
'Be' by Gentoo

An Evaluative Social Return on Investment
Period August 2013 to July 2014

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“This report has been submitted to an independent assurance assessment carried out by The SROI Network. The report shows a good understanding of the SROI process and complies with SROI principles. Assurance here does not include verification of stakeholder engagement, data and calculations. It is a principles-based assessment of the final report”.

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Executive Summary

This report provides an evaluation of the social impact of the 'Be' Programme, delivered by Gentoo.

Gentoo is an Art of Living business focusing on people, the planet and property, delivering social, environmental and economic benefits.

The Art of Living is all about us enabling our customers, communities and staff to fulfil their potential by living the life they aspire to live.

'Be' is a community wellbeing programme delivered by Gentoo Living that engages individuals in a journey of self-discovery, emotional resilience and learning curiosity. It introduces people to new ways of thinking around their life issues, including taking personal responsibility and ownership of their behaviour, awareness of self and others and to develop a personal vision or a positive life.

The 'Be' Programme is aligned with Gentoo's Vision, Mission and Values, and in particular, Gentoo Living's aim *"to enable people to fulfil their aspirations"*.

The evaluation of the 'Be' Programme's impact was done using Social Return on Investment analysis; a framework for understanding, measuring and quantifying the social value created. Using SROI, the programme cohorts running from August 2013 to July 2014 were evaluated.

This report demonstrates the understanding of the impact created from the perspective of the stakeholders; the outcomes identified from them is measured and valued, and recorded on an Impact Map. All findings, planned and unplanned, positive and negative are taken into account along with the amount of change that might have happened anyway or is attributed to others.

The analysis used existing data from evaluation questionnaires to confirm planned outcomes, and discover other changes, or unplanned outcomes. Key outcomes that have emerged for stakeholders are detailed below:

- People are more able to make informed decisions about their lives
- People have improved mental health and wellbeing
- People have increased emotional intelligence (including people have increased self-awareness, tolerance, self-control, and are more sociable, more caring)
- People are more confident
- People are more focused
- People are more positive
- People are more sociable/have more friends
- Pupils have improved behaviours
- Pupils have improved resilience

- Pupils have improved achievement/attainment
- Pupils have improved attendance
- Less pupils re-sitting GCSEs
- People have improved behaviours
- People have improved social skills

These positive changes demonstrate the success of the 'Be' Programme in helping people to improve their health and wellbeing, confidence and emotional intelligence. The following extracts are statements from participants of the programme to display how they reported to be feeling;

"The biggest influence from 'Be' was- how my self-esteem and confidence has grown. Overall the 'be' experience has been a great chance for me to develop my personal side and grow".

"Because of the 'be' programme I have learned I am a strong person, but need to listen and learn from all people around me. Finding this out about me has changed how I react towards others and all situations. I feel most proud of how I have coped with things that have occurred in my life lately. I have made plans to make myself calmer. The one thing that has had the biggest influence on me was realising that I like to be valued and I need to value people more. Overall the 'Be' experience has made me more aware how I would of been with certain people".

"I have found out that with hard work and positive thinking we can achieve everything in life. Finding this out has changed my daily routine. Now I have made a timetable of my daily studies that I have to do before my exam and I am so happy. I feel most proud of my confidence about my future plans. I can see my future clearly".

The majority of the changes discovered can be described as 'life changing' suggesting they are long lasting. It is however, difficult to prove the sustainability of the outcomes, as the programme is only 7 weeks long. The 'Be' Continued element of the programme is held 4 weeks following completion of 'Be', but a longer timescale would be required to establish the long term impact.

Further positive change for other stakeholders is suggested through analysis such as families of the participants; the NHS, The Wider Community and The Exchequer. However, absence of consultation with these stakeholders prevented a value being placed on these outcomes.

The analysis estimates that for every £1 invested in the 'Be' Programme, the social value created is £0.70.

Sensitivity Analysis estimates the social value to be between £0.53 and £3.35 for every £1 invested

1 Introduction and Context

This evaluation report examines the difference made and value created by the 'Be' Programme.

The study focuses on the impact of 'Be', a short programme that aims to have a positive impact on personal behaviours, relationships, motivation and outlook on life. The evidence contained in this report is based on Social Return on Investment.

▪ Why SROI?

Social Return on Investment is a framework for understanding, measuring and quantifying the results of a programme or activity of an organisation. In particular it deals with the inputs, outputs, outcomes and impacts, both financial and non-financial of the activity on all stakeholders.

The input and outputs have value to Gentoo, they can be easily captured, monitored and managed, however Gentoo know the value created needs to be explored further and understood in order to truly live up to and deliver successfully on our overall aim;

'To inspire and empower enriched ways of living'

For this reason Gentoo has chosen to implement SROI. This SROI report will demonstrate the changes experienced by customers completing the 'Be' programme and the impact the service has on them and any others involved. Value will be placed on these impacts though the use of financial proxies and a monetary ratio will indicate the number of £'s social value created for every £1 invested.

The methodology applied to this process involves adherence to a set of principles;

- Involve Stakeholders
- Understand what changes
- Value the things that matter
- Only include what is material
- Do not over-claim
- Be transparent
- Verify the result

This report has been produced following the Social Value UK's (previously the SROI Network) guidance.

▪ About Gentoo

Gentoo is a large North East based social enterprise with a vision to improve the Art of Living. Our work is focused around three key areas to maximise our impact: people, planet and property.

Our Group of companies comprises:

- **Gentoo Living** - our social investment, independence and enterprise division
- **Gentoo Green** - the Group's environmental sustainability division
- **Gentoo Homes Limited** - a residential property development company
- **Gentoo Genie Limited** - a provider and administrator of home purchase plans
- **Gentoo Sunderland Limited** - a registered provider of social housing with some 30,000 homes and over 70,000 customers in and around the Sunderland area
- **Romag Limited** - the only UK owned provider of solar photovoltaic and specialist glass.
- **West of Scotland** - a registered provider of social housing in and around Central and West of Scotland.

We invest the income from our property activities along with the talent and energy of our team into finding solutions for some of society's most pressing concerns. Ultimately we aim to enable people to realise their true potential and achieve their aspirations.

To help us do this we have come up with a wide range of different initiatives, all of which are aimed at enriching and adding value to our customers' lives. That could be by improving their skills, enhancing their employment prospects, promoting enterprise, encouraging good citizenship, or doing whatever we can to positively improve their lives.

Our approach is, of course, about creating opportunities for people to actually help themselves. So we try to give ourselves the best possible chance of doing this by reinvesting the money we make from our commercial activity back into our business. As a result, this offers many real benefits to people, communities and society, as well as to the environment.

▪ About the 'Be' Programme

Background and history

Empowered residents and communities are at the heart of Gentoo's vision. They are essential for the delivery of sustainable communities; communities that are resilient and able to adapt to the changing social and economic environment, meeting the needs of all residents so that the most disadvantaged are not left behind.

Quite simply, we want to work with and support people and communities to provide opportunities for individuals and groups to play a greater role in shaping and improving themselves and their neighbourhoods. Community development and engagement is at the heart of this but the outcome is community empowerment.

In 2010 Gentoo Living carried out a consultation exercise in the three most deprived neighbourhoods in Sunderland to explore what barriers they had that were stopping them achieving their aspirations in life. The primary reason was a lack of confidence and poor self esteem. Consequently Gentoo began to explore opportunities to develop and deliver community coaching for residents. It was decided to examine a number of different coaching models on offer to establish if one model or approach would be preferable. This analysis also helped to inform delivery options:

- do we commission delivery via external partners/organisations?
- do we deliver in house?
- is it a “mix” of the above?
- do we develop a bespoke Gentoo Community Coaching model?

Following a trial period involving three external coaching models it was decided that none in isolation provided the approach or outcomes we required and so it was decided to develop our own bespoke model.

The three models included;

Possibility Place Programme by Acumen Community Development Trust

www.acumentrust.org.uk

The core principles of the programme are identifying opportunities and resources, making the most of personal strengths, and taking responsibility for one's future. Evidence based tools from the field of positive psychology are introduced to participants in a variety of ways, enabling people to make the most of their situation.

Adaptive Coaching for Communities: Paula McCormack www.theadaptive.co.uk

The aim of the programme is to create a stimulating and thought provoking activity for all participants that would support them as individuals to explore their own ideas, beliefs and values not just in the context of community but as people in their own right, we want this programme to introduce new ways of thinking around key areas including;

- Responsibility and Ownership
- Self (in relation to self and in relation to others)
- Personal vision for living life

Youth at Risk (YAR) www.youthatrisk.org.uk

Nationally recognised charity that designs and delivers innovative social intervention programmes aimed at radically changing the way young people view and live their lives. The aims of the programme are;

- To help raise engagement amongst the community;
- Impact individuals' aspirations and involvement;
- Improve young people's educational achievement and engagement with training and employment and decrease anti-social behaviour;
- Establish community based and led projects to enhance the experience of living in / being part of or serving that community.

Each of these programmes was piloted on different cohorts to assess effectiveness. All of the models involved training of our staff and would have been very costly to Gentoo. Whilst each one was effective in its own right none provided the comprehensive approach and flexibility that 'Be' provides (i.e. being able to be delivered from 7 to 90 years old, building up a continued relationship with clients and providing a gateway to other services).

Therefore in June 2012 a small working group was tasked with researching and developing our approach to community coaching and two months later Gentoo 'Be' was born.

What is the 'Be' Programme

'Be' is a community wellbeing programme that engages individuals in a journey of self discovery, emotional resilience and learning curiosity. It consists of seven stand alone modules each lasting up to three hours, plus one hour of personal action planning and one to one coaching/goal setting. Be aims to encourage learners to continue their self development through a variety of training and development options which Gentoo has to offer. Sessions can be delivered to groups of up to 10 people at a time.

'Be' creates stimulating and thought provoking experiences for all participants that support them as individuals to explore their own ideas, beliefs and value systems, not just in the context of community, but as people in their own right. Participants are stretched outside of their comfort zone throughout the programme with time built into each session for personal and group reflection.

'Be' introduces the learner to new ways of thinking around their life issues, including taking personal responsibility and ownership of their behaviour, awareness of self and others and to develop a personal vision for a positive life.

The programme has been developed and designed to be flexible enough to be delivered to people of all ages, genders and backgrounds. It aims to have a positive impact on a person's behaviour, relationships, motivation and outlook on life.

The benefits of participants engaging with the programme include;

- Recognising personal values
- Raised confidence, self esteem and self worth
- Improved people skills
- Increased motivation and resilience to setbacks
- Identifying and achieving personal goals and aspirations
- A positive introduction to learning

The modules are detailed below:

be you

- Understand own and other's strength
- Discover who you are

		<ul style="list-style-type: none"> • Visualise a positive future
be valued		<ul style="list-style-type: none"> • Understand how values motivate us • Understand that time and experiences can change our value system • Understand the personal conflict of not being true to your values
be happy		<ul style="list-style-type: none"> • Understand personal and others motivations • Understand the impact of creating happiness for oneself and others
be positive		<ul style="list-style-type: none"> • Introduce a positive way to think • Control self-talk and remove the negatives
be brave		<ul style="list-style-type: none"> • Discover change and its effects • Explore the range of feelings that are experienced during change • Practice coming out of your comfort zones
be inspired		<ul style="list-style-type: none"> • Understand how to increase resilience in difficult situations • Identify what your goals are • Discover how to grow to achieve
be confident		<ul style="list-style-type: none"> • Understand the impact of personal achievement by completing a personal case study • Understand the importance of personal growth and development to continue lifelong learning • Complete a final evaluation and an individual action plan • Identify future training programme

'Be' Continued

'Be' Continued is a follow up session that takes place at least 4 weeks after completion of the 'Be' Programme. The purpose is to get people to reflect on their journey, their goals and establish progress made. The aim is to maintain motivation and identify any further support required.

▪ **How does the 'Be' Programme contribute to Gentoo's strategic aims?**

The Group's **Vision** is:

TO IMPROVE THE ART OF LIVING BEYOND OUR IMAGINATION

The Group's **Mission** is:

We generate wealth by improving the lives of our customers and reinvest it through passionate people to create a climate for personal and collective opportunity

The Group's **Values** are:

Believe nothing is impossible

Re-imagine the future

We cultivate a learning curiosity

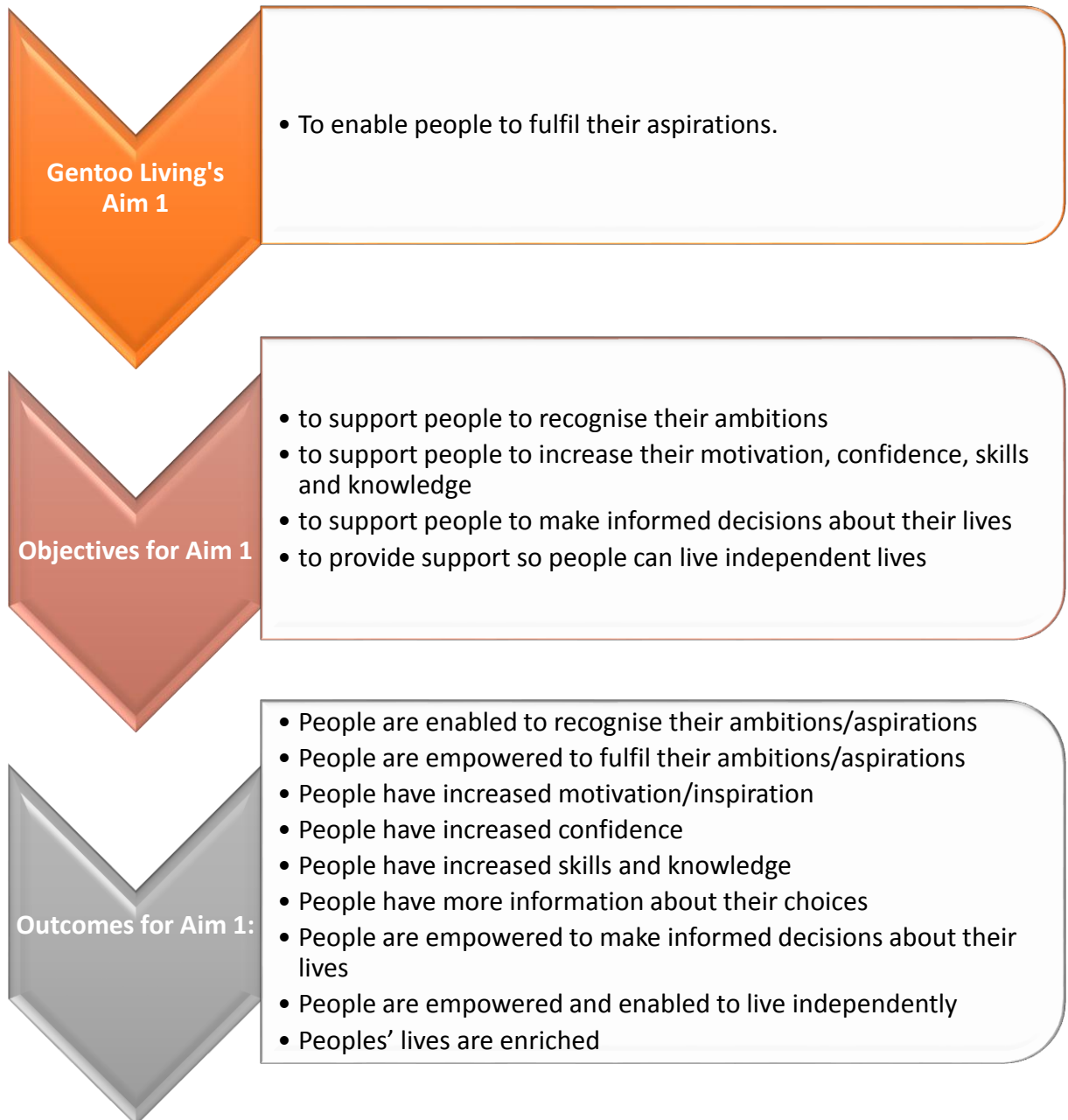
Live authentic relationships

Give us all you've got

In driving the Group towards the vision, the primary objective for the Group is to deliver the mission by generating wealth and improvement to customer's lives and communities.

To help us do this we have come up with a wide range of different initiatives all of which are aimed at enriching and adding value to our customers' lives - improving their skills, enhancing employment prospects, promoting enterprise, encouraging good citizenship, or doing whatever we can to positively improve their lives. Our approach is about creating opportunities for people to actually help themselves.

The Group has three aims and associated objectives, which can be seen in Appendix 1. The 'Be' Programme contributes to Aim 1 which is relates to 'individuals', and the following gives details the objectives and planned outcomes.



■ **Measuring what matters**

Gentoo Living's outcomes framework was developed following the introduction to the social accounting process. Our first set of social accounts were produced and audited in 2011 for the scoping period 2009/10. Findings from this process highlighted that we lacked evidence of any changes or outcomes, and only collected output data. This resulted in us embarking on a large consultation exercise. Following this we embedded regular outcome data collection into all programmes and services, using the same methodology of monitoring planned outcomes, and discovering any unplanned outcomes. Data collection systems were created to support outcome monitoring.

Evaluation of the 'Be' Programme has taken place since the programme commenced; initially the programme measured the planned Gentoo Living outcomes and, in addition, explored what else was changing for participants, and this monitoring process remained in use until August 2013.

Appendix 2 shows the analysis that has taken place to inform changes to the outcomes framework for the 'Be' Programme.

▪ **Context**

Gentoo like many other organisations is operating within a challenging economic climate. The impact of recession, spending cuts, unemployment and cuts in the real value of take home pay is having severe impact upon customers. More people are becoming unemployed or are unable to find work, and this has a detrimental impact upon their financial situation, which in turn can impact upon their health and wellbeing, and relationships. The 'Be' Programme aims to help build up peoples' confidence and aspirations and give them motivation and focus, which in turn can be the first step to self-help and self-improvement.

