

Evaluating Hounslow Action for Youth

Final Report



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Thinking for a Living
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Executive Summary

This report provides a comprehensive evaluation of the work of the Hanworth Centre. What became evident during the course of it is the excellence of the work being carried out by staff for local young people and their parents. They demonstrate that it is possible to change behaviour and attitudes in a local community in a positive and sometimes quite profound way.

Core finding

The Hanworth Centre is well run, has excellent and well maintained facilities, and offers a very good service to the local community. The ethos of the centre is welcoming and promotes a respectful attitude between staff and users. All those interviewed are enthusiastic about activities and the positive impact on the young people coming to the centre as well as their families.

Youth crime data obtained from the Metropolitan police of crime that has been committed within 1km of the Hanworth Centre over the last 3 financial years, shows that 2009/10 showed a substantial decrease in offences when compared with the previous financial year and 2010/11 saw a slight increase when compared with 2009/10. However the highest category for 2010/11 is for Affray which may have been only one or two incidents and was low in the previous two years. Combined with the very low re-referral rates to the local anti-social behaviour panel (FASBAG) it would seem that the various interventions offered by the Hanworth Centre are having a major impact on lowering youth crime in the locality.

Perceptions of the Hanworth Centre

Interviews were carried out individually and in groups with 14 HAY staff, 13 staff from agencies, 31 parents, 54 young people from the two Junior Youth Inclusion Projects (JYIP), the junior and senior youth clubs, and the Life Choice project, as well as five people from user groups. These interviews gathered a representative view of the work of the centre. The main perceptions were:

There is currently a very good staff team who enjoy working for HAY. There is a real sense that staff want to get their teeth into projects, be proactive and develop new ways of working with young people and their families. There's also a sense that all staff are very committed to young people and their families, and this is reflected in the very positive attitudes that are displayed.

Staff interviewed from other agencies all said that they were made to feel welcome and saw themselves as partners in the work being carried out. There was a common view that HAY staff offer really good relationships, they don't give up on families, they challenge behaviour as well as offering respite for both children and parents, particularly single ones. Parents feel less hopeless as a result.

As one member of HAY staff put it:

"For the future I hope we will collaborate more, we have things to learn from each other and we need to ensure our services are completely complementary."

JYIP Parents were very positive about the afternoon sessions, both the timing and intensity were welcomed. They liked their child being picked up because it gave them a sense of security, and made life easier if they had other younger children to look after.

Parents welcomed the good communication with staff, and were particularly satisfied with the report card system saying that it was the first time that they had received helpful

feedback about their child's behaviour, together with suggestions from staff about how to change their own behaviour in relation to their child.

All parents interviewed at the Caterpillar Pre-School were very positive about the staff and facilities, they were especially appreciative about the early identification of autism/speech delay, and the plans that had been put in place as a result.

Young people on the JYIPs like and respect the staff and enjoy the activities. They were very positive about the report cards which they said help them at school and at home and only two of them were negative about the Circle Time which starts each session. They acknowledged that they had made friends, know where they stand with their behaviour and how to improve it, and know that the staff will challenge them if they get out of line.

Both the junior and senior youth clubs are lively and stimulating, with staff running a variety of different activities from sports to art and craft. One noticeable feature of the clubs is the respectful way that young people treat each other and staff.

The Life Choice Project consists of a course which looks at parenting, sexual relationships, having a baby, and issues during pregnancy, followed by the experience of looking after a baby for two days, in this case a computerised doll. All of the young women were very positive about the experience of both the course and looking after the computerised doll.

In terms of reducing teenage pregnancy, which has been a long-term government target, the Life Choice Project would seem to be an excellent vehicle, but it does need validated research to measure its effectiveness.

In addition to the interviews a computer based survey was carried out using SurveyMonkey. There were 88 responses from the two JYIPs the youth clubs and Connexions. Results were positive with staff perceived as helpful and activities enjoyable in all parts of the Hanworth Centre. Young people were asked a series of questions which were intended to elicit changes in their social and emotional life, this showed that the majority were more confident, happier, had made more friends and were closer to their family.

Three ideas for development are put forward in the report, these are:

1. Develop the Hanworth Centre as a learning organisation

In many ways HAY is already a learning organisation, the excellent ethos and climate of the organisation, the way in which staff are trusted, respect is fostered, boundaries are maintained and purposeful work carried out.

The basic rationale for such organizations is that in situations of rapid change only those that are flexible, adaptive and productive will excel. For this to happen, it is argued, organizations need to 'discover how to tap people's commitment and capacity to learn at *all* levels'.

2. Measure outcomes and impact

There is an ever increasing need for charities to measure outcomes in order to secure funding. There are two challenges for organisations in this environment: the resources required to measure outcomes and the need for them to work together to provide a more cohesive picture.

The Outcomes Star is one of two leading tools for measuring outcomes effectively, it is free and it helps to standardise measurement across a sector, allowing organisations to combine data and create benchmarks.

Impact means different things to different people, but it can be most easily defined as the outcomes achieved by your organisation (what happens to service users, their families and

so on as a result of your activities) and the wider, longer-term effects of your work. The National Council for Voluntary Organisations (NCVO) defines impact as "the difference your organisation makes". It follows that in order to assess impact it is necessary to measure outcomes rigorously, hence the suggestion of the Outcomes Star as a tool.

3. Research how best to serve young people and families for their future lives

There is no shortage of ideas, both in terms of policy and practice, which could be adopted by the Hanworth Centre. In a sense the report represents the beginnings of research into the way forward. Now what is needed is a structure which will enable a review of possibilities and a method for agreeing those possibilities that are most likely to work.

The Future

The report then looks at the future in terms of practice and policy, reviewing relevant national practice developments and then focusing on policy at a national and local level.

Practice

The Munro Review of Child Protection refers to the development of a system that values professional expertise and the need for practitioners to be enabled to move from a compliance culture to a learning culture. While The government's Think Family agenda recognises and promotes the importance of a whole family approach. Both are aspects that the Hanworth Centre is already moving towards.

Developing evidence informed practice could well benefit HAY and the Hanworth Centre because it is centred on providing effective interventions, learning from experience, measuring outcomes and monitoring the impact on children and young people. In effect it provides another structure to work within. As does the Character Inquiry which aims to investigate the potential of focusing on character, and character development, to help achieve greater levels of wellbeing in society and among individuals.

Policy developments

At the local level the change that is most likely to impact on HAY is concerned with the cuts in public expenditure. So far HAY has remained relatively unscathed in the current financial year. However, there are still three more rounds of cuts therefore nothing is assured in terms of future funding for the Hanworth Centre. This makes good publicity and public relations a major priority for the next three years.

At a national level the Big Society, Early Intervention and Community Cohesion are themes relevant to HAY and it's development, as are the six recommendations at the report's conclusion:

1. Research how best to serve young people and families for their future lives.
2. Become a learning organisation and be explicit about why you're doing it.
3. Develop tools for measuring outcomes and impact.
4. Review current work to see how the Hanworth Centre could contribute to initiatives such as Early Intervention and building character.
5. Examine how to support young people in their transition to adulthood including work.
6. Review work with outside agencies to build on the already good relationships and to send out a strong message, particularly to statutory agencies who are experiencing drastic cuts, that the Hanworth Centre will support their activities and endeavour to complement them.

Introduction

I was asked to provide a comprehensive evaluation of the work of the Hanworth Centre. What follows is my perception of the current state of play, as well as an analysis of the data that I have been able to collect, both internally and externally. I have also reviewed a variety of possibilities for future development both in terms of current policy and practice. What became evident during the course of my evaluation was the excellence of the work being carried out by staff for local young people and their parents. They demonstrate that it is possible to change behaviour and attitudes in a local community in a positive and sometimes quite profound way. Giving young people the opportunity to experience a range of activities, to develop friendships, to learn how to behave well and to cooperate with others is a precious gift. And as I complete this report in early August 2011 the opportunity to address these issues seems more pressing than ever.

Core Finding

The Hanworth Centre is well run, has excellent and well maintained facilities, and offers a very good service to the local community. The ethos of the centre is welcoming and promotes a respectful attitude between staff and users. All those interviewed are enthusiastic about activities and the positive impact on the young people coming to the centre as well as their families.

What I was asked to do

I have undertaken two previous Junior Youth Inclusion Project (JYIP) evaluations in 2005 and 2008 which looked in detail at the impact that the projects were having on young people and their families. For this evaluation HAY wanted a comprehensive look at all the activities undertaken at the Hanworth Centre, or as outreach from it. The evaluation therefore covers the following areas:

- Impact on children and young people served by HAY
- Impact on their families/carers
- Impact on the community
- Perceptions of other agencies
- Perceptions of staff

Using surveys, visits, interviews and analysis of data I looked at the following aspects of work carried out at the Centre:

- Senior, intermediate and junior youth clubs
- 2 JYIPs, with associated parenting programmes
- The caterpillar pre-school programme
- The breakfast club
- The Connexions service based at the Hanworth Centre
- The adult and community education programme
- The life choice programme
- Programmes offered by various user groups who use the centre as a base, for example the over 50s club and the dance programme run on a Saturday.

How I undertook the evaluation

I began the evaluation with an inception meeting which involved staff and management committee members. At this meeting we agreed modifications to the programme and clarified expectations of what the evaluation might achieve.

The design of questionnaires and interview schedules was carried out in collaboration with staff, as were the user satisfaction surveys carried out using SurveyMonkey software. The software is easy to use and to analyse, and now that the surveys have been designed, they could be carried out on an annual basis by members of staff for monitoring future developments.

I then spent two blocks of four and five days based at the Hanworth Centre carrying out interviews, visiting projects, talking to young people and their parents and contacting the different agencies with which the Centre works. This gave me an opportunity to experience how the Centre operates, the variety of activities that take place, and an insight into the way that staff approach their tasks. It also enabled me to look at data and to clarify any issues immediately.

I also spent a Saturday afternoon in early July visiting two of the neighbouring estates with one of the youth workers in order to talk with young people who were out and about. I wanted to gain an idea of why young people do not use the Hanworth Centre, is it because they don't know about it, or because they don't get on with the young people who do attend it, or is there some other reason? Unfortunately the Saturday that we chose was very quiet, and there were other activities on offer in the neighbourhood for young people. We therefore only met and talked to four young people, and no young people visited the Centre even though a drop-in session had been advertised. The main lesson learned from this exercise is that staff need to carry out some outreach work in order to encourage more young people to use the Centre, particularly in the older age group.

The full methodology is included as Appendix 1.

A word about ethos, culture and climate

On arrival at the Hanworth Centre, one of the most noticeable features is the welcome a visitor gets from staff and young people. This is a very important signal, and one that is constantly reinforced by the positive behaviour of staff. This is not an academic exercise because it is possible to distinguish between three levels: **ethos**, the vision and mission; **culture**, the vision enacted, what people actually do; and **climate**, the tone or atmosphere that can be felt or perceived, which is the linkage between the first two, and which can be used as a measure of performance, indicating the extent to which ethos and culture correspond.

When visiting a new centre it is immediately possible to gauge the **climate**, so for example young people and parents also commented on the welcome that they had received when they first came to the Centre. Outside agency staff commented on the skills of staff and the mutual respect between staff and young people. Soft measures perhaps, but powerful indicators of potential impact on young people for the future.¹

¹ Tim Barnes & Mary Stiasny (1995) p.99

Gathering and analysing data

A problem for the evaluation is that most data is only available on a Borough wide basis. In order to provide a picture of change in Hanworth it is necessary to have both the crime figures and figures relating to the safeguarding of children on a local basis.

Data from the Local Area Interactive Tool (LAIT) indicates that while there has been a large increase in children in need in Hounslow between 2009 and 2010, moving from 311 per 10,000 in 2009 to 434.7 per 10,000 in 2010, a 71.5% increase, this is lower than the increase for England which was 81%. It is hard to know the reason for this increase, although the Baby Peter Case has undoubtedly made Children's Services departments much more inclined to play safe.

The recent draft report detailing the Hounslow Local Economic Assessment shows that while there is high youth unemployment in the borough, there has also been a marked improvement in performance at GCSE level during the past five years. It is hard to reconcile these two factors without examining other factors such as the take-up of sixth form and further education places. On the face of it would seem that there is a large pool of NEET young people in the borough, and it is important to identify where they live. This is dealt with in the policy section below.

We have obtained the crime figures for a 1 km circle around the Hanworth Centre from the Metropolitan police for three financial years (FY) and relevant parts of the report are extracted below as well as a map which shows the area that was analysed. For the purpose of the report Youth Crime is defined as crime where the Victim and Suspect are both aged between 10yrs and 19yrs.

