

Social Valuation Assessment: Brighton and Hove Youth Collective



Kevin Cody. May 2015



Forward

Understanding what matters to those who use services is essential in understanding whether the activities we deliver are having an impact on their lives. Through this research the Brighton and Hove Youth Collective have sought to gain a deeper understanding of the changes they create for young people through their universal services, and what questions they need to ask themselves to be able to improve their offer and have an even bigger impact.

*This research follows the principles of a Social Return on Investment approach; prioritising gathering information from the perspective of those who are impacted by an activity. The B&HYC have, through their extensive fieldwork with young people and project staff, uncovered the outcomes that young people experience, matching them where possible to the expectations of those who commission services. Through the research, however, they have also encountered the limitations that this kind of research can have - gaining a full picture of the total social impact is time consuming and when carried out by project staff detracts from their daily work. This research is therefore presented as a social valuation: an evaluation and valuation of the outcomes young people experience and the value this has in **their** lives.*

The researchers have clearly articulated what they were able to evaluate, and have also stated where the research relies on assumptions. They have coproduced their understanding of the outcomes with the young people, increasing their understanding of where their activities add to their lives. They have also developed surveys and an understanding of impact using existing survey questions and data, allowing for local comparisons.

As non-research specialists, they have had to get to grips with measuring change, discounting for impact and putting a financial value on that change. This has been a journey for the team and they have worked hard to not only undertake the research, but also to explain their work and the logic of their decisions in ways in which non-specialist readers can understand. In this respect, this report represents this journey and the questions they have asked themselves to gain the results. By carrying out the work themselves, they are in a good position to answer any technical questions that a reader has.

Any future research done by the B&HYC should seek to increase the sample size and representation, making sure they target groups underrepresented in this research (e.g. BAME) and ensuring a greater coverage of partner centres. They may also wish to consider the impact that their work has on other public services. However, the work presented to date is an excellent foundation for routinely gathering data to understand and articulate where and how they are creating social impact.

Rosie Maguire, Senior Consultant, NEF Consulting (New Economics Foundation)

April 2015





Executive Summary

Brighton and Hove Youth Collective (B&HYC) currently engages with around 2500 young people each year; around 1400 are youth service 'participants' who access our provision four or more times per year.

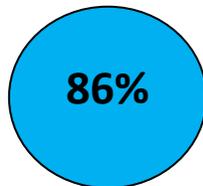
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For every pound invested five pounds and fifty six pence are returned in social value

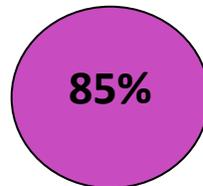
Of those responding, the young people experienced:



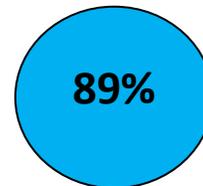
19% reported an improvement of their finances by an average of £56.25 per week



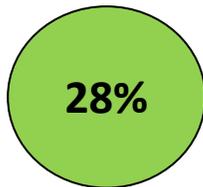
86% reported an increase in self worth, such as increased confidence



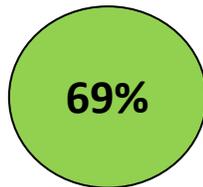
85% reported an increase in a sense of community belonging, such as making new friends or attending community events



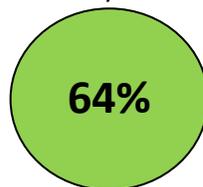
89% reported an increase of their personal expectations, such as a better career or educational prospects



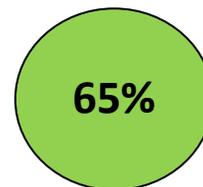
Of those that improved their financial situation, 28% of this was attributed directly by young people to the work of B&HYC



Of those who reported an increase in self worth, they attributed 69% of this change the work done by B&HYC



Of those who reported an increase in sense of community belonging worth, they attributed 64% of this change the work done by B&HYC



Of those who reported an increase in personal expectations, they attributed 65% of this change the work done by B&HYC

The work done by the Brighton and Hove Youth Collective is open access or universal youth work. This means that the outcome of improved financial situation is an **UNINTENDED** outcome of the work being done.





Social Valuation Assessment: The Brighton and Hove Youth Collective

Introduction:

The Brighton and Hove Youth Collective (B&HYC) is a collection of 8 community and voluntary sector organisations, commissioned by Brighton and Hove City Council to deliver universal youth work across the city.

The 8 partners are

The Crew Club

Turner Community Project

The Hangleton and Knoll Project

Sussex Central YMCA

Brighton Youth Centre

The Young People's Centre, Impact Initiatives

Trust for Developing Communities

The Deans Youth Project



The aims of the programmes are to provide open access youth provision across the city to young people aged 13-19, and up to 25 with SEND (special educational needs and disability), giving young people access to informal education, activities, arts, sports, holiday programmes, outreach work, information, support and a variety of other provision. The B&HYC is commissioned against a number of targets and outcomes for young people under the overall strategic outcomes of 'Young people are able to enjoy their leisure time' and 'Young people have the opportunity to be active citizens and shape the services that affect their lives' as part of Brighton and Hove City Council's (BHCC) Services for Young People Strategy.

Unlike some youth projects there is no defined end goal or point for young people when attending a B&HYC member organisation and the interaction is completely voluntary, meaning young people can decide to stop engagement at any time they choose. Delivery is informed by the BHCC Youth Service Curriculum Framework.

The B&HYC works collaboratively with each other and other organisations in the city to run events and put on activities for young people. They have been involved in local community events, city wide events like Brighton Fringe Festival and have also put on large scale events such as B.fest, a youth arts festival.

So why do a Social Valuation Assessment on the B&HYC?

In making the decision to do the assessment of the B&HYC, research was undertaken into previous SROIs on youth projects. All the ones that could be found were on projects with specific ends goals; keeping young people out of the justice system, reducing substance misuse or gaining employment.





None had looked at the benefit that universal youth provision could offer, how that impacted on young people and young people's lives or the wider social return this provided.

In doing the research the aims were:

- To show that young people can recognise the outcomes they are achieving
- That they are able to communicate why this is and the impact that the youth provision and workers have had on them
- That they can quantify how much of an impact it has had

In doing this it is possible to compare the outcomes young people stated they achieved and those the B&YHC are expected to report against.

From the research that has been carried out recommendations can be provided on where provision can be improved or increased to have a greater impact as well as identifying a way to measure outcomes with young people and how this can inform future practice.

This report contains the methodology of the research, the theory of change that young people go through during their interaction with the B&YHC, the results, conclusions and recommendations for the future.

In completing the research a decision had to be made on who the stakeholders are in the work that is undertaken. This can include the young people themselves, local and national government, other organisations such as schools and the police and the B&YHC itself. In Appendix 1 it is demonstrated which stakeholders were considered for this research project and who the main or primary stakeholders in the work are.

After a decision is made on the primary stakeholders a decision is needed to be made on the breadth of the research project, taking into account available resources and time to involve all the necessary stakeholders.

It is important to decide what is also material to the research. This means taking into consideration that if something was left out would it affect any decisions that might be made by readers of the research or the stakeholders. Information is material if by being left out it would misrepresent the activities of the organisation in this case B&YHC.