There are also 2 particular Government policies that the 'Be' Programme link to:

- **The Big Society**

The Big Society, launched by the Government in 2010, is about people coming together to improve lives and strengthen society. It's about moving power away from central government and giving it to local communities and individuals. In response to the launch of Big Society, Gentoo began to explore opportunities to develop and deliver community coaching, and so empower residents to get involved in their communities.

The main driver to examine community coaching came as a result of a piece of community research completed by Gentoo in one of our extremely deprived neighbourhoods (as defined by the Index of Multiple Deprivation). The research identified customer aspirations and individual New Year's resolutions, highlighting that social isolation, lack of confidence and social skills were raised by residents as barriers to engage with or take advantage of opportunities to improve their lives and/or communities.

- **Troubled Families Initiative**

The Troubled Families Initiative was introduced in 2011, in the form of a programme designed to 'turn around' the lives of 120,000 'troubled families' in England. This followed the release of government figures which suggested that the country's 120,000 most troubled families were costing central and local government an estimated £9bn per year in terms of extra spending on the NHS, the police and social services.

The aim of the initiative is to reduce problems presented by families involved in crime and anti-social behaviour; families where children are frequently truanting or excluded from school and at least one adult is out of work and claiming benefits.

In Sunderland, the Department for Communities and Local Government (DCLG) estimates that there are 805 such families with an estimated cost to the taxpayer of £60,375,000.

The Family Intervention Project (also known as Strengthening Families) in Sunderland is a multi-agency approach to the national 'Troubled Families' initiative. Sunderland recognised the need to bring a range of agencies and organisations' together to tackle the multiple and complex needs that a minority of families in Sunderland are experiencing. They are supported by a single key worker who can work directly with them to change their lives for the better and to ensure the children in these families have the chance of a better life.

A number of people in our communities have been identified and joined the Family Intervention Project, and two cohorts have participated in the 'Be' programme and found it extremely beneficial.

2 Scope and Stakeholders

This section defines the scope of the study and describes the key stakeholders.

▪ Scope of the analysis

The purpose of this SROI evaluation is to understand the changes, or outcomes, experienced by stakeholders of the programme, and the value created.

Gentoo will use this report to understand the way the 'Be' Programme might achieve positive change; demonstrate the impact of the programme to funders and organisations commissioning the programme, and, identify any possible improvements.

The period of study for this SROI is August 2013 to July 2014, as this was when our outcomes framework was amended to monitor the revised outcomes, and to coincide with the introduction of the WEMWBS, to further test these and discover any other unplanned outcomes.

▪ Purpose of the study

The purpose of this study is to understand the changes or outcomes experienced by people completing the 'Be' Programme and to value relevant changes; to prove and improve the programme, and to demonstrate value for money for the investment of **£263.466**.

▪ Stakeholder Groups

This report explores the changes to key stakeholders as a result of the 'Be' Programme. Stakeholders are the people or organisations that experience change, both positive and negative as a result of the activity that is being analysed.

The first step has been to identify all of the stakeholder groups that are material, or relevant, to the scope of this study and decide whether to include them in the analysis.

The following table shows all identified stakeholders and the reasons for inclusion in or exclusion from this study.

Stakeholder	Included	Reason
People that participate in the programme	Yes	These are the main beneficiaries of the programme.
School children that participate in the programme	Yes	These are main beneficiaries of the programme.
Family members of participants	No	Direct consultation did not take place with the families mainly due to the sensitivity and vulnerability of many people involved with the programme. For example participants have been victims of domestic abuse or are part of the 'Troubled Families' agenda.
Teachers of pupils participating in the programme	Yes	Consultation took place with teaches whose pupils participated in the 'Be' Programme to discover their observed changes with their pupils and the implications for the schools.
Local Education Authority	Yes	The LEA are key stakeholders as they will be effected by additional costs required should children fail their GCSE English and Maths. Announcements were made in September 2013 ¹ that if pupils fail these particular GCSE's then they must stay on at school and continue studying the subjects. They are not forced to retake GCSEs but expected to achieve some qualifications in this subject. So those pupils who improve their educational attainment will reduce the additional costs to the LEA.
Programme Delivery Staff	No	Programme Delivery staff were also asked to note observations of changes experienced by school children. Their feedback is combined with that of teachers and not separated or detailed on the Impact Map, but they are not seen as a key stakeholder
Sunderland Troubled Families ² Partnership	No	This is a multi agency approach, and there is little evidence to demonstrate key changes for these stakeholders that could solely be attributed to the 'Be' Programme.
Strengthening Family Support Workers	Yes	Support Workers who have noticed a change in their customers as a result of them participating in the 'Be' Programme.
The NHS	Yes	Evidence suggests that people's mental health and wellbeing improved following participation in the 'Be' Programme which could potentially produce savings for the NHS. No consultation was possible with representatives of the NHS. It was difficult to identify which individuals in the NHS would be best placed to comment knowledgeable on the efficacy of the programme. Existing contacts working on other programmes with Gentoo were considered, but consensus was those people would not be suitable to comment either.
Wider society	No	It is expected that working with people on the Troubled Families/Strengthening Families agenda will reduce incidents of violence and crime, as people's behaviours change. However, due to the number of agencies involved in this initiative it is difficult to attribute these changes to the 'Be' Programme.
Gentoo	No	The overall aim of the programme is to improve people's wellbeing or quality of life which it is hoped in the long term will ultimately have an impact within our neighbourhoods. However the outcomes of the programme are for the participants and partners involved with the participants, rather than Gentoo at this time.

3 Theory of Change

¹The Independent <http://www.independent.co.uk/news/education/education-news/pupils-who-fail-gcse-english-or-maths-will-be-forced-to-stay-on-at-school-and-resit-their-exams-8793614.html>

² The initiative in Sunderland is also called Strengthening Families and the Family Intervention Programme. Strategic partners include Gentoo, Sunderland City Council, Job Centre Plus, VCS organisations, Probation, Primary Care Trust, Registered Housing Providers, Schools, and Family Intervention Workers.

Theory of change identifies the planned or expected outcomes brought about for key stakeholders to the programme.

Rationale

It establishes the rationale for intervention by Gentoo and the chain of outcomes that were expected to be triggered for beneficiaries and other stakeholders.

Outcomes

At the design stage of the 'Be' Programme it was expected that programme participants would benefit from a journey of self-discovery and the development of emotional resilience; people having more information about their choices in life which in turn would enable them to make informed decisions about their lives from the experiences and skills learned, help them realise their a goals and aspirations and how these can be achieved, ultimately improving their mental health and wellbeing.

For school children the programme aimed to improve engagement, attendance and educational achievement.

External influences

The theory of change considers external influences that could affect the programme, such as funding ceasing or other organisations beginning to offer similar programmes and enablers that will help the programme to run, such as continued funding and credibility of the programme.

The following chart demonstrates the theory of change.

Rationale

Gentoo like many other organisations is operating within a challenging economic climate. The impact of recession, spending cuts, unemployment and cuts in the real value of take home pay is having severe impact upon customers. More people are becoming unemployed or are unable to find work, and this has a detrimental impact upon their financial situation, which in turn can impact upon their health and wellbeing, and relationships. The 'Be' Programme aims to help build up peoples' confidence and aspirations and give them motivation and focus, which in turn can be the first step to self-help and self-improvement.

Impacts

- Individuals have greater aspirations within communities
- People have improved health, wellbeing and quality of life
- People meet their aspirations
- Gentoo has improved brand strength

Theory of change

'Be' is a community wellbeing programme that engages individuals on a journey of self discovery, emotional resilience and learning curiosity. 'Be' creates stimulating and thought provoking experiences for all participants that support them as individuals to explore their own ideas, beliefs and value systems, not just in the context of community, but as people in their own right. 'Be' introduces the learner to new ways of thinking around their life issues, including taking personal responsibility and ownership of their behaviour, awareness of self and others and to develop a personal vision for a

Inputs

Funding from Gentoo
Funding from schools
Funding from the Local Authority
Staff time
Participant's time
Equipment and materials

Activities

Be You: understanding personal and other's strengths
Be Valued: understanding values and how these can change
Be Happy: understand personal and others motivations and the impact of happiness
Be Positive: introducing positive ways of thinking
Be Brave: Discovering change and its effects
Be Inspired: understanding how to increase resilience and identifying goals
Be Confident; Understanding the impact of personal achievement, growth and development

Outputs

The number of signing up for the programme
The number people completing the programme
The number people completing the programme with a positive outcome
Number of organisations commissioning the programme
The number of referrals to other programmes, services or partners following completion of the programme

Outcomes

- People have more information about their choices
- People are empowered to make informed decisions about their lives
- People have improved mental health and wellbeing
- Pupils have improved attendance and attainment at school
- People have improved mental health and wellbeing
- Gentoo is recognised as more than just a housing provider

Enablers:

Funding from Gentoo Group and commissions from other organisations
Referrals from other organisations

External Factors:

Funding may cease
Other organisations may begin to deliver a similar programme
The reputation of the programme

Strategic Added Value

The 'Be' Programme improves people confidence, emotional resilience and aspirations. Improvements in these things can contribute to other agendas such as Strengthening Families, Victim Support, Educational attendance and achievement; social isolation and Community Involvement and Empowerment. Improving people's wellbeing contributes to Gentoo's Mission and strategic objects.

4 Stakeholder Engagement

The SROI analysis explores the changes to stakeholders as a result of the 'Be' Programme.

The Theory of Change has been tested through consultation to determine the value created for each stakeholder group.

The following chart describes the scope of consultation that was possible.

Stakeholder	Consultation methods	Population and numbers consulted with
Participants of the programme	Questionnaires completed	233 people signed up and 144 people completed the programme and evaluations (61.8%)
Strengthening Families Support Workers	Observation statement	2 Support Workers across the city - 1 available to give feedback from 'Be' cohorts (50%)
Teachers and 'Be' programme deliverers	Observations	3 schools worked with - all teachers gave feedback (100%), some more detailed than others. Programme deliverers also gave feedback

■ Consultation Methodology

Consultation from the routine evaluation of the Programme has been drawn upon for the scope of this SROI to discover evidence of change. In order to calculate impact further consultation and research has taken place where necessary. The following gives detail of the type of tools and methods used to collect the information. Appendix 3 provides more detail of the methodologies and Appendix 4 are examples of the questionnaires used.

- **Planned Outcomes**
Participants rate themselves on a Likert Scale of 1 – 10, in relation to the following expected outcomes:
 - *I have enough information about the choices available to me*
 - *I feel I am able to make informed decisions about my life*
- **Warwick and Edinburgh Mental Wellbeing Scale**
Participants complete the Warwick and Edinburgh Mental Wellbeing Scale (WEMBWS) at baseline and exit. This measures peoples' mental health and

wellbeing by asking them to rank themselves against 14 statements on a scale of 1-5 at the beginning and end of the 'Be' Programme (see Section 4.3 for details of the statements).

- **Stirling Children's Wellbeing Scale**

The mental health and wellbeing of school children is measured using the Stirling Children's Wellbeing Scale (SCWBS). Measuring emotional and psychological wellbeing in children aged of 8 to 15 years. The SCWBS consisted of 12 items measuring emotional and psychological wellbeing and 3 items forming a social desirability sub-scale.

- **Unplanned Outcomes**

Participants are also asked to comment on what else has changed for them as a result of attending the 'Be' Programme to establish outcomes; what was the most important outcome for them, and, what the programme did for them overall, to inform materiality and significance of outcomes.

- **'Be' Continued**

This session includes completion of the WEMWBS again, and requests qualitative data to express longer term changes. For the purpose of this SROI study questions were incorporated into the evaluation to further establish distance travelled. Focus Groups were held with participants of the programme and they were asked questions to try and discover the duration of outcomes, deadweight, displacement, attribution, and drop off, where applicable, and, how people value the changes they had experienced, and which changes were most important to them. The cohorts consulted with for this study were chosen as they were already scheduled with the delivery team to take part in 'Be' Continued. More information about the programme can be seen in Appendix 5.

▪ Stakeholder Involvement

The primary beneficiaries of this programme from the perspective of Gentoo, are those people who have attended, and completed the 'Be' Programme and have learned new ways of thinking around their life issues; taking personal responsibility and ownership of their behaviour; awareness of themselves and others and to develop a personal vision for a positive life.

During the scope of the accounts there were a number of different types of cohort involved in the programme.

- Communities
- Families
- Older Persons Groups
- Schools
- Staff
- Young Persons Groups

All of these cohorts have been examined as one Group to discover the outcomes they experience, with exception of the school children, as the distance travelled for them are measured by the Stirling Children's Wellbeing Scale only.

➤ **Primary Stakeholders: participants of general cohorts**

All participants completing the programme were consulted face to face where they completed baseline and exit evaluations. Individuals were asked to rank themselves on the Likert Scale and the WEMWBS once again to discover any further distance travelled, or otherwise. They were then asked to discuss what had changed for them as a result of completing the programme, and what this meant for them. This was to allow us to discover any unexpected outcomes.

To further establish impact, a number of cohorts also completed 'Be' Continued - the follow up evaluation detailed above and further in Appendix 5a.

➤ **Local Authority Support Worker for Strengthening Families:**

The support worker was asked to give feedback from her observations of changes outcomes experienced by her clients. The worker was asked to consider if they had noticed changes to behaviour; engagement with others; confidence and self esteem and their outlook in general and if they had to rate the changes as

- Yes with more than 75% of them
- Yes with 50% - 75% of them
- Yes but with only 25% - 50% of them
- Yes but with less than 25% of them

Qualitative data is then requested regarding any examples they could give where participants have demonstrated they have made an improvement as part of the programme.

➤ **Teachers**

Teachers were asked what changes they had witnessed with their pupils since their interaction with the programme.

➤ **Programme Delivery staff**

The staff who deliver the 'Be' Programme were asked to discuss their observations of what had changed with school children as a result of interaction with the programme.

➤ **Local Education Authority**

The LEA was not consulted with as evidence from the schools relating to increased attainment and other research inform the decisions made as it was not clear who could give comments to the effectiveness of the programme on educational attainment.

➤ **NHS**

Consultation did not take place with the NHS as it was difficult to establish who was best placed to comment on the value of the 'Be' programme.

▪ **Non completers of the Programme**

Some people did not complete the course for a number of reasons. Some of the cohorts we have are extremely complex and attendance can vary from week to week depending on the individuals' current situation resulting in disengagement with the programme.

When people do not complete, or disengage with the programme every effort is made to contact these people to see if there are any issues with the programme or any issues with the individual that we can help with, or refer onto other services or partners.

Reasons for disengagement with the programme include;

- Caring commitments:

"I have too many commitments to continue. Look after Grandchild at short notice".

It was agreed to contact this lady again in three months to assess her situation and establish if she can attend

"I can attend Mon & Fri mornings when my son is in nursery".

This person is to attend a different cohort to suit her availability.

- Health reasons:

"I have had an operation so can't drive to attend the programme... happy to join another group". This person is to start another cohort when able.

- Not ready for the programme yet: *"lady suffers with really bad nerves. She had a panic attack after the session, as she finds it hard mixing with new people, she is currently receiving counselling".* This lady is to contact in the future when she feels able.
- Don't feel the programme is appropriate for them: *"I felt I was too old and I wanted to join a craft group".* This lady was referred by Gentoo to a suitable craft class.
- Did not get on with another programme participant: *"stopped coming as in an historical conflict with another participant".* This person is to start another cohort in a different location.
- Now in employment: *"I got a job... would love to rejoin if available after 6pm".* This person is to be contacted should an evening cohort is to become available.
- Safeguarding issues:
Some people begin the programme but they are in situations where they cannot continue to attend due to safeguarding issues as they are victims of domestic abuse. These people are further supported by other Gentoo services (Victim Support) and referred to the relevant local authority services where necessary.

Other people have simply disengaged and further numerous attempts to contact them have not been successful. Details of comments can be seen in Appendix 6.

Other Negative Outcomes

From the analysis of why people have disengaged only one person described an experience as a negative outcome. This was the person who stopped coming to the sessions due to an historical conflict with another participant in the cohort. This type of outcome cannot be foreseen, but every attempt is made to address it. The person involved is now awaiting a different cohort to start.

5 Programme Inputs

This section describes the input of various stakeholders into the 'Be' Programme.

The Programme relies primarily on funding from Gentoo Group, however, as it becomes more well known, commissions to deliver it are beginning to increase. The inputs for the programme during the scope of this study are as follows:

Stakeholder	Description of Input	Input Value (£)
Programme participants	7 modules in the programme each lasting up to 3 hours, plus 1 hours of personal action planning and one to one coaching/goal setting. Total of 4 hours per module multiplied by 7 modules = 28 hours commitment per person	£0 (no fee charged to attend the programme)
Funders – Gentoo Group	The costs to Gentoo of running the Programme, including salaries, transport costs, and supplies and services	£250,966
Additional Funders	Funding from Oxclose Academy Funding from Farringdon Academy Funding from St Aidan's Catholic Academy and the Local Authority to deliver the programme to some Troubled or Strengthening Families cohorts	£3,500 £3,500 £3,500 £2,000
TOTAL VALUE		£263,466

Local Education Authority: there have been no direct contributions from the LEA.

NHS input: There have been no direct or indirect contributions to the programme from the NHS or services that form part of it.

6 Programme Outputs

The focus of this report is the delivery of the 'Be' Programme. During the scope of the accounts there were a number of different types of cohort involved in the programme.

- Communities
- Families
- Older Persons Groups
- Gentoo staff and apprentices
- Young Persons Groups
- Schools

Further details of each cohort are provided in Appendix 7 of this report.

▪ General Cohorts

All of the above categories of cohorts are analysed as one group, and are referred to as 'general' cohorts throughout this report, with the exception of school children, who are separated. The reason for this is that unlike other cohorts, the 'Be' Programme in schools is delivered over an academic year, rather than 7 sessions.

