



The Irish Traveller Movement in Britain

Traveller Women's Community Development Programme

A Social Return on Investment (SROI) Evaluation



Undertaken by Buckinghamshire New University's Institute for Diversity Research, Inclusivity, Communities and Society

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Executive Summary

This report presents findings from a qualitative and quantitative evaluation of the Irish Traveller Movement Britain's community development programme for Traveller and Gypsy women. This programme ran between autumn 2009 and Spring 2010 and was one of a suite of activities devised by the organization which were funded following the receipt of a Capacity Builders grant from the (former) Government in 2009.

In terms of the huge success of the outcomes (see further below) The cost of putting on the project was relatively financially cheap (involving an input from all agencies (funders, ITMB etc.) of £18,929 (this figure does not however include payment of income support and other benefits, receipt of which enabled ladies who were not in work to participate on the programme).

The core figure (and headline return on investment of £1 spent to £6.59 of gross social value) showing that the 'total value' created by ITMB CD course over a 5 year period is **£124,797.75 (gross)** over a five year forecast period, is however, perhaps one of the lesser outcomes of this programme. In terms of relatively intangible qualitative findings participants spoke about increased confidence, satisfaction with their engagement in community development practice; their pride in being able to act as role models for their children and delight in supporting their peers and community members in accessing services. The women who were interviewed for the evaluation reported too that they greatly appreciated that they were offered the opportunity to learn and gain qualifications in a culturally appropriate and supportive environment and highly praised the teaching methods of the trainer (Jackie Duffy of Keystone Training) and ITMB for being willing to "give me a chance". As noted in the qualitative data section a number of women were clear that nobody before in their lives had provided them with the opportunity to learn or access qualifications or training – an issue of great importance given that some participants were functionally illiterate or had left school at a very young age.

The SROI analysis which explored the quantitative calculations and outcomes was (in contrast to the qualitative data gathering) at times quite complex, as it was difficult to identify suitable fiscal proxies for some outcomes or to assess the likelihood that tangible financial benefits (such as remaining in employment) would accrue over a substantial period of time.

The success of the programme however can be demonstrated by the fact that 25% of participants have moved into work and the majority of the remaining participants have become more 'work-ready' and up-skilled as a result of developing an enhanced knowledge and practice base which has led them onto additional volunteering and training opportunities.

One key element which should be noted when considering the financial return on investment is the fact that participants in the overwhelming majority of cases are lone parents – in some cases with several children. Accordingly despite the success of moving some women off income support, there is still likely to be a state fiscal input to the families in terms of children's and in-

work tax credits. However balanced against this is the fact that there is an increased tax and national insurance take for Central Government and more importantly, for the women themselves, their financial situation is improved whilst they continue to enhance and develop in their professional lives.

Of crucial importance is the fact that not only participants but also other stakeholders (who in some cases cannot have the benefits which accrue to their organizations monetised as a result of the difficulties in calculating how much fiscal benefit - as opposed to the importance of social and community cohesion gains - can be counted by being able to engage with members of Traveller communities) are able to identify a social gain as a result of the activities of ITMB.

In assessing these benefits, we cannot stress enough that the qualitative data included in this report must be read alongside the SROI calculations which we suggest may significantly undervalue the impact on a range of stakeholders of this innovative community development programme.

Overall after taking account of the input in time, and expenses for setting up the course (including dedicated staff time, cost of payment for a trainer, refreshments and room hire and including here the fact that families are supported during the programme via the receipt of benefits) the overall (net) SROI ratio has been calculated (prior to verification analysis) at £1 of fiscal input to £5.59 outcome or £1 to £6.59 gross return on investment. This figure holds relatively solidly even when other attributions and drop-offs are calculated.

At all times over a five year forecast, the social return remains in excess of the financial input and indeed should additional grant funding become available, or more women move into employment – see further under qualitative data for a discussion on the ambitions of some women to work with agencies and move into additional paid roles – then the social return on investment will prove to be higher than shown by this relatively conservative calculation.

In conclusion – we have found that the social value of ITMB convening and supporting the community development has been significant with profound effects for the women who participated.

Recommendations have been included at the end of the report which suggest that to facilitate future evaluations record keeping could be further enhanced – and all participants could undertake base line assessments – which could potentially be replicated at mid-point and end point of projects. In addition, data collection which clarifies contacts with external agencies and fiscal issues pertaining to actual income prior and after intervention would assist in robust evaluation. However these elements would have to be balanced against other reporting needs and priorities of the agency whilst ensuring that delivery of programmes is culturally appropriate and ‘non-threatening’ and hence that bureaucracy does not unwittingly sabotage initiatives which have clear and obvious benefits to both participants and wider society through

enhancing the social inclusion, education attainment and employability of members of a frequently marginalised ethnic minority community.

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1. Introduction

This report details the research undertaken by Buckinghamshire New University's Institute for Diversity Research, Inclusivity, Communities and Society (IDRICS) to evidence the social value being created by Irish Traveller Movement (Britain) through the development and implementation of a specialist Community Development programme for Traveller and Gypsy Women.

The programme is unique in that it has been tailored, devised and delivered to:

- meet the needs of the participants who often have very complex demands on their lives,
- ensure the community understood the concept of community development principles that they keep hearing about from services
- fulfil the academic requirements to enable it to be credit-bearing (an Open College Network validated award at NVQ Level 2) *and*
- critically importantly, it is culturally appropriate enough in format and content, that members of a marginalised ethnic minority community who may often have experienced significant barriers to social and educational inclusion are able to participate and benefit from the training on offer.

As is considered below, the results of the SROI and associated qualitative findings from the Community Development Programme set out a strong evidence base to demonstrate that relatively small sums of money invested strategically can have a profound long-term impact on the life-chances and work opportunities available to individuals who are often deeply excluded in the sense of access to employment and levels of academic achievement. The lack of opportunities for mature (over 25) adult learners, is a factor recognized as being an issue of social justice by the National Institute of Adult Continuing Education (NIACE) who in an edited collection by Jackson, (2011) highlight the gender and class based nature of many forms of education, and the hurdles facing learners who have to struggle to overcome basic skills deficiencies later in life.

The Irish Traveller Movement Britain (hereafter ITMB) has in developing the Community Development Programme in consultation with an independent educationalist and trainer (see under stakeholders – section 3.1), the open college network (OCN) and a panel of advisors from the I Traveller community and external experts, undertaken significant steps to engage with both causes of social exclusion and empowerment of women at the margins of society whilst equipping participants to enter into paid employment or further education. In the remainder of this report, the background to the project is explored, as well as the methodology utilized to undertake this evaluation and the findings are presented under the headings of qualitative and quantitative data. Finally, the process for undertaking the SROI presented herein is specified (including a discussion on assumptions and the difficulties of identifying appropriate monetisation proxies), and conclusions and recommendations are provided for discussion. The Appendices consist of a short summary of the principles behind SROIs; a brief note on the complexities of identifying financial proxies and details of the content of the CD training course.



