Report 5
TIME TO SHINE
LOCAL EVALUATION

MOTIVATIONS AND BARRIERS FOR BENEFICIARY ENGAGEMENT

Produced for Leeds Older People's Forum

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Time to Shine

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Contents

Acknowledgements

The authors of this report would like to thank:

A quick guide to the language used at Time to Shine

Ageing Better (AB)

The National Lottery Community Fund's national grant programme which funds Time to Shine until 2022. The full title of the programme is 'Fulfilling Lives: Ageing Better'. 14 'Ageing Better' programmes were funded in England, including TTS in Leeds.

Beneficiary

An overarching term for individuals who engaged with a Time to Shine project on at least one occasion.

Delivery partner

An organisation commissioned to deliver activities or services as part of TTS. Delivery partners were commissioned by Leeds Older People's Forum (LOPF).

Participant

A beneficiary aged 50+ who has engaged on three or more occasions with a TTS delivery partner project (for example joining in activities or receiving services).

Quarterly monitoring

A quarterly cycle used to collect qualitative and quantitative data from Delivery Partners to chart progress towards the Time to Shine targets and so that learning and case studies were captured regularly throughout the programme. Partner payments were only released when satisfactory monitoring returns were received.

Test and Learn questions

A set of questions created by members of the TTS team and Core Partnership to articulate what they would like to learn through the programme.

TTS outcomes

A list of 4 strategic outcomes that TTS worked towards. These are:
1 - Beneficiaries report that they are less isolated as a result of a programme intervention.
2 - Programme beneficiaries feel confident and able to participate in their communities
3 - Older people have been actively involved in managing, designing, delivering and evaluating the programme
4 - Our wider partnership will expand each year and will work better together to coordinate services and support for isolated older people.

Common Measurement Framework (CMF) evaluation questionnaire

The way in which the AB programme overall and TTS gathered information from older people involved in Delivery Partner projects.

Volunteer

A person who engaged on three or more occasions with a TTS project to give up their time to support any type of TTS activity. For monitoring purposes volunteers were categorised as either aged 50+ or younger.

The Time to Shine (TTS) programme, led by Leeds Older People's Forum (LOPF), aimed to reduce isolation and loneliness for older people (50+) living in Leeds between 2015-2021[1]. TTS was funded by the National Lottery Community Fund as part of the Fulfilling Lives: Ageing Better programme (AB)[2], which invested £80 million across 14 local authorities in England to reduce loneliness for older people and share good practice. The TTS programme worked in partnership with local organisations to commission, design, deliver and evaluate a range of activities, including campaigns and specific interventions[3]. As part of the TTS programme a suite of ten evaluation reports have been published by the evaluation team at the Centre for Loneliness Studies based in the University of Sheffield[4]. An overview of the ten reports is presented in **Report 1 TTS Evaluation Executive Summary.** This report is **Report 3** in this suite of reports.

The four main objectives of the Time to Shine programme were used to design the evaluation:

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

4. The wider partnership will expand each year and will work better together to coordinate services and support for isolated older people

There is very little evidence of what works when tackling loneliness and social isolation[5]. Consequently, one of the objectives of TTS was to generate new knowledge about what works so that evidence-informed approaches can be applied by TTS and others in the future.

[1] As a result of the COVID-19 pandemic the TTS programme continued to operate beyond the original funded period; however, the evaluation reports were prepared at the end of the initial funded period in 2021.
[2] For more details see https://www.ageing-better.org.uk/blogs/ageing-better-big-lottery-fund-story-so-far
[3] Details of all TTS projects can be found at **www.opforum.org.uk/projects-and-campaigns/time-to-shine/time-to-shine-projects**
[4] For more details see https://www.sheffield.ac.uk/socstudies/research/centres-and-networks/centre-loneliness-studies
[5] Courtin, E., & Knapp, M. (2017). Social isolation, loneliness and health in old age: a scoping review. Health & social care in the community, 25(3), 799-812.

1.1. Scope of this report

To identify the motivations and barriers for beneficiaries engaging with TTS projects, this report summarises evidence from interviews and focus groups with beneficiaries and stakeholders. The report also uses case studies to provide examples where project design and delivery sought to overcome these barriers.