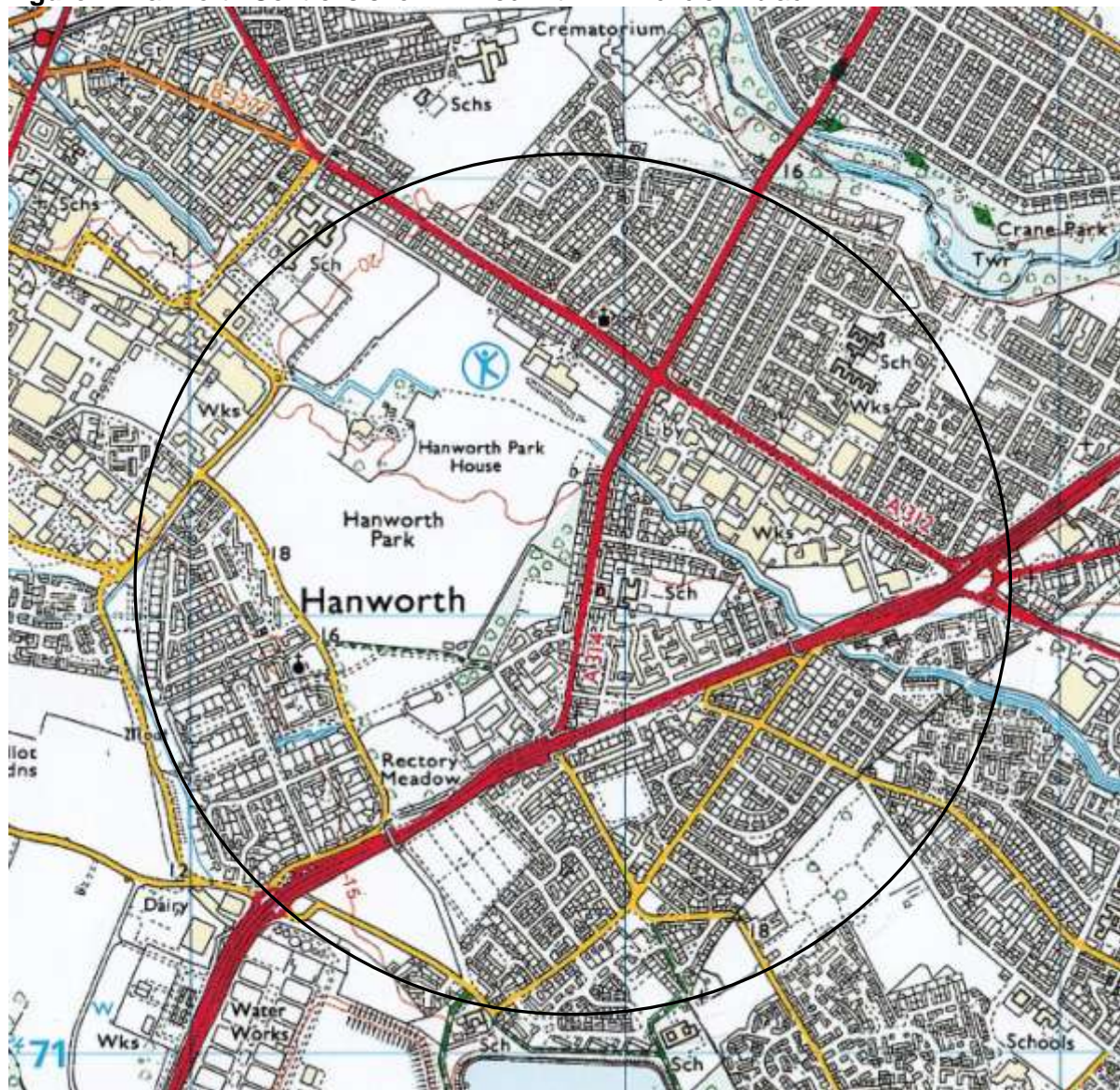
Table 1 Allegations for the last 3 Financial Years

Allegation	FY0809	FY0910	FY1011
GBH	5	0	2
Robbery/Snatch offences	13	3	7
Crime Related Incident	2	0	1
No Crime	2	0	0
Threats to Kill	1	0	0
ABH	11	6	0
Rape/Sexual Offences	3	3	2
TDA/Theft of MV	4	1	0
Pickpocket	1	0	0
Theft of Cycle	2	0	0
Criminal Damage	1	0	0
Affray	3	0	13
Burglary	0	0	1
Other Theft	0	2	1
Common Assault	6	11	8
Public Order offences	3	4	4
Criminal Damage to MV	1	1	0
Harassment/Telecom offences	5	4	5
Grand Total	63	35	44

The table above lists the crime data that has been committed within 1km of the Hanworth Centre for the last 3 financial years and shows that 2009/10 showed a substantial decrease in offences when compared with the previous financial year and 2010/11 has seen a slight increase when compared with 2009/10. However the highest category for 2010/11 is for Affray which may have been only one or two incidents and was low in the previous two

years. Clarification has been sought as to the exact nature of the offences concerned because the trend may have continued downwards.

Figure 1. Hanworth Centre is shown in red with 1 km circle in black



The surveys

SurveyMonkey is a web based application that is easy to set up, and easy to use for young people (and adults). The main benefit is that its use cuts out the middle stage of data input because respondents do it themselves. It is also easy to download results to Excel and analyse them. SurveyMonkey also provides quick summary results which were shared with staff.

Staff were involved in the design of questionnaires enabling them to ask questions which were of professional interest. As SurveyMonkey is easy to use and inexpensive (£24 per month when active) there is no reason why staff cannot run similar surveys in future. All the questions used, as well as all the results have been made available in electronic form for future use.

In all 38 questionnaires were completed by the youth clubs (24 junior, 14 senior), 19 by Hanworth JYIP, 21 by Bedford and Feltham JYIP, and 10 by Connexions young people, a total of 88.

The results are detailed in the following data analysis section and full results in tabular form with a commentary are included as Appendix 2.

Interviews:

In order to gain a picture of how the Hanworth Centre operates I conducted a series of semi structured interviews using a format designed after the inception meeting. The majority of interviews were face-to-face, although most of the interviews with staff from agencies were conducted by telephone for logistical reasons. The numbers interviewed are as follows:

- 14 HAY staff
- 13 staff from Agencies
- Parents:
 - Hanworth JYIP: 7 in a group; 3 individual
 - Bedford & Feltham JYIP: 11 by phone
 - Caterpillar pre-school: 10 parents in 3 groups
- 28 JYIP young people in 2 groups
- Over 50's club: 4 participants and the organiser
- Life Choice: 6 participants
- Attended Junior and Senior nights twice to introduce myself and to talk with members (8 juniors and 12 seniors).

The full discussion guide is included as Appendix 4.

Data analysis

Hanworth and Bedford and Feltham JYIPs

Hanworth JYIP is well established and has been evaluated on two previous occasions. Bedford and Feltham JYIP began to recruit young people in March 2010 and has been based at the Hanworth Centre while waiting for premises to be refurbished in Bedford.

Data provided by both projects is shown in Table 2 below and reveals the following trends:

In Hanworth JYIP there are more vulnerable young people (69%) than those who are, or have been offending (31%). Of the vulnerable young people 40% of the total have been referred to the scheme because of placement breakdown, thus providing support at an uncertain time in their care trajectory. Of those who are, or have been offending only two were girls out of a total of 14 in the offending category. This corresponds to the proportion of boys and girls being brought to the FASBAG, a ratio of about 10 to one.

In Bedford and Feltham JYIP there are equal numbers of those who have been offending and those who are vulnerable. In the latter case the equal numbers were referred because of placement breakdown or school non-attendance. There are more boys (20) than girls (2) on the project, with one girl in the offending category and one girl because of placement breakdown, a similar proportion to the Hanworth JYIP.

In terms of disability 36% of young people on the Hanworth JYIP have a hearing, learning, ADHD, or autistic spectrum disability, while 9% on the Bedford and Feltham JYIP have a learning or autistic spectrum disability. In the case of Hanworth JYIP the high proportion of young people with a disability is worrying because of the potential danger of them being stigmatised as offenders rather than as vulnerable young people.

Table 2**Hanworth JYIP**

Gender		
male	26	58%
female	19	42%
total	45	

Disability		
hearing	4	9%
learning	6	13%
ADHD	3	7%
autistic spectrum	3	7%
none	29	64%
	45	100%

Ethnicity	
White	87%
Gypsy/Roma	4%
Black Somali	2%
Any other mixed background	2%
Any other ethnic group	2%
Other Black African background	2%

Outcomes	
Client left area	4
Client moved to residential	1
Service completed as planned	25
Client disengaged with service	2
Change in care plan	1
Ongoing	10
Other reasons	1
Client declined service	1
	45

Corporate risk		
Offending	14	31%
Placement breakdown	18	40%
School Exclusion	8	18%
School non-attendance	5	11%

Length on JYIP		Months
Average		6.2
Range		0 - 11
0 to 3		13
4 to 6		8
7 to 10		18
11+		6
		45

Bedfont and Feltham JYIP

Gender		
male	20	91%
female	2	9%
total	22	

Disability		
learning	1	4.5%
autistic spectrum	1	4.50%
none	20	91%
	22	100%

Ethnicity		
White English	19	86%
Any other mixed background	2	9%
Any other Asian background	1	5%

Outcomes	
Client declined service	1
Service continuing	21
	22

Corporate risk		
Offending	11	50%
Placement breakdown	6	27%
School Exclusion	5	23%

Length on JYIP		Months
Average		5.8
Range		0 - 11
0 to 3		12
4 to 6		2
7 to 10		0
11+		8
		22

In terms of ethnicity both projects have a similar proportion of white young people (Hanworth JYIP 87% and Bedfont and Feltham JYIP 86%). This reflects the ethnic make up of both areas but will need careful monitoring because the ethnic make up of the locality is changing quite quickly.

The average length of time that young people have been on both projects is very similar at 6.2 and 5.8 months for Hanworth and Bedfont and Feltham respectively. This is a marked reduction from the previous evaluations and corresponds more closely to the Youth Justice Board guidelines.

One noticeable feature is in outcomes, once the projects have taken on a young person they keep them until the service has been completed. There is very little dropout and this is a measure of how successfully both projects engage young people in a positive and constructive way.

Other factors which have emerged during the course of the evaluation are as follows:

During the course of examining the data a large number of young people were classified as a Child in Need, this appears to be a catchall term used by the Youth Offending Service in its collection of data. I think that this needs to be clarified because so far as Children's Services are concerned a Child in Need is a very specific legal definition and this could cause confusion when referrals are being made, either from, or to Children's Services.

The Report Card is good for maintaining good behaviour and communication with parents and school but two teachers commented that there is no space for a young person's comments. Such a space could be a valuable form of communication.

The report card is excellent for measuring outcomes in the short term but a 'distance travelled' measure is needed as well. I outline below one possible outcome measure which could be used by staff, this is the Teen Star which has been well received by both practitioners and commissioners of services and in its paper form is free.

Feltham Anti-Social Behaviour Action Group (FASBAG) data

I reviewed the FASBAG data, in particular I compared the list of names provided by the Hanworth JYIP with the last three years of FASBAG data and this reveals the following:

Table 3

	2009/10	2010/11	2011/12 until April
Referrals from FASBAG to JYIP	3	0	2
On FASBAG list and on JYIP	2	5	0
On FASBAG list	27	44	10

Table 3 shows that young people are being referred to the JYIP by more than one agency and the importance of multiagency working to be able to track young people.

Junior and Senior Youth Clubs

While basic data is kept on attendance for both the junior and senior clubs, there does not appear to be any data on progress of individual young people. Such data could be very helpful in both monitoring impact and in identifying new programmes or activities that would be beneficial to members.

On my first visit to the Hanworth Centre I was surprised to find that there was no intermediate club even though one had been included in the specification for the evaluation. The explanation that I received for this was that members preferred having just two clubs because it gave them more nights to attend.

Over the years there have been many debates about whether to have two or three age categories, and in part this has been driven by youth service funding being provided for the older age range. My personal view is that there should be an intermediate club because it allows a longer transition at a time in young people's lives when they are already dealing with the transition from primary to secondary school. There is a big difference between the activities of an 11-year-old and those of a 14/15-year-old, and this is likely to mean that the younger age group is not as well catered for in a senior environment as they would be in an intermediate one. I therefore recommend that HAY reintroduce the intermediate club from September 2011, with appropriate marketing to attract new and existing members. The management committee have raised money in order to maintain an intermediate club and therefore finance is not an issue at this stage.

The junior club has high numbers and good attendance (40+), it is a lively and stimulating environment and the SurveyMonkey survey was completed by over 50% of members and revealed strong satisfaction with staff, facilities, and activities.

The senior club has high numbers of members and low attendance – why is this? Members surveyed expressed satisfaction with staff and activities but there were low number in the survey (14). I don't think that the reduction in numbers can be explained away by the usual dip in attendance during the summer. An intensive marketing and outreach campaign is needed from September 2011 in order to bring in greater numbers to the senior club. The facilities are good and there is potential for a very wide range of activities to be offered.