1.1 The Irish Traveller Movement (Britain) and Background to the Project

The Irish Traveller Movement in Britain (ITMB), which was established in late 1999, is both a registered company limited by guarantee and a registered charity (since 2003) with the aim of *“working to raise the capacity and social*

inclusion of the Traveller communities in Britain". ITMB defines itself as a 'national policy and voice charity' which acts as 'a bridge builder, bringing the Traveller communities, service providers and policy makers together, thereby stimulating debate and promoting forward-looking strategies to promote increased race equality, civic engagement, inclusion, service provision and community cohesion'.

ITMB has a well-established track record of active policy development, campaigning, community engagement, training and awareness raising and social cohesion work and participates in all national consultations with regard to Gypsy and Traveller issues. For example, staff members and community members were recently called to give evidence at the National Panel Review on the impact of changing Government policy towards Gypsies and Travellers, held in the House of Lords in early 2011 (Ryder, et. al., 2011). Amongst policy practitioners and experts working in the field of Gypsy, Traveller and Romany (GRT) studies it is widely acknowledged that ITMB "punches above their weight" and have a track record for engaging in "innovative practice" (personal communication, Trustee of Travellers Aid Trust). In 2004, the organization was jointly awarded the annual Liberty Human Rights Award for their work with other GRT community groups in establishing an inter-community organization (the Gypsy and Traveller Law Reform Coalition) which lobbied around the issue of site provision and civil liberties for members of nomadic communities. The organization also won the award for best example of community participation and innovation July 2011 from the All Party Parliamentary Group on Maternity Care for their health work with Traveller and Gypsy women.

ITMB has a clear social action focus and in line with the organisation's principles of capacity building and community ownership, has a management structure which consists of a board of trustees (comprising both Traveller community members and professionals with expertise in a range of areas such as policy practice, education, criminal justice and health) who support local and regional groups, and who are advised by an Executive Advisory Group (EAG) which consists only of Traveller community members. The group meets five times a year as a full board, and in subgroups as and when required. The group is "fluid and flexible in its approach and will meet on Traveller sites, community centres, when and where required" (information taken from ITMB website).

The Advisory Group (all of whom are Travellers who were recruited from a wide geographical spread with diverse backgrounds and skills base, include classroom assistants; school teachers; a district councilor; traders; community and youth workers; activists and community advocates) generates the policy work and broad campaign strategy of the Irish Traveller Movement in Britain. The actual delivery of policy and community development practice is undertaken by a paid staff consisting of mixed Irish Traveller, Gypsy community members and non-Traveller employees who undertake a variety of professional roles including that of sessional workers and interns, media and policy officers and who work across a range of policy and practice areas.

Among recent activities (between 2009-2011) the ITMB has:

- Engaged in negotiations over the Dale Farm Traveller site campaign
- Developed an (on-going) health awareness and advocacy programme for Traveller women leading to Level 2 NVQ qualifications for participants
- Produced a policy paper on Traveller economic inclusion and lobbied the Department for Work and Pensions in relation to economic activities, resulting in a joint seminar with the DWP and the delivery of the Traveller Economic Inclusion Project report (Ryder and Greenfields, 2010).
- Delivered a policy paper on Traveller accommodation which helped form part of a lobbying campaign around the Housing and Regeneration Bill
- Provided submissions to government consultations on Traveller site design and management and drafted good practice guidance on Traveller tenant involvement.
- Developed a response to the East of England Regional Assembly Traveller consultation as part of the East of England Regional Spatial Strategy – which became a model for submissions into other regional spatial strategies.
- Developed a policy paper and briefing on Travellers and education – which has been sent to a range of key policy makers including the Department for Education.

- Provided advice and comment on the London Gypsy and Traveller Accommodation Needs Assessment.
- Staged a series of successful national conferences on a variety of themes pertaining to Community Engagement and Traveller Inclusion
- Held the first ever Irish Traveller Cultural Symposium at the Hammersmith Irish Cultural Centre.

As part of the organizations Business and strategic plans the roll-out of a full programme of community development projects and in recognition of the (at that time, emerging) findings from the Traveller Economic Inclusion Project (Ryder and Greenfields 2010 op. cit); and the 2009 EHRC review (Cemlyn et. al. 2009) which identified significant barriers to employment amongst Gypsies and Travellers, a commitment was made by ITMB to develop individual and group capacity enhancing projects which were anticipated as having the capability of leading participants into paid employment.

In 2009 after applying in open competition and being awarded a significant grant of £412,478 from the (at that time Labour administration) Government's Capacity Builders fund; ITMB ring-fenced an element of the grant (up to one third of the income) to devise, develop and deliver a new Community Development programme targeted at Traveller and Gypsy women.

The programme was designed to deliver a course over 12 sessions, leading to an NVQ Level 2 award (assessed by a combination of practical assessments – e.g powerpoint and paper presentations in groups and as individuals; oral presentations; reflective learning portfolios and research assignments utilising IT and interviewing skills; and group learning sets). The course covered a number of activities and competencies under six rubrics (see further Appendix 3):

- **Practice Principles of Community Development Work/Theory**
- **Social Justice**
- **Community Development Work Skills**
- **Identifying Needs in Communities**

- **Involving People**
- **Reflective Practice**

The programme was designed in consultation with the ITMB and community members and, whilst tailored for the particular participants, was based on previous programmes delivered by the selected course convenor. The convenor, Jackie Duffy, who is a free-lance trainer and Community Development Manager for the a community based organisation, has extensive experience of working with Gypsy and Traveller communities in various locations in the UK

For cultural reasons it was decided that the course would be offered on a single sex basis (see further Cemlyn et. al., 2009 and Greenfields, 2008 for a discussion on gender divisions in employment and social settings and barriers to ‘mixed’ educational activities amongst Gypsy and Traveller communities). Consultation with ITMB and the selected trainer on ease of recruitment, likelihood of retention of attendees and profiling of individuals most likely to benefit from community development training¹ led to the selection of an all female cohort (aged between 22 and 48).