Principles and Stages of Social Return on Investment.

Social Return on Investment (SROI) is based on seven principles:

- **Involve stakeholders** – inform what is measured and how it is measured by involving stakeholders.
- **Understand what changes** – Articulate how change is created and evaluate this through evidence gathered, recognizing positive and negative changes as well as those that are intended and unintended.
- **Value the things that matter** – Use financial proxies in order that the value of the outcomes can be recognised. Many outcomes are not traded in markets and as a result their value is not recognised.





- **Only include what is material** – Determine what information and evidence must be included in the accounts to give a true and fair picture, such that stakeholders can draw reasonable conclusions about impact.
- **Do not over claim** – Only claim the value that organisations are responsible for creating.
- **Be transparent** – Demonstrate the basis on which the analysis may be considered accurate and honest, and show that it will be reported to and discussed with stakeholders.
- **Verify the result** – Ensure appropriate independent assurance

There are six stages to an SROI:

- 1) **Establishing Scope and identifying key stakeholders.** It is important to have clear boundaries about what the SROI analysis will cover, who will be involved in the process and how.
- 2) **Mapping Outcomes.** Through engaging with the stakeholders a Theory of Change is developed, which shows the relationships between inputs and outputs and outcomes.
- 3) **Evidencing outcomes and giving them value.** This stage involves finding data to show whether outcomes have happened and the valuing them.
- 4) **Establishing impact.** Having collected evidence on outcomes and monetized them, those aspects of change that would have happened anyway or are a result of other factors are eliminated from consideration.
- 5) **Calculating the SROI.** This stage involves adding up all the benefits, subtracting any negatives and comparing the result to the investment.
- 6) **Reporting, using and embedding.** This last step involves sharing findings with stakeholders and responding to them, embedding good outcomes processes and verification of the report.

So how was this done?

Firstly the parameters for the research needed to be set. Initially this seemed an easy prospect as the contract for the B&HYC has defined age ranges for young people. The contracted range is 13-19 year olds and is for those who access the open or universal sessions. If a young person has any additional needs (special educational needs or a disability) the Youth Collective can work with them up to the age of 25. This meant any targeted sessions would have to be discounted, as well any young people who fell out of the age range.

In discussion, the parameters of those who could be affected by the work became an issue (Appendix 1). Should the local community and businesses be included? What about the local council and national government? Whilst all these could be considered to be stakeholders in the outcomes for young people, the decision was taken to focus on the young people themselves and what impact the B&HYC has on their lives. This was taken due to the available resources for the research and also to keep the parameters within a workable limit.

Once the decision had been made to concentrate on the young people as the primary stakeholders a co-production process was used to identify the outcomes young people were able to recognise for themselves (see Appendix 3). This included a series of 1-2-1 interviews and focus group sessions using a set of standardised questions. The young people were randomly chosen from members of the B&HYC. We attended various sessions and asked young people if they would take part in a short interview to help inform the work. Visits were done to 6 member organisations of B&HYC to gain responses from the young people. The engagement was kept voluntary so as to replicate how young people engage with





B&HYC. In some projects young people were happy to be interviewed as individuals; in others they preferred focus groups. From the responses a Theory of Change model was produced (Appendix 4) which represented the journey of the young people accessing services through the B&HYC.

Once the Theory of Change model had been produced, a sample group was identified and work on indicators to evidence the change (Appendix 2) via a co-production model was undertaken. This method was also used to produce a questionnaire. The co-production method took us four months to finalise the questionnaire (Appendix 6) using 1-2-1 and group interviews. We then spent another two months collecting data using the questionnaire with young people. This data was collected through voluntary engagement by the young people. Visits to all 8 B&HYC organisations were made randomly asking young people if they would fill out the questionnaire. The data was analysed to inform the final model (Appendices 7 & 8).

In deciding to use a co-production process for the development of the outcomes and questionnaire it did mean that the work had a more authentic feel to it and that the process was validated through the work with young people. However this did slow the initial process down and there were complications in getting young people to understand the process and questions. There was concerted effort put in to gain insight from the young people without leading them and this was particularly difficult due to a different interpretation of some of the words and language being used, such as what a community is.

Research Limitations

When it came to the data collection, due to the engagement being voluntary, it again proved a challenge to get young people to fill out the questionnaires. Using incentives with the young people helped to gain additional answers, but the most effective way was to use the workers who knew them best. This provided a greater number of responses, however this did also mean that some control was lost over how the questions were asked and interactions had to be monitored to ensure that the responses were true and valid and not led by a worker.

Another difficulty was being able to engage with all of the members of B&HYC during the period that the research was completed. A lot of activity was completed over the summer holiday period, during which there were particular times when staff members were on trips with young people and engaged in summer programme delivery, meaning opportunities to gather potential responses were lost. This also had the knock on effect of some regular weekly sessions being cancelled slowing down the ability to gain responses.

One of the notable absences in this assessment is the lack of data collection on disabled young people and the low response from those young people from Black and Minority Ethnic (BME) backgrounds. The questionnaire specifically did not ask about disability and this could be adapted for future reference. The percentage of those with a non-White British background was 10%, this may have been an issue with the way the data was collected rather than an indication of the numbers of BME young people within the B&HYC. It is also not representative of Brighton and Hove as a city where the BME population is 20%.

From all of this work this final report has been produced.





Methodology

The decision was taken to use as much co-production work within this research as possible. Co-production is a method of engaging with the stakeholders to engage in the development of each part of the research. Using a mixture of one-to-one interviews and group work sessions the development of the Theory of Change, data collection methods and final questionnaire were led by the young people. This meant that the outcomes came from the young people; all of the development of the questionnaire was overseen and tested by young people to ensure that the data collected reflected as accurately as possible the changes the young people were able to express.

Theory of Change Model

Some might ask, what is this? The Theory of Change model is the journey young people go through whilst interacting with the B&HYC. It takes into account what can affect a young person and the final outcomes they achieve and recognise.

To get to the final model we went through a process of identifying what were the outcomes that young people feel they achieve and recognise. In general, youth work and youth workers are keen to stress that relationships are key and that youth work can help young people gain confidence and self-esteem, raise aspirations and support overall health and well-being. The work youth workers do has a dramatic affect on the young people they support and case studies and those young people who are willing to share their stories testify to this. There can be other outcomes too, such as informal learning around substance misuse and sexual health and increased skills in particular areas. Attitudinal changes and less anti-social behaviour are also outcomes the youth work can achieve. In some projects these are easily identifiable as outcomes for young people. The projects are targeted to improve sexual health knowledge, or to work with young people who are unemployed. But what about open access universal, voluntary engagement youth work projects, where young people choose to come and go as they please?

What outcomes do young people think they gain, in comparison to those that youth workers would facilitate them achieving as part of the curriculum framework?

This is what our theory of change aimed to answer. What key outcomes do young people recognise that they achieve? To do this we took a co-production approach, wanting to get the best possible data to be able to build the model. We knew that the best source was to approach young people and ask them about their experiences at youth centres. Using a set of open questions, designed to get young people to open up about their experiences, we went to different young people and different member organisations of the B&HYC to get the widest possible response.

