capacity to be so. This has occurred with both More than a Mealtime and Community Connect. Box 11 provides some brief examples of the work that is taking place across the two of the projects which are being upscaled. One of the reasons for the success of these projects is perhaps the fact that they are relatively self-sustaining, and in the main, run without paid staff input. This is particularly useful as both run activities outside office hours, where staff are not normally available (though, as will be discussed later, this is perhaps something that requires reflection).

#### **BOX 11: Time to Shine project models that are being upscaled**

##### ***Leeds Community Connect***

The Leeds Community Connect project, which is currently being run in three rural areas across Leeds is being upscaled to three other areas in Leeds, It is hoped that the hubs currently up and running can become self-sustaining, which was always the intention. The hubs were set up as part of the rural project and were developed following good practice of a similar hub in Doncaster. Success of this kind of project is dependent on identifying volunteers who are committed to making it work:

*The proactiveness of people running them, they have drive, they want to do the best they can, they are listening (Delivery Partner).*

This enthusiasm, in turn, needs to be present at the outset:

*I guess to even start a hub, find someone that has an idea, and already wants to do something, already proactive that there is a gap (Delivery Partner)*

This proactiveness and willingness to make things work is not limited to their own

communities, as the hubs have agreed to help other areas:

*The old hubs have agreed to go and have a chat and talk to people, they are willing to offer help and support, they can give advice (Delivery Partner)*

It is hoped that, alongside the three additional hubs that will be developed, the approach will be adopted by other communities across the Leeds area, and even further afield:

*We are doing a video to showcase what a hub can be, hoping people can look at it and use it in their own communities, they can also talk to other hubs, we have done similar work in different areas, and we can see it is working in Leeds (Delivery Partner).*

This outward facing approach is already taking place, with local rural communities talking to each other:

*One village, they heard what was going on, they went to [the hub], to find out how they had gone about it, looking at taking the model to their hall (Delivery Partner).*

The kind of support required is based on the needs of specific areas, for example for one of the potential newly funded areas, the space is available, but they need support to recruit volunteers to help them build capacity. Another are currently running an activity, but want to increase engagement in the community, another carried out an open day, with some measure of success, and want to build on this. Alongside this, and in line with the discussion of the importance of different contexts, the way in which these projects are shaped is expected to differ:

*Whilst they are all based on what communities want, they will all be different, they are all keen, they have all gone away and looked at different aspects of living in their areas (Delivery Partner)*

Alongside the support offered by the DPs, new hubs can also link in with existing hubs to share learning. It will be interesting to trace how the respective projects develop over time, and to assess the extent to which communities not funded through TTS may be motivated to give a hub a try..

### ***More than a Mealtime Shared Tables***

As with Community Connect, Shared Tables is continuing with its current project (based in Crossgates), and is upscaling it through a series of pilots across other areas in Leeds. The organisation running the project, Crossgates Good Neighbour Scheme, is specifically targeting Neighbourhood Network schemes across Leeds to get involved. However, the successful transfer of the Shared Tables approach was felt to be dependent on a number of localised factors, which may be linked to the assets in a community, particularly having available places to eat, which is not necessarily the case in the most deprived areas.

These new pilots have been set up with the Test and Learn principle in mind. No specific targets have been set, but rather, they aim to be exploratory, focusing on what environments or contexts may impact on success:

*We can use experience for the extension project, we are taking an idea and scaling*

*it up, we don't have a target for it, they are more interested in what works and doesn't work, rather than targets*

Interestingly, working without specific targets is new to the organisation, so it has therefore adopted its own internal targets. The organisation is also in the process of developing a toolkit, utilising what has been learned to date and aims to share this with other charitable organisations.

### *11.6 Embedding activities in wider systems change*

Perhaps the most important way in which sustainability can be ensured is to enable the current TTS activities at both a programme and project level become embedded across Leeds and mainstreamed into existing systems and structures. The match funding provided by CCGs is a good example of how this is starting to develop, through TTS developing a strong partnership with a key external health provider in the area.