A further factor which impacted on the decision to recruit women for the initial community development programme was ITMB’s access to a pre-existing base of female volunteers and executive advisory group members, who were committed to enhancing their educational qualifications and skills base. That the majority of the women recruited were either lone parents or mothers of grown families was of significance in terms of women’s identified ambitions to improve their employment options (see further under qualitative data) as well as meaning that for some women they had fewer time, domestic or gendered constraints than may be found amongst some married women (or those with young families) whose husbands or relatives may potentially disapprove of their seeking paid

¹ Ryder and Greenfields (2010) op. cit. found, in the Traveller Economic Inclusion Project report, that substantially more women than men were employed in community development/community group settings. This model is not only common to Gypsy/Traveller communities but widespread across third sector employment. However, within the distinct Gypsy/Traveller community employment settings a substantial number of women interviewed had gained employment in their current role after initially volunteering within a specialist agency and ‘learning on the job’ or accessing training opportunities through their volunteer placement.

employment or undertaking training away from the home. That the programme took place in a 'known' and 'safe environment', was single gendered and was delivered in partnership by ITMB, who are well respected and have a good reputation amongst Traveller communities, was significant in terms of attracting course participants and ensuring support from relatives to enable the women to complete the programme (see further under qualitative data).

Despite the focus in this particular programme on the training needs of women, ITMB operates a fully inclusive and gender-neutral policy of support for, and engagement with, Traveller populations, and Traveller men are included as members of the Executive Advisory Group.

It is anticipated that as a result of the success of the project considered in this report, and in response to a community need identified through increasing numbers of enquiries from male Travellers, that in future, ITMB will, subject to obtaining funding, develop men's training programmes focusing on employability and delivery of a range of practical and 'soft' skills.



1.2 What is SROI?

The objective of this report is to provide an evaluation of the success and value of the ITMB community development project, which explores both qualitative outcomes and the fiscal value of the programme. In order to undertake this more quantitative element of the evaluation, a social return on investment (SROI) model has been utilised. An organisation's SROI value is essentially a calculation made (by using a cost-benefit analysis model) of the social value of the activities delivered by an organisation. The 'social value' of an activity is calculated by reference to psycho-social and fiscal benefit and economic and societal costs of delivering an activity as well as taking account of the environmental (physical and social) impacts of a particular service or programme under consideration. An SROI evaluation can be undertaken in relation to a whole organisation or merely one element or activity carried out by a group or service provider. In the current case, an SROI analysis was undertaken of the benefits (and costs) of ITMB delivering the community development programme to Irish Traveller women.

One key element of an SROI is that stakeholder engagement is of core importance in deciding what is central to an activity – and thus the 'voice' of parties to the programme or organization or activity are heard – for example when participants speak about how their confidence has increased this is considered relevant to the evaluation - rather than simply taking account of 'hard currency data' such as the financial value to the State or individual organisation of bringing in a grant, or getting participants off benefits and into work.

Put simply, although at the end of the day a financial calculation is undertaken (see further under *Section 5 (reviewing the process of undertaking an SROI analysis)*) so that a figure which takes account of the fact that for "every £1 we spent, we delivered £X of social value or tangible outcome" can be accredited to a programme, the intent behind an SROI assessment is that a story of change can be told, which captures a process and which ultimately can be used to either plan for future change, or evaluate the effectiveness of activities carried out so far.

Having a set tangible financial figure for outcomes (although there are some significant difficulties in actually attributing *financial* values to certain outcomes such as increased confidence or happiness (see further under Section 5 and Arvidson et. al. (2010) for a critique and discussion on limitations of this model)

means that funders, commissioners, stakeholders and service users can use an SROI evaluation as an evidence base to help them decide how effective an organisation or particular programme is in delivering a desired result.

In times of fiscal austerity, third sector organisations are under ever increasing pressure to demonstrate the worth of their activities. SROI evaluations can provide significant evidence to assist with demonstrating the social value of projects in a way which is accessible to funders and budget holders responsible for monitoring programmes.

It cannot be stressed enough however, that alongside undertaking a financial benefit calculation – based on a formal cost-benefit analysis approach that is predicated on a belief that value can be assessed by measuring change and expressing this change in monetary terms through use of a ‘financial proxy’ such as the amount of tax paid to the Government if someone commences work, or money saved if an individual’s mental health is improved and they are not in receipt of disability benefits and/or dependent upon medication – that quantitative SROI measurements should be matched by qualitative evidence. Such evidence – gained through interviews, observations or other similar techniques should be based on engagement with stakeholders. In this case, ‘stakeholders’ are defined as *‘people or organisations that experience change, whether positive or negative, as a result of the activity being analysed’* (Nicholls et al., 2009:20) – accordingly, for the purposes of the ITMB evaluations – we have included participants, trainers, and ITMB staff as stakeholders who have been interviewed, although (as detailed under Section 5 below) other stakeholders (not interviewed within this analysis) include local authority staff who make use of trained community development workers; the Government who benefits from seeing Traveller participants enter into paid employment and family members of participants who we are told reported pride in their relatives’ achievements and access to positive role models – data reported below under Section 3 of this report.

2. Methodology

As outlined above - the purpose of this evaluation was to explore the outcomes of the community development programme utilising mixed methodologies – both quantitative and qualitative. In undertaking this role we based our approach on the IDRICS philosophy of active engagement with community members, and our previous experience of undertaking evaluations and research in a range of diverse community settings. In Section 5 we explore in greater detail the actual processes of each stage of SROI (to enable transparency over our methods and support understanding of those elements included or excluded). Whilst completing this SROI we have followed the Cabinet Office recommended methodology for undertaking a study of this type (Nicholls et. al. 2009). Essentially we have carried out the steps below:

- Scoping of the study – deciding what activities will be included in the SROI assessment, and how it will be undertaken.
- Identifying Stakeholders – those individuals or groups who have a stake in the activities being considered e.g. those contributing to/participating in the activity, who benefit from it, or who might be negatively affected by it.
- Developing an Impact Map – developing a table to enable understanding the inputs (e.g. staff costs, materials), outputs (what is created or provided by the activity in this case the Community Development training programme) and outcomes (in the case of the ITMB project, the confidence gained and employment obtained by participants) associated with the activities reviewed.
- Evidencing Outcomes – actually collecting both quantitative and qualitative data to demonstrate the inputs, outputs and outcomes we have identified.
- Establishing impact – demonstrating that the changes we have identified have occurred as a result of the activities considered.
- Calculating the SROI – using the evidence we've gathered, working out what is the 'social value' of the SROI – for each £ put in, how much social value was obtained.

- Producing a report that is transparent enough to show how our calculations have been made and making recommendations based on the assessment of the activities.