From the responses that we gathered, young people identified four key outcomes:

- Improved Financial Situation
- Increased Self Worth
- Increased sense of Community Belonging
- Increased Personal Expectations





In the interviews and group sessions we were also asking about what would stop a young person from attending a youth project, why they went to one and what would keep them attending. All of this helped form our Theory of Change and the way each area interacts.

The Theory of Change model can be found in Appendix 4.

From what young people had told us we were able to compare the outcomes of the B&HYC contract and those identified by the young people; the contracted outcomes for the B&HYC fit within the 4 overall outcomes that the young people gave us, indicating that young people recognised what outcomes they achieved and that they fit within the curriculum and expected outcomes of the youth work providers.

Data Collection

As with the Theory of Change the decision was taken to make this process a co-production activity with young people. To start with we worked with young people on identifying the indicators that they would recognise as to how they knew they had achieved one of the outcomes. This was done by asking young people a set of questions and getting their answers.

The questions asked were:

- A young person has an improved financial situation when...
- A young person has increased self worth when...
- A young person has an increased sense of community belonging when...
- A young person has improved personal expectations when...

The images below show the responses and the way we went about getting young people to respond to the questions.



From this we were able to bring together key themes to choose the final indicators and develop the questionnaire. We went through a process of trialing questionnaires before deciding on the final version. Again this was working, through co-production, with the young people to get feedback on the questionnaire and their interpretation of the questions.

Using the final version we went out to the member organisations of the B&HYC to ask young people to fill out the questionnaire so we could get out data for the final results.





What did we find out?

From the results (Appendices 6-7) provided by the young people we got clear indications of the impact that the B&HYC is making. In this section we'll look at some of the broader statistical information and dig down into some of the specifics for the four outcomes.

The graphs below show data from the questionnaires, not the whole service.

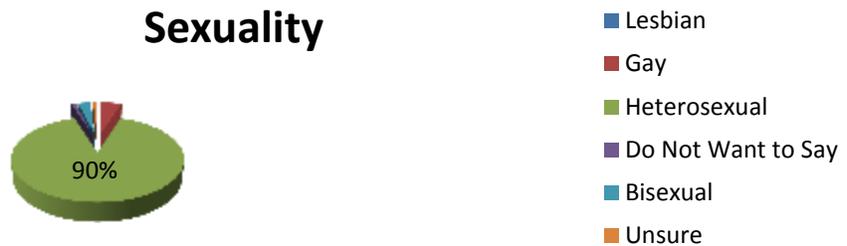
Gender



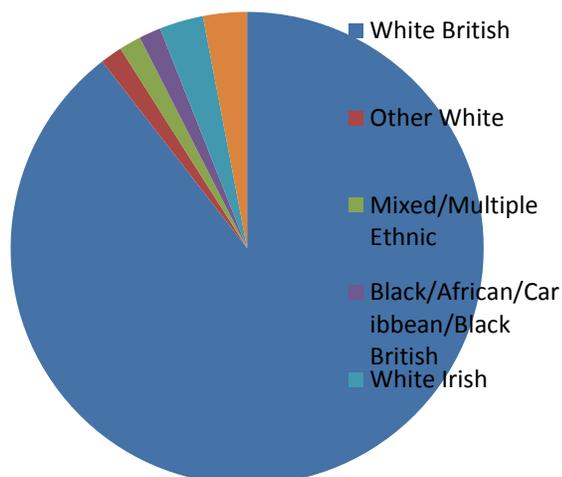
Age



Sexuality

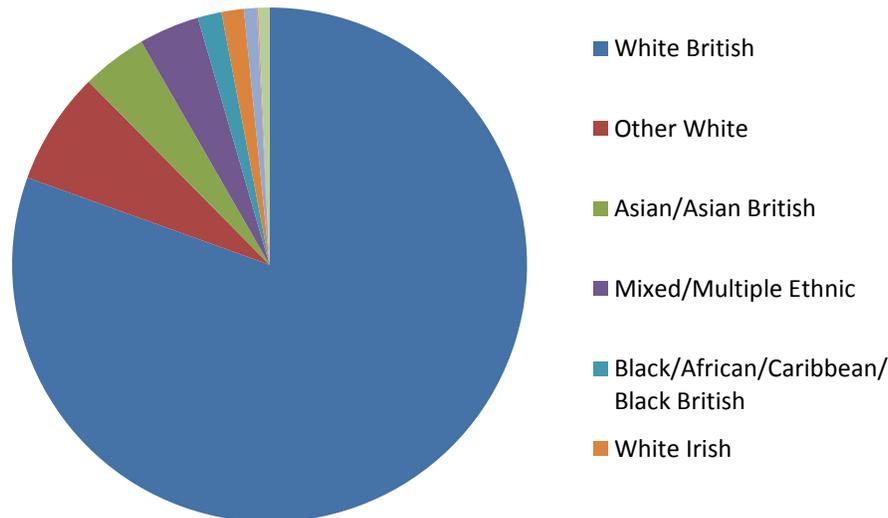


Ethnicity

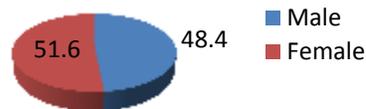


For Comparison to local data:

Brighton and Hove Ethnicity



Brighton and Hove Gender



Improved Financial Situation

↑ **19%**

£56.25 self-reported increase per week

28% B&HYC

The data collected showed that this only affected those over the age of 16, which is 46% of respondents, who were in a position to either work full-time or part-time. From the data there was an evident improvement for almost a fifth of young people in their financial situation. 19% of the young people surveyed said that they had seen an improvement in their financial situation since attending a B&HYC member. This represented a weekly average of an extra £56.25. When asked about how much of this improvement they could attribute directly to the work they had been part of when attending a B&HYC session the response was 28%.

The young people stated that the reasons for this were:

- Gaining employment through increased confidence



- Better budgeting
- Support with food
- Help with CV and interview skills leading to employment

As universal youth provision is not targeted with helping improve young people’s finances or with getting them into employment this is an unexpected outcome that has a significant impact for the young people affected. Of those who stated that they had seen an improvement 20% attributed the improved financial situation to increased confidence, which helped in situations such as interviews. This shows that the impact of improving the confidence of young people to apply for employment and feeling supported by professionals leading up to an interview can have a direct consequence on how the young person feels in going for the interview and potentially the final outcome of gaining employment.

In each of the following questions the young people were asked to rate each attribute when they first engaged with the B&HYC and how they would rate it at the time of the survey. These were then given a score of 1-5 and the average change is the self reported distance travelled between the initial and current scores.

Increased Self Worth



Of those surveyed, 86% of the young people reported an increase in their confidence during their engagement with the Youth Collective. The average change was 30% for the young people reporting an increase, which they attributed 60% of this change directly to the work done by members of the B&HYC.

Of those who reported an increase in confidence, 45% were female, 44% were male. With very similar responses between the male and female population it would suggest that the work being done is having an affect across the whole population of young people evenly.

Increased Sense of Community Belonging



From the responses given by the young people 85% said they had an increased sense of community belonging since attending sessions at a B&HYC member organisation. On average there was a 22% rise in their feeling of belonging, of which 64% of the change was attributed to the B&HYC.