1.2. Evaluation methods

A comprehensive account of the research methods used across the ten evaluation reports can be found in **Report 2 TTS Evaluation Methods**. To support understanding of this report please refer to the quick guide to understanding quotations on page 3 of **Report 2**. A brief account of the methods used for the older people and the stakeholders is given below.

Interviewees and focus group participants: Older people

In total 87 older adults were involved either in interviews (n = 31) or focus groups (n = 56). The details that were available of the interviewees and focus group attendees are presented in **Table 1.**

Table 1. Details of the TTS interviewees, focus group attendees and focus groups*

Details of interviewees, focus group attendees and focus groups	Total of 87	
Status	Beneficiary	41
	Volunteer	24
Age	50-59	8
	60-69	14
	70-79	4
	80-89	4
	90+	1
Gender	Women	45
Living arrangement	Lives alone	13
	Lives with others	9
Sexuality	Heterosexual	12
	LGBTQ+	1
Ethnicity	White British	16
	Other	1
Focus group number attendees	Range	2-9
	Average	4

*This table reflects data where it is available. It was not possible to obtain details of all attendees at all focus groups

The findings of the beneficiary interviews and focus groups might not fully represent all TTS beneficiaries or all TTS funded projects. This is because there were differences between projects as to how many beneficiaries participated in the interviews or focus groups. Of the beneficiaries who were interviewees or focus group attendees, many were known to be project volunteers (**Table 1**). The experience of volunteers may have been qualitatively different to those who participated as beneficiaries and not as a volunteer. To aid understanding of these differing experiences, those interviewees or attendees who were known to be classed as a volunteer, are identified as such when their responses have been quoted in this report.

Interviewees: Stakeholders

In total 56 stakeholders took part in an interview with a researcher from the local evaluation team between 2015 and 2020. Stakeholder interviewees were either delivery partners (n = 36) representing a TTS project; a member of the TTS core staff team (n = 5); or member of the Core Partnership (n = 15; **Table 2**)

Table 2. Details of the TTS stakeholders interviews

Year	Total of 56	
2015	Core Partnership TTS core staff TTS delivery partners	3 - 7
2017	Core Partnership TTS core staff TTS delivery partners	3 - 11
2018	Core Partnership TTS core staff TTS delivery partners	2 - 9
2019	Core Partnership TTS core staff TTS delivery partners	4 2 4
2020	Core Partnership TTS core staff TTS delivery partners	3 3 5

The topics explored in the stakeholder interviews included: identifying and recruiting beneficiaries; the main barriers to recruitment; and overcoming recruitment difficulties. We then explored emerging themes in follow-up interviews which we conducted over a period of five years. The findings of the stakeholder interviews may not fully represent all TTS stakeholders or TTS funded projects. Furthermore, those who took part were interviewed at different timepoints during the study, and some took part more than once.

1.3. Summary of findings

Beneficiary motivations to join TTS were triggered by: feeling lonely and/or socially isolated; life changes and transitions (e.g., bereavement or retirement); and/or because they were seeking something new.

Beneficiaries spoke of the barriers they had encountered in engaging with TTS; and stakeholders spoke of the barriers they experienced in promoting and delivering services. These barriers were grouped into three stages of engaging with a TTS project: becoming aware of a group or project; deciding to go; and getting there.

At the first stage of becoming aware of a group or project, individuals may have encountered barriers relating to putting themselves forward as needing support, or because they had low literacy, or low computer literacy levels. Stakeholders reported that the stigma related to loneliness and social isolation, and older age (known as ageism) may have impacted on individual decisions to identify as needing support. Similarly, stakeholders reported on the difficulty at successfully designing and promoting projects to reach those who were most in need of support.

At the second stage of deciding to go to a group or project, individuals may have encountered barriers due to issues related to their literacy levels, physical health (e.g. mobility) or mental health (e.g. confidence and social anxiety).

In the final stage of engagement, individuals encountered barriers to getting there (to the project/activity) due to caring responsibilities, travel or transportation, accessibility of the venue, and paperwork.

Stakeholders and beneficiaries spoke of the ways in which the project delivery approach may have mitigated barriers in some cases. Examples were where projects had offered transport services to aid with attendance or befriending services to those with more complex needs.