2.1 IDRICS approach to SROI – the Research Questions

We have taken a robust approach to identifying evidence and providing a calculation of social return. We are, however, aware that in times of fiscal austerity it may be difficult to access ongoing funding to enable immediate returns on investment to become sustainable. Thus, for example if an individual moves into employment with an organisation which is largely funded by the state and that organisation loses their core-costs grants leading to redundancies, then the ‘gain’ of providing training (for example) is necessarily truncated as it is impossible to calculate whether or not the individual who has become unemployed will be able to access new opportunities within a short period of time or if the benefit which has accrued through their accessing training will be limited by the likelihood that the type of organisations that may potentially offer them employment are less likely to be taking on staff, or may in fact be facing closure.

Despite these intangible and vexing issues, we have set out to answer the following key research questions through utilising quantitative (cost-benefit analysis calculations) and qualitative (experiential data) methods:

The Research Questions

- *What* actual benefit is there in putting on a community development course for Traveller women? And how can we define these benefits?
- *Who* benefits? (e.g participants, external agencies, Irish Traveller Movement, Britain)
- What has *happened* to participants as a result of completing the course?

- Are we able to show a *social return on investment*?
- What could or should *change* to improve the model used?

The remainder of this report describes the SROI assessment carried out for ITMB by IDRICS based on each of the stages referred to above, and in doing so, sets out to answer the specified research questions.

2.2 Measuring Change – combining research methods

This evaluation demonstrates a classic ‘mixed methods’ research approach. It combines quantitative accountancy based methodologies common to SROIs – monetisation, calculations of unit value; input costs etc and in addition we have utilised qualitative research methods (interviews); participant observation (attending a session of the course) and explored reflexive self-evaluation methodologies with the participants; so that the women taking part in the course were asked to reflect on their experiences and explore their personal records of undertaking the community development programme (maintained as part of the requirement towards obtaining their NVQ qualification) to enable them to feed into this evaluation in a collaborative manner. In addition, participants and ITMB staff members were introduced to the concepts of SROIs throughout the lifetime of this project, in line with IDRICS stated philosophy of community education and partnership work, adding additional value to this study through a ‘trickle-down’ effect of publicizing SROI methodologies and enhancing the knowledge base of stakeholders.

Overall, this report permits a nuanced view of the changes experienced by participants and stakeholders, through ‘colouring in’ the statistical evidence through the use of qualitative data which presents a rich understanding of the personal social impacts of the programme. As is discussed at 4.2² there are

² And see further: Arvidson, et. al., 2010 and Chapman, C 14/1/11 - web-posting on Philanthropy UK website “New research highlights limitations of SROI measurement tool” available at <http://www.philanthropyuk.org/news/2011-01-14/new-research-highlights-limitations-sroi-measurement-too> accessed 23/10/11

limitations inherent in utilising SROI techniques, and in this, IDRICS first SROI we experienced a number of challenges to identifying financial proxies and attribution of inputs and outcomes (not least because of the fact that the programme was one in a series of initiatives devised by ITMB which means that staff have been involved in more than one project, and the uniqueness of this programme in working with marginalized Traveller women). These challenges have therefore meant that we have erred on the side of caution in undertaking our calculations and if anything we may have slightly ‘under-valued’ the social return on investment relating to certain elements of the programme at times, despite the fact that we closely followed the recommendations and techniques of the New Economics Foundation’s training programme (undertaken January 2011) as specified in the Cabinet Office SROI manual (Nicholls et. al., 2009).



We therefore believe from our internal benchmarking that the use of qualitative data in this report goes a considerable way to underpinning the weaknesses inherent on reliance purely on a relatively formulaic method which may not always *explain* change which occurs for stakeholders or which may place greater or lesser weight on an element than may be apparent or congruent to participants.

In the remainder of this report we present the qualitative findings and then consider the quantitative SROI, which enables us to explore and monetise the impacts described by participants.

3. Qualitative Results

This section of the report presents data gathered from individual participants, trainers and ITMB staff members who participated in the programme. As the evaluation was undertaken retrospectively – three months after the course had been completed, with the intent of looking at the changes which had occurred for participants it was not possible to interview all women who had taken part as they were no longer all meeting in London on a regular basis. Data for this qualitative element of the report was gathered through participant observation (with recording of some key discussions – with permission of participants); questionnaires completed by six out of eight course participants and semi-structured interviews with the trainer who devised and convened the programme and also the Director of ITMB. Additional information on the career paths and subsequent access to employment/training of participants who did not complete questionnaires has been gained in as great a depth as possible from ITMB records and the knowledge of other participants.

3.1 Background, Development and Format of the Course

A total of eight women undertook and completed the Community Development course which ran for a period of seven months from Summer 2010 to early 2011. The course consisted of 12 day-long sessions delivered on a bi-monthly basis which led to the award of an NVQ Level 2 in Community Development. There was an attendance requirement of at least 80% of all sessions – with morning and afternoon sessions counted individually so participants were not able to come in at lunchtime or leave early but had to attend consistently as well as needing to submit their assignments for assessment. In practice, although the number of sessions remained the same as in the original workplan (see Appendix 4) there was some slippage of dates due to Christmas closures and unavoidable staff commitments and the course ended in early March 2011 rather than January as initially planned

The commissioned tutor, Jackie Duffy – notes that although she was able to design the NVQ course around her ‘off-the-peg’ Community Development courses tailored for diverse groups in the past (including other Traveller women in Leicester), particular technique involves working with participants to explore their needs and existing skill sets so that she can decide which particular assessment

techniques are required. The tutor therefore spends a considerable period of time engaging with both the commissioners (in this case ITMB); meeting the participants and liaising with the Open College Network (OCN) to ensure that all assessments methods and administrative requirements are fulfilled to enable delivery of a credit-bearing (NVQ) programme.

“the course was based around the pre-assessment – that was crucial to be able to grasp their abilities and skills and the barriers they faced before they come in [to the programme]. I was lucky all the learners were really competent and had at least some literacy skills. There was only one who didn’t [have literacy] and her sister did a lot of writing for her.” (trainer)

The trainer identified the importance of timetabling the programme to fit in with caring responsibilities such as enabling participants to drop children at school and ensuring that there was time between sessions to undertake homework and to reflect on the materials covered in the class.

“We saw each other every second Friday – giving plenty of time to reflect, plenty of time to check through it [materials] and think about how they approach it [subject] and what does something mean if behaviours change... theorizing about what they do and have done and giving that change a name and a label” (trainer)

“In particular the use of ‘learner-packs’ and in-class assessments based around presentations and small group work etc. meant that the women had ownership of the learning process – we often didn’t complete the entire lesson plan as they wanted to go into things in more depth and then go away and do more work on something...the advantage of using the National Open College Network is that everything is internally moderated by them, so the tutor works with the students and tells them when something is ready to be submitted for assessment. So we can spend the last 30 minutes of a day session working on the ‘learner pack’ and then they get to do their reflections at home, and homework we usually do in the class. They then get their work back with a top-cover of tutor notes so that they can then re-do anything which needs to be improved before it is submitted.”