Some of the responses given as to why young people felt this way were:

- Overcoming stereotypes
- Being involved and listened to
- Making new friends





- More friends to do things with

80% of males and 85% of females reported an increase in their sense of belonging, showing that B&HYC produces similar results for both genders.

Increased Personal Expectations

89%

↑29%

65% B&HYC

89% of young people surveyed said that their personal expectations had increased during the period of engagement with the B&HYC. On average this increase was 29% with 65% attributed to the work of the B&HYC.

Of the responses given 80% of males and 85% of females who responded stated that their personal expectations had increased.

In the absence of youth work?

In the final question the young people were asked what their lives would be like if they didn't attend a B&HYC member organisation. The responses included references to worsening mental health, not taking up opportunities and anti-social behaviour. A selection of their responses are presented below:

- "My anxiety would be worse and I would most likely have no friends as I wouldn't want anyone near me. The only thing that would stay the same is my occupation"
- "I would be a lot less confident in talking to different people in my community and talking to people of different ages, I would not be as pro-active because the leaders encourage us to participate"
- "I imagine being depressed and anti-social with signs of aggression"
- "I will have been beating up"
- "Stuck indoors instead, I wouldn't know about other services and therefore wouldn't have gained more work or confidence and wouldn't have been volunteering at the homework club."

All of the answers demonstrated or expressed something about the value youth work has to their lives, none of the responses are positive. A few have stated that their friends or job might be the same, but their life choices would be different and young people and young people understand this.

Why do this?

When looking into research and practices around work with young people it is very easy to see headline figures, 'x' number of young people completed a particular course, achieved a certain grade, went to university, gained employment or were involved in social action. What this doesn't include is the improved social outcomes for young people and the work done by organisations such as B&HYC to improve social outcomes for young people. The social outcomes are valued as comparative tools to provide a different indicator for the effectiveness of projects. The values produced through this work are





approximate as the financial proxies used are indicators of value and in some cases are not directly linked values. An example of this is the value given for an increased sense of community belonging; the proxy has been taken from previous research and a value given to a sense of feeling a belonging to a neighbourhood. All of the proxies used have been chosen to be as close to the outcomes identified for young people who attended a B&HYC project.

Social Valuation Analysis

The B&HYC has a contract from Brighton and Hove City Council worth £400,000. In addition to this the B&HYC brings in an additional monies in other contracts that relate directly to the work done with young people aged 13-19. Along with the cash element there is also the amount of time that volunteers contribute to the work of B&HYC.

Additional income brought into the B&HYC that directly impacts on the youth provisions provided within this social valuation come to a combined figure of £400,000 matching the amount put in by the council.

Volunteer hours are on average of 300 per week, when worked out using the average wage for part time youth workers in the B&HYC around £9.60 per hour, the additional input is £144,000 for 50 weeks delivery per year.

When combined this gives a total of £944,000 investment into the work of the B&HYC
£400,000 contract + £ 400,000 additional income + £144,000 volunteers hours = £944,000

To get the final Social Valuation figure we combine the values attributed to the outcomes for young people. To make this calculation several areas are looked at. A suitable financial “proxy” needs to be found and placed against each outcome. This is a value of something that represents the outcome and can be justified as reasonable so as to not over claim. When a proxy has been agreed on, there are then other things to consider, making sure we don’t over claim.

These cover :

- How many young people from the cohort experience each outcome – **Outcome Incidence**
- What would have been achieved anyway - **Deadweight**
- How long the affect on the outcome by B&HYC work lasts - **Benefit Period**
- How much can no longer be claimed by the organisation during the benefit period – **Drop Off**
- How much of the change experienced is due to the B&HYC – **Attribution**
- Has the work done made any negative impact on other members of society – **Displacement**

Each of these has a rationale behind the figure being used, such as the percentage of unemployed young people who would find employment during a recession anyway.

Once these have been calculated (Appendix 5) for the outcomes these are combined to give a total value.





The calculation used is:

(No of young people x outcome incidence) – (Deadweight x Proxy x Attribution x Displacement)

This gives you a financial figure for the first year which is then replicated across the benefit period taking into consideration any drop off effect.

The combined value for the outcomes achieved and attributed to the work of the B&HYC is £5,252,208 (Appendix 7)

To get the Social valuation figure we do a ratio calculation shown below.

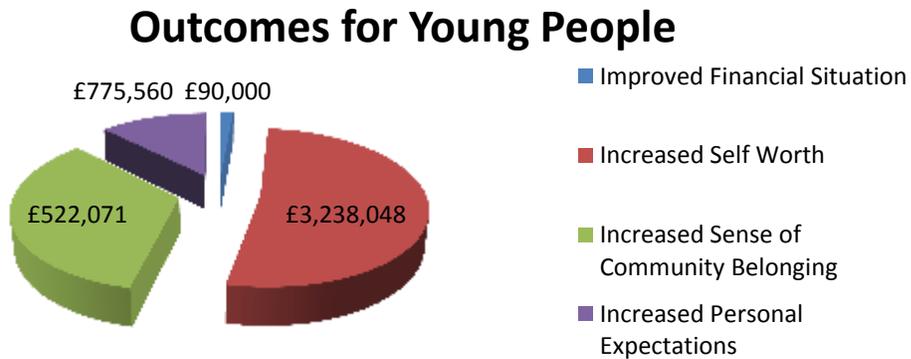
When we compare total cost: total value

£944,000: £5,252,208

We end up with a final ratio of:

1: 5.56

The graph below shows how much value has been created for each outcome.



From the social value calculation we get a final ratio of **1:5.56** so for every 1 pound invested over 5 pounds is returned in social value, or alternatively the B&HYC has a social value return of over **500%** on the investment in it.

The Social Valuation Assessment model and calculations can be found in Appendices 6 and 7.





Conclusion and recommendations:

From the results gathered it is possible to see that the work done by B&HYC provides a very good return on the investment. The young people who engage with the provision can attribute significant levels of the change as a direct result of the interactions they have had with B&HYC.

As the Improved Financial Situation was only reported by over 16's, this impact is potentially less significant at the current stage, compared to if this research was repeated over a 5 year period and young people tracked and asked to identify if being part of the B&HYC made an improvement to their financial situation. This is because the impact for those who have increased confidence under the age of 16 and then go onto employment as a consequence is something that hasn't yet been captured and could have a considerable future impact.

The longer term impact, over 3-5 years, on increasing a young person's self worth, their increased sense of community belonging and increased personal expectations may not be known without continued tracking, although it was indicated by some of those who have gained employment that improved confidence or self worth helped them get a job. Considering that 8 in 10 young people have experienced increases in three out of the four indicators, there is significant impact on the age range that the B&HYC work with.

In not being able to track young people beyond the end of their voluntary engagement we cannot put a definitive answer for all those who experienced increased personal expectations. The impact of this outcome is particularly relevant for those who felt a sense of increased personal expectations which may lead to better performance at school, leading onto entering higher education.