02 | Common motivations and barriers for older people wishing to engage with TTS

The older people identified a number of motivations or reasons for joining a TTS group or project, and both they and stakeholders spoke also of the barriers that were encountered in participating in the TTS activities.

2.1. Motivations for joining TTS projects

For those older people who were motivated to join a TTS project there were two distinct types of motivation, push and pull. The motivations that pushed beneficiaries to join were where their quality of life was currently poor and the negative consequences of not making any changes were greater than the potential negative consequences of making a change. The push motivations were **life changes and transitions**, and **feeling lonely and socially isolated**.

Beneficiaries spoke of being motivated to join TTS as they were feeling lonely or socially isolated. Social isolation was often spoken of in relation to poor physical or mental health, or a disability or illness. Beneficiaries also talked about feeling emotionally lonely even though they were not isolated and had social connections. This meant they had no one to talk to about their feelings or no one to share their hobbies and interests with. Beneficiaries explained this sometimes happened when their children grew up and left home, or their families were living far away. It could also happen following retirement.

> *"A couple of years ago I had really bad depression, sleep problems and I wasn't too well, going to the doctor constantly and it took me a year, I kept going, the doctor tried to prescribe antidepressants, and I didn't want to take them asked if there was anything else. She suggested going out to meet new people and gave me a leaflet about confidence building. I had never heard of Feel Good Factor, but thought why not? It might make me feel better, and give me new skills.*
>
> *Chakir, Focus Group Attendee, Male, Volunteer*

> *"You've got to make your own life again when you're on your own. You've got to restart. It's alright, I've got 3 daughters but it's not fair to them, they've got their lives and families and work. They're there if I want them but I don't want to rely on them for company all the time."*
>
> *Dorothy, Female, Beneficiary, Focus Group Attendee*

Feelings of loneliness or social isolation were often triggered or exacerbated by life transitions or events, such as moving into a new area, being bereaved, starting retirement or being made redundant.

> "I came on TTS because I was made redundant and lost both my parents."
>
> *Majorie, Female, Volunteer, Focus Group Attendee*

> "I'd just lost my mother and was lost for something to do."
>
> *Alan, Male, Beneficiary, Focus Group Attendee*

> "I got made redundant about 6 years ago, and of course when you get made redundant, you've worked all your life, and then think, what am I going to do now? I got stuck in a limbo…"
>
> *Alan, Male, Beneficiary, Focus Group Attendee*

The motivations that pulled beneficiaries to join were because **joining a group or project was viewed positively** and as an opportunity for growth. The pull factor themes related to beneficiaries **seeking something new**. This included wanting to give something back by volunteering, finding ways to keep occupied following retirement or unemployment, searching for employment, wanting to learn about their local community, or to network with others. Beneficiaries also spoke of seeking new connections and friendships.

> "They were looking for volunteers at [names project] and I thought, wow that's a great thing…doing basic computers for over 50's. I know a bit about computers and it gives me other people to talk to, and it just gets me out of the house as well."
>
> *Chakir, Male, Volunteer, Focus Group Attendee*

> "*I was experiencing loneliness...I didn't have any friends, no, so my friends were the [names project] friends, yeah, definitely. Although I did not join for that reason, I joined purely because I wanted to know how to use [names skill] better than I had been doing. But it has had such a bigger impact than just the practical side.*"
>
> *Ruth, Female, White British, Lives With Others, Interviewee*

2.2. Barriers to engaging with TTS projects

A summary of the barriers for engaging in TTS from beneficiary and stakeholder perspectives is presented in **Table 3** and a summary of the suggested ways through which barriers were overcome by service providers is presented later in this report in **Table 4.** **The motivations and barriers to engagement are grouped sequentially from 1) an older person becoming aware of a project, 2) the older person deciding to go, and 3) the older person getting there. The barriers to engagement are useful to consider here as they may offer insights into the broader experiences of beneficiaries whose voices have not been heard through other evaluation tools**[6].