▪ Schools Cohorts

During the scope of this analysis, the evaluation of change experienced by pupils involved completion of the Stirling Children's Wellbeing Scale (SCWBS) only, with some questions relating to the changes or outcomes experienced by the pupils.

Three local secondary schools commissioned the programme to be delivered over an academic year, for a variety of reasons:

- **St Aidan's Academy** involved pupils from 'The Bridge', the school's internal exclusion unit. The pupils were from key stages 3 and 4 and were picked for the programme because of their poor behaviour, attitude or confidence issues. The boys initially came onto the programme, very much as individuals, a little isolated and very low in confidence and self esteem.
- **Farringdon Sports Academy** involved a group of young people from year 11. This group of young people were identified as not functioning under pressure due to the stresses of forthcoming exams.
- **Oxclose Academy** pupils were taking part in a Prince's Trust XL Programme working towards a qualification called Personal Development and Employability Skills (PDE) and 'Be' was delivered during one of their 3 lessons per week. The students were selected for the Prince's Trust Programme based on factors such as their ability in school, lacking confidence and needing direction for a positive future.

This section gives a summary of activities in numbers.

Total number of participants

A total of 233 people signed up for the programme:

- 144 completed (61.8%).
- 68 did not complete an evaluation (29.2%)
- 17 completed partial evaluations (7.3%)
- 4 did not complete the programme (1.7%).

General Cohorts

A total of 181 people signed up for the programme during the scoping period and 114 completed (63%). This includes 3 cases where participants contributed to 'Be' Continued. They did not complete an exit questionnaire but did a complete follow up evaluation and these results from baseline to follow up are included in the analysis.

63 people completed partial evaluations (either completed evaluation on planned outcomes, or mental health and wellbeing (34.8%), and where a full set of outcome of wellbeing data is completed, this has been examined as part of the analysis. 4 people did not complete the course (2.2%).

School Cohorts

Included in these figures are 52 pupils, 33 of which completed the programme and evaluations (63.5%). 19 pupils did not complete the evaluations (36.5%). School children's mental health and wellbeing is monitored using the Stirling Children's Wellbeing Scale, along with primary qualitative data from the children.

Be Continued

During the scope of the Social Accounts, 20 participants (14% of all completers) completed 'Be' Continued.

7 Outcomes and Evidence

This section describes the identified outcomes of the 'Be' Programme

7a Summary of Planned Outcomes

▪ General Cohorts

As discussed in Section 1, Gentoo has an outcomes framework containing a suite of expected or planned outcomes which are linked to the strategic aims of the Group.

For the 'Be' Programme these are;

- *People have more information about their choices;*
- *People are more able to make decisions about their lives;*
- *People's mental health and wellbeing improves.*

The first two outcomes are measured using a Likert Scale of 1 – 10 at beginning and exit of the programme. People are asked to give comments as to why they have scored themselves the way they have in order to understand how things have changed for them.

Of the total 144 people who completed the programme 111 were from the general cohorts. The remaining 33 are pupils, and they are not directly asked about choices and decisions, they only complete a wellbeing evaluation.

Of the 111 people who completed the programme, 109 completed full evaluations. 2 did not complete the exit for the questions asked on the Likert scale, but they did complete the WEMWBS and their feedback is used when examining the changes to mental health and wellbeing.

All feedback data can be seen in Appendix 8.

Outcome 1: People have more information about their choices:

When examining the changes in Likert Scale rating for this outcome, of the completed evaluations:

- 12 person's scores decreased;
- 31 stayed the same (24 of these scored highly at baseline with and 8, 9 or 10) and
- 66 increased, 32 significantly³.

³ A significant increased is a score that increases from 6 or below to 7 or above – see Appendix 3 for methodology

Positive change

Comments to qualify the 32 people who experienced a significant increase in score include:

- *“I have more confidence in deciding what I want to succeed in thanks to the Be programme”*
- *“I feel I have all the information I need now since coming on the programme”*
- *“gained so much confidence, have a support network, now getting advise about various issues”*

Negative change

Of the 12 scores that decreased there are 6 cases where no comments were given.

However, 3 comments received stated people do have enough information about their choices, but scored themselves lower at exit. It is assumed that this question was incorrectly scored, or perhaps scored too highly at baseline. (Participants do not get to see their baseline evaluations prior to completing exit evaluations to prevent any manipulation of the scores).

Comments include:

- *“I feel confident making choices because I have enough information”*
- *“Not too sure about this but it making decisions I am able to find information or can turn to family or close work colleagues”,*

There are 3 comments that justify the scores decreasing;

- *“Not really but moving towards a goal”*
- *“Not too sure about this but it making decisions I am able to find information or can turn to family or close work colleagues”*
- *“I feel I have information but could have more”.*

No change

Of the 31 scores that remained the same, there are 27 which scored 7 points or above on the Likert Scale, indicating people felt that they already have enough information about their choices as this is a significant score.

2 people scored 5, with only 1 person giving a comment *“never have enough information”*
1 person scored 6, but did not give any comments to qualify their answer.

Outcome 2: People are more able to make informed decisions about their lives

When examining the changes in Likert Scale rating for this outcome, of the completed evaluations:

- 14 people's scores decreased;
- 29 stayed the same (18 of which were a 9 or 10 at baseline); and
- 66 increased – 30 significantly.

Positive change

Of the 30 people who experienced a significant increase in score comments to qualify the change include:

- *"I feel more positive and confident to trust myself to make decisions for myself";*
- *"I can make my own decisions about my life with the information given"*
- *"I'm still only young. There's a lot of decisions in my life. You have to make decisions for yourself"*
- *"I reflect a bit more and consider the decision rather than wholly relying on gut instinct".*

Negative change

Of the 14 people whose score decreased, 9 gave no comment. 5 experienced significant negative change, but only one comment was received which did not qualify why the score decreased, and was actually a positive comment:

- *"I feel a lot more confident within myself"*

No change

Of the 29 people who experienced no change in score, 26 had a baseline score of 7 or above indicating people felt that they are already able to make informed decisions about their lives, as this is a significant score.

1 person scored themselves 1 at baseline and exit for this outcome but did not give any comments as to why.

2 people scored themselves 5 at baseline and exit, and both pointed to their rating being related decisions being made by other people:

- *"Decisions about my future are in the hands of my current employer - further decisions from them in the next month or so"*
- *"Whilst I always make sure I'm fully informed about things, I don't feel very empowered at all to actually make those decisions. For example, I'm really not happy in my job at the moment as I have been doing the same thing for nearly 5 years and have extremely limited chances to learn anything new so I'm falling behind my colleagues. Despite mentioning this to managers nothing is changing because there*

is no-one else who can do what I do, so I'm not empowered at all to sort the situation"

Summary

The outcome that will be measured on the impact map is ***“people are more able to make informed decisions about their lives”*** as generally this is the end product in a chain of events, of having more information about choices.

It can be argued that these two outcomes are in fact one, and both are part of a chain of events. For example, when people have more information about their choices, then they are generally more able to make informed decisions about their lives. Comments taken from qualitative data at exit, on both outcome questions, provide details of chains of events to evidence for this.

- *“I feel better prepared and able to ask the questions to get the information I don't know.... I reflect a bit more and consider the decision rather than wholly relying on gut instinct”*
- *“I feel I have all the information I need now since coming on the programme.... Before I was always really nervous about making big decisions but I don't feel like that now I feel confident about it”*
- *“There has been more of an insight given to me due to attending the programme... I know I am in control of the decisions about my life”*
- *“I have enough information about the choices that I need to make in the near future... I can visualise my future and know where I want to be in 10 years time. I therefore visualise this when making decisions and ask myself a question - does this contribute towards my 10 year plan?”*
- *“I feel better prepared and able to ask the questions to get the information I don't know... I reflect a bit more and consider the decision rather than wholly relying on gut instinct”*
- *“Because I think I am getting enough information about what choices I have with my job... I feel empowered to make the right decisions in life with the person I am working with*

See Appendix 8 for all feedback.

Outcome 3: Improved mental health and wellbeing

The Warwick and Edinburgh Mental Health and Wellbeing Scale (WEMWBS) is a 14 item scale of mental wellbeing covering subjective wellbeing and psychological functioning, in which all items are worded positively and address aspects of positive mental health. It aims to measure mental wellbeing itself and not the factors of mental wellbeing, which include resilience, skills relationship, conflict management and problem solving, as well as socio economic factors such as poverty, domestic violence, bullying, unemployment, stigma, racism and other forms of social exclusion.

The scale is scored by summing responses to each item answered on a 1 to 5 Likert scale. The minimum score is 14 the maximum is 70. The scores are categorised to indicate the levels of wellbeing. A score of between:

- 0 - 32 indicates very low levels of wellbeing
- 33 - 40 indicates wellbeing is below average
- 41 - 59 indicates wellbeing is average
- 60 - 70 indicates wellbeing is above average

For the purpose of this study significant change is examined. The Warwick and Edinburgh Mental Wellbeing Scale have an existing methodology for significant or “meaningful” change as described by them. The following quote demonstrates this:

“While it is impossible to be precise about how much change in WEMWBS is considered ‘meaningful’, best estimates range from 3 to 8 WEMWBS points difference between ‘before’ and ‘after’ time points. So if a participant’s score increased by 3 to 8 WEMWBS points during the project, WEMWB would be demonstrating that mental wellbeing meaningfully improved over the course of the programme. If WEMWBS decreased by 3 to 8 points over the course of the programme, WEMWBS would be demonstrating that participant’s mental wellbeing meaningfully declined during the programme”⁴

General Cohorts

Of the 111 people completing the evaluations all completed baseline and exit:

- 86 people (77.5%) experienced an increase in wellbeing score; 76 (68.5%) saw a meaningful increase, of 3 or more in score (68.5%);
- 20 saw a decrease in score, 12 of which was a meaningful decrease of 3 or more in score (11%).
- 5 remained the same (4.5%);

Qualitative data is not captured following scoring on WEMWBS as information gathered.

⁴ Using WEMWBS to measure the impact of your work on mental wellbeing: a practice based user guide Sept 2013

▪ School Cohorts – Stirling Children’s Wellbeing Scale

As stated previously, the two planned outcomes relating to having more information about choices, and being more able to make informed decisions are not asked of pupils in their evaluations.

The wellbeing of school children is measured using the Stirling Children’s Wellbeing Scale (SCWBS). This tool measures the emotional and psychological wellbeing in children aged of 8 to 15 years. The SCWBS consisted of 12 items measuring emotional and psychological wellbeing and 3 items forming a social desirability sub-scale. The same methodology is used to measure significance as detailed in the general cohorts using the Warwick and Edinburgh Mental Wellbeing Scale.

The same methodology for calculation significant or meaningful change is used, as detailed above.

Of the 33 pupils completing the evaluations all completed baseline and exit. 24 experienced a positive change (73%), 20 (61%) of which was significant change and 8 (24%) experienced a negative change, all of which was significant negative change.

Following completion of the programme pupils describe the changes they experienced to establish any unplanned outcomes. See Appendix 9 for details of all feedback. Additionally, teachers and programme delivery staff are asked to provide observations to further evidence the changes in pupils.

7b Summary of Unplanned Outcomes

➤ Analysis of General Cohorts

Of the 114 people completing the programme, 91 (80%) provided qualitative feedback regarding the changes they experienced as a result of attending the programme.

At the end of the programme the participants are asked to detail *what has changed* for them since completing the programme. In order to value the outcomes, participants were also asked what changes or outcome has had the biggest influence on them, and what the programme did for them overall (See Appendix 10 for all detail).

From this, the most material outcomes are identified, and the outcomes can be valued in terms of their importance to the participants, which then informs the proxy values assigned.

▪ Chain of Events

In order to establish the most material outcomes, the changes that are detailed in the qualitative feedback have been examined to ensure that the main outcomes are identified and any chain of events are identified. For example:

“I need to be more positive and more brave. Finding this out made me more determined to do all I can to succeed. I plan to continue working towards my goal”.

➤ **Overall outcome more focused.**

“I learned I am a strong person but need to listen and learn from people around me. This has changed the way I react towards others in all situations. I realise I need to be valued and to value people more”.

➤ **Overall outcome = more self aware**

“I have learned I am too opinionated, will not be walked over, but I am also a good listener. This had made me think more about what I say and how I say it”

➤ **Overall outcome = more emotionally intelligent.**

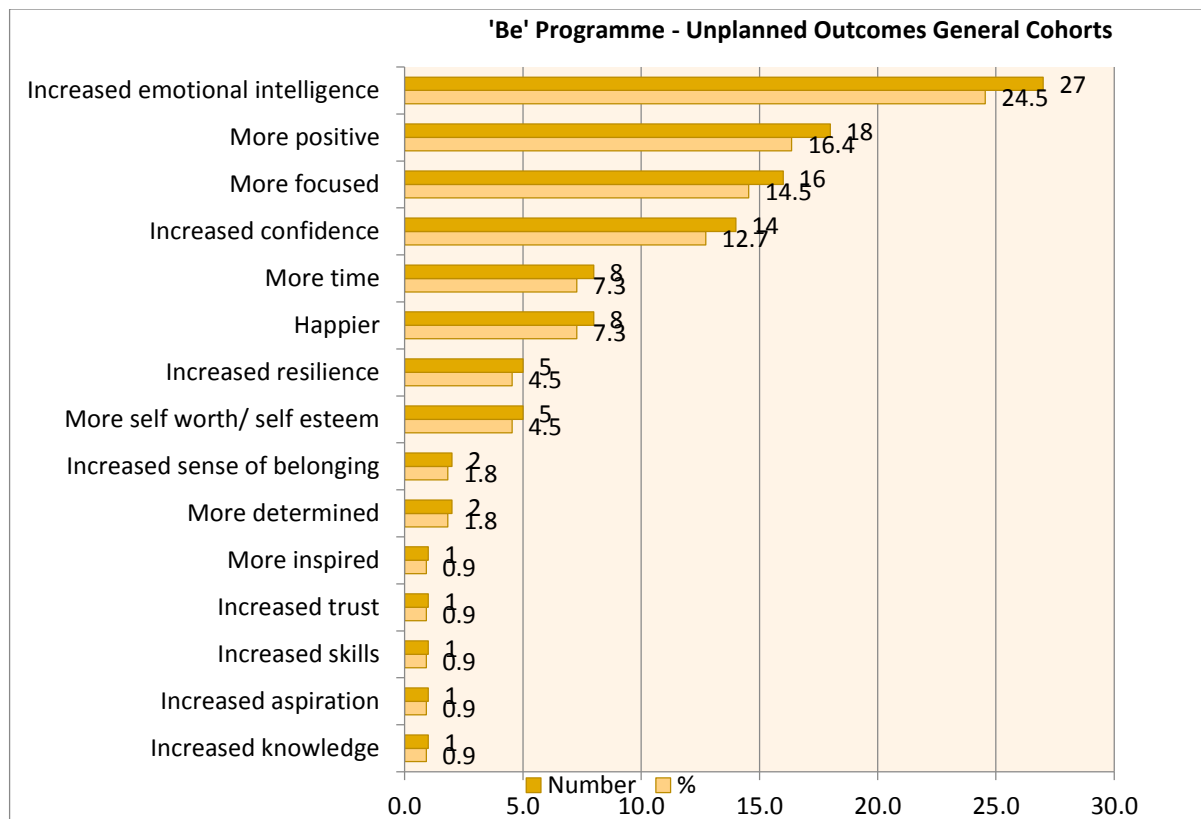
“I feel more self confident, closer to others, more open minded. I now feel happier in myself - feel I am not alone in this world with some issues I have”.

➤ **Overall outcome = happier**

Where only one outcome is stated this is also counted in the unplanned outcomes.

See Appendix 10 - Chain of events for the qualitative feedback.

The following chart demonstrates the unplanned outcomes identified from qualitative feedback from people completing the programme.



The outcomes were identified using the statements made by participants and the following gives two examples of typical statements used to determine achievement of each outcome.

People have increased emotional intelligence (self aware):

"The programme changed the way I think and relate to my day to day experiences. I have learned to appreciate the differences of others more and find it easier to work as part of a team"
"Because of the 'Be' programme I have found I am determined, strong, understanding, reflective, grateful, focused, positive and proud. Finding these things about myself has made me aware of my potential that I can achieve anything. I feel most proud of completing the course even through bad days. I have made a plan to think before I act or speak and concentrate more on the important things in my life and less about the unimportant things".

People are more positive:

"I am more positive than I thought. I realise that if you put your mind to things good things happen. Never give up.....I've started looking for jobs - started looking for opportunities more positively".
"Because of the 'Be' programme I've found my self confidence and this has helped me deal with

People are more focused:

"The Programme made me think about things I can do if I do it in steps and make things realistic. I found that I do have time to do things like going to the gym and seeing friends. Because of this I plan what I'm doing throughout the week, I also to make time for more things. I plan to go to the gym".
"I feel most proud of the fact I realise there is light at the end of the tunnel and that I actually CAN move forward. I am who I am. I plan on finding a new home and gaining_full time employment".

People have increased confidence:

"I found I mix well with others, this has built my confidence more".

"Because of Be I have realised I have got the potential. This made me more confident in myself and what I do. I feel most proud of the way I have overcome some areas that were my weaknesses, they are now my strengths. I have made a plan, to overcome my nerves when meeting people or doing new things".

People make more time for themselves:

"I am now making time for myself to reflect and recharge my batteries".

"I have found I don't spend enough time with friends/family and spend too much time working. I need more me time plan to make some changes".

People are happier:

"I lacked confidence, and self esteem. Thought I was a horrible person and useless. I realise I am not a bad person. I am stronger than I think. This has made me more confident, more happier"

"I found out I am driven and determined to become a youth worker. This has made me feel happy as I am trying to make a difference and improve myself".