My suggestion is that the senior club is regarded as being rather cliquy, with an emphasis on sport, in particular football, which reduces the attraction for girls who in the SurveyMonkey survey said that they would like the dance studio to be open, as well as an additional space for listening to music.

SurveyMonkey

The full results of the SurveyMonkey survey are included as Appendix 2. The following results are highlights from the survey:

Staff are perceived as helpful and activities enjoyable in all parts of the Hanworth Centre

Young people were asked a series of questions which were intended to elicit changes in their social and emotional life this showed that the majority were more confident, happier, had made more friends and were closer to their family.

At this point the surveys diverged with the 2 JYIPs asking specific questions about progress, this showed a difference between Hanworth JYIP and Bedfont and Feltham JYIP with the latter showing a broader range of scores in relation to getting into trouble with the police, attendance at school, and trouble at school. The slightly more negative attitudes of young people might be accounted for by the relatively short time they have been on the scheme.

One positive benefit that the joint housing of the 2 JYIPs seems to have had is that both groups agree that they get on better with young people outside their area.

Young people are happy with the range of activities but would like more sessions available, especially at weekends. They would like more art, games consoles, cookery, trips, residentials, and one to one meetings with staff.

The positive responses to the activities also shows they are well targeted, with trips and residentials having an enduring popularity, while basketball and cricket appear to be far less popular. Cookery is a surprising hit and something to be welcomed!

There was an additional question for the youth clubs - *Hanworth has plenty to offer young people like me* – this elicited a wider range of responses than usual with 42% strongly agreeing 18% agreeing, 8% neutral, 26% disagreeing, and 5% strongly disagreeing.

The Connexions survey had slightly different questions at this point, namely: *I am more confident about getting on a training course*. The response to this question was 56% strongly agreed and 44% agreed with the statement, with one respondent skipping the question. *I am more confident about getting a job*. The response to this question was 56% strongly agreed, 33% agreed and 11% were neutral about the statement, with one respondent skipping the question. And *I am now clearer about what I want to do in future*. The response to this question was 33% strongly agreed, 45% agreed and 22% were neutral. This is to be expected as many young people of this age are understandably not clear about their future.

The question *I like to help other people (eg doing a sponsored run)* produced an encouraging result for Youth Clubs and Connexions with 92% and 88% respectively strongly agreeing or agreeing. The Connexions survey also included an additional question: *I would now consider being a volunteer to gain experience*. The results of this were 56% strongly agreed, 22% agreed, 11% were neutral, and 11% disagreed.

The youth clubs were also asked whether the staff asked their opinions about activities, and a related question *do you get the activities you ask for?* The response to these questions was that 68% said staff did ask for their opinions, and 76% said they got the activities they asked for

Perceptions of different stakeholders

The interviews conducted were intended to elicit responses about the perceptions that different stakeholders have about the way that the Hanworth Centre performs. All groups interviewed, including outside agencies, were very positive about the impact that the centre is having on the lives of young people and their families. The following sections outline the main feedback:

Parental perceptions

JYIPs :

Parents interviewed were very positive about the afternoon sessions, both the timing and intensity were welcomed. They liked their child being picked up because it gave them a sense of security, and made life easier if they had other younger children to look after.

Parents welcomed the good communication with staff, and were particularly satisfied with the report card system saying that it was the first time that they had received helpful feedback about their child's behaviour, together with suggestions from staff about how to change their own behaviour in relation to their child. One parent referred to the report card as a grown up star chart.

Parents said that they respect staff and the way they set boundaries and 'are there' for the young people and for them. Several parents commented on the fact that the staff seem to be able to change their child's behaviour even though they themselves struggle to do so. I mentioned the triple P parenting course which a number of parents new to the scheme did not know about. As a result they approached Bijal (who is responsible for managing the JYIPs) and a new group was formed and started the following week, a very timely response.

As I have noted above there are more vulnerable young people at the moment than those (potentially) involved in crime, however, the way that staff behave and the role models that they provide are clearly of benefit to both groups.

Caterpillar Pre-School

All the parents that I spoke to were very positive about the staff and facilities, they were especially appreciative about the early identification of autism/speech delay, and the plans that had been put in place as a result.

Parents felt that the preschool offered a good preparation for Oriel School next door, and that their child was ready to learn when he or she left.

Most parents said that they would like their children to spend more time at the preschool.

Young people's perceptions

JYIP

I had two lively sessions with young people from the Hanworth and Bedfont and Feltham JYIP. I was struck by how many of them wanted to have their say and to answer the questions that I was asking them, so much so that I had to ask them to put their hands up as they do in school.

Young people like and respect the staff and enjoy the activities. They were very positive about the report cards which they said help them at school and at home and only two of them were negative about the Circle Time which starts each session. They acknowledged that they had made friends, know where they stand with their behaviour and how to improve it, and know that the staff will challenge them if they get out of line.

It was clear from the discussion that the residential was a huge target for some, because they had to get consistently high scores on their report card in order to be eligible to attend. I did find myself wondering what happens after the residential, how do staff maintain the impetus of the report card system when there is no longer the carrot of an activity that is much wanted by young people? Of course it also underlines the importance of residential activity in youth work

I asked both groups how staff could improve the JYIP, the only suggestion that they could make was that they would like it 7 days a week! It is an interesting reflection on the rest of their lives that young people, already involved in an intensive way, want to be involved further.

The Bedfont & Feltham JYIP were looking forward to their move to new premises, but when asked about how well they got on with the Hanworth JYIP, they were positive about the links that have been made and thought that they would probably miss seeing the other group. This may suggest that occasional activities carried out on a joint basis would be worthwhile.

Junior youth club

I spent two evenings talking with junior members either individually or in pairs or threes. The club is lively and stimulating, with staff running a variety of different activities from sports to art and craft. One noticeable feature of the club is the respectful way that young people treat each other and staff. This was also evident in the way that I was welcomed, with what used to be called good manners. It was delightful to have the opportunity to interact with such a pleasant group of young people.

Members enjoy the range of activities especially football, arts and crafts and cookery. They would like more group sessions for example the sessions run by Brentford Community Sports Trust were particularly appreciated.

Young people like the staff who they described as fun but sometimes strict. The centre is fortunate in having staff who have particular areas of expertise such as arts and craft and football coaching, as well as the facilities which enable activities to take place.

Senior youth club

I spent one evening in the club talking to young people, all of them were very positive about club, and liked the staff and the activities on offer. On that evening there were only two girls who said that they would like other areas of the club to be open, for example the dance studio upstairs as well as the art room. They would also like somewhere else to listen to music other than the music studio downstairs.

For the boys that evening most of the activity centred around attending the Football league which had been a great success because their team was at the top of it.

Several members, both boys and girls, complained about Denny (one of the senior members) taking over the kitchen. Presumably this is because he does a lot of cooking and has his various certificates displayed on one of the walls. But it does underline an important point about perceptions of the ownership of space. It will be important for staff to discuss this with members and to resolve it, perhaps by removing the certificates, or using the wall to display all certificates that members have gained.

Life Choice Project

The Life Choice Project was set up by two members of staff and run during the summer holidays. The project consists of a course which looks at parenting, sexual relationships, having a baby, and issues during pregnancy. This is followed by the experience of looking after a baby for two days, in this case a computerised doll.

Through the Connexions worker I was able to carry out six telephone interviews with young women who had undertaken the project.

All of the young women were very positive about the experience of both the course and looking after the computerised doll. Three of the girls said that they were shocked by the effects of drinking or drugs on the development of a baby. Five of the young women said that they found the experience of looking after the baby very hard. Being woken up in the middle of the night with the baby crying, having to change a nappy while out shopping and so on. The sixth young woman said that she had younger siblings and therefore had the experience so didn't find it so difficult as the others. Three of the young women said that they had decided to delay having a baby until they were older and more able to look after it. One young woman told me that she had tried to get on the course again but it was so popular that she was not able to do so.

In terms of reducing teenage pregnancy, which has been a long-term government target, the Life Choice Project would seem to be an excellent vehicle, but it does need validated research to measure its effectiveness.

Staff perceptions

There is currently a very good staff team who enjoy working for HAY. There is a real sense that staff want to get their teeth into projects, be proactive and develop new ways of working with young people and their families. There's also a sense that all staff are very committed to young people and their families, and this is reflected in the very positive attitudes that are displayed.

Staff feel well supported by HAY and have plenty of training, this can be either in the form of external courses such as a Masters in youth and community work at Brunel University paid for by HAY, qualification courses paid for by the youth service or individual courses organised by the youth service. In addition when new staff were recruited to the JYIPs the induction course of four days was organised by staff and very well received. Existing staff thought it was good for them because it caused them to reflect on the project and what they would have liked to know when they started.

The Hanworth Centre is well managed and staff know where they stand, if HAY can't support an activity then the reason for it is explained. Staff feel fully involved in the development of the Hanworth Centre, and the 'visioning exercise' carried out on a Saturday last year was particularly appreciated. The continuing commitment and involvement by the management committee and trustees is an important factor in maintaining the good staff morale that exists.

It is always difficult to measure the impact that a project is having in a local community, however one example that the staff described is all of a referral from Crane Park School. In this case a group of boys were referred who live on the Butts Farm Estate, the boy who had been the subject of their aggression had also been referred. There are no facilities on the estate and a gang mentality was developing. Since they have joined the Hanworth JYIP there has only been one fight. In part this can be accounted for by the JYIP intervention, and in part because one of the JYIP staff is present in Crane Park School at lunchtimes, enabling him to both monitor behaviour and to help the boys change their behaviour.

There is a very good relationship between the JYIP staff and the local schools and the presence of staff in school on a regular basis has undoubtedly contributed to both the relationship and to the sense, for young people, that the JYIP is part of their lives.

So far as staff are concerned the hardest part of job is changing parental attitudes. This was brought home to me in my meetings with parents, who were perplexed that the staff seem to find it easier to maintain boundaries with their children than they did. For this reason the triple P parenting programme, and any other parenting programmes that are introduced could be said to be a fundamental part of the offer that is needed to families whose children attend the Hanworth Centre. I think it is going to take a long time for parental attitudes to change, and for them to be able to change the way that they parent their children.

Staff feel that they have very good relationships with outside agencies, the relationship between the JYIPs and local schools has already been commented on that other agencies are also involved, for example there is a helpful liaison between health visitors and the Caterpillar preschool, where inevitably child protection concerns are raised occasionally. The Caterpillar preschool also has a good relationship with the Hounslow inclusion team coming in to observe children who may need one-to-one support for their special educational needs. There is a good relationship with the local police as well as the youth offending service and of course the youth service.

Agency perceptions

I carried out 13 interviews with staff from the different agencies that work with the Hanworth Centre. The main findings of these interviews are as follows:

The staff I interviewed from other agencies all said that they were made to feel welcome and saw themselves as partners in the work being carried out (for example Brentford Community Sports Trust).

School staff are impressed with the commitment of HAY staff, though they can struggle with fitting in JYIP processes to their own on occasion (eg report card), although the CEO of School and Family Works said that they have on occasions suspended their own outside school targets if they know a young person is on the JYIP in order to reduce confusion for the child and their parents.

Support in school, for example at lunchtime, is welcomed as is the Triple P parenting programme. Two members of school staff commented on the benefit of holiday services and the lower vandalism that had resulted for their schools.

Children's Services welcomed the good communication that they have with staff as well as the regular attendance at meetings and case conferences. They know that HAY staff will re-refer if necessary, which is a protective factor for a child. They also commented on the very good extra support that children receive from staff when there is an identified problem, for example a child on the child protection register.

Staff offer really good relationships, they don't give up on families, they challenge behaviour as well as offering respite for both children and parents, particularly single ones. Parents feel less hopeless as a result.

A general theme that emerged was that while the JYIPs are by referral, the Youth Clubs need more publicity, for example to staff from different agencies mentioned that some parents on the Oriel Estate are unaware of what the Hanworth Centre can offer.

Two staff from different agencies welcomed the opportunity to attend the JYIP committee but felt there was not enough challenge in it. This would be worth staff discussing with committee members. Perhaps a regular agenda item could be a discussion about practice, offering an opportunity to examine in detail the way that the staff operate with young people and their families.

As one member of staff put it:

“For the future I hope we will collaborate more, we have things to learn from each other and we need to ensure our services are completely complementary.”