Table 3. Barriers for engaging with TTS projects

Year	Total of 87	Identified by
Become aware of a group/ project	Identifying older people as possibly lonely or socially isolated Low literacy and computer literacy skills of older people Stigma of loneliness, isolation and older age Designing and promoting the projects well and reaching the right people	B/S B S B/S
Deciding to go	Mobility issues and physical limitations Low literacy and computer literacy Confidence and social anxiety	B/S B B/S
Getting there	Childcare or caring responsibilities Travel, transport and accessibility of venue Paperwork	B B/S B/S

Note. *B = Beneficiaries; S = Stakeholders*

[6]Where the thematic framework for the TTS outcomes was based only on the interviews and focus groups for which there was a full transcript, the barriers presented here were based on all interview and transcript outputs. These outputs include the full transcripts, but also where facilitators have made their own notes on the discussions amongst the beneficiaries.

2.3. Becoming aware of the project

Potential beneficiaries need to learn about the projects and activities on offer. The barriers encountered at this stage related to the **promotion** of the project/activity and the methods used to **advertise** what was available. A particular barrier at this stage was identifying those who may wish to access the TTS projects/activities. This requires that individuals identify themselves as being lonely or socially isolated, or that another person (e.g. a friend or relative) or professional (e.g. a GP) recognises that a person may be isolated or feeling lonely and refers them to, or informs them of, the project. This may be particularly difficult as this group are those who attend few community spaces (e.g. libraries), may have small social circles, and may not wish or feel able to discuss personal issues with professionals (e.g. GPs).

> "If you're low on confidence it's hard to mingle with people if you have low self esteem, it's hard to build relationships."
>
> *Andrew, Male, Volunteer, Focus Group Attendee*

> "You're...assuming that people actually go out. When I was caring for [a relative], I got to the point where I didn't even bother to go out the door at all. So where would I go to see this stuff? You're making the assumption that people are actually going out the door."
>
> *Michael, Male, Focus Group Attendee*

> "If it's somewhere you haven't been before, that's obviously a big step for some people. So maybe if there was an established volunteer to buddy them for the first time for the first couple of times until they can get to know faces. It might help people who lack confidence."
>
> *Michael, Male, Focus Group Attendee*

These barriers were also recognised by stakeholders who spoke about the positioning of the advertisements for the projects in public venues (e.g., Libraries) or promotional materials handed out in the city centre as **not having been effective at reaching those who were housebound or who infrequently left their house.** This is particularly pertinent as those older people who never or rarely leave their houses may be the most socially isolated. An additional barrier to learning about locally available projects/activities is that some individuals had poor literacy or English literacy skills (i.e. could not read leaflets), and computer literacy skills. Some actions taken by service providers sought to overcome

barriers related to literacy by producing Easy Read promotional materials
(See: **Bee Together case study**) or by aiming to increase computer literacy through the
intervention (See: **Digital Angels case study)**

Many of the projects/activities were targeted at particular groups of individuals e.g. older
men, single older people, and others offered different activities targeting older people with
particular interests, such as woodworking skills, or group cooking activities. Both
stakeholders and beneficiaries identified that **targeting specific groups may have
encouraged some older people while deterring others**. For example, groups aimed at single
people felt exclusive and not available to those who were in relationships. The findings
from the beneficiaries also highlighted that it is challenging to meet individual needs as
beneficiaries may want to engage with projects differently.

> "*somebody knocked on the window and said "oh we are doing this new scheme for
> the over 50s called Making a Match and it is to get people 50 and above, that
> basically are on their own, or a bit lonely to get them to match together, to go out as
> a group, or meet up on a one to one basis, or to come down there to have a coffee
> for half an hour, just really, to get people out, to stop them sort of you know, just
> stopping in, and getting depressed, would you be interested?" so I said "oh yeah,
> that sounds alright."*
>
> *Rose, Female, Beneficiary, Age 50-59, White British, Lives Alone, Interviewee*

> "*What I've found interesting from my work doing a [names TTS group] is getting
> people to come together. A couple of people are always sitting alone in a corner,
> I'll speak to anyone. Someone was rejected from the group, sitting alone there, I
> don't think he belongs in a group. He enjoys sitting alone in the corner, in his own
> way he's engaged in the group activity, so it's just very interesting for people it's
> different."*
>
> *Sue, Female, Volunteer, Focus Group Attendee*

> "*I thought well if it's a men's group, why have we got a woman running it? It
> should be all men. If it's a men's group then men want to talk about things that
> relate to men. Like for example, people who get to my age and older, people are
> going to start having issues with things like prostate problems and stuff like that.
> Well, you don't want to be talking about things like that when there's women about.
> It's a bit embarrassing. Whereas if it's just a group of men you might open up."*
>
> *Jim, Male, Beneficiary, Age 60-69, White British, Lives Alone, Interviewee*