Overall there is a similar pattern for all of the groups who engage with the B&HYC across all of the outcomes, suggesting that the activities B&HYC put on are reaching the intended young people and are having the intended result. What is interesting is the recognition of the young people to pick out these outcomes which match the contracted outcomes of the B&HYC closely. It is also positive to see that they can attribute any changes to the work done by the B&HYC as this is something that has not been asked of them previously. The level of impact attributed to the B&HYC is important as these programmes are through voluntary engagement and to see such large increases implies that the young people are getting benefit over and above the other activities within their lives.

In the data collection process there were imitations due to the nature of how the young people were engaged as well as limited input from ethnic minority communities. Whilst this may mean that the results should be considered carefully, they can be considered as indicative results of the difference made to the lives of the young people attending B&HYC provision and representative of the young people who attend the sessions put on by B&HYC.

In making recommendations for the continued work of B&HYC I have decided it is important to ensure that these would not end up producing targeted services and placing restrictions on which young people can access the services as this would alter the model they are working under. This is because these services are in place already and it would alter the outcomes for the work of the B&HYC. It would also take it away from the open access/universal approach which allows any young person to attend.





Recommendations for B&HYC

- 1) Improve the feedback process from young people.

Having developed a questionnaire for this assessment with young people, it is recommended that this questionnaire is used annually to track progress for the B&HYC, with additional demographics added and better timescales to bring in more comprehensive data. Using this data would give a year on year analysis of young people's engagement and improvement amongst B&HYC member organisations. This might improve young people's participation within the B&HYC and allow them to partake in giving regular feedback rather than relying on anecdotal comments from themselves or staff. Doing this would allow performance to be measured year on year, relating directly to how the young people report change during this time.

- 2) Work with those with additional needs and marginalised groups to improve reach and impact.

The data collection and analysis showed that 10% of young people engaged with do not class themselves as White British, within this group there is a large mix including White Irish and White Other. Whilst this may be considered representative of the general population of Brighton and Hove, as the B&HYC aims to reach those more marginalized work should be done to engage young people from other ethnic backgrounds. This could be done through partnership work or through other forms of youth work. As the questionnaire did not capture disability it is difficult to state with certainty that this is an area that could be improved, however it is certainly an area that should be considered and future questionnaires should include this.

- 3) Individual analysis of each B&HYC member organisation.

It is recommended that where data has not been collected from a member organisation some analysis is done to assess the performance of each organisation to offer more tailored recommendations for improvement. As not all B&HYC members were able to provide completed questionnaires or access to their groups an assumption has been made that the programmes delivered have the same impact across the whole of the B&HYC.

- 4) Focus on the 15% that don't recognise achieving outcomes.

As the majority of young people are reporting that they are achieving at least 1 of the 4 outcomes if not more than one, work should be done to identify why the other 15% are not. Either because they do not recognize the outcomes within their own lives or is a change in practice needed so that they can be worked with to achieve the outcomes and aim for 95% reporting an increase in three of the four identified outcomes. I would exclude improved financial outcome for under 16's and focus on supporting them to achieve an increase in the other three outcomes. This can be done by undertaking the annual questionnaire and by getting additional qualitative feedback on why they are not experiencing the outcomes.





- 5) To undertake analysis of the different impact on age groups and factors that affect responses.

Using the current data further analysis could be done to compare the different age ranges and gender splits, if any exist, to help identify potential areas of improvement, as this information has been collected. From this work a review of those preventing factors which have the biggest impact on young people and the improvement in their outcomes could be undertaken. This would require a further collection of data to look at the preventing factors. This would help inform practice so that workers could be more effective at helping young people overcome these factors.

Recommendations for Commissioners

- 1) Simplify the reporting outcomes.

In looking at what young people identify as tangible outcomes through this assessment all current outcomes would fit within the four main outcomes identified here. By simplifying and reducing the outcomes more focus can be put on proving that these four are being achieved. This would help with better recording and improve contract performance allowing B&HYC workers to deliver better outcomes and focus on the 15% that currently are not recognising an outcome for all 3 that span the complete age range.

- 2) Commit to long term funding of services.

The evidence suggests that the outcomes are achieved through long term engagement and also that by having a long term strategy young people can engage when they feel the need to. By keeping provision in place with a long term funding plan more young people will be able to engage with the B&HYC at different ages and increase the number of young people achieving the outcomes.

- 3) Use Co-Production for any new commissioning.

At present the B&HYC is in a contract with targets defined through a council led commissioning process. Any new commissioning process should engage with the young people to define the outcomes to be achieved and reported against. Any competing tenders should be able to provide innovative ways to meet these outcomes, allowing for potential savings, improved performance and new ways to engage with young people.

Report Written by Kevin Cody

With Special Thanks to Rhys Dower and Ben Glazebrook





Appendix Contents

- 1) Material Stakeholders & Intended Methodology
- 2) Selecting indicators
- 3) Stakeholder Outcomes
- 4) Theory of Change
- 5) Impact considerations
- 6) SROI Data Collection
- 7) SROI Calculation





Appendix 1

Primary stakeholders: these are the people affected either directly or indirectly by the work of B&HYC. A decision needs to be made on those who should be part of the assessment or not and why this may be. The reasons for excluding any potential stakeholders can be to keep the scope within reasonable parameters, to ensure that the assessment does not over claim its impact or for any other reasonable rationale.

Stakeholder	Included/Omitted	Rationale
Young people	included	The young people are the focus of the work, and the evidence to show the benefits and outcomes they achieve doesn't currently exist locally. They are the ones in the best place to say what outcomes they achieve, how it impacts them and how long it lasts for. As the group that the funding and work is aimed at they have to be the most important material stakeholder.
State - Central Government e.g. Department of Work and Pensions, NHS, police services etc.	omitted	At present whilst we can anecdotally say that youth work may allow young people to become employed, stay out of the justice system or have improved health, unless this is provided as an outcome by the young people themselves it is hard to justify a saving to the State. We could look statistically at reduced teen pregnancy and STI statistics and see if there is evidence to suggest the work within the youth collective has made a change and include them after the initial interviews if appropriate. They were not included as the results from initial interviews did show a significant impact directly from the outcomes the young people were expressing. Due to the limited timeline this would also have increased the scope too much.
Local authority	omitted	As the funding comes from the local authority there is a case to say they should be considered a material stakeholder and be included. However as similar to the state unless the young people identify outcomes such as reduced anti-social behaviour through attending the youth provision is it difficult to argue for them being included. There may be a point where financially there is an impact through less graffiti clean ups etc but at present this isn't conclusive.
CVS delivery partners	omitted	As the delivery partners of the youth work, the CVS organisations could be included to look at the level of volunteering they put into delivery, where additional funding may have an impact on delivery





		and also how partnership working has had an impact on delivery. At this time they haven't been included as the scope would have become too large in the time available. This is particularly true when looking at any additional income which may impact on delivery and separating out core costs against direct delivery.
Family	omitted	Whilst there may be benefits to families, or costs, it would be difficult to justify this across all the young people and their families engaged with the service. As the service is aimed at the young people themselves the focus should be on the outcomes they achieve and how that affects them directly. The in-direct benefits or costs to the family are harder to quantify and attribute back to a universal service.
Community	omitted	Similar to the state and local authority, whilst there may be reduced anti-social behaviours, less drug litter, less vandalism as a result of the work done by the youth services, at the moment it would be hard to justify adding them as a material stakeholder due to the number of other delivery agencies that might have an impact of this work as well,

Intended Sampling for Theory of Change and Survey: This table shows the range of the young people to sample from, the method of engagement and the intended number to sample. It also makes comment on any concerns about the sample being used.