In broader terms, sustainability, and building a legacy across Leeds, can be achieved through raising awareness and helping Leeds to become an age friendly city, alongside ensuring older people are more visible. It was felt important to consider long-term thinking and ensure that these links would lead to more lasting change:

*Thinking of the legacy of the project, we need to embed this work, I really want to get to the stage where there is more solid change, rather than raising awareness, I hope that capacity continues to build (Delivery Partner)*

In this vein the more programme team driven work, such as the Age Friendly Charter, had similar concerns with regard to using what has been built to good effect:

*We have the end product, it is what to do with it, it is a useful tool to take to organisations, sending out to GP surgeries (Delivery Partner).*

It was also pointed out that tackling an ambition such as making Leeds a truly age friendly city can be overwhelming, particularly as there are so many elements involved:

*Some problems are big; it is hard to see where to start, such as transport (Delivery Partner).*

As it is still relatively early days, this is something that will require ongoing monitoring.

### *11.7 Summary*

- Overall, there are a range of activities taking place, at both the project and programme level, to ensure that TTS has a lasting legacy. A number of ways in which the programme or elements of the programme can be sustained in the future are being explored.
- Some projects are exploring additional or alternative funding sources with sustainability in mind and are using the M&E information to support such proposals

- There is an attempt through the programme overall and by individual DPs to building capacity across organisations in Leeds to help contribute to wider systems change. This can take time to realise and progress is difficult to measure.
- Many projects are utilising volunteers and this approach can contribute to the future sustainability of interventions, although it should be remembered that volunteers require training and support.
- There are examples of some projects, especially those which are relatively self-sustaining, involving delivery by volunteers being upscaled to other parts of the city.
- One of the key ways in which sustainability can be achieved is to enable the current TTS activities at both a programme and project level to become embedded across Leeds and mainstreamed into existing systems and structures. There are some examples of this through work with the CCGs and the Age Friendly City work.
- Whilst it is still relatively early days, we feel the progress reported to date is promising.

## **12. Summary and recommendations**

### **12.1 Summary**

The information gathered to date suggests that TTS has reduced both loneliness and social isolation for some beneficiaries and volunteers, with strong evidence to support that it has also improved well-being and quality of life. Both the beneficiaries and volunteers interviewed reported their lives had more meaning, that they were more confident, and that friendships had developed during their involvement in the programme. There are also some good examples of how co-production has been adopted by DPs, though more progress in this respect would be desirable. A range of TTS projects were researched and represented through the interviews and focus groups, with all reporting some positive outcomes regardless of their approach to delivery (be it one to one support, group based activity, community development or a mixed approach). There are some positive examples of projects being upscaled, and whilst TTS, at the programme level, has not perhaps achieved widespread recognition across the city yet, evidence suggests it is certainly becoming known across a number of organisations and stakeholders. The programme's Age Friendly work has been instrumental in facilitating this, as has the links and partnerships made by individual TTS projects. Whilst there have been debates around the programme's commissioning model of contracting a large number of relatively small projects to a wide range of delivery partners, most agreed that this enabled TTS to reach out to different subgroups and cultures across Leeds. However, this approach has meant that funding for individual projects has inevitably been limited, which has had some implications on what can be achieved at an individual project level. In terms of systems change, the findings to date suggest some positive strides are being made, and it will be important to continue to monitor progress over time.

The following section provides some recommendations based on the data gathered to date. Rather than focusing on specific activities, it focuses on broader, programme level considerations. The first subsection discusses more general programme level recommendations, relating to training and support and building capacity; the second focuses more specifically on commissioning, looking at factors which should be taken into account, and suggestions on where to target resources.

### **12.2 Recommendations**

Recommendations emerging from the evaluation to date include general recommendations for the TTS programme and specific recommendations for the commissioning process (see Interim Evaluation Report for details of the research findings on which these recommendations are based).