Although some older people identified that they were lonely or socially isolated and this acted to motivate them to join a TTS project (See Section 2.2), it was recognised by stakeholders that many older people **did not identify themselves as lonely** and as such this presented a barrier to engaging with these groups.
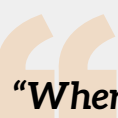
> "*Where projects have been clear about it being for lonely people, they have struggled to get people engaged*"
>
> *TTS Programme Team Stakeholder*

> "*That's for older people, or for certain types of people, and not for me*"
>
> *TTS Programme Team Stakeholder*

Stakeholders reported that older people may have been affected by the social stigma of loneliness and this may have impacted on how openly they were willing to talk about it. In addition, some older people may not necessarily view themselves as socially isolated.

> "*all real barriers to finding people who might not necessarily come out of their houses and say 'I'm a lonely isolated person,' it's really difficult.*"
>
> *TTS Programme Team Stakeholder*

The possible impact of stigma and ageism was identified by stakeholders as being a barrier to recruitment and engagement of older people. Many stakeholders identified the need for a more 'age friendly' society.

> "*the aims of TTS are very much about looking at how older people are viewed and respected, [...] really making sure that older people are very much a part of the local community and acknowledged as such; that they do have a real contribution to make*"
>
> *TTS Programme Team Stakeholder*

One service found that the **language used in promotional materials,** such as elderly and care, may not have resonated well with older people. Similarly, some target groups were difficult to identify as they may not be obviously visible, such as those who are LGBT but may not be openly LGBT, which may present as a barrier to engaging with community groups.
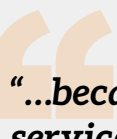
> *"...because people don't see themselves as old, they're not actually accessing services"*
>
> *TTS Delivery Partner Stakeholder*

> *"...I don't know whether it's a perceived barrier or a real barrier, but I think there may be some issues for people at the younger 50+ end getting involved in a project managed by an organisation which is associated with the elderly [...] elderly and care don't resonate with everybody"*
>
> *TTS Delivery Partner Stakeholder*

Beneficiaries did not speak directly of how stigma may have been a barrier to their engagement with TTS projects/activities; however, some beneficiaries did discuss potential difficulties that accompanied or were the precursor for feelings of loneliness. Of relevance is that beneficiaries did not want to become a burden on friends, family or partners and as such may hold back from reaching out to others when they felt lonely. In addition, loneliness was often a consequence of life changes that may be associated with older age, such as retirement, illness and disability or it was associated with experiences of depression. There may have been a direct influence of the life changes associated with getting older, deteriorating health or poor mental health that were both motivators (see **Section 2.1**) or barriers to engaging with TTS projects/activities. What is more difficult to ascertain is whether there was an indirect influence on beneficiaries of the stigma associated with getting older, having an illness or disability, being lonely, or having mental health difficulties that acted as a barrier to their engagement with TTS services, as was described by the stakeholder group.

2.4. Deciding to go

The second stage relates to beneficiaries deciding to attend a session and feeling able to go. Some older people experienced barriers when deciding to go to a TTS funded project/activity, many of which were **individual barriers** including mobility issues, low literacy skills, low self-confidence and social anxiety.

> *"Some people can feel overwhelmed in a group. It's going from being in a flat on your own and then being with a load of other people, that can be a little bit overwhelming."*
>
> *Focus Group Attendee, no available individual details*

Service providers also recognised that there may be individual barriers to engaging for older people who lacked confidence, had low self-esteem or were experiencing mental health problems. It was recognised by stakeholders that those older people who were lonely or socially isolated may be particularly affected by these additional barriers. In addition, stakeholders recognised that some older people had withdrawn from traditional services or had not been identified as in need of support by service providers as their level of need may not have reached a threshold for intervention.

> "circumstances that are occurring to them in their lives, reducing their opportunities to live their normal life, and cutting them away from the community and friends that they know."
>
> TTS Programme Team Stakeholder

Both beneficiaries and stakeholders identified project-related facilitators who were able to overcome these issues, such as befrienders who would offer support in the decision making process (of deciding to attend a session) and also could accompany potential beneficiaries to sessions. Stakeholders recognised that some people may need more intensive support due to their complex needs.