Primary stakeholder	Number to engage	Demographics	Method of engagement	Other notes
Young People	30 for TOC, 62 for survey	13-19 year olds who access the provision, 60/40 split male to female, 90% will be of a White ethnic background, based across the city	1-2-1 interviews initially at youth centres, potentially followed up with participatory appraisal group work. Followed up with surveys for the final data collection.	This is a small selection of young people who access the project with less than 10% being interviewed. It will be key to get young people who aren't the most confident/vocal/aware young people involved to get the best responses. This will be done by using youth workers who have the relationships with young people to help identify those who might otherwise be





				ignored or not respond to a questionnaire.
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Appendix 2

Brighton and Hove Youth Collective Stakeholder Outcomes: These are comments made by young people that relate directly to the outcomes measured. The young people were asked how they would know they had experienced the outcome.

Stakeholders	Activity	Output	Final outcome to be measured (with direct quotes)
Young People	Youth provision – open access youth activities – incorporating cooking, workshops on topics such as sexual health, cv skills and domestic abuse. They also include sports work and trips across the year.	-Number of sessions – across the collective roughly 20 weekly sessions -Young people attending – roughly 2800 across a 12 month period, 1300 of which are classed as participants, those who have attended a minimum of 4 times.	Long term outcomes: -Improved Financial Situation 'By coming to the sessions I have been able to work on my CV, application forms and got a job' 'I have been able to work with 'worker a' on interview techniques and have been supported in gaining employment' 'I have been able to work with a youth worker on my benefits and which ones I can apply for' -Increased Personal Expectations 'Because of attending the sessions I have been supported to attend training courses' 'I have been able to discuss what I wanted to do and have started college' 'By coming here I have been able to discuss my future and have changed what I wanted to do, and am now going to do child care' 'I have improved my skills in drawing by coming to the centre', and chose to do GCSE's art because of this -Increased Sense of Community Belonging 'we have put on a fashion show and a mental





			<p>health awareness day for the local community'</p> <p>'because we come here we are not in gangs, drinking and doing graffiti, so not damaging the community'</p> <p>'I have made friends in my neighbourhood through the projects we have done'</p> <p>'We have met neighbours through doing community events'</p> <p>'It felt amazing to put on the community show and I felt really proud at the part I did'</p> <p>-Increased self-worth</p> <p>'I come here because I feel valued and what I say is taken seriously and not judged'</p> <p>'I feel able to take on responsibility at the sessions and take part in what we do'</p> <p>'By attending session I have felt better about myself, less depressed and am now of medication'</p> <p>'I feel more confident about myself and have stopped being shy here and also at school'</p> <p>'By coming to the youth centre I have talked to workers about my anxiety and my OCD, which have both improved'</p> <p>'I have made long-time friends from coming to the centre'</p>
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Appendix 3

Selecting indicators for outcomes: This table shows what may be possible indicators to measure the outcomes. From a potential list, gathered through co-production work, we can then choose the most appropriate one to measure.

Stakeholder	Outcome	Potential Final Indicator	Source for Potential Final Indicator
Young People	Outcome 1: Improved financial situation.	1. Whether the young person is employed or not. 2. Young person's income e.g. from a job, pocket money, benefits/loans. 3. Change in spending among the young people/ What a young person spends their money on	Focus groups with young people
	Outcome 2: A sense of community belonging	1. They actively take part in the community/ Actively do something in the community 2. Their views of people in the community 3. How they treat/respect the community e.g. littering, change in reported issues from local community members, less ASBO's, less clean up call outs.	Focus groups with young people



	<p>Outcome 3: Increased self-worth</p>	<ol style="list-style-type: none"> 1. Young people feel listened to and understood by others, particularly adults and authority figures. 2. They have actively helped (someone or something) in some way 3. Self-evaluation. Whether they feel they have more confidence, more friends etc. 	<p>Focus groups with young people</p>
	<p>Outcome 4: Increased personal expectations</p>	<ol style="list-style-type: none"> 1. Young people feel that they will move to new areas to live and aspire to have more than they're parents. 2. Young people feel they can get better grades at school and will go onto a better job than they previously thought they would. 3. They believe they can achieve more 4. Their plans for the future have changed 	<p>Focus groups with young people</p>



Where activities take place →

Theory of Change

CONTEXT

- Somewhere to go to socialise
- To find additional support
- To have fun
- To not be bored or be alone.
- To be with friends

- Friends and Family
- Location
- Knowledge of Organisation
- Bored
- Referral/Support

YOUTH COLLECTIVE

- ### Initial Contact
- Introduced to the centre and workers.
 - Given information about the centre and an induction pack.
 - An initial assessment is given to discuss the young person's needs, wants and expectations
 - The young person will introduce themselves and socialise with young people

- Enablers
- Preventers
- Initial contact
- Activities

Direction of Impact →

- ### Ongoing and can affect at any time
- People they do not like.
 - Job commitments
 - School commitments
 - Family responsibilities
 - Money for bus/trips
 - Location
 - Weather

- ### Ongoing in Services
- Sport
 - Counselling/1:1
 - Help with employment
 - Art and culture
 - Cooking
 - Trips
 - Sexual health advice
 - Emotional health advice
 - Referrals
 - Housing advice
 - IT services
 - Drug advice
 - Mental health advice
 - Volunteering

- ### Ongoing Outcomes
- Increased Confidence
 - Trusting relationship with workers and young people
 - Improved skills e.g. employment, practical and social skills
 - Reduced social isolation
 - Fun
 - Feeling safe
 - Feeling supported
 - Feeling valued
 - The freedom to express themselves
 - Increased involvement in the community.

- ### 4. Long-term Outcomes
- Improved financial situation
 - Increased self-worth
 - Increased sense of community belonging
 - Increased personal expectations

AIM
Increased independence
Lack of need of services





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Appendix 5

Impact Considerations: this section looks at what could potentially have an impact on the final outcomes for young people and what may have an impact on how much can be claimed by the organisation. It also covers other considerations such as what can be used to estimate the final financial figure and how long any outcomes may last for.

Outcome incidence – understanding how much change occurs for stakeholders and how this is calculated.

Stakeholder	Outcomes	Outcome incidence description (how you are measuring change)	Outcome incidence Rationale
Young People	Improved Financial Situation	The percentage of young people reporting an increase in weekly finances, whether through gaining employment or receiving benefits advice and gaining improved benefits.	A direct increase in income, which can then be spent by the young people, potentially in their local community,
	Increased Self Worth	The percentage of young people reporting an increase in self-worth/confidence.	This is the change between first entry point and the current position the young people view themselves at. This is a distance-travelled, self-reported measure by the young people, using closed questions to measure the level of change in a consistent way.
	Increased Sense of Community Belonging	The percentage of young people reporting an increase in activity within their local community, as a result of attendance at a local youth project. This will also take into account their attendance at community events.	Using before and after questions we are able to gain the self-reported change and therefore distance travelled from the young people. Closed questions were used to measure the impact in a consistent way.
	Increased Personal	The percentage of young people reporting an increase in feeling positive about their future as a result of attending the youth project.	Using before and after questions we can get the distance travelled through





	Expectations	Taking into account any who reported that it has decreased, results in a representation of change as experienced by the young people.	engagement with the project, as reported by the young people. Using closed questions to measure the impact in a consistent way.
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Proxies –understanding the value of the change created by your programme by assigning monetary values to things that do not have a market price using financial approximations: “proxies”.