#### **General recommendations**

**Recommendation 1:** Provision of additional training and support for monitoring and evaluation

One of the key areas where additional training and support has been identified is for the monitoring and evaluation requirements. With regard to supporting DPs to complete CMFs, there is currently a fair amount of support in place, including ongoing support from the M&E officer (such as through sessions run at the delivery partner meetings) and training is also offered through a Big Lottery Fund commissioned consultant (Hall Aitken). Based on the feedback received, we suggest a

formal training session is run at regular intervals for new DPs (perhaps annually), which is aimed both at new DPs, and new staff and volunteers who join existing DPs. This session can highlight examples of where data from the CMF has demonstrated impact and has led to positive change, such as securing funding to upscale, helping organisations see what works and what does not work. Such a session could also potentially provide clarification on the appropriate approach that should be taken when supporting completion of CMFs, so that there is some level of consistency. The session could also reiterate that TTS is both an intervention and a research programme (also, see below). We appreciate that there are resource issues to consider, though perhaps this can be negotiated through the current training support provider, in collaboration with the learning facilitator and M&E officer.

In terms of monitoring and evaluating the legacy of TTS and its wider reach over time, it would be useful to continue monitoring ongoing projects, encouraging them to continue collecting information, so that progress can be tracked over time. One option is that projects, which wish to continue beyond the TTS funding, could be offered some light touch support at the programme level, such as being eligible to attend ongoing training. However, it is appreciated that this may be challenging with so many different projects funded for the duration of TTS.

### ***Recommendation 2: Capturing learning around co-production***

The current theory of change refers to co-production, but only explicitly with regard to the local evaluation. Due to the centrality of involving older people and ensuring they are shaping the programme, we suggest the theory of change is amended to reflect that the outcomes will be met through co-production across TTS activities. We also suggest a stronger focus on identifying mechanisms of capturing where co-production is taking place. Whilst there are some positive examples of co-production occurring across projects, some are embracing it more than others. There are also likely to be examples of co-production in the delivery of projects that are not necessarily being picked up. Alongside the Test and Learn case studies, it might be worth asking DPs to provide examples of where co-delivery or co-design have taken place in their respective projects.

It would also be useful to develop a process whereby older people can be encouraged to get involved in co-creating and co-designing potential new project ideas on an ongoing basis. Whilst older people were involved in designing TTS at the outset, it is important to continue this process throughout the programme's lifetime. In order to support this process, examples of initiatives that have taken place elsewhere nationally, or even internationally, could be shared with the older people and their usefulness in the Leeds context discussed.

### ***Recommendation 3: Continue to apply the Test and Learn approach***

The current approach of asking DPs to provide Test and Learn examples as part of the quarterly monitoring returns is working well, and we suggest that DPs, and any other stakeholders involved in TTS, are encouraged to continue to provide examples to help inform the programme.

The programme is currently in the process of piloting approaches which have worked in one area to other parts of Leeds. We suggest that alongside this, consideration is given to whether particular approaches which have not worked so well in one locality,



or for one client group, could work well in a different context. As the programme team now intend to fund new projects to the end of the programme, it is suggested that if these projects are not working so well and that this is thought to be due to the nature of the specific locality or the target group of beneficiaries, it is worth considering if the same approach would work in a different context.

#### ***Recommendation 4: Embedding the Time to Shine brand***

Raising awareness of new initiatives, such as TTS, inevitably takes time. The development of the TTS brand is an ongoing process, with more progress on awareness of the brand among current and potential beneficiaries and volunteers is needed. TTS is currently being promoted across the city, and also at a neighbourhood and community level through individual projects. Through the local evaluation, steps are being taken to ensure that older people (particularly volunteers and beneficiaries), get to hear about some of the outcomes of TTS to date. There are plans for shorter easy to read reports discussing the evaluation which are aimed at older people across the city. All these efforts help spread the word about the programme. Further ways in which the presence and awareness of TTS across Leeds can be improved could involve the TTS programme team raising awareness through the commissioned projects and in specific communities. For example members of the programme team could visit individual projects on a regular basis, to share ideas and let those involved know about wider TTS initiatives, activities and events. They could also raise awareness at various events in specific communities. Another suggestion is that the programme team could look at ways of providing regular, short, newsletter type reports that can be sent out to people across the city. Whilst this type of information is available on social media, not all older people access the internet. However, these suggestions would require additional programme staff time.