The trainer was clear, the fact that participants were able to work on ‘homework’ task whilst still together as a group at the end of the training day, and that they

were able to *'support each other'* had a huge impact on the women as there were more likely *'to be gaps in what they need to do'* if they were expected to complete significant numbers of tasks at home, where they might be isolated or busy dealing with domestic responsibilities.

The Traveller women who participated, also emphasised the value of this supportive environment to their learning (a consideration taken into account when calculating attribution for the purposes of the SROI – see under 5)

"I couldn't have done the course if I hadn't had the support and help from Jackie,(the trainer) other course members, and the staff at ITMB. Without the ITMB I wouldn't have known about the course in the first place"

"Everyone really helped everyone in the course, they supported each other and learnt from each other"

"It was great being with the girls and I have made good friends – being on a course with a diverse age group was brilliant, I feel we learnt a lot from each other".

"Grace [ITMB staff member who also participated in the course] did lots of writing for me, and didn't make me feel stupid or embarrassed about being unable to read or write well".

"Jackie was a great teacher – very easy to understand, willing to help with anything I didn't understand. She is a fun learner. She gave me self-confidence which I will never stop thanking her for. Jackie helped me more than I can say, she changed my life".

It can therefore be seen that the philosophy and design of the programme has had a fundamental impact on women's willingness and ability to remain engaged with the course, an element which is difficult to capture using purely statistical measures.



3.2 The Social Value of Participation - Outcomes for Participants, Trainers and ITMB

In order to explore the social value of participating in this programme we administered a simple survey and convened a discussion group with participants. In total five Traveller women aged between their early 20s and 48 years of age took part in this data gathering exercise. In addition, one ITMB staff member (Grace - who is not a Traveller by ethnicity), who co-managed the overall course organisation, took part in the training sessions and obtained the NVQ Level 2, also completed an evaluation form.

Four of the five Traveller participants had caring responsibilities – ranging from one young child to seven children at home. All but one of the Traveller participants who is a parent, are raising their children alone. NB: this sample includes a widowed mother of seven children.

Identification of skills (prior to commencing the Community Development [CD] course)

None of the Traveller women had formal educational qualifications prior to undertaking the NVQ Level 2 course in community development although all were able to identify ‘life skills’ such as driving, budgeting, first aid, supporting community members etc. Several women commented on the fact that prior to commencing the CD course they would not have recognised such life skills as valued and valuable assets.

One participant had previously worked within an education setting with Traveller children as a classroom assistant; another young woman (not a parent) had experienced training in human rights and taken part in a leadership seminar as part of her internship with ITMB, a role that arose in part through her involvement in the community development course. Several women spoke of their involvement with their community e.g. through ITMB or supporting family members, when defining their levels of pre-existing skills .

“No professional qualifications. But I believe I have a lifetime of life skills being a Traveller. Parenting skills, voluntary advice on Traveller background and beliefs and culture”

Participants were asked to identify what they had wished to gain from undertaking the course and the most common response was to gain higher levels of confidence and improve the situation of their own community

- *Gain more confidence, public speaking, Human Rights, How to bring about effective change and better quality of life for my Community.*
- *How to be confident, how I should go about giving help to other members of my community, for to best help them.*
- *I never thought I could do a formal course because I can’t read or write well, so I wanted to get personal confidence and a qualification. I also wanted to know how I could help my community more.*
- *To learn more about community development and to better my career.*
- *The correct language, terms to use, public speaking.*

In contrast, for the professionally qualified ITMB staff member (graduate, single female professional, no children) ambitions were more focussed on enhancing best practice and career development:

“How best to engage groups and best practice in this area. Become familiar with the academic side as I had focussed on practical aspects”.

By the time the course ended after 8 months, stakeholder participants’ ambitions had changed to include a determination to gain a qualification as well as explicit use of more empowered and self-determining language:

- *To be able to empower and give a voice to my community. Raise awareness of the community.*
- *To be able to understand what I was doing, being able to communicate with others and have an idea of what to do next. A qualification to help me get a job. And to bring two very different communities together to work things out.*
- *Better understanding of how to go about helping my community, to learn more knowledge so that I could pass it on. Also the qualification.*
- *A qualification. Confidence when working with community members as well as officials.*

Asking participants to explicitly identify the skills they have learnt demonstrated a clear gain in confidence – which we have attempted to equate with proxy measures of emotional and mental health well-being as well as ‘harder’ more measurable outcomes such access to work.

- *I feel more confident now, I feel I can speak better, get my point across better.*
- *Definitely more confidence. A better understanding of how other communities work. I can now carry out an interview. Extension of my vocabulary. I now know the right way to go about bringing people*

together. Also I have a better understanding of people when they interview me.

- *I learn that information can be given in different ways – like pictures, so this helps communication among people who don't read and write well. I can tell other people who don't read or write [this participant is functionally illiterate but has still gained the CD NVQ Level 2 through supported learning and use of innovative validated processes for submission of work] that they can also join courses like this, not reading is not a barrier.*
- *Language, confidence to talk to and about my community.*
- *How to identify the needs of a community. Community profiling. Feel more confident.*

The benefit of participation for the professional (ITMB staff member) was identified as:

“Qualifications, new understanding of my role and best practice examples, enhanced practice principles, greater understanding of academic definitions. Increased confidence in the subject”

Analysis of this participant's responses and exploration of her current workload has led to the finding that that ITMB (as a stakeholder) has made a 'gain' in institutional value through her involvement in the course which has ensured access to training in transferable skills and investment in the staff member's professional development which has subsequently been fed into future (on-going and currently planned) projects.



Identified outcomes arising from participation in the course – these indicate a dramatic change for the participants – which can predominantly be equated to the skills gained through this programme (see below for discussion on attribution rates relating to input from the programme). These have where possible in the SROI calculation been monetised through the use of proxy measures where

possible and/or clear financial measurement e.g. diminished benefits bills/increased tax take for those moving into employment

- *I have gone on to do another course now I feel better about myself – have more self-worth. **I have taken a paid internship at the ITMB.** I can go and do things myself without asking all the time.*
- *I have done two further courses. A health course and a training [course]. I am doing my CV to apply for a job in my local area. I now ask people to explain to me something I did not understand.*
- *It has given me more confidence, so I can join other courses and get more qualifications. I am no longer happy to sit at home – I want to join other groups.*
- *More training, **a job** in education with Travellers in X [local authority].*
- *Feel more confident in my work, makes me more comfortable when introducing other people to courses. I have **started a new course.***

In addition to asking participants to map practical changes in their circumstances they were asked to explore the potentially less tangible social benefits of involvement in the programme. Again whilst monetisation is problematic (see further under 4.2) in some cases, these demonstrate high social returns as a result of participation.