People are more resilient¹:

"I started the Be programme because I wanted to change. It helped me look at needs for the future - with changes to work. The sessions have strengthened me and I'm more confident to deal with current problems. I have found that with thought I will be able to meet the future changes. This has strengthened me and given me courage to face future. I am awaiting decisions about my future but I am confident I will be able to face whatever comes".

"I've gained in self confidence to sit with others. Now I don't panic and run out or cry".

People have improved self esteem/self worth:

"I have I can be a lot more confident that I thought. Finding this out about myself has- made me open a lot more and be more outspoken. The biggest influence of the programme is how my self esteem and confidence has grew"

"I know that I can achieve certain goals and too be a lot calmer. I believe in myself more The one thing that has had the biggest influence on me is that I have more trust in people and have learned to be valued more"

Negative Outcomes

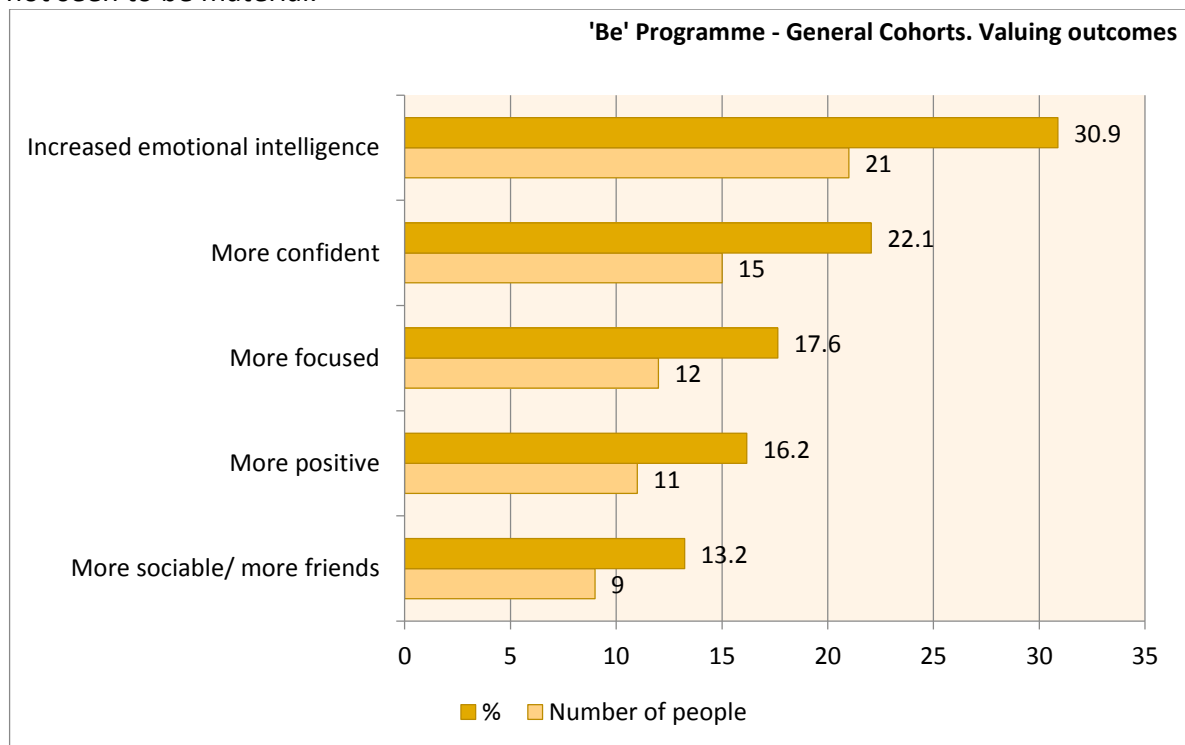
No comments in the qualitative feedback provided evidence of any negative change.

Valuing Unplanned Outcomes

In order to discover how valuable the reported outcomes are to participants, two further questions are asked at exit;

- “What change or outcome had the biggest influence for you?” and
- “Overall what has the programme done for you?”

These questions are designed to obtain qualitative data that informs the value of the unplanned outcomes. The raw data can be seen in Appendix 10, and the following chart demonstrates the outcomes identified as most important to the participants. These are those that have been reported in the highest quantities. A further 8 outcomes were identified, however the maximum number of people reporting these was 4, and so they are not seen to be material.



An example of qualitative data provided that informed the chart includes:

People have increased Emotional Intelligence (including self awareness):

“The one thing that has had the biggest influence on me was realising everyone has problems, has opinions and not everyone is perfect”

*“The one thing that has had the biggest influence on me and that I will most remember is the **bucket filling***; I mention it a lot outside of work”.*

“The biggest influence on me is how who I am has major affects on how I react to certain situations”.

*Note: Part of the programme involves the study of two books, “How full is your bucket for kids” Carol McCloud, and “How full is your bucket” Tom Rath and Donald O. Clifton Both use ‘filling’ and ‘dipping’ your bucket metaphors for understanding the effects of our actions and words on the wellbeing of others and ourselves. The kid’s book does this, and it also encourages positive behaviour and demonstrates how rewarding it is to express kindness and appreciation.

People are more confident:

“The biggest influence is how my self esteem and confidence has grew”,

“Overall ‘Be’ has made more confident”

“The one thing that has had the biggest influence on me and that I will most remember about the be programme is X and Y (programme deliverers) have brought out a side to me I didn't know I had - confident, more determined..

People are more focused:

“Overall ‘Be’ made me set a goal in life and want to achieve it”. “Overall the be experience has made me think about what I want out of life”.

“The one thing that has had the biggest influence on me and that I will most remember about the ‘be’ programme is the values as now that I have them written down I can keep focused and stay true to them”.

People are more positive:

“The one thing that has had the biggest influence on me is realising I'm a different person to what I thought I was - I am more positive. Overall the ‘Be’ experience has given me more confidence in approaching new opportunities”.

“The one thing I will remember it gave me faith in myself and try to have a more positive outlook to life”.

“Overall the ‘Be’ experience has, helped me think positive”.

More sociable/ more friends:

“The biggest influence has been joining in and making friends”.

“The biggest influence on me is to let people into my life”

Full details of feedback can be seen in Appendix 10.

Material Outcomes

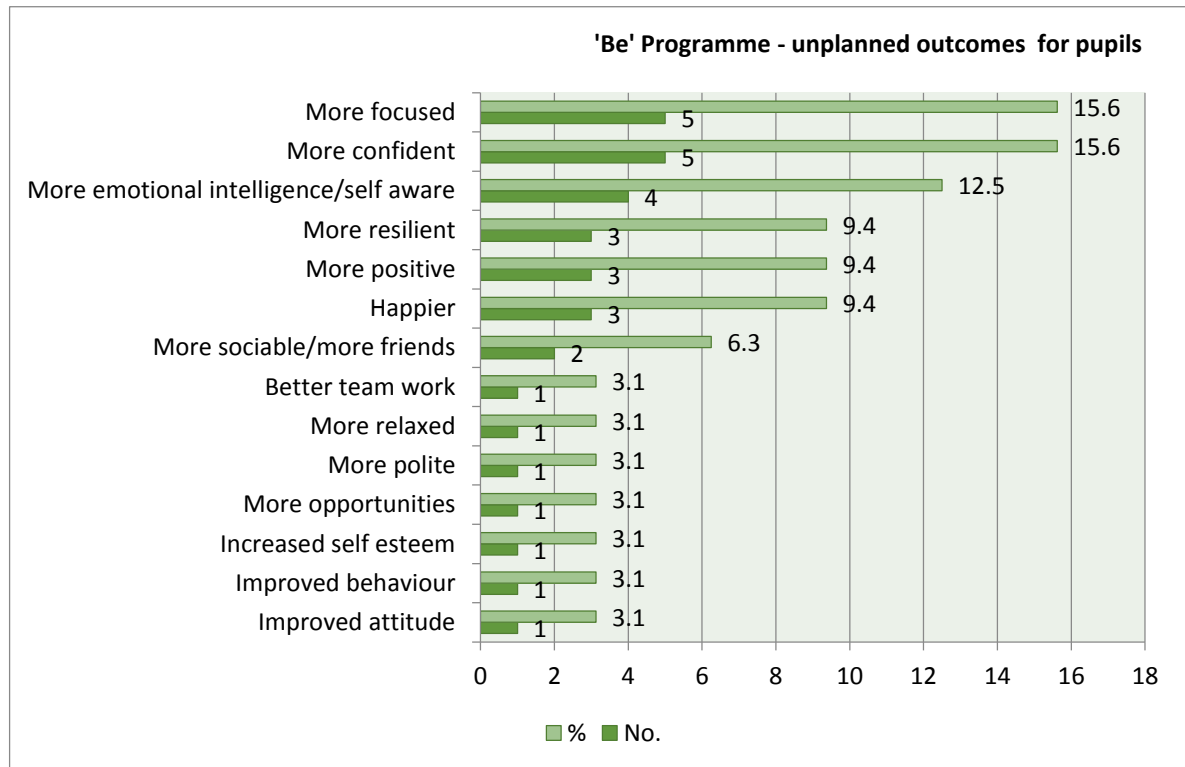
As a result of the analysis, it is decided that the most material outcomes for participants of general cohorts are:

- ***People are more emotionally intelligence***
- ***People are more confident***
- ***People are more focused***
- ***People are more positive***
- ***People are more sociable/have more friends***

These are the outcomes that will be included in the Impact Map for general cohorts.

➤ Analysis of School Cohorts

Of the 33 pupils completing the programme, 28 (85%) provided qualitative feedback regarding the changes they experienced. They were asked to detail what specific changes they had experienced, and overall what the programme had done for them. Details can be seen in Appendix 9, and the following chart shows the changes or outcomes experienced.



The following gives an example qualitative feedback from pupils:

- **St Aidan's Catholic Academy**

Pupils at the final session pupils gave a verbal presentation expressing what the programme meant for them and what changes they experienced:

"We have built our confidence and have learnt to plan for the future by looking at our ambitions".
"We made new friends that hey never usually would talk too, despite the difference in the group."
"We learnt the simple things such as valuing out friends and family and practicing being happy".
"We learnt not to judge others and the importance of having a 100% attitude".
"We have built on coping skills to get through tough times in school and in our home lives".

Pupils were also asked to demonstrate how they knew these changes have happened:

*"Parents more proud and happy, we don't get wrong as much" (improved behaviour).
"Yes, parents and teachers have noticed a change".
"We get on better as a group and have better friendships; there are people we had never spoken too".
"We now have a better circle of friends / support group, which makes school easier due to more respect gained".
"We are now able to express ourselves now".
"I have learned to fill people's buckets, not to dip them and my attitude has changed a lot. I have changed around school".*

They were then asked what stands out, what they would remember about be, and overall what the programme had done for them?

*"Government exercise, taught us about our values and how to work in a group".
"Random acts of kindness helped us make new friends".
"Overall this experience has been really good and we would love to do it again. We have done loads of different activities that has helped us in our lives and showed us how to get through hard times in school and outside of school. Thank you Gentoo, we would love to see you again".
"Thank you for doing 'Be' Gentoo and helping us be better people in our lives. Thank you for caring and keeping us steady in school"*

- **Oxclose Academy:**

At the final session pupils gave a presentation expressing what the programme meant for them. Some comments included:

*"I would improve nothing it was amazing. I behave more better because of the 'be' programme. It was the best thing I have ever done. I have learnt to be confident when I rap".
"I have learnt to be myself. A door has opened for great new things. Be gave us a chance to do what we haven't before and was a great opportunity to try new things".
"Because of 'be' I have learnt to step outside of my comfort zone".*

- **Farringdon Sports Academy:**

*"I found the Gentoo group on a Wednesday afternoon really useful and I thought they taught helpful ways to prep for exams and deal with the stress of them. I thought something did relate to my situation whilst I was going through my GCSE, and some irrelevant, but it also taught me to learn to relax and not get so stressed about the exams".
"I started the be programme because I wanted to get help through my GCSE's. My most favourite session of the programme was the comfort zones. The session which took me most out my comfort zone was when people wrote nice things about me because am not used to hearing nice things about myself. Because of the be programme I have found that I am beautiful in every single way. Finding this out about myself has made me feel like I am better than I thought. I feel most proud of learning about others. I have made or plan to make some changes in my life since attending be- to revise".*

Measuring what matters

To help to discover materiality, teachers and programme deliverers were asked to note their observations of changes with pupils.

School Teachers

- **Oxclose Academy:**

The teachers were asked in their opinion did the 'Be' programme have an impact on educational attainment for pupils that engaged with the programme.

"'Be' along with some other interventions reduced the number of exclusions from this group of pupils in comparison to the year before and so ensured that they had a continuous level of education. For others their engagement with the process of education was far deeper than previous years as a result of being involved in the programme. They looked forward to the sessions and enjoyed them as they complemented what they were doing in Prince's Trust but also the year long project enabled the 'drip feed' effect so the principles that were delivered have had a lasting effect on their current engagement with education in Key Stage 4.

2 students exceeded their target at KS3 and 2 met it in English (22%). 3 only missed their target by 1 sub level (17%). 7 (39%) of these pupils have moved into key stage 4 are no longer requiring any intervention strategies and we hope will receive a host of GCSE qualifications".

"X has grown in confidence throughout the year and he has matured into a lovely young man. He has built up resilience throughout the programme and can now deal with situations in a more positive manner. His tendency was to react to situations in a negative way and speak before thinking, but he has improved on this greatly and he has become very supportive of other members of the group".

- **St Aidan's Catholic Academy:**

Feedback from St Aidan's Catholic Academy was limited. Comments given to 'Be' delivery staff stated:

Feedback from Head teacher

*"The boy's **behaviour has improved** and all of the boys really enjoyed the sessions and appeared to get lots out of them".*

'Be' Programme Deliverers

To further establish outcomes, the programme delivers were asked for their observations.

“X was one of the more vocal members of the group. It became apparent when completing the personality task and when taking part in activities involving team work, he was able to boost the team moral and was very encouraging towards other team members. It was brilliant for X to see this reflected in the comments he received on the self portrait task. He said he never though of himself as confident, he always though people had viewed him as the class clown. He realised he could go a long way with his confidence”

“Teachers are confident that this pupil has made significant progress in his reading and his Stirling Children’s Wellbeing results show significant increase his mental health and wellbeing. This is reflected in him developing an interest in rapping and the fact that he is now willing to read aloud in front of a group”

“At the beginning of the year this pupils was quiet and reluctant to engage with lessons and we soon discovered that this pupil had a speech impediment which affected his confidence and made him avoid joining in with his classmates. Over the year this pupil’s progression was vast and he became one of the most engaged students joining in with tasks and was always first to want to answer any questions. The SENCO¹ from the school told facilitators that the pupil had now started to ask when his speech therapist was coming into school to work with him, which stood out as prior to him completing the programme the pupil did not want to discuss this. The pupil won the Teachers Award in the awards ceremony for the progression he had made in the year and some of this is reflected in the wellbeing evaluation – he showed significant increases in being able to think clearly, feeling better about himself and feeling confident”.

- **Farringdon Sports Academy:**

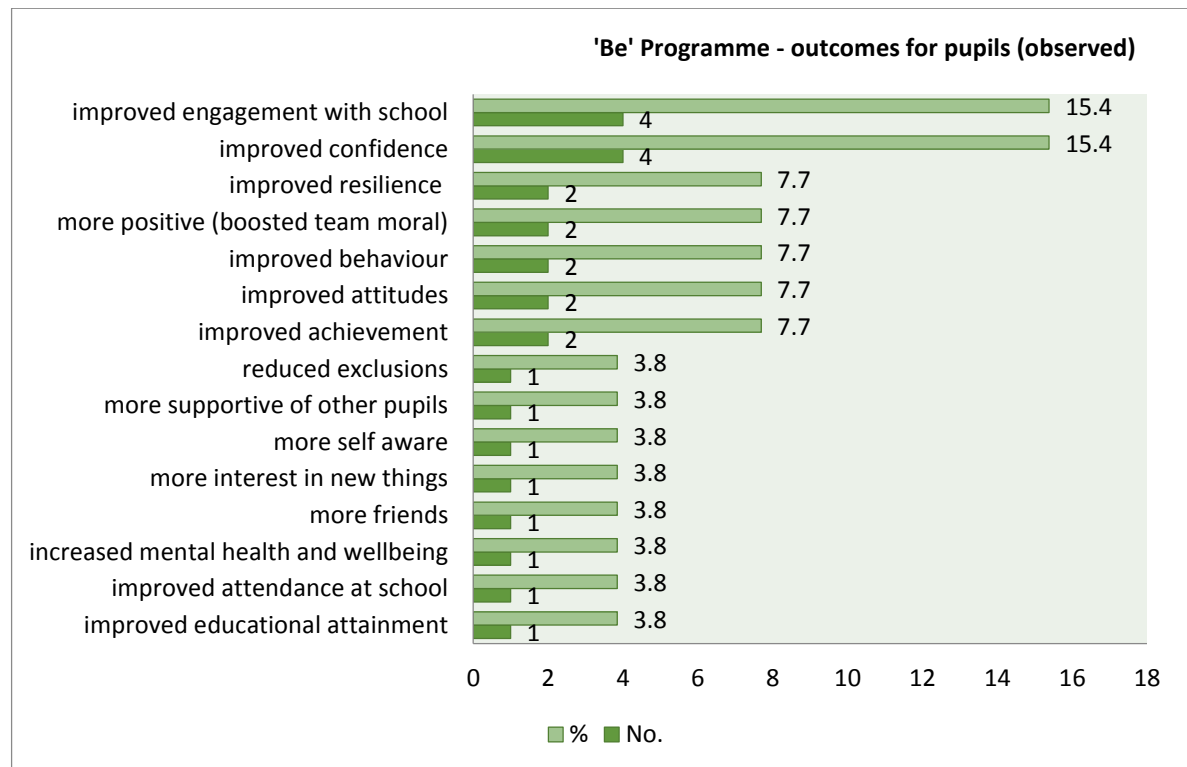
“It is pleasing to hear the staff at the school making comments on how they had seen a big difference in certain pupil’s attitudes and behaviours which has resulted in increased confidence and coping strategies being noticed in their everyday lives”.