#### **Recommendations for Commissioning**

Based on the evaluation findings to date a number of recommendations are proposed that aim to support TTS future commissioning. It is important to note these are only suggestions, and are based on the discussions with stakeholders, volunteers and beneficiaries. Ultimately, there will be no right model, though feedback suggests the need to ensure projects have some level of community development attached, have sufficient time and resources to embed, and perhaps have a multi- tiered approach, whereby one to one support is coupled with wider level engagement.

Whilst TTS is a relatively well resourced programme, it is recognised that commissioning decisions need to take available resources into account. For example whilst one to one support can be effective in involving the hardest to engage, it is a resource intensive approach, and therefore a challenge to fund all projects in this way.

#### ***Recommendation 5: Ensuring co-production is embedded in delivery activities***

Involving the end users, the older people, in service design, delivery and evaluation, is an important objective of the TTS programme and co-producing individual projects in this way helps ensure the longer term sustainability of projects. We suggest that both existing and potential DPs are asked to provide more detailed information about how they will continue to co-produce beyond the initial design of the project, not just through volunteers, but also at a more strategic level.

***Recommendation 6: Ensuring Delivery Partners are reaching new target groups***

Although a number of beneficiaries have been engaged to date, many of them are already known to the DPs. In order to reach out to new, previously un-engaged older people, it is proposed that existing and newly commissioning projects are encouraged to recruit a specific proportion of new beneficiaries who have not accessed their services before. There are some examples of where this is already taking place but further progress in this direction is required.

***Recommendation 7: Supporting project approaches which foster friendships***

The first round of commissioning focused on specific activities or interventions, and whilst it is important to offer specific activities that will facilitate engagement (particularly for certain groups such as men), we recommend that future commissioning requires potential DPs to show ways in which their approach will help beneficiaries to foster relationships within the activities run, that can ideally continue outside the project boundaries. Beneficiaries and volunteers should ideally be encouraged to arrange meetings themselves and this offers a potential solution to having staff led projects which run after hours. It can also offer a longer term solution to those who experience social isolation and loneliness, as they develop social networks of their own. Perhaps in the application process, potential DPs could be asked to show how they will encourage relationships to develop (projects offering one to one support, for example, can explore how older people will be encouraged to mix with others through the support offered).

***Recommendation 8: Providing clear guidance to the status of Time to Shine as both an intervention and a research project***

Given the extensive M&E required as part of the programme and some of the challenges of aspects of this, especially the CMF, it is important to ensure, for future commissioning, that DPs are aware and understand the evaluation requirements. The programme team are aware of the need for this and are currently taking steps to ensure this is included as part of future commissioning calls. It would also be beneficial to provide more specific information about the number and type of data that need to be collected for each project (i.e. CMFs, monitoring information, participants for interviews and focus groups). This will allow potential DPs to gain an understanding of what is required at the outset, and will allow them to better plan the time and resources that will be needed to satisfy the M&E requirement. There is also perhaps a need to iterate that alongside collecting evidence of the specific outcomes of reducing social isolation and loneliness, DPs also need to have an appreciation of the process of implementation and delivery. For this to work DPs need to be comfortable with the Test and Learn principles, so they are willing to highlight activities, or aspects of them, that are not working and to identify ways in which they can be changed or modified.

***Recommendation 9: Ensuring one to one support approaches are goal orientated***

Based on the findings presented in this report, one to one support is necessary if TTS is to engage the most isolated. However, there is also the need to think about how one to one approaches are commissioned. While it is recommended that TTS continue to look at ways of resourcing this type of support, it is also important that one to one support is accompanied by other kinds of (less intensive) support which beneficiaries

can be assisted to move towards as they become more confident. To help in this transition, the one to one support should perhaps become more goal orientated, with individual action plans incorporating step by step changes which eventually lead to the individual getting more involved in wider community activities.