In presenting this qualitative data we have referred to the impact on other 'stakeholders' (such as the wider community or local authorities) even where (see under 5) it has not been possible to include all of these groups/individuals within the SROI calculation as a result of problems in identifying proxy figures for elements such as 'enabling health staff to access Gypsy and Traveller community members'.

- [The course] *helped me recognise the importance of social inclusion and promotion of good practice. I have engaged with all difference agencies and have been involved in organising an event for the History Month³ in partnership with [agencies] in my area.*

Impact: on the wider local community as well as on the Gypsy/Traveller population e.g. enhanced community cohesion through developing understanding of GRT lifestyles; increasing confidence and pride amongst GRT community members and benefits to service providers through easier access routes to ‘hard to reach’ community members

- *I have supported family members in applying for GPs and school places. Helped to do teacher training days [diversity training]. I have helped the local police with our cultural beliefs. I have given advice to local councillors on our beliefs.*

Impact: on wider community/service providers, e.g. Local Authority and agencies listed above. Longer term benefits to wider GRT community as a result of increased understanding of culture and needs

- *I have used confidence to encourage other people to do the same [engage with community activism]. I feel I can talk better to people. I can use the confidence I got from doing the course to pass on the information and skills I learned on the course to the Travelling community. I have met new people and have stayed in contact with them after the course was finished. People come to my sister (who was also on the course) and me to ask us questions about how to get access to health services, planning information and we*

³ Gypsy Roma Traveller History Month (RGTHM) takes place in June of each year in the UK and involves community members, local education authorities, libraries and voluntary sector agencies working in partnership to celebrate the history of Gypsies, Travellers and Roma in Britain, Events are organised at a local level and may range from music and dance performances to exhibitions in local libraries, talent contests and oral history events. RGTHM is based on the model initiated by Black History Month which first took place in the 1987 in the UK and which itself follows an earlier American conceptualisation of how government agencies working with community groups to publicly celebrate and mark the achievements of Black citizens acts as a way of breaking down boundaries and instilling community pride.

are now able to give them contact numbers, information and to help them, however we can.

Impact: on wider Gypsy/Traveller community and service providers

- *I used what I learned in my new job and it helped a great deal.*

Impact: Moved into employment thus there are fiscal benefits to the State through reduced benefits claims and increased tax claim - as well as benefits for Gypsy/Traveller populations she is in contact with in new role

- *I have used the skills I learnt through my work. I have told others about it. I am a trustee of a group for GRTM in London and am helping set up an Inter agency forum within Harrow*

Impact: on wider community through enhanced cohesion and knowledge and for service providers e.g. – Local Authority in ensuring representation of Travellers on fora.

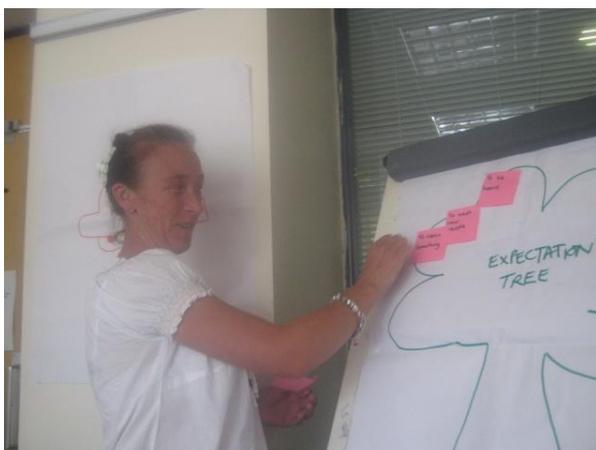
The (non-Traveller) ITMB staff member also reported gains in increased professionalism and knowledge

- *[I] have supported people I worked with. [Used this as] access to delivering other courses; “creating” changes; supporting groups, making and influencing decisions.*

Impact: ITMB as employer of staff member and ultimately for wider community as she is able to disseminate increased knowledge and enhance service delivery in her professional life.

Under 5.3 and 5.4 the process of ‘attributing’ any gains to stakeholders is considered in more detail. Whilst this creates a relatively complex picture, qualitative data from interviews and the group discussion reveals that the participants on the course felt very strongly that the support they received from ITMB and other stake holders (e.g. the trainer – see above) as well as their own family and friends has had a significant impact on their ability to undertake the community development course and move into new roles.

- *ITMB has played a big part in helping and supporting me, also doing these courses have [sic] given me more confidence.*
- *My family, without their help and understanding and child minding I could not have done this course. Jackie, our teacher, she made it really easy to understand and explained everything fully. She is a great teacher. ITMB, without their contact I would not have known about the course.*
- *I think that Jackie (the course trainer) has helped me get where I am, and also other course members, who have helped me with course work. Jackie's teaching method was relaxed, and she had a good way, and this was better than someone being bossy. I felt I could ask questions, and she'd answer them in a way I could understand.*
- *The Irish Traveller Movement helped me get where I am today, with the course I did and my new job.*
- *All of the work I do helped me get where I am. ITMB – Community Development course, [the] Leadership course as well as [the] Human Rights course [all of the above training opportunities were undertaken by this Traveller participant since taking up an internship and subsequently paid employment within ITMB].*



Whilst considered in more detail under Section 5 when we specify attribution of value of the course to participants and the impact on their current employment/skills base, participants were invited to consider whether the support they have received from any agencies other than ITMB (for example JobCentre Plus) would have enabled them to enter employment or access CD training. In particular we asked them to consider if they would have been able to take up training as a result of contacts with other agencies if a similar course had been available in another setting.

Interestingly, and in line with findings from other projects which explored barriers to employment for minority ethnic women (Dale, et. al. 2006; Bhavani, 2006) the Traveller women interviewed reported that they felt less likely to be able to access certain jobs, and that they believed they were more likely to be unemployed than members of other ethnic groups. This restriction of aspirations and limited access to employment sectors as an artefact of ethnic identity (the ‘ethnic penalty’ cf. Platt, 2008) has also been noted amongst young Gypsies and Travellers when asked to consider how they would feel about working in the health and social care field (Greenfields, 2008). The ability to participate in the ITMB community development course which was designed to be culturally familiar, educationally inclusive, single-gender and ‘welcoming’ to Travellers was therefore regarded by community participants as being highly significant in breaking down barriers to accessing education and employment. Accordingly, Traveller community participants attributed an exceptionally high value to ITMB’s willingness to fund and hold the course.