> "I know [that] people with learning disabilities won't be accepted by a project as their needs are too complex, but I feel those are the very people they need to work with".
>
> TTS Delivery Partner Stakeholder

In these circumstances befrienders or smaller groups may help to overcome some barriers, for example for those who lack confidence to engage with a larger group.

> "where they feel like they can engage with others better and more easily and have more confidence"
>
> TTS Delivery Partner Stakeholder

> "...also, feel that people with complex, multiple needs, a group would be too difficult. [...] "
>
> TTS Delivery Partner Stakeholder

> **"Even** home visits for if somebody doesn't want to go out. You could sit with them for an hour or two. A phone call is just a phone call, it's not proper talk. Proper people connection is a massive thing."
>
> *Chakir, Male, Volunteer, Focus group Attendee*

> **"For** people who are housebound, we can do befriending and go visit people. I do that myself actually, go visit people once a week. Even once a week can make a big difference to somebody for an hour."
>
> *Rob, Male, Volunteer, Focus Group Attendee*

2.5. Getting there

The next step in attending a TTS project relates to getting to the groups or sessions. There were practical and logistical barriers to attending the groups, such as issues relating to child care or caring responsibilities, availability of public transport or ease of travel. There were examples of how beneficiaries worked to overcome these barriers, for example through car sharing to attend sessions.

> **"I've** got a car as I am one of the younger ones. As I mentioned earlier, two of the other ladies wouldn't have been able to get there without my help and there were other ladies in the group offering assistance to ladies who had difficulties getting there. We all just mucked in together and made sure that everybody didn't have a problem getting to class if they wanted to come to the class."
>
> *Rob, Male, Volunteer, Focus Group Attendee*

A project-related barrier identified by beneficiaries and stakeholders was the **accessibility of the project/activity location**. Delivering projects in the city centre can reduce difficulties in accessibility as public transport is usually available, but it can create other issues by increasing the cost of, or time spent, travelling, or by increasing the impact of individual barriers such as social anxiety or low confidence. Stakeholders also recognised that the choice of venue was important to minimise the impact of individual physical restrictions, such as visual or mobility problems. There are examples from project case studies of how service providers worked to **overcome transport related barriers** by building relationships with transport providers (see Case Study for Supporting Wellbeing project). In addition evidence from stakeholder interviews demonstrates that some projects offered their own transport scheme, such as the Fair Ride Club described here:

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> *"Anyone over 50 can call us up and request a ride from a volunteer car driver, who uses their own car, and get that ride at a rate which hopefully they find more affordable than a taxi and offers a more personalised service or offering their own transport scheme."*
>
> *TTS Delivery Partner Interview*

There were also issues that beneficiaries, once at the project venue, may be required to complete **paperwork**. Completing project and evaluation related paperwork may be off putting for those with poor literacy skills, or because they included questions related to topics that were perceived to be too personal or private.

> *" I've found through running the course, a lot of people are very private about their information, especially the older age group, and I mean kids today are on Facebook and don't care, they'll give their card details over, but the older generation is more private." - Kevin*
>
> *"It's quite intrusive as well that questionnaire…" - Richard*
>
> *"…and sometimes they don't want to give an email address." - Kevin*
>
> *"Putting a phone number down, they're frightened of experiencing advert phone calls." - Richard*
>
> *Discussion between two Focus Group Attendees*

03 Overcoming engagement barriers: suggestions for practice

Our analysis identified a number of barriers to engagement of beneficiaries in TTS projects/activities but also a number of **examples of service delivery practices that aimed to overcome these barriers.** These potential service level solutions for overcoming the barriers to engagement faced by older people who are lonely and/or socially isolated have been summarised in **Table 4.**

These solutions are foremostly based on practices that stakeholders identified as being effective at overcoming beneficiary engagement barriers. This knowledge gained from stakeholders offers an important opportunity to learn from experience and apply what has been learned in future projects.