- **St Aidan’s Catholic Academy:**

“The boys said collectively that they had made friends with people who they would normally never speak to. They feel that they are better people for attending the programme”.

“One boy was very disruptive in school and would not sit through a whole session (of ‘Be’). He was a distraction to the entire group and was often made to leave because of his behaviour. However, as the weeks progressed, his time in the sessions became longer and longer to the point where he refused to leave early for his bus because he was enjoying the session so much” (more engaged).

Examining this feedback discovered more outcomes and suggested the value of those identified by pupils. The following chart shows the outcomes and quantities. Full details can be seen in Appendix 9.



From the analysis of the outcomes discovered for pupils, and establishing what is most important to them from the additional questions asked in consultation at exit, as well as examining feedback from teachers and programme deliverers about the outcomes that have occurred, those outcomes that are material and significant to the pupils, and included in the impact map are:

- **Pupils are more focused (organised)**
- **Pupils are more confident**
- **Pupils are more self aware (improved emotional intelligence)**
- **Pupils are more resilient**
- **Pupils are more positive**
- **Pupils are happier**

Outcomes for the schools key significant outcomes are:

- **Improved behaviour/attitudes**
- **Improved resilience**
- **Improved attainment/achievement**
- **Improved attendance**

Negative Outcomes

No comments were received that indicated negative changes

➤ Analysis of Strengthening Families Initiative

The aim of the Troubled or Strengthening Families Initiative is to help families have the aspiration and confidence to take up opportunities to achieve a better future for themselves.

During the scope of this report, 4 cohorts from the Strengthening Families Initiative took part in the 'Be' Programme. 25 people signed up for the 'Be' Programme, and 18 completed.

In order to establish whether the 'Be' Programme has contributed to the aims of the Strengthening Families initiative further consultation took part with a Support Worker. In Sunderland there are only 2 Support Workers across the City, and efforts were made to speak to both. However due to being out visiting families all day, and one working on a part time basis consultation was only achievable with one.

The Support Worker was asked if she had witnessed with customers who had completed the 'Be' Programme, any improvements with behaviour; engagement with others; confidence and self esteem, and their outlook in general. She was asked to rate the amount of change as follows. The outcome happened with more than 75% of them; 50% - 75% of them; 25% - 50%; less than 25% of them.

The worker stated the changes had happened with more than 75% of participants. Further qualitative data was requested to give any examples where participants had demonstrated they had made an improvement as part of the programme.

"The 'Be' Programme has been a successful initiative within the Strengthening Families remit in many respects for FIP families. It has assisted in enabling individuals to develop both emotionally and socially and given them a more positive outlook on life. These families are the most chaotic families within the Sunderland area and they have a history of non - engagement. Initially it was difficult to encourage family members to enrol and thus participate in the programme which meant the numbers for the cohort were limited. However, it soon transpired, over the seven weeks of the programme, that 'Be' was a fantastic opportunity for the individuals to experience a journey of self discovery, and once engaged in the programme the participants thrived.

"The impact the programme has had on the participants has been remarkable in particular for one lady within the group for whom I have supported since September 2013. The programme has assisted in the reconnection of her extended family through an increased confidence that has given someone who was so negative, a more positive outlook on life".

"All participants have noted some changes made as a result of the 'Be' programme whether it be within personal relationships, plans for the future or within their own motivation for life".

From the feedback, outcomes for the Strengthening Families programme are:

- People have improved behaviour
- People engage more with others (social skills)
- People have improved confidence
- People have improved self-esteem
- People have improved relationships
- People have an improved outlook on life (more positive)

The outcomes that are included in the Impact Map include

- **People have improved behaviour**
- **People have improved social skills**

Negative Outcomes

No comments were received that indicated any negative changes.

8 Quantity of Outcomes

Stakeholder	Outcome	Quantity
People completing the programme	People have increased emotional intelligence	27
	People are more positive	18
	People are more focused	16
	People are more confident	14
	People have more time for themselves	8
	People are happier	8
	People are more able to make informed decisions about their lives	66 (30 significant change)
	People have improved mental health and wellbeing	57
Pupils completing the programme	Pupils have improved mental health and wellbeing	40
	Pupils have more confidence	17
	Pupils are more self aware (emotionally intelligent)	6
	Pupils are more positive	6
	Pupils have more friends	5
Schools	Pupils have increased educational attainment	17
	Pupils have improved coping mechanisms (resilience)	
Local Authority Strengthening Families	People have improved behaviour	19
	People have improved social skills	19
Local Education Authority	Reduced costs of 16 year old pupils remaining at school to achieve Maths and English GCSEs	29
NHS	Reduced cases of people with mental health and wellbeing issues	57

A number of outcomes for participants of the programme discovered contribute to 'emotional intelligence'. In order to prevent double counting or over-claiming, these outcomes are grouped together under this heading and include more self aware; more motivated; more sociable; more caring⁵.

⁵ Peter Salovey & John Mayer 1997 stated the 5 categories of Emotional Intelligence as self-awareness; self-control; motivation; empathy and social skills.

9 Duration

Some outcomes have the potential to last for the rest of someone's life, for example improved confidence, improved emotional intelligence, and some will only last for the duration of the activity or shortly after.

The following table represents how long (in years) each of the outcomes is estimated to last.

Outcome	Stakeholder	Duration	Comments	Revised Duration
People are more able to make informed decisions about their lives	Beneficiary	2	Initially given 2 years as this is an immediate outcome from the programme and decision making may be relevant to this programme and peoples' aspirations. Changed to 1 year due to the short length of this programme	1
People are more confident	Beneficiary	5	Initially given 5 years, with the thinking that confidence should grow and last. However, due to the vulnerability of many people in the cohorts and the possibility that their circumstances may change and confidence may fluctuate. The duration is therefore changed to 2 years to account for the short length of the programme, but also to recognise that confidence should be long lasting	2
People are more focused	Beneficiary	2	Initially given 2 years, as this is an immediate outcome from the programme but this may drop off following the programme, unless other interventions and support in place.	1
People are more positive	Beneficiary	1	It is thought that following the course, people will stop and think about their actions and values, and continue with positive changes. This may decrease as time goes on.	1
People have increased emotional intelligence tolerance	Beneficiary	5	This is a long term skill learned, and initially given 5 years. However, due to the short duration of the programme this is amended to 2 years as it is recognised that these are skills for life.	2
People have more time for themselves	Beneficiary	1	This is a change that may not last a long time once the motivation to make time 'for self drops off' and other pressures may re-emerge. Due to the short duration of the programme 1 year is allocated.	1
People have improved mental health and wellbeing	Beneficiary	5	Dependent on people's circumstances. This outcome should be long lasting, but circumstances can change, especially with some of the most vulnerable people who often have to cope with things that are out of their control. Due to the short duration of the programme 2 years is allocated recognising that it should be a long lasting change	2

Outcome	Stakeholder	Duration	Comments	Duration for Impact Map
Pupils have improved mental health and wellbeing	Pupils	5	Dependent on people's circumstances, this change should be long lasting change but amended to 2 years to acknowledge the importance of the outcome, but to be realistic about the length of the programme.	2
Pupils are more confident	Pupils	5	Initially given 5 years, with the thinking that confidence should last and grow. Amended to 2 years to acknowledge the importance of the outcome, but to be realistic about the length of the programme.	2
Pupils are more self aware (emotionally intelligent)	Pupils	5	This is a long term skill learned, and initially given 5 years. However, due to the short duration of the programme this is amended to 2 years as these things once learned tend to remain and grow.	2
Pupils are more positive	Pupils	1	It is thought that following the programme, pupils will stop and think about their actions and values, and continue with changes. This may decrease as time goes on.	1
Pupils have more friends	Pupils	1	Friendships do tend to last quite a long time. Pupils experience the programme for an academic year and friendships could last beyond this. However this will depend on the academic year the pupils are in and whether they will leave school following the end of the programme in Year 11.	1
Pupils are more engaged with school	LA Schools	1	It is assumed that this outcome will last for as long as pupils are at school, but it may drop off if the children are no longer engaging with the programme.	1
Pupils have improved educational attainment	LA Schools	1	Evidence has proven that participation in the programme improves academic achievement, see Page X. Should they continue to engage at school then it is assumed that improved educational attainment will increase for the duration the pupil decides to study. This would require some detailed information from schools regarding individual pupil targets and exam results to enable a prediction. As a result of this 1 year is assigned to this outcome.	1
Pupils have improved coping mechanisms (resilience)	LA Schools	5	Resilience can be learned, but it is difficult to ascertain how long it might last. It may last a lifetime or life events may impact on resilience. No research is available to suggest how long resilience lasts as it is unique to each person. 1 year is given as the programme last for 1 academic year.	1

Outcome	Stakeholder	Duration	Comments	
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				Duration for Impact Map
People have improved behaviour	LA Strengthening Families	1	It is assumed that improved behaviour due to support, learning new skills and the impact of behaviours on others will be a long term outcome. However as the programme is only 7 weeks long then this outcome is allocated 1 year. Attribution also needs to be considered as this is a multi agency initiative.	1
People have improved social skills	LA Strengthening Families	1	It is assumed that improved social skills will last a life time. However the people within this initiative are vulnerable and circumstances can affect how they deal with situations. In addition the programme is only 7 weeks long then this outcome is allocated 1 year. Attribution also needs to be considered as this is a multi agency initiative.	1
Reduced costs of children remaining at school to achieve GCSE Maths and English after 16yrs	Local Authority Educational Department	1	As the pupil will remain at school for one year, then one year duration is allocated.	1
People have improved mental health and wellbeing	NHS	5	Dependent on people's circumstances. This outcome should be long lasting, amended from 5 to 2 years to acknowledge the importance of the outcome, but to be realistic about the length of the programme.	2

In summary, there are 3 outcomes that are expected to last more than 1 year as they should be long lasting are:

- People and Pupils have improved mental health and wellbeing
- People and Pupils are more confident
- People and Pupils are more self aware (emotionally intelligent)

10 Financial Proxies and sources of information

SROI makes use of financial proxies to establish the value of the identified outcomes. Usually price is used as a proxy for the value of products and services when there is an associated market. Most of the outcomes reported by the stakeholders cannot be traded on the open market or they are intangible. For these the closest comparable value of a product or service with a market price has been identified.

The following table shows each financial proxy identified for each identified outcome. The source of the proxies can be seen on the full Impact Map in Appendix 11.

General Cohorts

Outcome	Proxy	Proxy Value
People have increased emotional intelligence	Emotional Intelligence Course ran by the Institute of Health and Human Potential, USA at a cost of \$1995 for 2 days with 3 x one to one coaching sessions. Currency converted to UK £1324.38.	£1,324.38
People are more positive	How to Activate Positivity for Better Living Course @ £47 per person per course	£47.00
People are more focused	Goal Setting - Ultimate Guide Course @ £37 per person per course	£39.00
People are more confident	Cost of confidence training @ £199 plus VAT = £238.80	£238.80
People make for time for themselves	Time management course run by Maximum Performance @ £295 plus VAT = £354	£354.00
People have improved mental health and wellbeing	The cost of counselling in the Sunderland area. Initial consultation £60, followed by 6 sessions at £50 = £300. Total £360	£360.00
People are more able to make informed decisions since attending the programme and obtaining information to help them with their choices in life	HACT Social Value Bank. Value ENV1407 People are able to obtain advice locally value per person per year £2,457	£2,457.00

Pupils

Outcome	Proxy	Proxy Value
Pupils have improved mental health and wellbeing	The cost of counselling in the Sunderland area. Initial consultation £60, followed by 6 sessions at £50 = £300. Total £360	£360.00
Pupils are more confident	Cost of confidence training @ £199 plus VAT = £238.80	£238.80
Pupils are more self aware (emotionally intelligent)	Emotional Intelligence Course ran by the Institute of Health and Human Potential, USA at a cost of \$1995 for 2 days with 3 x one to one coaching sessions. Currency converted to UK £1324.38.	£1,324.38
Pupils are more positive	How to Activate Positivity for Better Living Course @ £47 per person per course	£47.00
Pupils have more friends	HACT Social Value Bank. Value YOU1401 Go to youth clubs value per person per year £2,300	£2,300.00

Local Authority Schools

Outcome	Proxy	Proxy Value
Pupils have improved educational attainment	Report by Place to Be. "Positive Mental Health for Children and Young People Improving attainment and behavioural outcomes in your school" Details case study of the costs of improving behaviour @ £4992 per academic year	£4,992.00
Pupils have improved coping mechanisms (more resilience)	The Centre for Resilience, Happiness and Positive Change - Positive Psychology Course	£150.00

Local Authority Strengthening Families Initiative

Outcome	Proxy	Proxy Value
People have improved behaviours	Cost of dealing with an Anti Social Behaviour incident	£648.00
People have improved social skills	Costs of attending a Level 1 Certificate in Personal and Social Development	£275.00

Local Education Authority

Outcome	Proxy	Proxy Value
Reduced costs of 16 year old pupils remaining at school to achieve Maths and English GCSEs	According to AQA (the largest provider of academic courses taught and delivered in schools) the costs of re-sitting a GCSE = £30.90 per exam based on 2013/14 data. Maths & English costs £30.90 x 2 = £61.80 per pupil. 29 pupils forecast to have an increase in attainment.	£61.80

The NHS

Outcome	Proxy	Proxy Value
People will require less treatments for mental health and wellbeing issues	PAYING THE PRICE The cost of mental health care in England to 2026, states that the average cost of CBT delivered by a psychologist £66 per hour - 10 sessions standard = £660 (Curtis and Netten 2006). 7 hourly sessions = £462	£462

Values for proxies were established using questions to discover what the most important outcomes were to people following completions of the programme. Some outcomes were very specific to just one stakeholder and therefore they have not been included to avoid over-claiming.

11 Programme Impact

In order to inform the ultimate impact of the 'Be' Programme to provide credibility and avoid over-claiming the impact of the programme has been determined with reference to the effects of deadweight, displacement, attribution and drop off.

▪ Consultation

To help to establish these things, consultation took place with a sample of participants of the 'Be' Continued Programme (see Appendix 5 'Be' Continued data, for more details).

The aim of 'Be' Continued is to give people an opportunity to reflect on what has happened in their lives since completing the 'Be' programme. It helps people to reflect on what they have discovered about themselves, and aims to help identify more ways for people to improve themselves, their lives and their confidence. At this point referrals to other services offered by Gentoo can take place, i.e. employment and training opportunities.

In total 8 cohorts consisting of 50 people were programmed in the diary to come along to the 'Be' Continued sessions. As the sessions were already scheduled it was agreed to consult with these people to help to establish some of the key elements of social impact. Of the 50 people invited 26 participated in the consultation (52%). This equates to 23% of the total population of 111 people within the scope - excluding school children as their programme is delivered over an academic year, and reflection is part of their programme.

The questions asked to help inform impact are detailed in the following:

- **Contribution:** did they give anything up to attend the programme? Did it cost anything? Did they stop going somewhere else in order to attend? Did they take time away from caring for someone?
- **Changes and Outcomes:** what changes have happened since completing the programme? Has anyone else noticed a change in them? Did they experience any negative changes, or something they did not expect? Did they experience any barriers preventing them from doing what they hoped to do?
- **How important are the changes to the person?** Would they be willing to pay for a similar programme that might give the same experiences? How much would they pay to feel the way they are feeling now? Would they swap something that is valuable to them so they can experience the changes? If yes, what would that be?
- **Deadweight:** Do they think they would have experienced the changes if they had not come on the programme? Whether there are any similar programmes they know of that they could attend.
- **Attribution:** Did anyone else contribute to the changes they experienced? Did they attend any other courses or programmes that helped them to change?

The following shows the initial assumptions to obtain a social value.

➤ Deadweight

Deadweight is a measure to describe the amount of outcome that would have happened anyway, even if the 'Be' Programme had not taken place.

General cohorts

Research has shown that there are no other life coaching courses in the Sunderland area that people may attend. There are 8 organisations within 8 – 12 miles from Sunderland that do offer courses; 5 of which advertised their fees. The average price of these courses is £73 per hour. This would equate to £210 per person (7 sessions x 3 hours) for the equivalent timescale of the 'Be' Programme⁶.

As participants do not pay for the 'Be' Programme and they would incur additional travel costs, assumptions are that they would not access services that provide similar outcomes, as most people are on a low income.

Further consultation was carried out with participants of the programme to establish whether they were aware of any other similar programmes or courses they could attend in the area that could produce the same outcomes and if they would have attended. 26 people participated in the consultation, but 6 responses were not completed.

When examining the consultation responses 14 of the 20 (70%) people consulted with said the changes would not have happened if it wasn't for the 'Be' Programme; they were not aware of anything else like it, and would not attend another programme of anywhere available. 6 people did not answer this question (30%).

Deadweight can therefore be applied at a rate of **30%** to account for programme participants who did not give their views, assuming that something else might have contributed to the changes experienced.

School Children

As some interventions were in place in the schools already, it can be assumed that some changes would have happened to some degree anyway. However comments from teachers at evaluation of the 'Be' programme point towards it having a significant role to play in the changes.

"their engagement with the process of education was far deeper than previous years as a result of being involved in the programme"

"39% of pupils have moved into Key Stage 4 and no longer requiring any intervention strategies"

"I have noticed a massive difference in both pupils' behaviour and attitude to school, which I believe has led to improved attendance and academic achievement"

This demonstrates the changes from the 'Be' Programme have been a major role in the changes experienced by the pupils.

⁶Source of information: Life Coach Directory.
<http://www.liffecoach-directory.org.uk/region-sunderland.html?uqs=708166>

Deadweight is applied at **15%** so as not to over-claim, as the schools will have inevitably contributed to some of the changes.