The fact that travel expenses were paid to participants was highly valued (particularly for those women travelling in from some distance) although the absence of childcare costs were regarded as a major disadvantage, impacting negatively on several women who would otherwise have wished to participate:

“That was bad... a lot of people coming to this course has the children... but we has kids of school age who can look at the others ‘til we are back or someone to look out for them”.

“Two lades in Greenwich wanted to do this course but couldn’t because of the child [care]”.

The absence of childcare support was however, the only negative element raised by participants although several women referred to the fact that they would have wished the course to be longer, or (on one case) on a day other than Friday, as that created some travel difficulties for her with crowded roads in and out of London in the late afternoon prior to the weekend.

For the ITMB non-Traveller staff member participant again, the level of input attributed to her employer (as would be expected) is lower than for 'community member' participants: *"My ability to learn has been developed through formal education, school and uni. My job means I develop informal [community development] skills and I wanted to formalise them"*.

For the other five participants who participated in the discussion group/completed questionnaires, ITMB and the trainer were identified as the *agencies* who were **solely responsible** for supporting them into and through the process of completing the CD NVQ.

Two women stated that no other agencies had provided support or advice to them in relation to skills training of this type. Two explicitly noted that their prior involvement with ITMB had assisted them in engaging with and participating in the CD course

- *Before the course I hadn't been on any other courses whatsoever. I had been to meetings before, like planning meetings, but I never spoke. I got such confidence from the course that I feel I could join more courses, and I have. I wouldn't have joined any other course because I wasn't confident enough, and other courses were for non-Travellers. I felt unable to admit to not being able to read and write well among non-Travellers, but this wasn't the case with the course because it was specifically for Travellers, and there is no stigma attached to not reading and writing well.*
- *I have been sent on IT courses from the ITMB and they have helped a lot.*
- *None [other agencies which have provided assistance]. ITMB was the first and only organization which has ever offered me any help or any sort of course. No-one has ever offered anything to Traveller women like this, as far as I am aware, and certainly not to me.*

Two participants offered a slightly more nuanced view of who had directly supported their development – noting (when asked to attribute input from other agencies as a percentage of the overall benefit gained) that

- *Without funding there wouldn't be a course so that helped get us all where we are.*
- *The funders, ITMB helped by supplying a space, money etc. so the course could take place.*

In addition, the 'non-Traveller' professional noted that without the support of her employer (ITMB) – specifically giving her time to attend the course and paying her fees, she would not have been able to participate in such a course at the present time although given her pre-existing level of cultural and academic capital she did not doubt that she would have been able to undertake CD training at some time in the future.

Impact on employability/volunteering (post completion of course)

The non-Traveller staff member commented on her improved opportunities to access additional training and the impact on her CV of having undertaken a formal CD course.

For the other (Traveller) participants, the two youngest participants (one of whom is a mother) who are currently employed in community roles – one as an ITMB intern the other newly employed as a community worker - referred explicitly to being able to deal with more complex and skilled aspects of their role as a **direct result** of undertaking the training course – for example using the skills learnt to enable them to undertake public speaking in specialist policy fora:

“Being invited to speak to service providers and multi agencies about my community, representing my community” and “Yes, my workload has increased and [ability to provide] training”. The three other participants reported increased willingness to engage with community training and voluntary work as a result of their growth in self-confidence and awareness of possession of a professional skill-set:

I do a lot of voluntary work. But I have took on more since the course as I am now more confident in my role in this area. When members of my community approach me now, I know better how to help them [through sign posting to services]

I have come onto a new course. Among my own community I have talked about the course, and advised anyone to join a similar course. I have given community members advice. My daughter has a tutor and I showed her my notes, and we was really impressed that I had joined. Re my work, I have more relevant information [to pass on].

Training. I'm more willing, looking forward to doing more training.

Impact: The qualitative responses all indicate that accessing the course has had a direct impact on a series of stakeholders:

The Traveller community who are able to access trained community advocates, the wider local community (as a result of more equal levels of engagement between populations, which relates to positive community cohesion outcomes) , service providers who can utilise the skills of the women who have attended the course and, for the two participants who are in paid employment as a result of their training, the Government/Local Authority stakeholders receive the benefit of higher a tax take and a reduced benefits bill (including council tax payment)

Confidence Building – for every participant (including the professional, non-Traveller, graduate staff member who noted that the course had *“Improved my self-confidence to deal with big groups of different ages - while the group was all women Travellers [there was a broad age range”*).

There was a markedly high reported increase in self-confidence following participation in the CD course.

- *[I have] a lot more confidence in myself at home and feel more skilled at giving my community advice.*
- *I have a lot more self-confidence in myself as I believe more in myself. I believe that comes across when helping members of my family and community as they come a lot for help.*

- *Going on the course directly increased my self-confidence with everyone I meet, either family or friends and whether they are in the Travelling community or not. I don't think I have to stay back anymore. I feel confident enough to give advice to other Travellers. I have more confidence just knowing I have done this course.*
- *My confidence has soared in the last year because of the ITMB Community Development Course and more training.*
- *I feel a lot more confident through my work, also feel confident talking to my community and other community members.*

Whilst it is problematic to monetise this benefit of the course (see under 5 for a consideration of the process) a proxy measure has been tentatively identified. Moreover, an attempt has been made to attribute participants' employment in their current roles as volunteer/staff member to the impact of the course although again it has been difficult to identify potential 'displacement' impacts (see under 4 for a discussion) given the general absence of specialist Traveller community development staff roles in many settings.



Consideration of this qualitative data however implies that had they not had access to the CD course/qualification, participants (other than the 'professional' staff member) perceive that they would be in a significantly less empowered situation.

- *I wouldn't have had the confidence to do all the things I am doing now.*
- *I would have still done the voluntary work I did, but not as much - with nowhere as near as much confidence and self belief. [young lone parent participant]*
- *I would still be sitting at home and I wouldn't have done another course. I wouldn't have been able to offer the help to my community that I can now give. I wouldn't have been confident enough to encourage other non-reading travellers to join a course if I hadn't done it myself first.*
- *Without this course, I wouldn't be where I am today and the job I have now.*
- *I would have carried on with my work but I wouldn't have the skills and knowledge I have today. It has made me see the similarities between others [diverse community groups experiencing exclusion]. [Young participant working as an paid intern at ITMB]*

When asked to describe the overall impact on their lives of undertaking the CD course the participants were enthusiastic, wishing to talk about both the techniques used in the course – and the way in which the “grand”, “really really good” trainer had encouraged them to fully engage with CD processes leading to an awareness that they had the ‘tools’ needed to participate more fully in public and political life.