Stakeholder	Outcomes	Proxy Description	Proxy Number	Proxy Rationale
Young people	Increased Financial Situation	Young people were asked directly what their weekly increase was.	Direct figure (per week)- calculation entered into the model (£56.25)	This is the average amount those who reported a financial change.
	Increased Self Worth	East Sussex JSNA estimates the cost of Tier 1 (universal) services at £11030-59130 per year per child. Tier 1 support is for children and young people who need support from professionals whose main role is not in mental health. Conservative estimate of the likely value on increasing self worth.	£11030	This is the lower value for the cost of mental health treatment annually per child in CAMHS. We assume that Tier 1 support will also increase the self worth of the young person. Within the Brighton and Hove Council literature on Early Help it states that youth service professionals engage with young people at a tier 1 level. By doing so they may help young





				people gain the skills to cope with mental health issues without the need for more advanced professional support
	Increased Sense of Community Belonging	Using a value form the Social Value Bank, through regression analysis of income and life satisfaction they found that the value for 'feeling belonging to a neighbourhood' for under 25's was worth £2706 per year.	£2706	This value represents seeing friends, family and neighbours outside of a school environment. As the direct feedback from young people would be that without the youth projects they would be at home alone or on a computer by themselves.
	Increased Personal Expectations	<p>This is the difference described by the ONS [3] for when wage increases levelled out for A-level and GCSE students.</p> <p>'The annual income for graduates increased at a fast pace as they became older and more experienced in the workplace, before levelling out around the age of 38 at an average of £35,000. In contrast, gross annual earnings for those educated to an A* to C grade GCSE standard increased at a moderate pace and levelled out at around the age of 32 at an average of £19,000. The gross annual wage for those educated to A level standard increased until the age of 34 when it leveled out at</p>	£3000	The difference between average wages those with GCSE's and A-Levels when they leveled out. In response to the question what would increased personal expectations look like, the young people surveyed in B&HYC projects stated that attending college or university would be an outcome, as well as improved exam results at





		around £22,000. We will use the difference between those with GCSE's and A-Levels.		school.
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Attribution – an assessment of how much of the outcome was caused by the contribution of other organisation or people. Assess the proportion of credit that your programme can take for the change that has occurred, by taking account of other players involved.

The attribution question asked: How much of this change would you put down to attending the youth centre? 0% 25% 50% 75% 100%

Stakeholder	Outcomes	Attribution Description	Attribution Number	Attribution Rationale
Young People	Increased Financial Situation	This is an average for all those who attributed any change to attending the youth projects. For financial situation this will need to take into account the percentage of those actually able to gain employment	To be inputted by provider	This is self-reported from first entry and to the point of taking part in the questionnaire. Any credit to the youth projects is directly taken from the young people involved As there can be individual life events, such as bereavement, that can have an impact on how the young people view themselves, any impact such events could have will not have a significant change on the overall outcome, as any individual event affecting one respondent will be negated by the overall number of respondents. There may be a case for further analysis to see the impact of those who have attended for less than 6 months, to see if there is a significant difference.
	Increased Self Worth			
	Increased Sense of Community Belonging			
	Increased Personal Expectations			





Deadweight – an assessment of the amount of change that would have happened anyway, in the absence of your programme.

Stakeholder	Outcomes	Deadweight Description	Deadweight Number	Deadweight Rationale
Young People	Increased Financial Situation	We should also consider the national reduction in NEET young people. According to a Work Foundation report [5] this is 10% for NEET young people during a recession. Assuming that those who are no longer NEET have improved their financial situation through employment, then this figure needs to be taken from the numbers of young people reporting an increase through work by B&HYC	10%	This is the benchmark for young people moving into employment during a recession according to the Work Foundation report.
	Increased Self Worth	Using the Safe and Wellbeing at Schools Survey, SAWSS [6], which is local to Brighton and Hove, we can take the average percentage difference between the last 2 years for the question on confidence (q33), for both key stage 3 and 4. Taking those whose rate themselves as feeling confident often or sometimes. The amount of data available is restricted as the survey has only been done in these two years, however as it is with young people who directly compare to those within the youth projects it makes it relevant. There was a 1.3% increase in those reporting as either rarely or never feeling confident, 14% to 15.3%. Taking this a -1.3% can be applied to our model as we are looking at confidence increase.	-1.3%	This is the benchmark for those whose confidence would have increased anyway.





	<p>Increased Sense of Community Belonging</p>	<p>Using the SAWSS [6] data we can look at the percentage of young people who feel safe in their local community and take the overall trend to see what change there has been. The data is limited as the survey has only covered 2 years, however as the demographic is directly comparable to the young people we engage with it is relevant. The trend between 2012, 83% and 2013, 84% was 1%</p>	<p>1%</p>	<p>This is the benchmark for those whose sense of community belonging would have increased anyway.</p>
	<p>Increased Personal expectations</p>	<p>Using the SAWSS data we can take the average percentage difference between the last three years for the question on expecting to go to university (q38 for KS3 and q77for KS4). As attendance at university is seen as something to aspire to, it can be rationalised that this would be an indicator of increased expectations. Across three years of data gathered there was an average increase of 0.32% (2011 - 29.9%, 2012 - 30.7%, 2013 - 30.1%)</p>	<p>0.32%</p>	<p>This is the benchmark for those who would have increased personal expectations anyway.</p>





Displacement – an assessment of how much of the change is a net benefit (i.e. a new change) or simply the movement of change from one place to another. In employment, if one individual gets a job then they are stopping someone else from getting a job – the benefit is displaced.

Stakeholder	Outcomes	Displacement Description	Displacement Number	Displacement Rationale
Young people	Increased Financial Situation	There is no displacement	0%	As we are an open access service and any young person can attend as they wish there are no restrictions, meaning that no-one is affected by not being able to gain support.
	Increased Self Worth	There is no displacement	0%	Displacement does not occur for these outcomes as no-one is disadvantaged by the participant achieving the outcome.
	Increased Sense of Community Belonging			
Increased Personal Expectations				





Benefit Period – the length of time that a change lasts and the benefits associated with that change. This may be influenced by the duration of the activity or by other changes that occur.