SWOT analysis

During the course of the evaluation it became apparent that there are a number of aspects of the Hanworth Centre, both positive and not so positive, which needed to be highlighted. I therefore undertook a SWOT analysis in order to draw these out. The analysis is included below in bullet point form:

Strengths

- Good staff team
- Very positive perception of impact by all stake holders
- Good ethos and climate
- Well maintained and well utilised premises
- Well positioned for likely future policy developments

Weakness

- Senior Youth Club lacks coherence and direction, it is probably no longer appropriate to provide a club where 'association' is the key element, other ways of working and types of activity are necessary in order to help young people develop and grow

Opportunities

- Measuring outcomes using something like the Outcomes Star in order to demonstrate impact over time
- Developing a structured offer for the youth clubs which would enable young people to decide their priorities and activities that they would like to pursue
- Work in partnership with schools and the youth service to develop continuing support for 'families' on the new locality basis
- Develop new ways of working with young people which would help facilitate the transition from adolescence to working life

Threats

- The Biggest threat is the cuts: £18 million in 2012/13 and £12 million each in 2013/14 and 2014/15 on a current budget of £230m in Hounslow
- Good publicity and public relations a major priority for the next three years as well as building local political alliances
- Not only about cuts in services but about maintaining good relations with services that are under threat themselves
- Second biggest threat is a lack of self belief, as a senior member of staff in one of the agencies put it:

"The presence of HAY in the community is quite profound, it really has improved lives."

Ideas for development

1. Develop the Hanworth Centre as a learning organisation

In many ways HAY is already a learning organisation, I have noted above the excellent ethos and climate of the organisation, the way in which staff are trusted, respect is fostered, boundaries are maintained and purposeful work carried out. However, I think that providing a structure for development could be very helpful for the Hanworth Centre, and the following outline is intended to provide a way into it.

According to Peter Senge (1990) Learning organisations are *...organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.*

The basic rationale for such organizations is that in situations of rapid change only those that are flexible, adaptive and productive will excel. For this to happen, it is argued, organizations need to 'discover how to tap people's commitment and capacity to learn at *all* levels'.

While all people have the capacity to learn, the structures in which they have to function are often not conducive to reflection and engagement. Furthermore, people may lack the tools and guiding ideas to make sense of the situations they face. Organizations that are continually expanding their capacity to create their future require a fundamental shift of mind among their members.

What distinguishes learning from more traditional organizations is the mastery of certain basic disciplines: Senge identifies five:

- Systems thinking

- Personal mastery
- Mental models
- Building shared vision
- Team learning

He adds to this recognition that people are agents, able to act upon the structures and systems of which they are a part. All the disciplines are, in this way, 'concerned with a shift of mind from seeing parts to seeing wholes, from seeing people as helpless reactors to seeing them as active participants in shaping their reality, from reacting to the present to creating the future'.

He also touches on three other points that are relevant to HAY. Firstly in order to be effective in developing a learning organisation all staff (not only senior leaders and trustees) need to feel empowered to engage in and manage change. Secondly all staff need to recognise that they are in for a long haul – there is no quick fix – the vision that is being created has to be enacted every day otherwise it will fade away. Thirdly discipline is involved and Senge describes the whole reason for emphasizing this notion of “disciplines” as:

Discipline means commitment, focus, and practice. Most things that really matter in life take discipline and years of practice. But the concept of discipline has really drifted out of our culture. We've come to believe that anything we need that's important, we can go out and buy.

This is not true in other cultures. There's a very deep appreciation for discipline and the idea that learning occurs over time. In fact, the very term learning in Chinese is made up of two symbols. One translates as “study”, to take in new information or new ideas. The second is “practice constantly.” You cannot think or say the word “learning” in Chinese without, in effect, thinking and saying “study and practice constantly.”

2. Measure outcomes and monitor impact

The Outcomes Star

Guardian writer Liza Ramrayka suggests that assessing whether attitudes and skills have changed as a result of an intervention is vital and can predict long-term success. She identifies the Outcomes Star as one of the key tools to emerge to support this. The article explores the ever increasing need for charities to measure outcomes in order to secure funding. It identifies two challenges for organisations in this environment: the resources required to measure outcomes and the need for organisations to work together to provide a more cohesive picture. The article describes the Outcomes Star as one of two leading tools for measuring outcomes effectively, pointing out that it is free and that it helps to standardise measurement across a sector, allowing organisations to combine data and create benchmarks. She highlights the growing number of Stars available for different sectors. The article also notes the importance of voluntary organisations being able to evidence outcomes to funders. Outcomes Star authors Triangle Consulting will soon be launching the Star Online, a web application, to provide organisations with a cost-effective and efficient way to record and report outcomes information.

Government spending cuts and fierce competition for other funding have ramped up pressure on voluntary sector organisations to demonstrate their impact to commissioners, grant-making trusts and donors. "Impact" means different things to different people, but it can be most easily defined as the outcomes achieved by your organisation (what happens to service users, their families and so on as a result of your activities) and the wider, longer-term effects of your work. The National Council for Voluntary Organisations (NCVO) defines impact as "the difference your organisation makes".

To define that difference, the sector and its partners have generated a range of tools and methodologies to measure impact. These range from measures of "hard" outcomes, such as numbers of people helped by a service, to "soft" outcomes, such as a service user's confidence increasing. Some local authorities such as Sheffield city council are known to be supporting outcomes-based commissioning. There are also techniques to financially value the social and economic impact.

Tris Lumley is head of strategy at charity impact consultancy **New Philanthropy Capital**. He acknowledges that many organisations are "stuck between a rock and hard place" – they simply don't have the resources to divert towards measuring impact. But he also says that it's imperative that they do so: "Organisations are often competing for funding ... [and decisions] are based on whether they have outcomes measurement systems, not whether they run a service efficiently."

There's now wider acknowledgement that numbers alone can't tell the story; what service providers need are both hard and soft measures to complete the picture. Assessing whether a person's attitudes or skills change as a result of an intervention is a vital part of tackling their issues – and can actually be predictive of long-term success. In response, a number of tools to assess soft outcomes have emerged in recent years.

The Outcomes Star is a free tool for measuring the outcomes of work with homeless people. Originally developed by Triangle Consulting for homelessness charity St Mungo's, there are now several alternative stars including versions for older people, young care-leavers and the mental health sector.

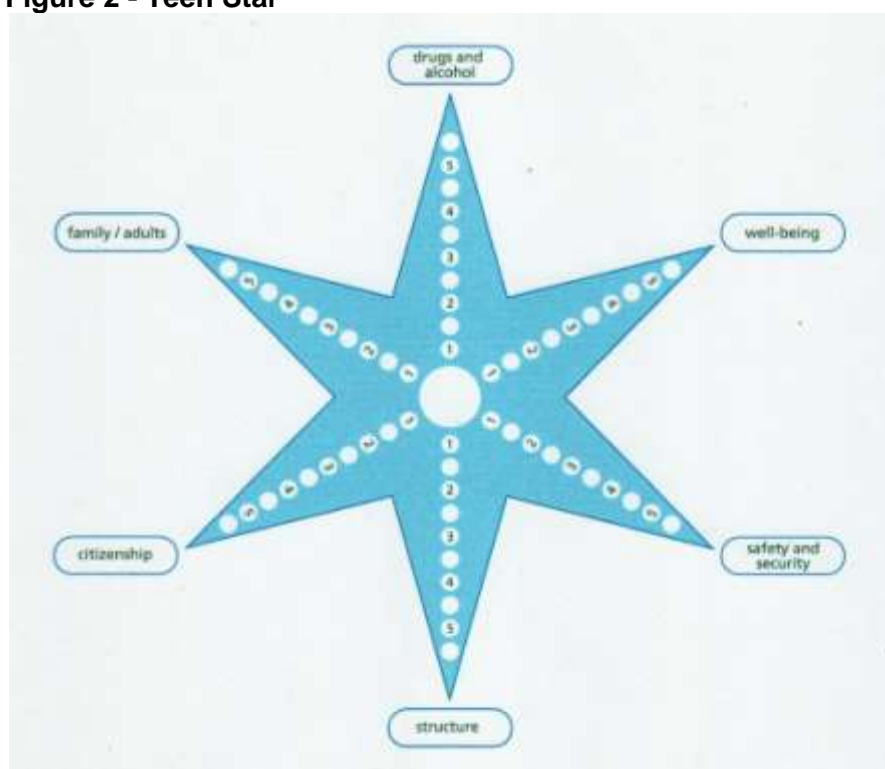
The 10-point star measures the progress of service users towards goals such as living skills or work. Case workers and service users assess progress by numerical value at regular intervals during a project or programme. The data can be used to track the progress of an individual service user, to measure the outcomes achieved by a whole project and to benchmark with a national average for similar projects and client groups.

Joy MacKeith, a director at Triangle Consulting, believes there is a growing appetite from commissioners for this approach. "They like the fact that service users themselves like the star," she says. "Often there's an assumption that outcomes are known and can be measured, but that's not always the case. This provides something commissioners haven't had before."

The Outcomes Star is an attempt to standardise impact measurement within a particular sector, and thereby produce more meaningful reporting. Lumley at New Philanthropy Capital sets out some challenges: "We need to see more co-ordinated and collaborative approaches to measuring impact ... and we need to encourage funders to co-ordinate what they do too."

He adds that the US idea of "cohort capacity building" has yet to take root in the UK, yet charities have much to gain from sharing impact measurement approaches and results. NPC wants to see charities working within "impact networks" to improve their outcomes. For many, hard outcomes remain a key part of the impact mix. Social return on investment (SROI) is an approach that aims to capture the social and environmental benefits of a project or programme. The process involves talking with stakeholders to identify what social value means to them; finding appropriate indicators of change taking place and comparing the financial value of the social change created to the financial cost of producing these changes. A SROI ratio is a comparison between the value being generated by an intervention, and the investment required to achieve that impact.²

² Guardian article Thursday, March 17, 2011.

Figure 2 - Teen Star

Many commissioners are looking for ways of introducing an outcomes focus into their commissioning. Camden, Wirral, Rochdale, Waltham Forest, Cardiff, Norfolk, Dorset and Kirklees are among the commissioners known by Triangle Consulting to be writing versions of the Outcomes Star™ into contracts or strongly encouraging service providers to use it.

The main benefit of taking an outcomes approach is to focus everyone - service users, service providers and commissioners - on positive change. This means shifting the focus from the services being delivered to the change that happens as a result. The main benefits are:

Creating a learning culture amongst service providers

The primary aim of the Star is to enable service providers to be outcome focused, learning organisations. Measuring their own outcomes makes it possible for service providers themselves to judge their own achievements and weaknesses and improve their services accordingly. By encouraging service providers to use the Star and use it well, commissioners can contribute to services raising their game.

Improving keywork

Using the Outcomes Star™ makes keywork more effective by making it more focused on service user change, more systematic and consistent and covering a wider range of issues in greater depth.

Monitoring service provider performance

Outcomes Star™ data can provide useful information about the performance of a service provider. Output, quality and user satisfaction data are very useful but only outcomes data answers the central question of whether service users are actually getting closer to the goal of independence whilst receiving the service.

In other words develop *evidence informed practice* (see practice section below).

3. Research how best to serve young people and families for their future lives

As I think this report demonstrates there is no shortage of ideas, both in terms of policy and practice, many of which could be adopted by the Hanworth Centre. In a sense this report represents the beginnings of research into the way forward. Now what is needed is a structure which will enable a review of possibilities and a method for agreeing those possibilities that are most likely to work. Here the professional judgement of staff will come into play. The following bullet points offer a way into the process:

- Research the best methods for example: building character, volunteering, work experience, Duke of Edinburgh's Award, ASDAN award scheme
- Work out a 'structure' – "this is how we could do it"
- Develop a 'compact' between young people, families and the Centre – "this is what we will provide"... and "this is what you agree to do"
- Do it! BUT collect data, be rigorous AND measure and monitor impact.

Other ideas that emerged during the course of the evaluation are:

- Adjust youth work to suit the current needs of young people – it's not just about association...
- Social enterprises run by and for young people
- Employ a Business development Manager to construct joint bids with other agencies
- Better publicity/public relations
- Develop a new website / use social media / quality posters
- Advertise the youth clubs more widely, hold an open day

The Future

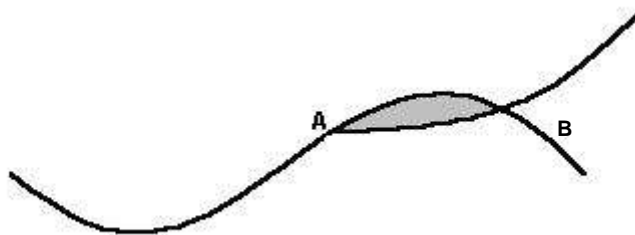
I have divided this section into two parts, practice and policy. In the practice section I will look at the type of developments that might be considered in order for the Hanworth Centre to flourish in future. In the policy section I will consider some of the emerging policies of the Coalition as well as two other aspects, as they could be applied to the Hanworth Centre.

Practice

As we have seen the ethos and culture of the Hanworth Centre is excellent and has developed over a number of years. It provides a sense of security for both young people and their parents, and confidence for the many professionals who are in contact with it. However, in a review such as this it is necessary to look to the longer term and to ask a number of questions about how the climate can be maintained over that time.