***Recommendation 10: Consider supporting more mixed tier approaches***

In line with the above recommendation, and given the evaluation findings that a mixed tier approach of one to one support and community development works well, we suggest that more mixed delivery approaches are commissioned. This will require some consideration around how to sufficiently support organisations to run these kinds of projects, even if it involves providing more resource at initial stages for staff to train and support volunteers.

***Recommendation 11: Provide more time for community development projects***

Given that it can take a long time to develop partnerships and encourage participation at a community level, it would be beneficial to allow more time for any future ABCD type projects that are funded. This will allow the projects to become embedded in the local community. The programme team have recognised that some projects perhaps need longer to embed, and for this reason, extensions were given for a few. This will also give smaller organisations the opportunity to work in community development.

***Recommendation 12: Identify and provide outreach services to target communities***

To widen the reach of TTS it is suggested that an individual or organisation is commissioned to identify communities or neighbourhoods which may benefit from TTS support which, for various reasons, have not yet engaged. This outreach worker could: a) go into communities and identify smaller organisations which may benefit from support, perhaps offering guidance to those who are inexperienced in applying for external funding; b) map the smaller, very local activities, or informal activities, that take place in a given area that relate to TTS activities; c) identify the types of support that would benefit particular communities, ensuring it is person centred, and led by those who reside in the community (this will be useful where a lack of engagement has been identified e.g. African Caribbean older people). This activity could potentially provide the programme team with a clearer understanding of how to engage with particular target groups, and also assist in developing ideas around how organisations that are not able to attend meetings etc. can nevertheless get involved with TTS in some way.

***Recommendation 13: Support project models which offer an intergenerational element***

Following feedback from stakeholders, volunteers and beneficiaries on the importance of breaking down barriers and engaging the whole community, it is viewed as important to continue supporting models which promote intergenerational engagement. However, potential DPs should be encouraged to give some thought to how this might take place, with sufficient lead in time provided to set up some types of projects, as it can be challenging to engage younger people. We would expect approaches based on community development to have factored in how all members of a given community will get involved, based on the importance of adopting a whole area approach.

***Recommendation 14: Support projects which offer flexible delivery times***

There was some discussion in both this and the previous beneficiary report about the importance of offering activities in the evenings and weekends. The More than a Mealtime: Shared Tables project showed how this worked well, with the out of hours activities run by volunteers, rather than by paid staff. Given that evenings and weekends are the times when older people tend to be most lonely, consideration should be given to prioritising projects which deliver activities at these times, ideally through the use of supported volunteers.

***Recommendation 15: Ongoing support for the development of digital skills***

At present there are two TTS supported projects that focus on digital skills, one which is working across South Leeds, and another based in a rural area. Based on focus group discussions about the importance of older people developing ICT skills, and feedback by a DP about the ways in which these skills had increased the independence of people in a range of settings, such as those coming out of hospital, or in a care home, we suggest that further project(s) focussing on digital inclusion are funded. However, feedback highlights that older people, such as those with cognitive impairment, may need more time and support to do so.

***Recommendation 16: Provision of culturally sensitive activities***

Future activities need to consider the cultural, as well as social, needs of participants. Whilst the longer term aim should be to ensure various groups, including those from LGBT and BME communities, feel more confident approaching mainstream services, in the current climate, additional support is needed. Local communities differ, and approaches to tackling social isolation and loneliness need to be tailored to each, including a consideration of how different cultures may respond to the types of opportunities offered by TTS. In this vein, the programme has funded projects which target specific cultural groups, and this should perhaps continue. Based on reported low levels of involvement from African Caribbean older people, perhaps this should be one of the target groups. This could be through funding a dedicated project, or perhaps can be part of the suggested outreach work.