Table 4. Barriers and solutions to engaging older people in a TTS project

Stage	Barriers for older people	Implications for services	Service response
Become aware of a group/ project	Identifying older people as possibly lonely or socially isolated Low literacy and computer literacy skills of older people Stigma of loneliness, isolation and older age Designing and promoting the projects well and reaching the right people	Designing and promoting the projects activities well and reaching the right people Ability for all to access paper/ onlin promotional materials May prevent most vulnerable from coming forward Potential cost/benefit of targeting specific groups; finding the best way to reach those most isolated	Social prescribing; Posters and leaflets in libraries and GPs surgeries; health professionals spreading the word Use variety of promotional tools Inclusive advertising of projects that uses language that tackles ageism and stigma Offer a variety of projects to meet beneficiary needs
Deciding to go	Mobility issues and physical limitations Low literacy and computer literacy Confidence and social anxiety	Older people may not attend projects/activities Older people may not be able to access all aspects of the project/activities Older people may not attend project/ activities	Befriending; One to one sessions; smaller size groups; adjust group activity to suit all physical abilities Projects designed to upskill older people in use of computers and mobile technology Befriending; one to one sessions; smaller size groups; ensuring sessions address safety concerns (e.g., evening events when it is dark)
Getting there	Childcare or caring responsibilities Travel, transport and accessibility of venue Expectation to complete paperwork	Potential cost of providing additional services to care for child or dependent adult Services unable to provide or repay transport due to financial constraints; potential cost/ benefit of city centre or more local delivery Required to gather beneficiary data for effective service delivery and evaluation	Projects /activities designed to meet the needs of carers; some projects offered childcare Accessible venues (e.g., close to bus routes, disability access); Time activities so people can use bus passes; Facilitating lift sharing and befriending; provision of transportation Support to complete paperwork or making paperwork optional

04 | Conclusion

This report has drawn on findings from thematic analysis of interviews and focus groups with older people, and interviews with stakeholders to identify the **common motivations and barriers** of engagement of older people with TTS project/activities. Additional evidence has been outlined showing how TTS project delivery approaches aimed to mitigate, and had some success at mitigating, these barriers to engagement have been outlined.

Motivations to join TTS have been grouped into push and pull factors. Push factors are those motivations where joining TTS posed less risk of harm than not joining. These push factors included: feeling lonely and/or socially isolated; and life changes and transitions, such as bereavement or retirement. These two motivations are thought to be intertwined in many cases, particularly as a **life change or transition had caused increasing experiences of loneliness or social isolation**. The pull factors identified that joining TTS offered **positive opportunities** and these pull motivations were that beneficiaries were seeking something new.

Some beneficiaries spoke of the barriers they had encountered in engaging with TTS and stakeholders spoke of the barriers they experienced in promoting and delivering services. These barriers are grouped into three stages of engaging with a TTS project: gaining awareness of a project/activity; deciding to go; and getting there.

At the first stage of becoming aware of a TTS project individuals may have encountered barriers relating to **coming forward as needing support or because they had low literacy or computer literacy levels**. Stakeholders reported that the stigma related to loneliness and social isolation, and older age (known as ageism) may have impacted on individual decisions to identify as needing support. Similarly, stakeholders reported on the **difficulty at successfully designing and promoting projects to reach those who were most in need of support**. At the second stage of deciding to go to a TTS project individuals may have encountered barriers due to issues related to their **literacy levels, physical health (e.g. mobility) or mental health (e.g. confidence and social anxiety)**. In the final stage of engagement individuals encountered barriers to getting there (the project) due to **caring responsibilities, travel or transportation, accessibility of the venue, and expectations to complete paperwork**.

Stakeholders and beneficiaries spoke of the ways in which the project delivery approach may have mitigated barriers in some cases. In particular, befriending services may have overcome individual barriers relating to low confidence and anxiety and transport services offered by some projects may have overcome barriers relating to transportation.

05 Related Reports

The final evaluation for the Time to Shine programme has been presented as a series of final reports.

Report 1: Executive Summary of Time to Shine
Report 2: Time to Shine Evaluation Methods
Report 3: Process Evaluation
Report 4: Intervention typologies
Report 5: Motivations and Barriers for beneficiary engagement
Report 6: Participation, engagement and outcomes for older people
Report 7: The impact of Time to Shine on project beneficiaries
Report 8: COVID-19 impact on the TTS programme
Report 9: Legacy, systems change and sustainability
Report 10: Test and Learn: Understanding the experiences and challenges of frontline organisations