Charles Handy has a useful diagram to demonstrate the way that organisations change over time and can 'go off the boil'. The important thing for HAY is to ensure that the organisation continues to develop and does not become complacent.

The Sigmoid Curve is the S-shaped curve which has intrigued people since time began.... The secret of constant growth is to start a new Sigmoid Curve before the first one peters out. The right place to start that second curve is at point A, where there is the time, as well as the resources and the energy, to get the new curve through its initial explorations and floundering before the first curve begins to dip downwards.



That would seem obvious; were it not for the fact that at point A all the messages coming through to the individual or the institution are that everything is going fine, that it would be folly to change when the current recipes are working so well. All that we know of change, be it personal change or change in organisations, tells us that the real energy for change only comes when you are looking disaster in the face, at point B on the first curve.³

Staffing

The Hanworth Centre has an enviable record of maintaining the long-term commitment of its staff, however, staff perceptions change over time as does their capacity to take on new challenges and to deliver change. One way of ensuring long-term commitment has been for the management committee to invest in training, and all staff interviewed recognise this and felt they had benefited from it. Another way has been to ensure that professionalism is recognised and staff left to make appropriate judgements about their practice.

The dilemma for the management committee is in setting the appropriate level of checking procedures, particularly when staff are working in partnership with other organisations.

³ Charles Handy (1995), p. 50

Learning from others

Other areas of policy that while not directly related to HAY's work are relevant and recent:

The Munro Review

A system that values professional expertise

Practitioners and their managers told the review:

- statutory guidance, targets and local rules are so extensive they limit their ability to stay child-centred.
- bureaucracy has reduced their capacity to work directly with children, young people and families.
- Services are so standardised that they do not provide the required range of responses to the variety of need that is presented.
- The review recommends a radical reduction in the amount of central prescription to help professionals move from a compliance culture to a learning culture, giving freedom to use their expertise in assessing need and providing the right help.

It is the last bullet point which struck a chord, if social workers are to be enabled to move from a compliance to a learning culture then it follows that professionals who work alongside them need to be encouraged to follow the same track. Given the high proportion of vulnerable young people that the two JYIPs are working with it is important that staff are aware of the changes that are likely to take place within Children's Services, and to be able to respond appropriately.

Think child, think parent, think family

The government's **Think Family** agenda recognises and promotes the importance of a whole family approach which is built on the principles of:

- No wrong door – contact with any service offers an open door into a system of joined-up support. This is based on more coordination between adult and children's services.
- Looking at the whole family – services working with both adults and children take into account family circumstances and responsibilities. For example, an alcohol treatment service combines treatment with parenting classes while supervised childcare is provided for the children.
- Providing support tailored to need – working with families to agree a package of support best suited to their particular situation.
- Building on family strengths – practitioners work in partnerships with families recognising and promoting resilience and helping them to build their capabilities. For example, family group conferencing is used to empower a family to negotiate their own solution to a problem.

Again this seems to be a government agenda which matches the work that the Hanworth Centre undertakes very well. It may be that expanding support for parents from the triple P parenting programme and the Caterpillar preschool would be beneficial to families in the area. Choosing any additional initiatives would require careful thought and it would be advisable to only use programmes that have been accredited. See Graham Allen (2011: 2) which provides a list of programmes at three different levels.

Evidence-informed practice

Developing evidence informed practice could well benefit the Hanworth Centre because it is centred on providing effective interventions, learning from experience, measuring outcomes and monitoring the impact on children and young people. In effect it provides another structure to work within.

What do we mean by evidence-informed practice?

Evidence-informed practice means that decisions about how to meet the needs of vulnerable children, young people and adults are informed by an understanding of:

- the best available evidence about what is effective
- practice wisdom (the fruits of operational experience)
- the views of service users (eg, about expectations, preferences or the impact of their problems and our interventions).

Evidence about what is effective comes from research – from large-scale academic studies as well as from data gathered systematically by social care agencies (eg, from local user consultations or service evaluations). So, being 'evidence-informed' in your work implies a number of things:

- asking challenging questions about current practice
- knowing how and where to find relevant research
- understanding key messages about what works
- reflecting on your experiences in order to learn
- measuring the impact your work is having for users
- listening to what users have to say about services
- being explicit about how research, experience and user views have
- informing your conclusions, proposals and decisions
- sharing knowledge and best practice with others.

Why is using evidence to inform practice so crucial?

The interventions by professional social care staff (and partners in education and health) in the lives of children, young people and adults frequently have enduring and far-reaching consequences. Unless we intervene on the basis of the best available evidence of what's likely to help, our actions will be little more than experiments in helping; worse, we may actually do harm. 'Meaning well' is not enough.

So every person has the right to demand that anyone involved in practice decisions knows what is most likely to work for them and their family – to ensure as far as possible that we achieve the results they are seeking, and that time and money aren't wasted on activity that has no beneficial effect or might even make things worse.

The particular leadership challenges of evidence-informed practice

The national policy agenda has created an abundance of service improvement and change projects, and they all require effective leadership. But what makes leading evidence-informed initiatives distinctive as a professional challenge?

- The breadth of change is potentially large – involving new behaviours, skills, knowledge bases, values, cultures and systems. It calls for a 'champion' who can co-ordinate activity, maintain forward momentum, broker access to supporting resources and sustain new ways of working.
- Evidence-informed practice will not thrive unless the organisational culture values knowledge, inquiry and research. Leaders have a significant influence on culture within organisations; so the quality of their contribution is likely to be critical.
- Evidence-informed practice inevitably involves questioning 'certainties' and embedded ways of working. Some may find such challenges to their professionalism unsettling or threatening, or they may feel that their competencies are in question. Strong leadership is necessary to inspire, motivate and reassure staff.
- The aim of more evidence-informed practice goes right to the heart of the social care role. It should empower staff and give them renewed confidence to articulate and

apply their professional knowledge. Spearheading such a significant agenda requires leaders who can unite staff behind a clear vision and value base.

- Being more evidence-informed is not a mandatory, nationally imposed imperative, so it needs to be 'sold' to staff – and its claim on their priorities strongly argued for by the leader.
- Neither is evidence-informed practice merely a product to be implemented (like an IT system, for example). Rather, it is an approach to work that needs to be striven for and which may have no definite endpoint. Change so intangible will always be difficult to deliver and the leader's capacity to sustain momentum is crucial. Similarly there is unlikely to be a common understanding of what being 'evidence informed' looks like. The leader will have to involve staff effectively in developing a shared aspiration that all can agree and work toward.⁴

The Character Inquiry

The aim of The Character Inquiry is to investigate the potential of focusing on character, and character development, to help achieve greater levels of wellbeing in society and among individuals or, to put it in rather classical terms, to investigate how building character helps people to live the good life. Demos has published previously on the importance of character – the capabilities that enable individuals to live ethically responsible and personally fulfilling lives. These qualities, among others, consist of the ability to apply oneself to tasks, to empathise with others and to regulate one's emotions. In this inquiry, we are continuing to investigate character because we feel it is the best means for equipping people to shape their own lives and a good life in common with others.

There is no simple list of policy recommendations out of which character will simply emerge. Building character across society requires an active civil society underpinned by a state that sees its primary role as supporting the wellbeing of its citizens.

Character and social mobility

But character is not only pertinent to wellbeing and the good society; it is also a major determinant of social mobility (of course, the latter is indirectly related to both of the former). In *Building Character* we laid out why 'character capabilities' are important for life chances and how different parenting styles, more or less independently of socioeconomic factors, build such capabilities in children's early years.

Since that report was published, Prime Minister David Cameron commissioned Frank Field MP to write a report on child poverty. In a shift of emphasis from previous strategies, Field urges that we stop thinking only in terms of income levels as proxies for social deprivation. He recommends that wherever possible we directly attack the social deprivations themselves – for example, poor parenting – through targeted interventions. The aim of these interventions should always be to enable parents and children to better author their own successes. Only then, Field claims, will the cycle of poverty be broken.

We have found evidence to support this idea that character is a good focus for breaking the cycle of poverty. First, previous research has shown that those with strong character capabilities have better labour market outcomes and life chances more generally. Second, we have carried out original longitudinal research for this report, which shows that parents with strong character capabilities as children pass on some of these capabilities to their children in a way that is independent of socio-economic factors. Third, original longitudinal analysis shows that character capabilities developed in childhood can impact on a range of future outcomes beyond future earnings, such as relationship stability.

⁴ Rhiannon Hodson and Elizabeth Cooke (2007), p.15-19

In other words, character is important for life chances and when it is built has a good chance of passing from one generation to the next. So character is a self sustaining phenomenon that can contribute greatly to ensuring that poor children do not necessarily grow up poor. This is not to suggest that a character-based approach can solve all social problems. Rather, it is to suggest that considerations of character should be at the heart of all our responses to social problems. Crucially, a character-based approach to policy does not necessarily imply more or less state intervention. Sometimes it may imply state withdrawal – for example, where the character of professionals is being constrained by bureaucracy or diktat. But in other instances, such as the case of looked-after children in social care, it may indeed require more (but better) intervention by the state.⁵

Policy developments

I have identified two possible areas for future development which come out of the Coalition agenda and two others, one national in scope and the other local, these are dealt with in turn below. At the local level the change that is most likely to impact on HAY is concerned with the cuts in public expenditure. So far HAY has remained relatively unscathed in the current financial year. However, the head the youth service pointed out that there are still three more rounds of cuts which overall for Hounslow will be £18 million in 2012/13 and £12 million each in 2013/14 and 2014/15, therefore nothing is assured in terms of future funding for the Hanworth Centre. Unfortunately in past recessions the youth service has been targeted for cuts, even though supporting young people is a Government priority. At a local level this may not cut much ice, although recent events in London and other cities may cause a local reappraisal.

This makes good publicity and public relations a major priority for the next three years. In addition it would be well worthwhile for the staff and management committee to research the politics of the area both at local and national level (i.e. local councillors and the local MP). Building a political alliance around local issues which the Centre is working on could pay off in arguments about where and what to cut.

1. Building the Big Society

Ambition: to put more power and opportunity into people's hands

"...isn't just the responsibility of just one or two departments. It is the responsibility of every department of Government, and the responsibility of every citizen too."

1. Give Communities more power
2. Encourage people to take an active role in their communities
3. Transfer power from central to local government
4. Support co-ops, mutuals, *charities* (my italics) & social enterprise
5. Publish government data

2. Early Intervention

Graham Allen, the Labour MP and author of two reports commissioned by the government, has outlined why early intervention is necessary in a child's life. He describes the basis of his vision as follows:

Social and emotional bedrock

School ready – having the social and emotional foundation skills to progress in speech, perception, ability to understand numbers and quantities, motor skills, attitude to work, concentration, memory and social conduct; having the ability to engage positively and without aggression with other children and the ability to respond appropriately to requests from teachers.

⁵ Jen Lexmond and Matt Grist – Eds, (2011) pp. 10-13

Life ready – having the social and emotional capability to enter the labour market; understanding the importance and the social, health and emotional benefits of entering work, the impacts of drug and alcohol misuse, crime and domestic and other violence.

Child ready – understanding what it is like to build and sustain a relationship, to have a family and to look after a small child; understanding how babies grow and develop and how parents can best promote this development.⁶

The second report also outlines the financial cost to society and of failure to pre-empt dysfunction:

- Each child with untreated behavioural problems costs an average of £70,000 by the time they reach 28 years old – 10 times the cost of children without behavioural problems.
- The cost of youth crime in 2009 was estimated by the National Audit Office at £8.5–11 billion.
- The average annual cost for a youth offender to be placed in a young offenders institution is £59,000.
- It is even more expensive if a child is placed in a secure children's home (£219,000) or a secure training centre (£163,000).
- The cost of each additional young person not engaged in education, employment or training (NEET) is approximately £45,000.
- The productivity loss to the state as a result of youth unemployment is estimated at £10 million every day.
- The average cost of an individual spending a lifetime on benefits is £430,000, not including the tax revenue.⁷

The Early Intervention Foundation, independent from the government, is central to Allen's vision and would act as the curator of an approved list of successful early intervention projects, as well as being the incubator for what could turn into a £1bn social investment market. For example Triple P Parenting as practised at the Hanworth Centre is at Level 3 of his first report.⁸

Allen believes the City can develop this social investment market using a mixture of social bonds, tax credits or tax-free ISAs. The investor recoups their money through the cash saved by the government from lower than projected public spending on failed families and individuals in terms of prison, drug addiction and welfare.⁹

3. Community Cohesion

The Institute of Community Cohesion has an excellent website at:

<http://www.cohesioninstitute.org.uk/home>

In particular, it provides a database of over 200 case studies as well as providing continuing professional development workshops using the case studies as a basis. I have two

⁶ Graham Allen MP (2011:2), p.3

⁷ Ibid p.3

⁸ Graham Allen MP (2011:1) pp.134 & 139

⁹ Guardian 4 July 2011

suggestions, firstly the Hanworth Centre could be considered developing a case study like the existing one done for C4EO. Secondly staff could well benefit from attendance at a relevant workshop particularly with the current work that is being carried out on combating violent extremism in conjunction with Brentford Community Sports Trust.