Local Authority Education Services

Finding suggest that 56% of pupils educational attainment increased as a result of completing the programme, and this would not have happened without the intervention of the 'Be' programme. Contributions of other services in the schools is taken into consideration in attribution, and so deadweight is assumed to be **22%** (half of the 44% of pupils that did not improve) taking into account for attribution calculations.

Strengthening Families

This initiative aims to improve people's behaviours and so other interventions will be in place with these families. It is therefore assumed that some of the changes could have happened anyway. This decision has been made because the 'Be' programme teaches self-awareness and how actions can influence others. Learning this should influence poor behaviours as people realise how their actions affect other people around them, rather than just being advised of legal consequences of continuing with poor behaviour. Without attending the 'Be' Programme this realisation may not have happened. Deadweight is therefore calculated at **25%**.

Other stakeholders

Deadweight was not considered for other stakeholders as consultation could not take place with them.

➤ Displacement

Displacement is an assessment of how much the outcomes from the 'Be' Programme have displaced other outcomes that might have arisen if the absence of the programme.

Participants

When asked if attending the programme made people give anything up, such as time caring for someone; a hobby; attending a course; or work; 17 of the 20 people said no (85%); one said yes (5%); and 2 people did not answer this question (10%).

The one person stated *"yes I had to cut down on my walking"*.

So the displacement is calculated as **5%** to account for the one person who did give something up.

School Children

As the students are already involved in initiatives to address issues such as behaviour, confidence and negativity through the exclusion unit and Princes Trust for example, the 'Be' programme is estimated to displace 10% of the outcomes experienced by these initiatives. 10% is calculated as follows; Pupils attend school 6 hours per day for 5 days of the week, equalling 30 hours. 'Be' is delivered in the schools for 3 hours per week. Therefore the 'Be' programme activity accounts for **10%** of the school week and displaces other activities for this period.

Other Stakeholders

There was limited research available to apply accurate displacement deductions for other stakeholders; i.e. funders, the NHS, the DWP. Therefore assumptions have been made using the following considerations:

- | | |
|--|-----|
| ○ No displacement | 0% |
| ○ Displacement is possible but unknown | 10% |
| ○ Minor displacement may occur | 25% |
| ○ Noticeable displacement may occur | 50% |
| ○ Significant displacement may occur | 75% |

As a result all of the other stakeholders are allocated **10%**, as it is possible, but unknown.

➤ Attribution

In many cases outcomes that occur are not due to a single activity, but can be the result of another service or participation in other activities. To avoid over-claiming attribution analysis is used to estimate how much other people or activities are perceived to have contributed to the identified outcomes.

General Cohorts

When asked if anyone else contributed to the changes experienced 9 of the 20 respondents said no-one (45%); 6 people said yes (30%) and 5 people did not answer this questions (25%).

Those who said yes gave the following as examples:

- *Yes, The Way We Were Course by Gentoo - that was the start of this journey*
- *The Way We were was a springboard onto be*
- *Parent programme and Gail (Be)... (CAMS didn't help)*
- *Yes: a strengthening families course (10 wk course) get together over coffee with Linda and Rav to chat about the kids, life etc*
- *The people supporting me in the Women's' Refuge and the people delivering the course*

Attribution is therefore calculated at **30%** for to account for those people who did state other things assisted with the changes that they experience.

School Children

School cohorts engage in the 'Be' Programme for a full academic year. All of the pupils attending the programme were already receiving additional attention at school. St Aidan's Catholic Academy pupils were already in the school's exclusion unit due to poor attitude, poor behaviour or confidence issues. Oxclose Academy was already working with the Princes Trust XL Programme working towards a Personal Development and Employability Skills qualification. The 'Be' Programme was delivered during 1 of their 3 lessons per week. Pupils were selected for the programme due to ability in school, a lack of confidence and the need for direction to achieve a positive future. Pupils from Farringdon Sports Academy were identified to attend the programme as they were identified as not functioning under pressure due to the stresses of forthcoming exams.

As all pupils were receiving additional interventions then attribution is assumed to be **25%** as some other activities are in place that will influence some of the changes, and this is also considered in deadweight.

Local Authority Education Services

Finding suggest that 56% of pupils educational attainment increased as a result of completing the programme, and this would not have happened without the intervention of the 'Be' programme. Contributions of other services in the schools is taken into consideration in attribution, and so deadweight is assumed to be **22%** (half of the 44% of pupils that did not improve) taking into account for attribution calculations.

Strengthening Families

When examining feedback from 'Be' Continued, 6 of the 20 people consulted with were part of the Strengthening Families Cohorts. Of these only 1 person stated that the Strengthening Families programme had had an impact on the changes experienced. This equates to 17%. Deadweight can therefore be assumed to be **17%**; however, this seems to be under-estimation as the interventions of the Strengthening Families initiative are a holistic and intense approach to try to improve peoples' lives.

Other stakeholders

It was difficult to ascertain attribution for other stakeholders due to difficulties in obtaining feedback and a lack of research identifying what this might be.

➤ Drop off

General Cohorts & Schools Cohorts

14 of the 20 people (70%) stated the changes would last forever/for a long time, for example:

- *Forever I hope*
- *A long time*
- *Hopefully for good*
- *Forever. I have the skills to think about and change how I am feeling/ setting goals*
- *Hopefully for the future*
- *A long time, I can see my future at last*

Due to the type of circumstances many of the people participating in the 'Be' Programme, it is thought that the circumstances or environment the people are living in will have an effect on the changes and how long they will last.

As 70% of people said they feel the outcomes will last a very long time, Drop Off is calculated for the outcomes lasting for 2 years at a rate **30%** to account for the people who did not respond.

The same rate is applied to pupils as the same outcomes apply.

Other stakeholders

Drop off is not applied to outcomes where duration is 1 year.

➤ Calculating the SROI

Predicting the future value of change

This study has demonstrated that the value of some outcomes can continue to have an impact of more than 1 year. Acknowledgement that the impact may drop off has been made, and is applied at the rate of 30%

Inputs

The programme has a number of inputs details in Section 5, and the value is £263,466.

Social Return

To calculate the Social Return on Investment, the financial proxy is multiplied by the quantity of outcomes, less any deadweight, attribution or displacement.

To calculate the impact the following formula is used:

$$\frac{\text{Total Present Value}}{\text{Value of Total inputs}} = \text{SROI ratio}$$

12 Sensitivity Analysis

This study has involved a large amount of direct consultation with people completing the programme, and as such information used to create the Impact Map can be seen to be a true reflection. The map is detailed in Appendix 11.

To calculate the Social Return on Investment, the financial proxy is multiplied by the quantity of the outcome less any deadweight, attribution or displacement. A total impact figure is calculated.

Sensitivity analysis has been applied to initial calculations in order to instil confidence and demonstrate how the ratio may be impacted should some assumptions made for duration, proxy value, deadweight and quantities be amended.

➤ Duration

The initial assumptions with duration were reassessed, see Section 9 for details. Keeping all relevant outcomes discussed in the section above, but altering the duration from 5 to 2 years on some outcomes changed the ratio.

Total present value	£179,556.34
Net Present Value	-£83,909.65
Social return	£0.68 per £1 invested

➤ Quantities

If we amend the quantities to consider positive or negative change only, without projecting the change to consider the full populations, then the ratio is:

Total Present Value (PV)	£304,846.77
Net Present Value (PV minus the investment)	£41,380.77
Social Return	£1.16 per £1 invested

➤ Deadweight

General cohorts

Initially, deadweight was calculated at 30% for participants of the programme.

14 of the 20 people consulted with (70%) responded to the questions “would the changes have happened without the ‘Be’ programme; were they aware of anything else like it? If there were another programme they would not attend it anyway?” 6 people did not give any comments.

It can be assumed that 70% of the remaining 6 people who did not respond could be of the same opinion as those stating the changes would not happen, had they gave their views.

So, 70% of 6 equals 4 people ($6/100 \times 70 = 4.2$).

The number of people estimated to experience change is therefore 18, with 2 remaining people, who it can be assumed may have attended another programme if one were available.

Deadweight is therefore estimated to be **10%** (2 people divided by the total population of 20 multiplied by 100).

As this figure seems quite low, the original calculation of **30% is applied for deadweight** on the Impact Map.

School Cohorts

It could be argued that the schools had a noticeable role to play in the changes and **50%** deadweight could be applied. However comments (above) relating to the changes from teachers demonstrate that 'Be' has had a significant role to play in the changes, so **deadweight is applied at 25%** in the Impact Map.

When both deadweight percentages altered to 10% and 50% respectively,

Total Present Value (PV)	£216,539.26
Net Present Value (PV minus the investment)	-£46,926.74
Social Return	£0.82 per £1 invested

➤ Attribution

General Cohorts

15 people (75%) responded to the feedback, 5 (25%) did not respond. It can be assumed of people who didn't answer, 30% of those would state yes something else contributed to the outcomes that they experienced as a result of completing the programme.

$5/100 \times 30\% = 1.5$, or 2 people.

2 people, plus the 6 people who said yes = 8 people. To calculate the percentage of people $8/20 \times 100 = 40\%$.

So attribution could be altered to **40%**.

School Cohorts

Should we assume that other organisations have had a significant role to play in the changes that happened; an attribution rate of **50%** could be allocated.

Strengthening Families

Of the 6 people in this cohort, 1 said no other interventions had impacted on the changes experienced, but in qualitative feedback stated...

"I would like to thank Gentoo for providing all the support they have given in my life right now. This course was the most inspirational part of my life right now. Helping me stay positive and keep a positive attitude when times are hard. It was be nice to see a continuation on maintaining a positive attitude. Also I'd like to thank Gentoo for other areas of support I'm receiving right now".

Despite saying "no", the person indicates that other Gentoo services have had an effect on the changes in their life as well as the 'Be' Programme. So if it is assumed that 2 of the 6 people did engage with other activities that have impacted on the changes in their lives, the **attribution can be assumed to be 33%**.

Applying these amendments to attribution levels gives the following social return:

Total Present Value (PV)	£139,168.35
Net Present Value (PV minus the investment)	-£124,297.65
Social Return	£0.53 per £1 invested

Despite examining these changes, it is felt that the **original attribution rates** are more fitting and so are **left at the original rate on the Impact Map**, with the exception of **Strengthening Families, which is altered to 33%**.

➤ Displacement

General Cohorts

17 of the 20 (85%) people consulted with in 'Be' Continued said that they did not give anything up to attend the programme. 1 person (5%) said yes, and 2 people (10%) did not answer. It could be assumed that of the 2 people (10%) who did not answer the question had to give something up to attend the programme. This added to the person who said they had given something up equates to 15%. So displacement may be estimated at **15%**.

Total Present Value (PV)	£153,251.95
Net Present Value (PV minus the investment)	-£110,214.05
Social Return	£0.58 per £1 invested

➤ Drop off

General Cohorts

Assumptions can be made that of 6 of the people who did not respond (30%), 70% of these would be of the same opinions of those who did respond.

If we calculate 70% of 6 this equates to 4 people. Adding these 4 people to the 14 responses equates to 18 people. The percentage of people expecting the changes to be long lasting is therefore $18/20 * 100 = 90\%$.

Drop off can therefore be calculated at **10%** for outcomes lasting more than 1 year.

Drop off is not applied to outcomes lasting only a year.

Total Present Value (PV)	£181,727.65
Net Present Value (PV minus the investment)	-£81,738.35
Social Return	£0.69 per £1 invested

➤ Proxy values

If we apply HACT Wellbeing valuation proxy values to two material outcomes; *improved confidence*, and *improved mental health and wellbeing*, the ratio escalates.

Proxies:

Confidence high in adults	£13,080
Improved confidence (youth)	£9,283
Good overall health	£21,141

When entered onto the Impact Map, social return is calculated as:

Total Present Value (PV)	£4,873,726.83
Net Present Value (PV minus the investment)	£4,612,260.83
Social Return	£18.50 per £1 invested

As the programme is of short duration these proxies are unsuitable as the values are over-claiming the outcomes, and are therefore not considered.

However, another approach is to look at the values, which are projected of the period of 1 year and calculate the value over 7 weeks:

Confidence high in adults	$£13,080/52 = £251.54$ per week x 7 = £1760.77
Improved confidence (youth)	$£9,283/52 = £178.52$ per week x 7 = £1249.64
Good overall health	$£21,141/52 = £387.33$ per week x 7 = £ 2711.29

When these proxies are used the social return is calculated as:

Total Present Value (PV)	£881,970.39
Net Present Value (PV minus the investment)	£618,504.39
Social Return	£3.35 per £1 invested

This is a more realistic application of the values for this programme and a more robust ratio.

➤ Impact

The reported ratio for this study is that in above, as it is seen as transparent and fair representation of the social value created by the 'Be' Programme.

The final SROI analysis applying all principals and being realistic is:

£183,695.97 = £0.70
£-79770.03

The following table demonstrates the percentages used in this calculation:

Stakeholder	Deadweight	Displacement	Attribution	Drop off – outcomes over 1 year
General cohorts	30%	15%	30%	10%
School cohorts	15%	10%	25%	10%
Schools	25%	10%	22%	0%
Strengthening Families	25%	10%	33%	0%
Local Education Authority	22%	10%	22%	0%
NHS	0%	10%	0%	10%

13 Verification and Dissemination

Verification

In order to verify the outcomes reported within this study, attempts were made to consult other stakeholders who were not included in this study, and participants of the programme, in order to verify outcomes and values.

Participants of the programme

Efforts were made to speak to community groups who had completed the 'Be' programme, but feedback was that they were too busy planning summer activities to make time for further consultation about the programme. It can be argued that this demonstrates their continued increased confidence, motivation and focus, as some people now run their own community groups as a result of the programme. Other participants also demonstrated continuing progress with outcomes such as confidence, motivation and self esteem since completing the programme, in the 'Be' Continued sessions.

“Entered the Gentoos senior talent contest with my sister. We are doing a singing act. Dressed up and took part in Silksworth Armed Forces Memorial Day. Joined the local quiz. Going on lots of trips with other members of the group, as we are all now friends. We go to the local club dancing regularly now. All of these things I would never have had the confidence to do before coming on the programme. I am also booked on to learn how to swim in September”.

“Getting more involved in things. I have been rambling with a rambling club and met new people. I have bought a new camera and equipment to start photography again, thinking about starting up my own business, but need to brush up on my skills. The programme re-kindled my interest in photography”.

Other Stakeholders

It was very difficult to establish contact with the NHS and the LEA, as discussed earlier.

The outcomes and proxy value section of the Impact Map was circulated to stakeholders to verify what had been measured and valued was correct.

- A request for verification of the outcomes and their values was made to a lead officer of the Princes Trust – a partner working in Oxclose Academy – but no reply was received.
- A request was also made to a Manager of the Strengthening Families Initiative at the Local Authority, but feedback has not been forthcoming here either.

To address lack of feedback Service Level Agreements are to be changed with organisations commissioning the programme to ensure that they commit to providing feedback when requested.

Staff

Operations Manager, Gentoo stated....

“These outcomes are definitely the correct ones for the programme and I would say that the values given in terms of importance are right. Those stated are the main outcomes that people state are important for them all of the time. The amount of work done to verify and measure what matters to people over the last 3 years should confirm that we measure the right things anyway”

Feedback from a ‘Be’ Programme staff deliverer stated....

“the outcomes are captured clearly and concisely on the Impact Map. The main outcomes are always confidence, positive outlook, self belief/self awareness. Whether it is community or staff, everyone wants to be more confident and believe that they can do whatever it is they want to do. Motivation is always another outcome. People often know what they want but just need the motivation or the structure to follow (goal setting etc) to help them achieve.

Dissemination

The report will be disseminated to all relevant stakeholders who have taken part in the study and Gentoo Committee and Board members.

Additionally, the report may be placed on Gentoo’s internet site following assurance from the SROI Network, and a summary will be considered for use in marketing and promotional material for the programme.

14 Summary and Recommendations

Summary

The purpose of carrying out the SROI analysis was to prove the organisation's work. Findings show a lot of positive changes resulted from participating in the 'Be' Programme, which demonstrate the success, and confirm 'planned' outcomes.

One of most common unplanned outcome discovered is "increased emotional intelligence", a stated aim of the programme, but not one that is monitored and measured as a planned outcome. This outcome was made up of a number of comments received that are key aspects of emotional intelligence, such as more self-awareness; increased tolerance; more self-control; more sociable, more caring.

The value of the 'Be' Programme is established as:

Total Present Value (PV)	<u>£183,695.97</u> = £0.70
Net Present Value (PV minus the investment)	-£79,770.03

Transferring this into the SROI ratio, for every £1 invested in the 'Be' Programme, a social return of £0.70 was generated.

Reflections and Recommendations

Following the in-depth analysis of the 'Be' Programme the following suggestions are offered for consideration:

- The planned outcomes have been evidenced, and other unplanned outcomes have been prevalent, in particular, increased emotional intelligence. For the purpose of this study the various changes contributing to emotional intelligence were grouped together. Suggestions would be to measure the outcomes as part of the planned outcomes for the programme.
- Where negative changes have occurred staff must ensure further contact be made with customers to establish why this is, in order to further support or referrals to other programmes, services or partners where appropriate; or the discover if the negative change was something to do with the programme.
- Some evaluations were completed, but without comments to explain the answers provided by people. Having qualitative information provides holistic analysis of a person's journey, evidencing why particular scores are given. Consideration should be given to obtaining good quality qualitative information from customers.
- Consultation with other stakeholders, i.e. families, friends, support workers was not carried out. Should thorough distance travelled by people be required, then extending consultation to other stakeholders should be considered.