Stakeholder	Outcomes	Benefit Period Description	Benefit Period	Benefit Period Rationale
Young People	Increased Financial Situation	<p>Using the research by Tu and Ginnis for the DWP [7] the average length of time in work for 16-24 year olds surveyed was 33 months. This was taken at the high end of the time ranges. The lower end of this was 10 months. Taking a mid range calculation we would get 20 months. T</p> <p>(under 12 months employment 115 young people, 1-4 years 66 young people, 5-10 years 17 young people, over 10 years 1 person : $(115 \times 6) + (66 \times 24) + (17 \times 90) + 120$ divided by $119 = 19.7$)</p>	20 months	This represents the mid-range, length of time for 16-24 year olds to remain in employment.
	Increased Self Worth	<p>As the impact for these seems to be directly related to the interaction with the youth projects, we can say that is 2-3 years (most young people engage from the age of 13 up to 16). For some this will last longer and other shorter- this is accounted for by taking an average.</p>	2 years	<p>This represents the length of time once a young person stops attending the youth projects that changes would be expected to last. This takes into account that some impacts such as returning to being NEET can affect how long changes would last.</p>
	Increased Sense of Community Belonging			
	Increased Personal	Assuming there are no major life altering		





	Expectations	incidences during this period or shortly after ending engagement with the project a conservative estimate for benefit would be around 2 years. There is anecdotal evidence to suggest this period can be much longer. This period would also take into account that some impacts, such as returning to being NEET, can affect how long changes would last.		
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Drop-Off – the length of the time that the change lasts in taken into consideration by the Benefit Period. Over this period, the amount of change occurring is likely to decrease and will be influenced by other factors, which decreases the attribution an organisation can take for the change over time. Drop off predicts the amount by which change decreases over time in order to understand the impact the programme has on the changes that it creates.

Stakeholder	Outcomes	Drop off Description	Drop off (take off)	Drop off Rationale
Young people	Increased Financial Situation	<p>Outcome drop off:</p> <p>rate at which young people potentially fall out of employment. This will be adjusted for the percentage who actually state employment was why the increase happened, this is taken in the survey. Where an answer is blank we will not assume employment.</p> <p>Using the work by Tu and Ginnis [7] we can calculate the percentage of those who drop out of employment. This is done by taking the number of young people surveyed and then looking at those who dropped out of work in each year bracket.</p> <p>Due to the temporary nature of work young people take on (seasonal roles etc.), the unintended consequences such as reduced social life and family commitments or school work load that can impact the ability to stay within a job, the first year has a very high drop out rate 58%. (115/199 = .577)</p>	<p>Employment</p> <p>yr 1 - 58%</p> <p>yr 2 - 33%</p> <p>yr 3 - 33%</p> <p>yr 4 - 8%</p>	<p>This represents the numbers of young people who fall out of employment aged 16-24. This may be affected by low skill ability, the cost of living increase, and the part time, temporary nature of jobs young people in this age bracket may take. Also as the young people we work with lead chaotic lifestyles they are more likely to fall back out of unemployment.</p>
	Increased Self Worth	<p>Analysis of a 4 year period for a typical project shows that in average 18% of young people are new users, meaning</p>	18%	<p>This represents the number of young people who return to the</p>





	<p>Increased Sense of Community Belonging</p> <p>Increased Personal Expectations</p>	<p>that the drop of will be 82% as that is the percentage of those who will have either left the service or have continued with it. [8]</p>		<p>projects from year to year. We assume the same rate each year.</p>
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(http://creativecommons.org/licenses/by-nc-nd/4.0/deed.en_GB) Notices:
- 3- http://www.ons.gov.uk/ons/dcp171776_337841.pdf (page15/16)
- 4 - http://www.local.gov.uk/c/document_library/get_file?uuid=38b9a00c-1bc4-4b92-abd7-b7d23ec4784f&groupId=10180 (page 14)
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- 6 - http://www.local.gov.uk/c/document_library/get_file?uuid=38b9a00c-1bc4-4b92-abd7-b7d23ec4784f&groupId=10180 (page 12 plus additional analysis appendix)
- 7 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/193471/rrep800.pdf (page 18)
- 8- analysis still to be provided by Ben Glazebrook
- a - <http://www.bankofengland.co.uk/education/Pages/resources/inflationtools/calculator/flash/default.aspx>





Appendix 6

Social Value Questionnaire

The questionnaire is an SROI analysis on how effective the Brighton and Hove Youth Collective is in delivering services to 13-25 year olds.

Returning a completed questionnaire implies consent to participate in the project and to the use of your personal data. All information will be treated as strictly confidential and no records will be kept of the names or identities of respondents.

Part 1: About you

a) Age:

b) Sex: Male Female Transgender

Other

c) Ethnicity:

White - British	<input type="checkbox"/>
White - Irish	<input type="checkbox"/>
White - Other	<input type="checkbox"/>
Mixed – White & Black African	<input type="checkbox"/>





Mixed – White & Black Caribbean	
Mixed – White & Asian	
Mixed – Other Mixed Background	
Chinese	
Asian or Asian British - Indian	
Asian or Asian British – Bangladeshi	
Asian or Asian British – Pakistani	
Asian or Asian British – Other	
Black or Black British – African	
Black or Black British – Caribbean	
Black or Black British - Other	
Gypsy/Romany/Irish Traveller	
Other (Please specify):	





d) Sexual Orientation:

Heterosexual		Bisexual	
Lesbian		Unsure	
Gay		Prefer not to say	
Other (please specify):			

e) Current education or work

School	
Sixth Form/College	
University	
Unemployed	
Employed full time	
Employed part time	
Apprenticeship/Training	

f) Which youth centre(s) do you attend?

.....

g) How long have you attended this/any youth centre(s)?

Less than 6 months 6-11 months 1 year +

h) How often do you attend any youth centre?

Every week Once every 2 weeks Once every three weeks Once a month

Less than once a month





Part 2: About your finances

a) Has attending the youth centre helped improve your financial situation?

If not then please go to part 3.

Yes No

b) If yes, how much a week?

£1-25	£26-£75	£76+

c) IS this improvement through gaining employment, receiving benefits advice that has helped increase them or something else:





d) How much of this change would you say has happened because of attending the youth centre(s)?

0%	25%	50%	75%	100%

Part 3: About your confidence

a) How would you describe your confidence when you first started at the youth centre?

Very Low	Low	Ok	High	Very High

b) How would you describe your confidence now?

Very Low	Low	Ok	High	Very High





c) If your level of confidence has changed how much of this change is because you have attended the youth centre(s)?

0%	25%	50%	75%	100%

Part 4: About you and your local community

a) Before you came to the youth centre, how often did you take part in events or activities in your community?

I didn't	I did a little	I did quite often	I did a lot

b) How often do you take part in community events or activities now?

I don't	I do a little	I do quite often	I do a lot

c) If your involvement in the local community has changed how much of this change is because you have attended the youth centre(s)?

0%	25%	50%	75%	100%





d) What would you say has made this difference?

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Part 5: About you and your future

a) Before coming to the youth centre, how positive did you feel about your future?

I didn't feel positive	I felt a bit positive	I felt positive	I felt very positive

b) How positive do you feel about your future now?

I don't feel positive	I feel a bit positive	I feel positive	I feel very positive

c) If you feel more positive about your future now how much of this change is because you have attended the youth centre(s)?

0%	25%	50%	75%	100%

Part 6: About the changes you have noticed





Imagine what your life would be like now if you had never come to the youth centre. Would anything be different for you, or would things be exactly the same? Please describe any differences and tell us what things you are sure would be the same.

Thank you for taking the time to complete this questionnaire!