4. Preparing young people for local jobs

LB Hounslow has commissioned a Local Economic Assessment from consultancy SQW. The draft report was published in April 2011 and I have extracted relevant parts of it. The extracts below provide good evidence that young people in Hanworth need support into employment if they are to buck the trend of unemployment or lower paid work that most Hanworth residents experience.

Within the Borough, the rate of unemployment (measured in terms of JSA claimant counts) is currently about 3%; this figure fell throughout 2010. Locally, there are hotspots where the rate of unemployment is a good deal higher. Amongst Hounslow's unemployed workers, the high incidence of young people is a particular concern.

In terms of the overall Index of Multiple Deprivation (IMD), the most deprived ward in Hounslow is Hanworth (located to the south of Feltham). However pockets of really quite acute deprivation are scattered throughout the Borough and some of these pockets are in close geographical proximity to the Borough's leading businesses. The recently-published IMD 2010 suggests little overall change – although it is notable that the incidence of acute deprivation in the west of the Borough appears to have fallen (an observation which needs further investigation). Within Hounslow – on IMD 2010 – the level of deprivation affecting children is more acute than overall deprivation.

Overall, at the time of the last Census (2001) there was net commuting into the London Borough of Hounslow: specifically, the number of in-commuters exceeded the number of out-commuters by about 6,400 (some 5% of the workplace population). However, rather than approximate “balance”, the overarching characteristic of commuting patterns was actually one of considerable “churn”: certainly at the time of the last Census, there were substantial flows of workers both into and out of the Borough. Hence the overall picture was – and is – one of extreme fluidity and flux: overall (from the Census), it is apparent that about 60% of the people who work in Hounslow live outside the Borough. *This is important because it suggests that the resident population of Hounslow is substantially different from the workplace population (i.e. the workers employed by Hounslow's businesses). And this in turn has major implications for the Local Economic Assessment as a whole.*

But who are the people who are commuting into the Borough to work, and what jobs are Hounslow's residents undertaking elsewhere? Digging a bit deeper into the Census data, it is apparent that the degree of commuting balance varies very significantly by occupation. Among 'managers and senior officials', net in-commuting amounted to over 5,400 (equivalent to 24% of the workplace jobs of this type). Conversely, there was substantial net out-commuting in relation to 'personal services' and 'elementary' occupations. Overall, the data suggest net in-commuting amongst those in higher level occupations and net out-commuting amongst those in lower ones. The inference is that large numbers of high quality jobs within the Borough are taken by in-commuters, while Hounslow's residents work in lower quality – and lower paid – jobs elsewhere. And this is borne out by more recent data relating to earnings. Averaged over the period 2008/10, median gross weekly earnings for full time employees were £575 amongst Hounslow's workplace population and £530 amongst its residents.¹⁰

¹⁰ SQW (April 2011) p.7

In this context, a supplementary index published alongside the Index of Multiple Deprivation 2010 – Income Deprivation Affecting Children Index (IDACI) Index – is helpful. It measures the proportion of children in each LSOA¹¹ living in income deprived households. It suggests that within Hounslow, deprivation affecting children is more acute than overall deprivation: according to IDACI, 32% of the Borough's LSOAs are classified as being within the 20% most deprived nationally (compared to 9% on the overall IMD rank). A similar picture is apparent across London as a whole.¹²

The three wards we are concerned with at HAY are Bedfont, Feltham North and Hanworth. All are within the 20% most deprived nationally from IDACI 2010.

Connecting the workplace and residence-based economies: emerging responses

The SQW report identifies three responses that may be relevant to young people in Hanworth, firstly the development of a retail academy at Heathrow airport to ensure that staff have the skills required for such work. Secondly West Thames College is aligning its training to local employer needs e.g. engineering. And thirdly JobCentre Plus has a dedicated employment manager working at Heathrow airport.¹³

In addition the youth service has developed Project 17 which was launched in September 2008 to tackle youth unemployment in the Hounslow and is an example of local practice validated by C4EO. A five-strong team of part-time workers are supplied with a regularly updated list of NEETs (Not in Education Employment or Training) and "unknowns" by Connexions. They then make contact, visiting the young people's homes to offer support. Some of the young people on the list will be in education or work — so the project helps generate a more accurate picture of youth unemployment. Those who are NEET are offered help. One key to the scheme's success is its youth work approach, workers help young people search job vacancies, write CVs and even accompany them to appointments. But perhaps the most important aspect is the emotional support they offer, helping to boost young people's confidence and find new direction in life. The scheme led to a 3.9 per cent reduction in NEETs in its first two years and a dramatic reduction in the number of "unknowns", with the team able to account for 80 per cent of young people on their lists.¹⁴

The Hounslow Local Area Agreement for 2008 to 2011 has as one of its targets the reduction of young people who are NEET. The proposed reduction is from the 2007 baseline at 6.4% to 5.3% in 2011. No doubt Project 17 has contributed to meeting the target.

There seems no reason why the Hanworth Centre should not consider how to involve itself in improving skills and employability of young people, indeed the presence of a Connexions personal adviser puts the Centre in a strong position to do so on a larger scale.

Volunteering

Yet another possibility is to consider the role of volunteering in helping young people to gain experience and confidence. A report by the Demos think tank shows how the use of volunteering can be a huge benefit to 16 and 17-year-olds who are unsure about training and work. As the report indicates apart from gaining qualifications and specific skills, young people today often require two kinds of experience before they can embark on fruitful careers. One is meaningful work experience, which achieves two things: it clarifies expectations and aspirations around what work is like and what work a person might like to

¹¹ Lower Super Output Area (LSOA) used by the Office for National Statistics as the smallest area of measurement in the Index of Multiple Deprivation. In Hanworth ward there are 7 LSOAs.

¹² Ibid p.42

¹³ Ibid p.43

¹⁴ Children and Young People Now, Tuesday, 17 May 2011

do; and it builds the general work habits and 'transferable' skills that employers rate so highly (eg using initiative, developing communication and social skills, problem solving etc.). The other kind of experience is more informal and harder to pin down, but it consists of working with other people to achieve common goals – perhaps organising an event as part of a team, running a sports session or facilitating a meeting. This is the kind of positive structured activity of which high quality volunteering opportunities often consist.¹⁵ And they are the sort of opportunities that the Hanworth Centre offers almost as a matter of course, starting with the 2 JYIPs and continuing through the youth clubs to Connexions.

Developing the vision

The majority of activities carried out from the Hanworth Centre are excellent, and have an impact on both young people and their families. In order to secure funding in the future and to continue the good work it will be necessary to provide a coherent set of programmes and activities which have proved that they work. Suggesting a structure for doing this is easy, what is much more difficult is gaining the agreement of all parties involved and choosing programmes and activities which fit well together and which are within the capacities of the staff involved. I therefore tentatively suggest the following process:

- Agree core principles – what you are best at
- Research the possibilities
- Consult widely about the options (including parents young people and funders)
- Develop what I am calling a 'compact', in other words an agreement between all parties about how to proceed. This would be written down and signed
- Run the 'programme' - before you start plan how to collect data over a 3 to five-year period
- Measure the outcomes and publicise the impact

¹⁵ Matt Grist and Phillida Cheetham (2011) p.13.

Conclusion

From all that I have written it will be evident that I think the Hanworth Centre and HAY are doing an excellent job. The staff are committed to providing the best possible service to local young people and their parents. In order to continue such a strong development and to get the funding to do so it will be necessary to plan ahead and the suggestions above for developing the vision are intended to help begin that process. Looking at the following aspects will also be necessary:

- 1. Research how best to serve young people and families for their future lives.** What has become evident during the course of the evaluation is the extent to which it is not just the young people who attend the centre but also their parents who benefit from it. The Hanworth Centre therefore has an important community development role to play and this may slightly change the focus of activities. For example an expansion of parenting type programmes carried out during the day or at weekends. An expansion of the Life Choice project would also be beneficial in this context.
- 2. Become a learning organisation and be explicit about why you're doing it.** This can also be linked to the development of evidence informed practice which will be a necessary component in working out how your interventions have an impact and provide a justification for future funding.
- 3. Develop tools for measuring outcomes and impact.** The report card and individual care plan used by the two JYIPs is an excellent start, but it needs to go further and show the 'distance travelled' by an individual young person. Such a tool needs to be more comprehensive than the current system, and some form of centralised recording which can bring all the impacts together will be necessary. This points to the use of something like the Outcomes Star in its electronic form.
- 4. Review current work** to see how the Hanworth Centre could contribute to initiatives such as Early Intervention and look at how to build character in young people. The good behaviour that is already fostered by the Centre is a strong starting point.
- 5. Examine how to support young people in their transition to adulthood including work.** A range of possible interventions and activities have been suggested including the use of the Duke of Edinburgh's award scheme, ASDAN awards, volunteering and work experience. All of these initiatives could be started relatively quickly, but others such as the development of a social enterprise will take much more time. In this context the employment of a business development manager, even on a short-term basis and funded by a trust, could be of great benefit. Of course the presence of the Connexions PA will be an important part of the programme offered to young people.
- 6. Review work with outside agencies.** There are two reasons for doing this, firstly it would build on the already good relationship that has been developed, and secondly it would send out a strong message, particularly to statutory agencies who are experiencing drastic cuts, that the Hanworth Centre will support their activities and endeavour to complement them. Linking with other youth charities in Hounslow that have a similar status would also be worthwhile for the same two reasons.

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Appendices

Appendix 1 – Methodology

Appendix 2 – Full SurveyMonkey results

Appendix 3 – Questions asked in the surveys

Appendix 4 – Discussion guide for groups and individuals

Appendix 1 – Methodology

Methods are numbered sequentially after each section. Sample size is in brackets or numbered after method for each section.

Impact on Children and Young People served by HAY

For general programmes:

- Senior and junior youth clubs (14, 24)
- 2 Junior Youth Inclusion Projects (JYIPs), with associated parenting programmes (21 +19)
- Connexions service (10)
- The life choice programme (6 graduates of programme)

Impact in the following areas (subject to the age appropriateness of each area)

- Physical social emotional and intellectual development
 - Relationships with peers
 - Family relationships
 - Acquisition of positive life interests/sporting interests/hobbies
 - Self esteem, and general sense of well being and happiness
1. Individual interviews with a sample of children and young people (8 Juniors, 12 Seniors, 28 JYIP in two groups) using a semi-structured questionnaire
 2. SurveyMonkey survey of a sample of participants, using computers in the Hanworth Centre (see above for sample size)

For targeted programmes, the two JYIP programmes in particular, the impact on

- Level of offending behaviour and anti-social behaviour generally
 - School attendance and performance at school. Particularly the transition from primary to secondary school
3. Data analysis
 4. Interviews with school staff, EWS, YOT and centre staff
 5. Interviews with a sample of parents/carers
 - i. Hanworth JYIP: 7 in a group; 3 individual
 - ii. Bedford & Feltham JYIP: 11 by phone

Impact on Families/Carers

Impact that HAY has made on the lives of the families/carers of the children and young people involved with HAY.

6. Interviews with a sample of parents/carers using a semi-structured questionnaire
 - i. Caterpillar pre-school: 10 parents in 3 groups
7. Interviews with school staff, EWS, YOT and centre staff

Impact on Community

Including:

- Adult and community education programme
- Programmes offered by various user groups who use the centre as a base
Over 50's club: 4 participants and the organiser

Impact the project has made on the community, in particular in relation to the following:

- Sense of wellbeing and community cohesion
 - Sense of personal safety
 - Level of youth offending, particularly relating to age groups covered by the project
 - Level of anti-social behaviour this age group has, indicated by formal referrals to the ASBAG and also perceptions of local residents/community leaders/community groups
8. Data analysis
 9. Interviews with school staff, EWS, YOT and centre staff
 10. Interviews with local residents/community leaders/community groups

Perception of Other Agencies

Views of other agencies of the impact of the project on the lives of the children concerned, and on the Hanworth community. The key agencies whose views would sought are:

- Local Schools (primary, junior and secondary)
- Hounslow Police Service
- Hounslow Homes
- Hounslow Youth Service
- Hounslow Youth Offending Team
- Education welfare

11. Phone and face to face interviews with key staff from each agency

Appendix 2 - Survey Monkey survey results

Using SurveyMonkey I have carried out the following user satisfaction surveys: (responses in brackets):

- Hanworth JYIP (19)
- Bedford & Feltham JYIP (21)
- Hanworth Junior (24) and Senior (14)
- Connexions (10)
- A total of 88 surveys

Where relevant, comments are made after each question.