Appendices

Appendix 1: Gentoo's aims, objectives and planned outcomes

Ref	Aim	Ref	OBJECTIVES	Ref	OUTCOMES
1	To enable people to fulfill their aspirations	1	To support people to recognise their potential	1	People are able to recognise their ambitions
				2	People are empowered to fulfil their ambitions
		2	To support people to increase their motivation, confidence, skills and knowledge	3	People have increased motivation
				4	People have increased inspiration
				5	People have increased confidence
				6	People have increased skills and knowledge
		3	To support people to make informed decisions about their lives	7	People are empowered to make informed decisions about their lives
		8	People have more information about their choices		
		4	To provide support so that people can live independent lives	9	People are empowered and enabled to live independently
				10	Peoples lives are enriched
2	To enable successful communities	5	To provide opportunities for people to participate in making decisions about their community	11	People including partners, have increased awareness of opportunities to get involved
				12	People have increased opportunities to get involved
		6	To support people to fulfil their vision and aspiration for their community	13	People are empowered to get involved
				14	People are enabled to develop a vision for their community
				15	People are enabled to fulfil their vision or aspiration for their communities
				16	People are enabled to influence decisions
		7	To provide support to enhance relationships within and between communities	17	Enhanced relationships within and between communities
				18	People have an increased sense of belonging
				19	People have an increased sense of pride
				20	People have more mutual respect for each other
				21	People have more trust in each other
3	To enable Gentoo Living to add value to the Group	8	To ensure the services we provide respond better to the needs of individuals and communities	22	Improved understanding of the needs of customers and communities
				23	Services provided respond better to customers and community needs
				24	Existing services improved and new solutions and services developed
		9	To ensure that social and economic benefits are generated from the Groups investment and programmes	25	Better understanding of the social and economic benefits of the Groups investments
				26	Gentoo Living enabled to measure the impact of its programmes and demonstrate the social and economic benefits
		10	To promote the Groups prospects for business growth and improvement	27	The Groups business growth prospects and improved
				28	Funding opportunities increased
		11	To influence local, regional and national policy	29	Gentoo Living is enabled to influence local, regional and national policy
12	To ensure that Gentoo Living is fit for purpose to deliver its aims and objectives	30	Gentoo Living is fit for purpose to deliver its aims and objectives		

Appendix 2: Gentoo' Outcomes Framework History for the 'Be' Programme

This analysis is presented in two sections and, in total, represents the view of 75% of those who completed the course.

Original Outcomes Methodology

The outcomes experienced by participants were identified and measured in two ways; this process enables collation of both quantitative and qualitative data. They were asked to rate, using a Likert Scale, to rate how they feel in relation to each of the Gentoo Living's Planned Outcomes. They were also asked to rate how important the outcome was to them, in order to establish materiality of the outcome to the programme. An example of this can be seen below;

On a scale of 1 – 10 please tell us the level of ambition you have (please circle)									
1 = the lowest					10 = the highest				
1	2	3	4	5	6	7	8	9	10
Please tell us your reasons for your answer									
How important is this to you? (please circle)									
Very Important		Somewhat Important			A little Important			Not at all	

They are asked to use the same principle for the rest of the Gentoo Living outcomes, as seen below;

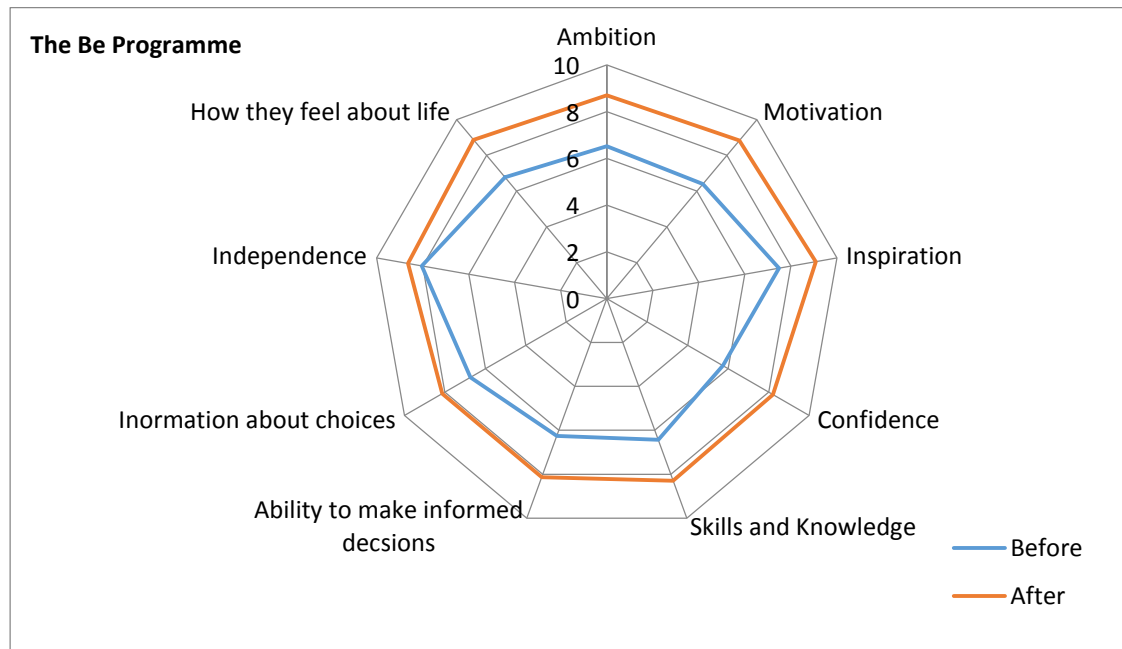
- Increased ambition/aspiration
- Increased motivation
- Increased confidence
- More skills and knowledge
- More information they have about their choices
- Improved ability to make informed decisions
- Greater independence
- Improved quality of life

Participants were asked to complete this exercise during the first session and then asked to repeat this at the final session, to enable measurement of their distance travelled, and how important the outcomes were to them.

They were also asked during a group discussion session to reflect on 'Be' and how they feel it has helped them in their life. This captures qualitative data and enabled Gentoo Living to discover outcomes that participants are experiencing; these are referred to as unplanned outcomes.

The following chart represents the analysis of 6 cohorts (4 community and 2 apprenticeships/work experience cohorts), in relation to both Planned and Unplanned outcomes. In total, 37 people took part in the programme, 32 people completed the programme and evaluations were carried out by 24 people.

Planned Outcomes

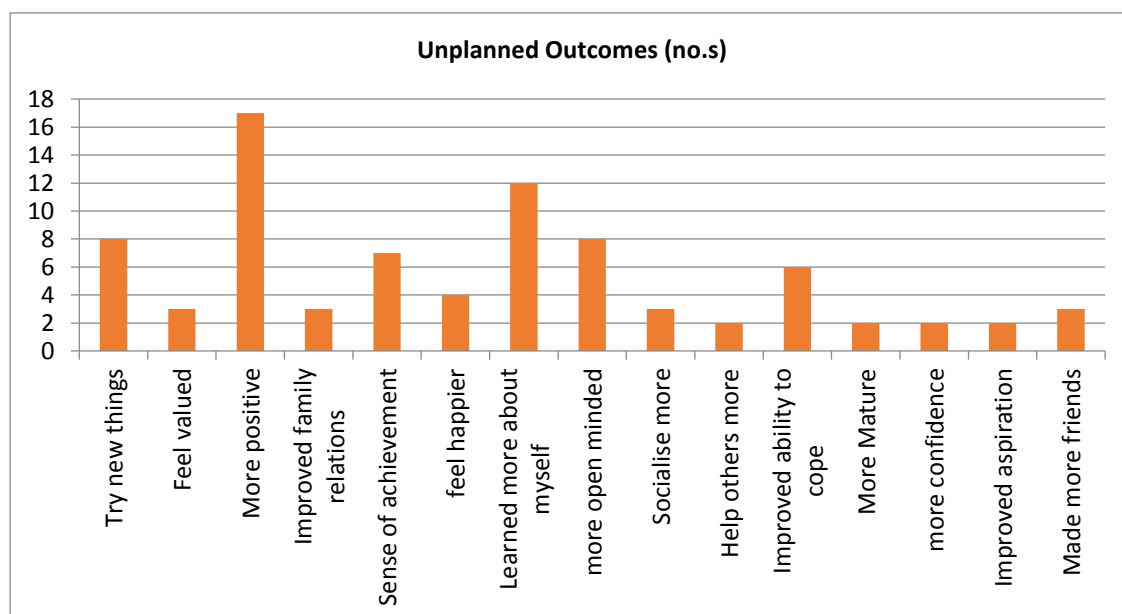


From the consultation Gentoo Living was able to identify which of the planned outcomes are most/least commonly experienced by our participants on the 'Be' Programme. In summary, participants indicated they had made positive movement in relation to all of the outcomes, in particular;

- Peoples level of confidence increased on average by 2.5 points (25%)
- People motivation levels increased by 2.4 points (24%)
- Peoples level of ambition increased by 2.1 points (21%)
- How people felt about life increased by 2.0 points (20%)

Unplanned Outcomes

Customers were also asked to note any other changes they feel they had experienced as a result of the programme. These are described within Gentoo Living as Unplanned Outcomes. The chart below highlights how people describe the changes they experience as a result of 'Be', some validate the planned outcomes measured, i.e. "more confidence" and others draw attention to new outcomes which were not systematically measured, i.e. "more positive" and "learned more about myself".



Reviewed Outcomes Framework

Following a review of the customer consultation gathered an updated outcomes framework emerged, this enabled measurement of the outcomes which mattered most to customers as oppose to outcomes which were important to Gentoo.

The outcomes described by customers suggested a variety of attributes linked to mental health and wellbeing, therefore a decision was taken to measure changes in relation to people's mental health and wellbeing.

In addition, Gentoo Living's cross cutting planned outcomes. These are outcomes that have been achieved across all programmes and services, and a management decision was made to continue to be measured these for all programmes and services;

- ***“More information about their choices” and***
- ***“Ability to make informed decisions”.***

The Likert scale of 1 – 10 scales continues to be in use for the two outcomes above.

To measure ***“People have improved mental health and wellbeing”***, the Warwick and Edinburgh University Mental Health and Wellbeing Scale is used.

Participants were asked to complete the rating scales for all three outcomes during the first programme session, and then asked to repeat this at the final session, to enable measurement of their distance travelled. They are also asked during a group discussion session to reflect on ‘Be’ and how they feel it has helped them in their life. This captures qualitative data and enables Gentoo Living to continue to discover outcomes that participants are experiencing.

For school children the Stirling Children’s Wellbeing Scale is used to measure changes to mental health and wellbeing.

Appendix 3: Consultation methodologies

Methodology	Description
Likert Scale	<p>A psychometric scale used in many questionnaires to measure our planned outcomes.</p> <p>The Likert Scale is an ordered, one-dimensional scale from which respondents choose one option that best aligns with their view. All options have labels, a common form of which is an assertion, with which people may agree or disagree to varying degrees. For example strongly agree, agree, neither agree or disagree, disagree, strongly disagree. Numbers are assigned to each option (such as 0 to 5) to allow scoring.</p>
WEMWBS - The Warwick and Edinburgh Mental Wellbeing Scale & Striling Children's Wellbeing Scale (SCWBS)	<p>"The Warwick-Edinburgh Mental Well-being Scale was funded by the Scottish Executive National Programme for improving mental health and well-being, commissioned by NHS Health Scotland, developed by the University of Warwick and the University of Edinburgh, and is jointly owned by NHS Health Scotland, the University of Warwick and the University of Edinburgh.</p> <p>"WEMWBS is a 14 item scale of mental well-being covering subjective well-being and psychological functioning, in which all items are worded positively and address aspects of positive mental health. It aims to measure mental well-being itself and not the factors of mental well-being, which include resilience, skills in relationship, conflict management and problem solving, as well as socioeconomic factors such as poverty, domestic violence, bullying, unemployment, stigma, racism and other forms of social exclusion.</p> <p>The scale is scored by summing responses to each item answered on a 1 to 5 Likert scale. The minimum scale score is 14 and the maximum is 70. WEMWBS has been validated for use in the UK with those aged 16 and above. This methodically researched recognised tool for measuring mental health and wellbeing will improve the reliability of the outcome monitoring process and improve the quality of outcome reporting. A score between 0-32 indicates a very low level of wellbeing. A score of between 32-40 indicates wellbeing is below average. A score between 40-59 indicates wellbeing is average. A score between 59-70 indicates wellbeing is above average.</p> <p>SCWBS is a similar tool used for children aged 8 to 15 years. Consisting of 12 items measuring emotional and psychological wellbeing and 3 items forming a social desirability sub-scale. Measured in the same way as the WEMWBS</p>

Methodology	Description
'Be' Continued	<p>A follow up programme at least 4 weeks following completion of the 'Be' programme.</p> <p>Involves the completion of the WEMWBS for a final time to establish distance travelled. Reflections and achievements are examined.</p> <p>For the purpose of the SROI questions relating to:</p> <ul style="list-style-type: none"> • contribution; • main changes, or outcomes • how important the change are • deadweight • attribution

Appendix 4: 'Be' Programme questionnaires

Be Programme Baseline Questionnaire

Name

Address

Gentoo Living hope customers will experience positive life changes as a result of their programmes and services. To enable assessment of these please indicate how each of the statements apply to you right now, using the rating scale 0-10 where 0 is the lowest and 10 is the highest

I have enough information about the choices available to me in my life (please circle)										
0	1	2	3	4	5	6	7	8	9	10
Please tell us your reasons for your answer										
How important is this to you (please circle)										
Very Important			Somewhat Important			A little Important			Not at all	

I feel I am able to make the informed decisions I want about my life (please circle)										
0	1	2	3	4	5	6	7	8	9	10
Please tell us your reasons for your answer										
How important is this to you (please circle)										
Very Important			Somewhat Important			A little Important			Not at all	

Please use the space below to tell us how you hope this programme or service will help you

.....

.....

.....

**The Warwick-Edinburgh
Mental Well-being Scale
(WEMWBS)**

Below are some statements about feelings and thoughts.

Please tick the box that best describes your experience of each over the last 2 weeks STATEMENTS	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been feeling interested in other people	1	2	3	4	5
I've had energy to spare	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling good about myself	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been feeling confident	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5
I've been feeling loved	1	2	3	4	5
I've been interested in new things	1	2	3	4	5
I've been feeling cheerful	1	2	3	4	5

“Warwick Edinburgh Mental Well-Being Scale (WEMWBS)
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all rights reserved.”

Customer Signature:

Thank you for being part of this service evaluation, all feedback is very important to us and will be used to enable Gentoo Living to assess the effectiveness of the service and inform future service development.

You may be asked at subsequent intervals to take part in additional surveys and in some cases we may request your feedback beyond your time in the service, this enables Gentoo Living to understand the long term impact generated by the service.

Please tick the box if you agree to take part in Gentoo Living's evaluations, any quotes/ information provided by you may be used for both internal and external publications, otherwise please leave blank.

Yes I give my consent

Thank you for helping Gentoo Living to prove and improve their services

Be Exit Evaluation

*Gentoo Living hope customers will experience positive life changes as a result of their programmes and services and now that you have reached the end of your time with us we'd like you to complete a short exercise which will enable assessment of these. Please indicate how each of the statements apply to you **right now**, using the rating scale 0-10 where **0 is the lowest and 10 is the highest***

I have enough information about the choices available to me in my life (please circle)

0 1 2 3 4 5 6 7 8 9 10

Please tell us your reasons for your answer

I feel I am able to make the informed decisions I want about my life (please circle)

0 1 2 3 4 5 6 7 8 9 10

Please tell us your reasons for your answer

Please use the space below to tell us about any changes or benefits you have experienced because of your involvement in this programme

.....
.....
.....

**The Warwick-Edinburgh
Mental Well-being Scale
(WEMWBS)**

Below are some statements about feelings and thoughts.

Please tick the box that best describes your experience of each over the last 2 weeks STATEMENTS	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been feeling interested in other people	1	2	3	4	5
I've had energy to spare	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling good about myself	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been feeling confident	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5
I've been feeling loved	1	2	3	4	5
I've been interested in new things	1	2	3	4	5
I've been feeling cheerful	1	2	3	4	5

"Warwick Edinburgh Mental Well-Being Scale (WEMWBS)

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all rights reserved."

On a scale of 0 -10 How easy are we to do business with? <i>(how easy has Gentoo made it for you to work with us?)</i>											
0	1	2	3	4	5	6	7	8	9	10	
Please tell us your reasons for you answer											
On a scale of 0-10 how likely are you to recommend Gentoo to family or friends?											
0	1	2	3	4	5	6	7	8	9	10	
Please tell us your reasons for you answer											
How satisfied are you with the service overall? <i>(please circle)</i>											
<i>Very Dissatisfied</i>		<i>Dissatisfied</i>			<i>Neither</i>			<i>Satisfied</i>		<i>Very Satisfied</i>	
Please tell us your reasons for you answer											
Please tell us about any suggestions you might have to improve this service											
.....											
.....											
Customer Signature:											

Thank you for helping Gentoo Living to prove and improve their services

Be Continued Assessment

'be' continued is an opportunity to reflect on what's happened in your life since you completed the 'be' experience. 'be continued' will help you reflect on what you have discovered about yourself. Finally by participating today, you will be able to identify more ways to improve yourself, your life and your confidence.

The Warwick-Edinburgh Mental Well-being Scale (WEMWBS)

Below are some statements about feelings and thoughts.

Please tick the box that best describes your experience of each over the last 2 weeks

STATEMENTS	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been feeling interested in other people	1	2	3	4	5
I've had energy to spare	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling good about myself	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been feeling confident	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5
I've been feeling loved	1	2	3	4	5
I've been interested in new things	1	2	3	4	5
I've been feeling cheerful	1	2	3	4	5

Warwick-Edinburgh Mental Well-Being Scale (WEMWBS)

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CONTRIBUTION

Did you give anything up to attend the programme? Did it cost you anything, did you stop going somewhere else in order to come; did you take time away from caring for someone, for example?