***Recommendation 17: Consider embedding preventative work***

The evaluation has revealed a number of examples of how providing a preventative approach could prove effective, such as for those recently bereaved or retired. There was also an example (discussed in the Beneficiary Report), of people in their 40s getting involved in TTS as they felt isolated. Getting people involved in volunteering opportunities linked to the programme may be one way to achieve this, both for older and younger people. Perhaps a future project could be commissioned with a specific focus on this where the theory of change refers to preventative outcomes (this will satisfy one of the recently added seven Cs relating to key life changes).

***Recommendation 18: Continue to target resources at improving the visibility of older people***

The interim evaluation report highlights how project and programme level activities which aim to promote older people, both subgroups and more generally, was a particularly effective way of embedding system change in the longer term. For this reason we suggest that some resources are linked to DPs whose role is to improve the

visibility of older people across the city. There are some good current examples provided from citywide projects such as Sage and the Age Friendly officer, and locally, such as the rural community connect projects and More than a Mealtime: Shared Tables.

## References

- Age UK. 2014, *Evidence Review: Loneliness in Later Life*, Age UK, London.
- Alden, S and Wigfield, A. 2016, Time to Shine Evaluation Interim Report: The Beneficiary Experience, Available online at [https://www.sheffield.ac.uk/polopoly\\_fs/1.667374/](https://www.sheffield.ac.uk/polopoly_fs/1.667374/) [Accessed 10 June 2017].
- Bolton, M. 2012, *Loneliness: The state we're in. A report of evidence compiled for the Campaign to End Loneliness*, Oxford, Age UK.
- Cattan, M. 2002, *Supporting older people to overcome social isolation and loneliness*, London, Help the Aged.
- Cattan, M., White, M., Bond, J. and Learnmouth, A. 2005, *Preventing social isolation and loneliness among older people: a systematic review of health promotion interventions*, *Ageing and Society*, 25 (1), 41-67.
- Department of Health. 2014, *Adult Social Care Outcomes Framework 2014/2015*. London. HMSO.
- Ecorys, 2016, Evaluation of the Ageing Better Programme: wave one population survey, Ecorys: Brunel University
- Garside, J, 2017, *Why Don't We Just... talk more about loneliness?* Big Issue North, Available online <http://www.bigissuenorth.com/comment/2017/06/dont-just-talk-loneliness/> [Accessed 25 July 2017].
- Kispeter, E., Alden, S & Wigfield, A. 2015, Age UK Fit as a Fiddle Portfolio (2013-2015): *Evaluation of the Dementia Friendly Programme*, Age UK, Available online at <http://www.ageuk.org.uk/Documents/> [Accessed 5 September 2017)
- NEF consulting. 2014, *SWEMWBS Well-being comparator tool*, Available online at: [www.nefconsulting.com/wp-content/uploads/2014/08/SWEMWBS-Well-being-data-comparator-tool.xls](http://www.nefconsulting.com/wp-content/uploads/2014/08/SWEMWBS-Well-being-data-comparator-tool.xls) [Accessed 25 September 2016]
- New Philanthropy Capital. 2015, *Systems Change: A Guide to what it is and how to do it*, London, LankellyChase Foundation.
- OECD Better Life Index. 2017, *Life Satisfaction*, Available online at: <http://www.oecdbetterlifeindex.org/topics/life-satisfaction/> [Accessed 01 September 2017].
- Office for National Statistics. 2016, *Personal well-being in the UK: 2015 to 2016*, Available online at: <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/bulletins/> [Accessed 01 September 2017].
- Victor, C.R. 2012. *Loneliness in care homes: A neglected area of research?* *Ageing Health*, 8(6), 637–649.
- Windle, K, Francis, J, Coomber, C. 2011, *Preventing loneliness and social isolation: interventions and outcomes*, Social Care Institute for Excellence. Available online at: <http://www.scie.org.uk/publications/atagance/atagance60.pdf> [Accessed 12 July 2016].