Question 1 - Gender

	Youth clubs		Hanworth JYIP		Bedfont & Feltham JYIP		Connexions	
	Male	Female	Male	Female	Male	Female	Male	Female
Count	21	17	12	7	21		5	5
Percent	55	45	63	37	100		50	50

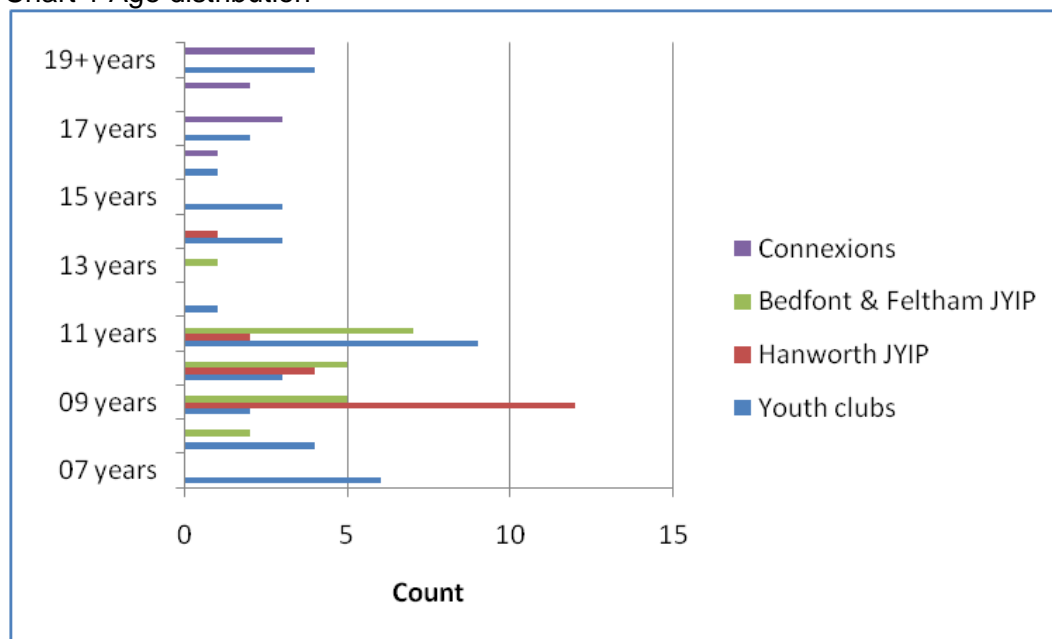
With the exception of Bedford and Feltham JYIP there is a good balance of males and females. However, it is worth noting that the FASBAG figures show that only about 10% of those coming to its notice are female, this may mean that the Hanworth JYIP is overrepresented with females and needs to be monitored. This is because of the danger of females getting sucked into the juvenile criminal justice system because of their presence on the JYIP.

Question 2 – How old are you?

	Youth clubs		Hanworth JYIP		Bedfont & Feltham JYIP		Connexions	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
07 years	6	16						
08 years	4	11	0	0	2	10		
09 years	2	5	12	63	5	24		
10 years	3	8	4	21	5	24		
11 years	9	24	2	11	7	33		
12 years	1	3	0	0	0	0		
13 years	0	0	0	0	1	5		
14 years	3	8	1	5	0	0		
15 years	3	8						
16 years	1	3					1	10
17 years	2	5					3	30
18 years	0	0					2	20
19+ years	4	11					4	40
Total	38	100*	19	100	21	100*	10	100

*Note: figures may add to more or less than 100% due to rounding.

Chart 1 Age distribution



Question 3. Which club do you belong to? (Youth Clubs only)

	Count	Per cent
Junior	24	63.2%
Intermediate	0	0.0%
Senior	14	36.8%
Totals	38	100%

Question 4 – Where do you live?

Count	Youth clubs	Connexions
Feltham	3	1
Hanworth	34	8
Hounslow	1	1

The JYIP questionnaires did not include this question as they are locality based.

Question: 3 (JYIP): 4 (Connexions): 5 (Youth Clubs) The staff are always helpful

Percent	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Connexions	90%	10%			
Bedfont & Feltham JYIP	62%	33%	5%		
Hanworth JYIP	79%	16%	5%		
Youth clubs	71%	26%	3%		

This shows a very strongly positive attitude to staff in all aspects of HAY.

Question: 4 (JYIP): 5 (Connexions): 6 (Youth Clubs) I enjoy the activities

Percent	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Connexions	80%	10%	10%		
Bedfont & Feltham JYIP	62%	33%	5%		
Hanworth JYIP	74%	21%	5%		
Youth clubs	68%	26%	3%		

This shows a strongly positive attitude to all activities that are offered.

Question: 5 (JYIP): 6 (Connexions): 7 (Youth Clubs) I think there is plenty to do at:

Percent	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Bedfont & Feltham JYIP	52%	38%	10%		
Hanworth JYIP	53%	42%	5%		
Youth clubs	53%	47%			

The Connexions survey had a slightly different question at this point, namely *I think there is plenty to do to help me gain work or training*. 50% strongly agreed with the question and 50% agreed with the question.

There was an additional question for the youth clubs - *Hanworth has plenty to offer young people like me* – this elicited a wider range of responses than usual with 42% strongly agreeing 18% agreeing, 8% neutral, 26% disagreeing, and 5% strongly disagreeing.

Question: 6 (JYIP): 7 (Connexions): 9 (Youth Clubs) I like living in the local community

Percent	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Connexions	30%	30%	20%	10%	10%
Bedfont & Feltham JYIP	52%	29%	5%	14%	
Hanworth JYIP	72%	22%	6%		
Youth clubs	34%	45%	13%	3%	5%

This question also elicited a wider response with some young people disliking their local community.

Question: 12 (JYIP): 19 (Youth Clubs) I am more confident now

Percent	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Bedfont & Feltham JYIP	31%	56%	6%	6%	
Hanworth JYIP	89%	11%			
Youth clubs	54%	35%	5%	3%	3%

The Connexions survey had slightly different questions at this point, namely: *I am more confident about getting on a training course*. The response to this question was 56% strongly agreed and 44% agreed with the statement, with one respondent skipping the question. *I am more confident about getting a job*. The response to this question was 56% strongly agreed, 33% agreed and 11% were neutral about the statement, with one respondent skipping the question. And *I am now clearer about what I want to do in future*. The response to this question was 33% strongly agreed, 45% agreed and 22% were neutral. This is to be expected as many young people of this age are understandably not clear about their future.

Question: 13 (JYIP): 16 (Connexions): 20 (Youth Clubs) I am happier now

Percent	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Bedfont & Feltham JYIP	31%	56%	13%		
Hanworth JYIP	94%	6%			
Youth clubs	60%	35%	5%		
Connexions	56%	22%	11%	11%	

A broader spread of the answers from Connexions young people may be a reflection of their being older.

Question: 14 (JYIP): 16 (Connexions): 21 (Youth Clubs) I have made more friends

Percent	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Bedfont & Feltham JYIP	44%	50%	6%		
Hanworth JYIP	94%	6%			
Youth clubs	51%	35%	14%		

At this point the surveys diverged with the two JYIPs asking specific questions about progress as follows:

I don't get into trouble with the Police (Q 15)

Percent	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Bedfont & Feltham JYIP	31%	19%	0%	6%	44%
Hanworth JYIP	100%				

The broader range of answers from Bedfont and Feltham may reflect the shorter time they have spent on the programme (i.e. from January 2011).

I attend better at school (Q17)

Percent	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Bedfont & Feltham JYIP	31%	31%	38%		
Hanworth JYIP	78%	22%			

Again the broader range of answers from Bedfont and Feltham may reflect the shorter time they have spent on the programme (i.e. from January 2011).

I don't get into trouble at school (Q18)

Percent	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Bedfont & Feltham JYIP	13%	18%	50%	6%	13%
Hanworth JYIP	56%	33%	11%		

Again the broader range of answers from Bedfont and Feltham may reflect the shorter time they have spent on the programme (i.e. from January 2011).

I get on better with other young people in: (Q20)

Percent	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Bedfont & Feltham JYIP	50%	31%	19%		
Hanworth JYIP	61%	17%	17%		

In this question the gap has closed between the two schemes which is encouraging.

I am doing well at school (Q16 in JYIP survey. Q24 in Youth clubs survey)

Percent	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Bedfont & Feltham JYIP	44%	25%	19%		
Hanworth JYIP	67%	28%	5%		
Youth clubs	49%	37%	14%		

A very similar set of answers which probably reflects reality quite well.

I am closer to my family (Q19 in JYIP survey. Q25 in Youth clubs survey)

Percent	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Bedfont & Feltham JYIP	81%	13%	6%		
Hanworth JYIP	78%	22%			
Youth clubs	35%	54%	8%	3%	

The difference between the JYIPs and Youth Clubs may reflect the use of Report Cards by the JYIPs which causes more communication between parent(s) and young people.

It gives me a place to go when I need one (Q21 in JYIP survey. Q27 in Youth clubs survey)

Percent	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Bedfont & Feltham JYIP	44%	50%	6%		
Hanworth JYIP	89%	11%			
Youth clubs	57%	35%	5%	3%	

A strong similarity between each project, with Hanworth JYIP being slightly stronger.

Note: in all the above JYIP responses 5 young people skipped the questions from Bedfont and Feltham and 1 young person skipped the questions from Hanworth.

Q 22 I have gained a hobby/interest (eg DJ-ing or playing football)

Percent	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Youth clubs	57%	38%	5%		

Q 23 I get fit by playing sport

Percent	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Youth clubs	40%	40%	14%	6%	

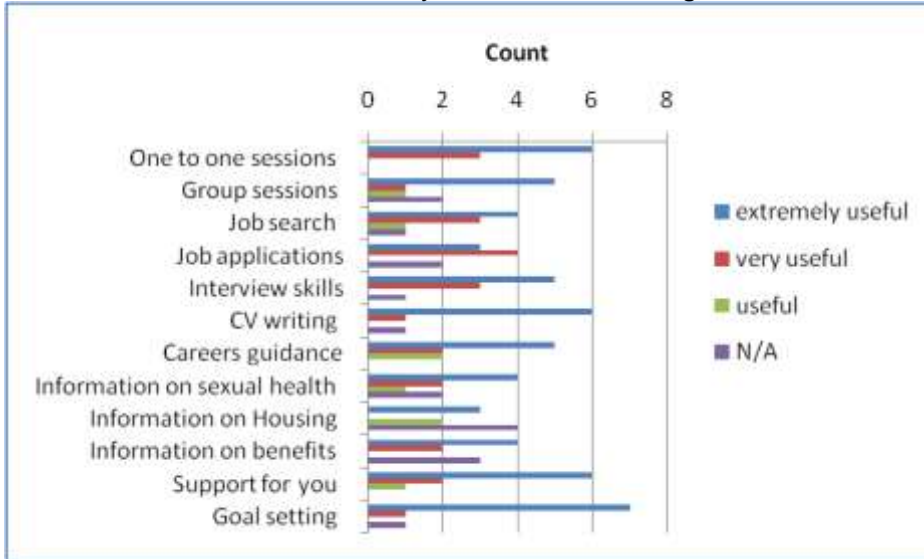
Q 26 (Connexions Q 15) I like to help other people (eg doing a sponsored run)

Percent	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Youth clubs	43%	49%	8%		
Connexions	67%	11%	22%		

An encouraging result for both projects. The Connexions survey also included an additional question: *I would now consider being a volunteer to gain experience*. The results of this were 56% strongly agreed, 22% agreed, 11% were neutral, and 11% disagreed.

The youth clubs were also asked whether the staff asked their opinions about activities, and a related question *do you get the activities you ask for?* The response to these questions was that 68% said staff did ask for their opinions, and 76% said they got the activities they asked for

Question 9 Connexions How do you rate the following activities?

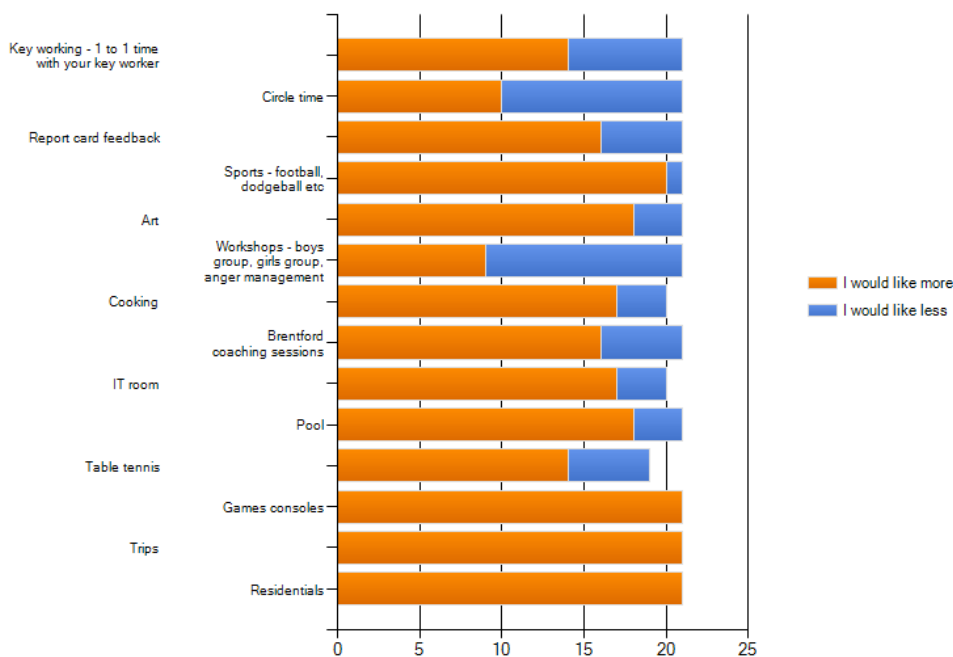


The positive response to these Connexions activities shows that they are relevant and well targeted.