Yes No

If yes, please tell us what _____

Since the change what's happening to you?

Has someone else noticed a change in you? Yes No

Did you experience any negative changes, something you didn't expect?

If you haven't done what you had hoped to do, what stopped you?

QUANTITIES

How important are the change(s) to you?

Would you pay for a similar programme that might give you the same experiences?

Yes No

How much would you pay to feel the way you are feeling now?

Would you swap something that is valuable to you so that you could experience the changes?

Yes No

If yes, what would that be? _____

DEADWEIGHT

Do you think you would have experienced the changes if you had not come on the programme?

Yes No

Are you aware of similar programmes you could attend?

Yes No

DROP OFF

How long do you think the changes will last?

ATTRIBUTION

Did anyone else contribute to the changes you have experienced? Did you attend any other courses or programmes that helped you to change?

Yes No

What's next?

What are your plans for the future?

Your feedback is important to us..... How could we have done things differently or what else could we have talked about?

Appendix 5: 'Be' Continued

'Be' Continued was introduced in April 2014 as a follow-up for participants to discover the distance travelled, taking place at least 4 weeks after completion of the programme. It gets completers of the programme to reflect on their journey through 'Be'; the personal goals they set and achievements made; it aims to maintain motivation and identify further support required.

This includes completion of the WEMWBS again, and requests qualitative data to express longer term changes. For the purpose of this SROI study questions were incorporated into the evaluation to further establish distance travelled. Focus Groups were held with participants of the programme and they were asked questions to try and discover the duration of outcomes, deadweight, displacement, attribution, and drop off, where applicable, and, how people value the changes they had experienced, and which changes were most important to them.

The cohorts consulted with for this study were chosen as they were already scheduled with the delivery team to take part in 'Be' Continued.

Findings

Feedback from the participants of 'Be' continued gave opinions to inform:

- **Deadweight:** of the 20 people, 14 (70%) categorically stated "no" the changes would not have happened without the 'Be' Programme. The remaining 6 (30%) did not give any comments relating to deadweight. Research also demonstrated no other similar programmes in the area that could possibly produce the same outcomes. The nearest services that offer self help counselling are located in Chester-le-Street, Gateshead or Newcastle – between 8 to 12 miles from Sunderland. These services also incur fees and imply travel costs, which add to the difficulty of accessing something similar, as many participants are on a low income.
- **Drop Off:** 14 of the 20 people (70%) indicated that they believed the changes that they experience would last forever. The remaining 6 people (30%) did not answer this question.
- **Attribution:** when asked if anyone else had contributed to the changes that people had experienced through completion of the programme, 9 (45%) said "No". Of the remaining 11 people, 5 (25%) did not give any comments, and 6 (30%) stated they believed other factors had played a part in the changes they experienced. The other influences included another Gentoo programme; Strengthening Families course and support from Wearside Women in Need.

Most important changes/outcomes

When asked what the most important change was to participants at the follow up stage.

- **Increased Confidence:**

"Gained confidence, can now back answer my interfering sister"

"Getting more involved in things. I have been rambling with a rambling club and met new people".

"I have volunteered for the local talent show and I am doing a comedy set. I would never had done anything like that before, but I'm going to give it a go. I go out more"

- **More Resilient**

"After discovering I had been burgled, I naturally was distraught at losing some extremely sentimental items and money for my husbands headstone. I wasn't going to allow this action ruin my family happiness so regardless I continued with plans to take kids to amusements that afternoon so it wouldn't interfere with their enjoyment. Family values, commitment and inner strength together with leadership qualities were clearly displayed in this situation".

- **Happier**

"Happier - Entered the Gentoo senior talent contest with my sister. We are doing a singing act. Dressed up and took part in Silksworth Armed Forces Memorial Day. Joined the local quiz. Going on lots of trips with other members of the group, as we are all now friends. We go to the local club dancing regularly now. All of these things I would never have had the confidence to do before coming on the programme. I am also booked on to learn how to swim in September"

"I am happy in life because I do what I like best"

- **More motivated**

"I have more motivation. Homelife has improved with support I took small steps to improve, I felt much better, uplifted, proud. Tidy up my home, I've changed because I've decorated, washed carpets etc., bought paint and accessories, then done it, feel exhausted but over the moon and proud of all my achievements - satisfaction . I want happiness for all, I want to spend time with my kids had some fun spent time reading, watching t.v., park etc"

- **More positive**

"Think more about what I have and be more positive. Once I did it, it was easier than I thought. Felt exciting. Think about change and understand change can be a process - its hard but understand it won't happen overnight"

"Homelife. Bought candles to relax. Turned negative into positives"

These comments demonstrate that the duration of outcomes continue following completion of the programme. Further analysis with these people would be required to further establish how long the outcomes last.

On examining the feedback there was one incident that inferred a negative outcome, where, when asked “did you experience an unexpected or negative changes?” one person stated:

“I lost a good friend because my confidence grew and I made new friends”

When asked about this the person stated that they no longer had anything in common with the original friend as their attitudes etc. had changed as a result of ‘Be’.

Note: Appendix 5a contains the raw data

Appendix 6 - Consultation with non-completers of the programme

Planned/ Unplanned	Unplanned		Planned		Any further comments - negative or positive	Action taken
	What made you decide not to continue with the programme	Was there anything we could have done to make it easier for you to come along	Was there anything we could have done to make it easier for you to come along	Would you like to be booked onto another programme		
Unplanned	other commitments was the reason she never continued) 5/2/2015	happy to rejoin .. Joined Brabant Gardens 16th Feb				restarted at Brabant gardens
Unplanned	2 week e-mail sent 5/2/2015					none
planned			called said she would consider Brabant gardens			non show and no response from call
planned						called left message
Unplanned	enjoyed the session but has too many commitments to continue, looks after her grandchild at short notice.					I can call her in 3 months time to check if things changed and invite to our 3 mth coffee morning
Unplanned	this lady is the support worker for Lesley from Mind					none
Unplanned	lady suffers with really bad nerves .. She had a panic attack after the session, as she finds it hard mixing with new people, she is currently receiving counselling and attended the prog' with Julie Maxwell from Mind.					none
Unplanned	no response no msg left					none
Unplanned	I felt I was too old and I wanted to join a craft group	not really but if you have other craft courses on esp crochet that would be good				sent estelle an e-mail asking her to put Sylvia on the register which she has done for a local sewing class
Unplanned	as above	no comment				no comment
Unplanned	family commitments	I can attend Mon & Fri mornings when my son is in nursery				suggested Pennywell as possibly starting either a mon or Fri ..asked me to call
Unplanned	rang but never spoke rang again and left a message					none
Unplanned	had an operation so couldn't drive to attend the programme	no but happy to join another group				suggested pennywell as lives close by ... Happy with this
planned	got a job	would love to rejoin if available after 6pm				will contact if an evening programme comes available
Unplanned	no response sent e-mail					none
Unplanned	no response					none
planned			stopped coming as in an historical conflict with another participant, didn't like venue	will consider coming to a taster session at Pennywell ... Send info out near time it starts		suggested Pennywell ... Happy to contact her

Appendix 7: Description of cohorts participating in the 'Be' Programme during the scope of this study

COMMUNITY

Community Cohorts come in all shapes and sizes with various needs and issues. We work with a variety of established groups within Sunderland, for example coffee mornings and resident's groups, or, people can self-refer into the programme and we find them a programme near to where they live. Gentoo staff can refer their customers onto the programme if they feel this would benefit them and their family and again we find them a programme near to where they live.

A variety of community groups attended the programme during the scope of this study. The following details the make-up of the Group.

- **Sulgrave, Brancepeth Road 1 & 2 - Welfare Reform Group**
These groups were developed from Welfare Reform referrals. The purpose of the groups was to identify ways they could take action and responsibility for the changes happening due to the Welfare Reform Bill.
- **Hetton & Houghton - Nidderdale Community Group 1 & 2**
An existing Community Group, referred by Gentoo member of staff. Referrals were received from community events and internal providers. We looked to set up a 'be' programme in the Coalfield area to target the outer sections of the city.
- **Pennywell Community Centre 1 & 2**
An existing Community Group who expressed an interest in the programme. This group was developed due to referrals from the community from local events etc. Each member of the group had different reasons for wishing to start the 'Be' programme.
- **Domestic Violence Women's Group**
Referred by a Gentoo staff member attending a Domestic Violence Support Group. Asked for delivery of the programme to help attendees start to build their confidence and begin looking at their future and what that may bring for them.
- **Church Street North Community Group**
This group was developed from attending a meeting with a tenant who runs all the community activity in the tower block. The purpose of the group was to help tenants to socialise and become a little more positive about their current situations
- **Lambton Street Community Group (Job Centre)**
This group was created due to referrals from the job centre. The purpose was to get the participants work ready by improving their confidence and motivation.
- **Town End Farm Residents**
An existing Community Group who expressed an interest in the programme.
- **Wearside Women in Need (WWIN)**

A group being supported by one of our partners WWIN following domestic abuse/violence.

FAMILIES

This analysis presents the outcomes achieved following delivery of the 'Be' programme to some families who are involved in "The Family Focus Project", a sub set of Sunderland's Strengthening Families Initiative, which links to the national "Troubled Families" agenda.

The success of the Family Focus initiative will be measured by achieving outcomes involving;

- Getting children back into school
- Reducing criminal and anti-social behaviour
- Getting parents on the road back into work
- Reducing the costs to the taxpayer and local authorities
-

Cohorts included under this agenda are:

- **Be A Family Pennywell & Be A Family Southwick**

The 'Be' Programme was introduced alongside the community empowerment agenda. Families who were already working with us on the Family Focus agenda were engaged on the programme.

- **Strengthening Families Lambton Street**

"The Family Focus Project", a sub set of Sunderland's Strengthening Families Initiative, which links to the national "Troubled Families" agenda referred participants to the programme. All those which their support workers thought suitable were given the option to participate in 'Be'. Support worker Kathryn also attended the programme.

- **Family Focus Southwick**

Families who were already working with us on the Family Focus agenda were engaged on the programme.

OLDER PERSONS

- **Knoulberry Road**

Following the annual Gentoo Customer Conference, 6 older people expressed interest in completing a 'be' programme. A couple of these were already involved with Gentoo as part of our customer panels. Following completion of the programme one of the group has acted as an advocate for 'Be' by helping the team to promote its benefits to other older people.

- **Cherrytree Gardens Extra Care Scheme**

A group of residents who expressed an interest in participating in the programme.

- **The Way We Were Older Persons Group (Sulgrave)**

A number of community groups were approached within the City to see if they were interested in the 'Be' programme. This cohort was already working with Gentoo's Older

Persons' Activities and Events Co-ordinator, and was identified from an event already run.

- **Croftside House Sheltered Accommodation**

A group of residents who expressed an interest in participating in the programme.

STAFF

- **Apprentice Cohorts**

All of Gentoo's apprentices take part in the 'Be' Programme as it is an integral part of their induction to the Group.

- **Gentoo Staff**

Staff are invited to attend the 'Be' programme. The staff programme is a condensed over two days, the aim of which is to raise staff awareness of 'Be' in order for staff to refer customers onto the programme. Since August 2013, 64 members of staff have started the 'Be' Programme. Of those, 70.3% completed both a baseline and exit evaluations (45 staff).

YOUNG PERSONS

The 'Be' programme has been created to be flexible and meet the needs of young people, by helping to identify and overcome barriers they may have in their lives; guiding them on a journey to where they want to be; and building their confidence and self esteem so that they can make positive choices for their futures

- **Washington Young Persons Group**

Due to our joint working with Gentoo's Young Persons team within Gentoo living, a group of young people in the Washington area where identified by their Support Worker as possibly benefiting from the 'Be' programme. Despite the groups varying personal issues, the group was really well attended with some fantastic outcomes and referrals.

- **Bump to Baby (B2B) Young Woman's Group**

B2B is a combination of a nursery for children (from 2 day old babies), schooling establishment for young mums, and a drop in centre for young or expectant mums, based in a deprived area of Sunderland. The young people have low self esteem, little confidence, and very few life skills. The Manager of B2B hoped that the 'Be' Programme would 'lift the spirits and enthusiasm of participants and help with self esteem and confidence.

SCHOOLS

- **Farringdon Community Academy**

14 pupils were put forward to attend the 'Be' programme in preparation for the GCSE's, to help them with coping strategies, increase their confident levels, help them understand the importance of careful planning, and help them understand resilience and use mistakes as a positive.

- **St Aidan's Catholic Academy**

A group of boys currently attending 'The Bridge' which is the internal exclusion unit within the school. The boys are from key stages 3 and 4 and were picked for the

programme for their behaviour, attitude or confidence issues. The boys initially came onto the programme, very much as individuals, a little isolated and very low in confidence and self-esteem.

- **Oxclose Community Academy**

In preparation for the 2013-14 academic year, members of the 'Be' team were invited to meet with the school to discuss the potential to deliver 'Be' to a group of 20 students in Year 9 who had been selected to work on the Prince's Trust programme. These students had been selected for the programme because they were at risk of exclusion or educational underachievement.

- **Lambton Street Community Group (Job Centre)**

This group was created due to referrals from the job centre. The purpose was to get the participants work ready by improving their confidence and motivation.

- **Town End Farm Residents**

An existing Community Group who expressed an interest in the programme.

- **Wearside Women in Need (WWIN)**

A group being supported by one of our partners WWIN following domestic abuse/violence.

Appendices 5a, 8, 9, 10 and 11 are separate Excel spreadsheets

Appendix 8 – planned outcome data

Appendix 9 – schools outcomes data

Appendix 10 - unplanned outcome data

Appendix 11 – Impact Map

Appendix 12 – Audit Trail

Details of stakeholders included and excluded

People that participate in the programme

Included - they are the main beneficiaries of the programme.

School children that participate in the programme

Included - they are the main beneficiaries of the programme

Family members of participants

Excluded - due to the sensitivity and vulnerability of many people involved with the programme. For example participants have been victims of domestic abuse or are part of the 'Troubled Families' agenda.

Teachers of pupils participating in the programme

Included - observed changes with their pupils and the implications for the schools.

Local Education Authority

Included – it is assumed that pupils who improve their educational attainment will reduce the additional costs to the LEA of pupils re-sitting GCSE examinations

Programme Delivery Staff

Excluded as a stakeholder – did provide observations of changes experienced by school children. Their feedback is combined with that of teachers and not separated or detailed on the Impact Map, but they are not seen as a key stakeholder

Sunderland Troubled Families⁷ Partnership

Excluded - a multi agency approach, and there is little evidence to demonstrate key changes for these stakeholders that could solely be attributed to the 'Be' Programme.

Strengthening Family Support Workers

Included - Support Workers who have noticed a change in their customers as a result of them participating in the 'Be' Programme.

The NHS

Included - evidence suggests that people's mental health and wellbeing improved following participation in the 'Be' Programme which could potentially produce savings for the NHS.

Wider society

Excluded - It is expected that working with people on the Troubled Families/Strengthening Families agenda will reduce incidents of violence and crime, as people's behaviours change. However, due to the number of agencies involved in this initiative it is difficult to attribute these changes to the 'Be' Programme.

Gentoo

Included – Main funder. The overall aim of the programme is to improve people's wellbeing or quality of life which it is hoped in the long term will ultimately have an impact within our neighbourhoods. However the outcomes of the programme are for the participants and partners involved with the participants, rather than Gentoo at this time.

⁷ The initiative in Sunderland is also called Strengthening Families and the Family Intervention Programme. Strategic partners include Gentoo, Sunderland City Council, Job Centre Plus, VCS organisations, Probation, Primary Care Trust, Registered Housing Providers, Schools, and Family Intervention Workers.

Evidence: Raw data

All of the raw data collected from the consultation is contained in Appendices 7, 8 and 9. This contains the scoring of planned outcomes and all qualitative feedback, chain of events considerations and graphs where applicable.

Appendix 8 – Planned outcomes data

Appendix 9 – All Schools data

Appendix 10 – Unplanned outcomes data

Outcomes excluded

Planned Outcomes

Gentoo

Gentoo is the deliverer and main funder of the programme. However, the planned outcome for Gentoo is for people to have *increased skills and knowledge* from participating and completing the programme relate which will improve their quality of life. As this outcome is valued for the NHS, then it is not valued on the Impact map.

A further planned outcome that has been omitted is *“people have more information about their choices”*. This is considered to be part of a chain of events leading to *“people are more able to make informed decisions about their lives”*. 66 people saw an improvement in this outcome; 32 a significant increase.

When examining the qualitative data for **general cohorts** in terms of what changed for them, and what the biggest influence from the ‘Be’ Programme was for them, a number of other outcomes were referred to, but not included as they are part of a chain of events.

Unplanned Outcomes

General Cohorts

There were 17 references to improved confidence; 10 references to being more self aware (more emotionally intelligent); 4 references to increased self esteem and more resilience; 3 references to more focused and happier and a number of other outcomes that were only referenced by 1 person. These excluded outcomes can be seen in Appendix 10, unplanned outcomes and chain of events, and are highlighted in blue.

School cohorts

A number of outcomes were identified, but omitted due to the low numbers which points to them not being material to stakeholders. These include

- Better team work
- More supportive of each other
- More self aware
- More interested in new things
- More friends

- More relaxed
- More polite
- More opportunities

Other Stakeholders

No consultation has been carried out with the NHS or the Local Education Authority to substantiate the findings due to difficulties identifying which people would be best placed to comment on the effectiveness of the 'Be' Programme.

Proxies excluded

HACT proxies were used in sensitivity analysis to examine how they contributed to the value of the most important outcomes.

These values were

Confidence high in adults	£13,080
Improved confidence (youth)	£9,283
Good overall health	£21,141

However including these proxy values inflated the social return to £18.50 for every £1 invested which is unrealistic considering the duration of the 'Be' Programme.

Qualitative data

All qualitative data gathered to evidence change is detailed in Appendices 5, 7, 8 and 9.