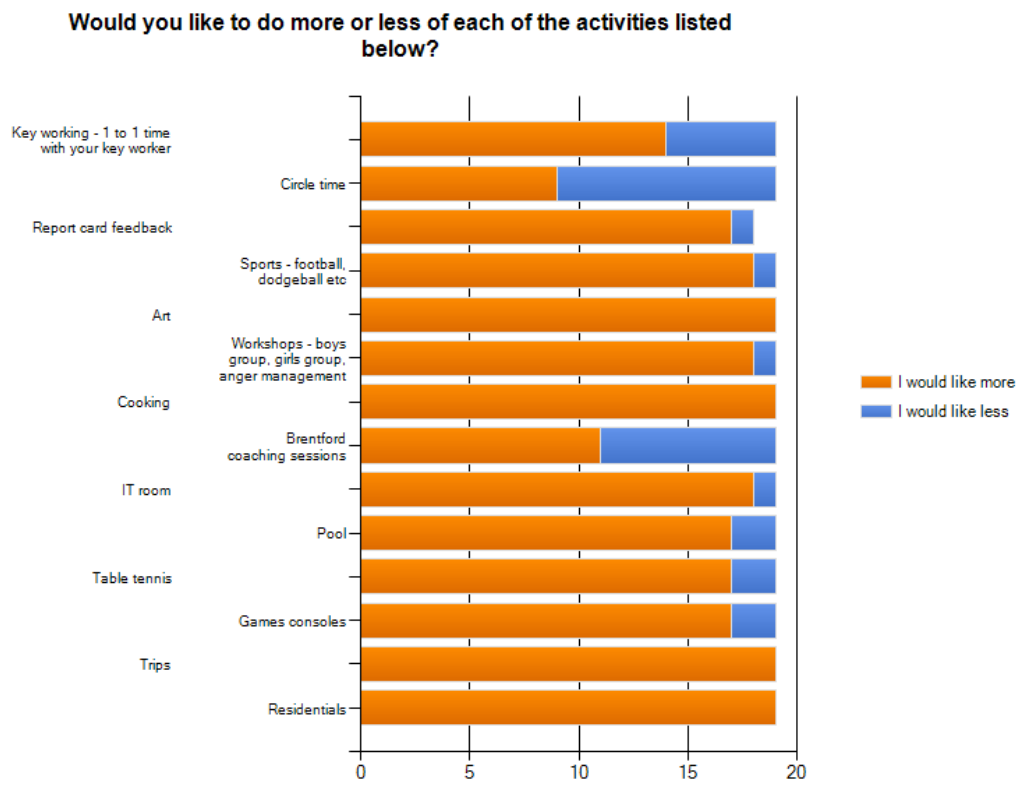
The positive responses to the activities in the following three charts also shows they are well targeted, with trips and residentials having an enduring popularity, while basketball and cricket appear to be far less popular. Cookery is a surprising hit and something to be welcomed!

Question 10 - Bedford and Feltham JYIP

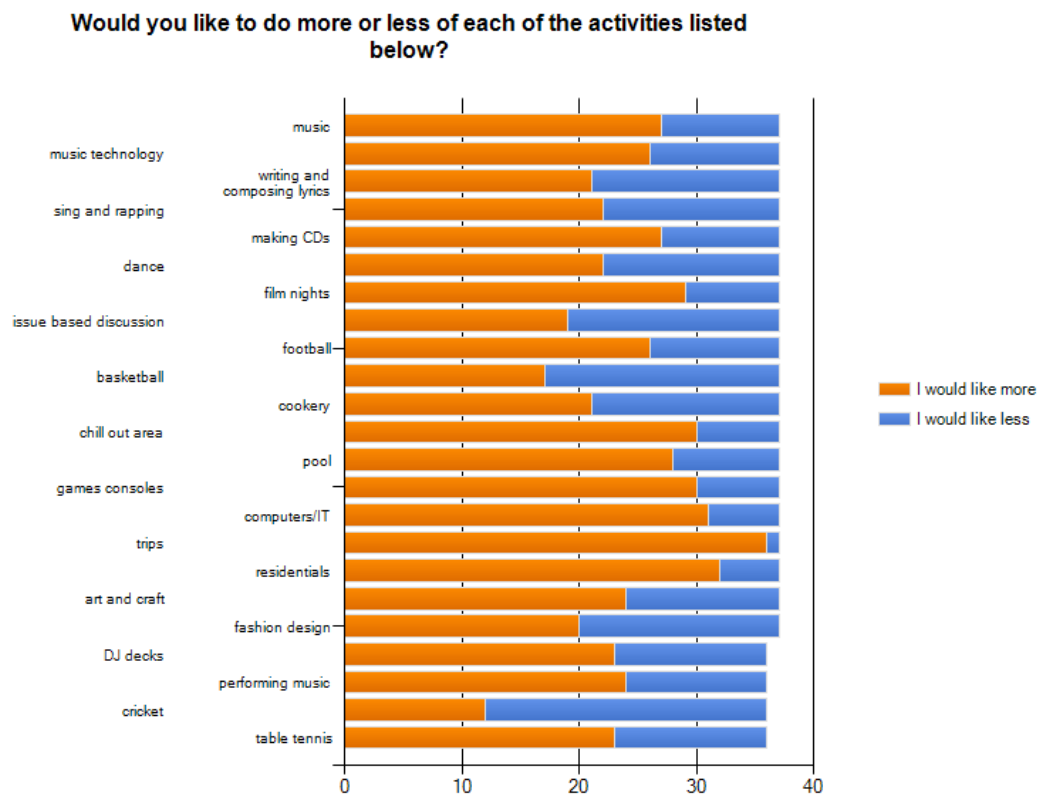
Would you like to do more or less of each of the activities listed below?



Question 10 - Hanworth JYIP



Question 18 – Youth clubs



Appendix 3 - Questions asked in the surveys

JYIP

- 1 Gender
- 2 Age
- 3 The staff are always helpful
- 4 I enjoy the activities organised by the JYIP
- 5 I think there is plenty to do at the JYIP
- 6 I like living in X
 - Would you like to spend more time with just you and your key worker at the JYIP
 - Would you like to spend more time on activities organised at the JYIP
 - What do you think of activities organised by the JYIP?
 - Would you like to do more or less of each of the activities listed below?
 - a Key working - 1 to 1 time with your key worker
 - b Circle time -
 - c Report card feedback
 - d Sports - football, dodgeball etc
 - e Art
 - f Workshops - boys group, girls group, anger management
 - g Cooking
 - h Brentford coaching sessions
 - i IT room
 - j Pool
 - k Table tennis
 - l Games consoles
 - m Trips
 - n Residentials
- 11 Other, please specify
- 12 I am more confident now
- 13 I am happier now
- 14 I have made more friends
- 15 I don't get into trouble with the Police
- 16 I am doing well at school
- 17 I attend better at school
- 18 I don't get into trouble at school
- 19 I am closer to my family
- 20 I get on better with other young people in X
- 21 It gives me a place to go when I need one
- 22 What do you most enjoy at the JYIP?
- 23 What do you least enjoy at the JYIP?
- 24 What changes would you like to see at the JYIP?

Youth Clubs

- 1 Gender
- 2 Age
- 3 Which club do you belong to?
- 4 Where do you live?
- 5 The staff at Hanworth Youth Centre are always helpful
- 6 I enjoy the activities organised by Hanworth Youth Centre
- 7 I think there is plenty to do at Hanworth Youth Centre
- 8 Hanworth has plenty to offer young people like me
- 9 I like living in the local community
- 10 Are you confident enough to approach a member of staff if you have an issue you want to talk about?
- 11 Have you ever needed to talk to a member of staff on your own?
- 12 Was it helpful?
- 13 How much do you trust staff at the Hanworth Youth Centre?
- 14 Do you get asked your opinion about activities at the Hanworth Youth Centre?
- 15 Do you get the activities you ask for?
- 16 What would you do if the Hanworth Youth Centre was not open?
- 17 What do you think of activities organised by Hanworth Youth Centre?
- 18 Would you like to do more or less of each of the activities listed below?

a	music	m	cricket
b	DJ decks	n	cookery
c	music technology	o	chill out area
d	writing and composing lyrics	p	table tennis
e	sing and rapping	q	pool
f	making CDs	r	games consoles
g	performing music	s	computers/IT
h	dance	t	trips
i	film nights	u	residential
j	issue based discussion	v	art and craft
k	football	w	fashion design
l	basketball		
- 19 I am more confident now
- 20 I am happier now
- 21 I have made more friends
- 22 I have gained a hobby/interest (eg DJ-ing or playing football)
- 23 I get fit by playing sport
- 24 I am doing well at school
- 25 I am closer to my family
- 26 I like to help other people (eg doing a sponsored run)
- 27 It gives me a place to go when I need one
- 28 What do you most enjoy at the Hanworth Youth Centre?
- 29 What do you least enjoy at the Hanworth Youth Centre?
- 30 What changes would you like to see at Hanworth Youth Centre?

Connexions

- 1 Gender
- 2 Age
- 3 Where do you live?
- 4 Siobhan at Connexions is always helpful
- 5 I enjoy the activities organised by Siobhan
- 6 I think there is plenty to do to help me gain work or training
- 7 The local community has plenty to offer young people like me
- 8 I like living in the local community
- 9 How do you rate the following Connexions activities which are offered at the Hanworth Centre?
 - a One to one sessions
 - b Group sessions
 - c Job search
 - d Job applications
 - e Interview skills
 - f CV writing
 - g Careers guidance
 - h Information on sexual health
 - i Information on Housing
 - j Information on benefits
 - k Support for you
 - l Goal setting
- 10 How do you think any of the above could be improved?
- 11 I am more confident about getting a job
- 12 I am more confident about getting on a training course
- 13 I am now clearer about what I want to do in future
- 14 I would now consider being a volunteer to gain experience
- 15 I like to help other people (eg doing a sponsored run)
- 16 I am happier now
- 17 What do you find most useful from Connexions at the Hanworth Centre?
- 18 What do you find least useful from Connexions at the Hanworth Centre?
- 19 How could Siobhan improve Connexions at Hanworth Centre?

Appendix 4 - Questions for Hanworth Centre groups and individuals

Group and Individual interviews

Firstly I would like to introduce myself, I am Tim Barnes a consultant working for Thinking for a Living, a consultancy based in Derbyshire. I have been commissioned by Hounslow Action for Youth (HAY) to carry out an evaluation of all the aspects of its work. This session is confidential, I am interested in the issues that have arisen during the course of your work, and my purpose is to try to ensure that services are as good as is possible for children and their parents. I would also like to highlight good practice and try to ensure it is as widely known as possible.

Background

1. Please describe your role in relation to HYC or the JYIPs?
2. What is the main purpose of your role?
3. Please tell us about any difficulties you have encountered in carrying out your role
4. What has been the most successful aspect of your role? Examples of good practice?
5. What changes would you suggest for your role, if any?

Next some more general questions:

Impact

6. What impact on young people do you think the project has had in terms of:
 - a. Physical, social, and emotional development
 - b. Relationships with peers
 - c. Family relationships
 - d. Gaining interests, sports or hobbies
 - e. Self esteem, well-being and happiness

Can you give me some examples please.

7. What measures of effectiveness do you use (soft and/or hard targets) and how do you record them? How do you measure *Distance Travelled* ie changes in the young people?
8. How effective have delivery mechanisms been? (for example provision of activities for children, or individual support)
9. Are there any parts of the project you would identify as being particularly effective with young people, or any which have proved ineffective?

Partnerships and Management

10. How 'joined-up' have agencies and project staff become in working together and sharing ideas, experience and best practice?
11. How effective is the HAY committee?

Training (where relevant)

12. Have you received any training since you joined the Hanworth Centre?
13. What types of training have you received?
14. How would you rate the training?
15. What other training would be useful for your work?

Future

16. Do you have any suggestions for the future?

Thinking for a Living Ltd
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