- *I'm more confident to go out and tell people about courses like this, speak to other Travellers about what we've done here and there's no stigma attached to it [participating in the course].. you don't feel like you have to be quiet [during the training sessions], you can say something and if you've got it wrong you've got it wrong and the person will give you the proper word.*
- *We talked about identifying needs, about work skills, new vocabulary, practice principles, social justice, what about involving people in the community... I think when you have names for it [behaviours which were*

previously not seen as community development or social justice actions] *like that you see it differently and start valuing what you do.*

Overall, the participants were clear that attendance on the course, the possession of a formal qualification (for most women the first they had ever gained) and the confidence gained from the knowledge that they had developed expertise in concepts pertaining to policy development and human rights meant that they able to act as role models for their community and engage effectively with external agencies.

I feel that I have really developed and when I attended a community development [short course through new employer] course recently I was familiar with everything they talked about, in fact it [the course she attended] wasn't even that thorough.

I think the [ITMB] course was brilliant and would love to do it again. I would recommend it to anyone. Great way to learn skills that can benefit any community

Finally, I've got the strategies for influencing [local authorities and agencies],

For several participants attending the course had also had a significant impact on how they viewed their membership of a minority ethnic community, enabling them to make connections between exclusion and racism in a manner which enhanced their understanding of political action and the similarities between their own and other BME groups. In two cases, this increased politicisation had led them to realise that their newly acquired skills were transferable and as applicable to working with a range of other communities as to their own population, thus demonstrating a potential impact for wider community groups/ service providers and local and central Government agencies which have an interest in community cohesion issues.

During the phase of the focus group, which explored some of the anticipated medium to long-term impacts of the course, participants were eager to talk about the tangible benefits of completing the programme. Several participants gave examples that demonstrated outcomes, which whilst hard to place a financial value on for SROI calculation purposes, represented a significant achievement for

women who had, in most cases, formerly lacked the skills and confidence to participate in public forums.

*I've actually applying to the local council to get a **real** job [e.g. not volunteering or an internship] to help the [a range of BME] communities*

And you've set up your group in Hertfordshire which has kicked off recently which is involving all the Travellers and multi agency organisations that I didn't know existed in my area [one participant referring to the inter-agency development work being undertaken by another woman who had completed the course]

You got that interview with that NHS guy or PCT guy [another woman had approached her local health authority to discuss cultural awareness training after receiving complaints from Traveller women that they felt they were receiving poor service]

We have had an interview with - he is a local counsellor but he deals very much with disabilities and for hospitals and causes like that ... cos we didn't know till Jackie set us up some homework there should be a policy on Travellers in healthcare and there isn't one in our area and we are actually helping with the local MP and doctors to set up a policy for Gypsies and Travellers in our area [responding to the previous comment].

And it makes me more able to go into schools to ask if there are any problems in schools for your child, [to find out] if they have a policy or equality policy. You know what to ask [after completing a CD course]... if it wasn't for the course you wouldn't know about policies in the first place.

I sat on the interview panel for interviewing a Development Officer to work with Travellers.

3.2.1 The view from ITMB

The interview with Yvonne MacNamara (Director of ITMB) considered both the degree of financial and administrative support delivered by the organisation (monetised within the SROI calculations) and enabled her to present her views on the value of the course to her organisation, the wider Traveller community and

the participants. In particular she was able to identify that several women had made the transition into employment (either with ITMB or other organisations) as a result of participating in the course – representing an impact for central Government as a stakeholder; ITMB as an employing organisation and the individual women themselves:

“I think it was very good value for money – I am only a little disappointed that we didn’t do it sooner rather than later. What did the organisation get out of it? – Certainly we were able to identify people within the community that we could work closer with and move them on into other roles and we certainly were able to deliver on our objectives of capacity building community members, to be able to participate in local decision making structures, that certainly was achieved. Out of the course some of the successes - and they may not sound huge successes - but they are big successes in relation to Travellers. One lady who came on board had a paid internship with us... This particular lady came on board for 6 months and was doing 2 days a week and was paid... we pay £10 per hour on the internship programme... she had children so she was able to retain her housing benefit but she lost her income support but she was still better off”.

“One of the other ladies that completed the course went on to get another paid internship... she probably did 3 months here on a paid internship and then... while she was here we were able to apply for another internship which she got..... with the Equalities Commission....she then left us.... but has continued on with the Equalities Commission so now she is working four days a week”.

“Then there’s X. She did the course as well, completed the course, she didn’t do an internship while she was on the course but has come back to do our accredited health and advocacy course and has taken up an internship with us and has also been offered further work experience with X Housing Association in Hertfordshire. She also just started a training programme on advice work in Hertfordshire. That all voluntary so she is not being paid anything but should lead eventually to paid work.

“One of the other ladies wants to move into further training and education and she wants to go into counselling so we are currently looking for courses for her and how she can access that kind of funding and she has been in this morning doing research on that”.

In total Yvonne MacNamara was able to identify that all participants in the CD course were either actively looking for work, had moved into part-time work or (in the case of one or two individuals with complex family care responsibilities) *“not looking for further employment but she participates in local forums so is pro active that way. She does do voluntary stuff”* which supports her community.

She was clear that the women who had participated were eager to consolidate their success on the course by undertaking further training and education, noting that:

“Every one of those ladies apart from X who is doing her law degree and working for the Equalities and Human Rights Commission (EHRC), everyone of these other ladies are back on the next lot of training which is health and well being” [leading to another NVQ qualification]

The one individual who had not applied to undertake the ‘follow-up’ ITMB health advocacy course was instead otherwise engaged as she had applied for and obtained a place to undertake a law degree as well as obtaining an internship at the EHRC. Although she had actually initially applied for her law course prior to commencing the CD training *“the fact she did the community development course - consolidated knowledge for her and gave her the confidence because she would never have dreamt of doing the internship herself and in fact when she went to do the interview [for the EHRC internship] she was incredibly nervous at how posh the building was and [staff member] had actually helped her with the forms and went with her but didn’t go into the interview and she [course participant] nearly turned at the door ‘cos it’s a great big building and it was very intimidating but she’s doing well and everyone of them [course participants] are back for more so there is definitely an appetite for a lot of training and a lot of it is once you have*

the right trainer and attitude and it's in a non threatening environment they will come."

In terms of benefits for the organisation itself, Yvonne reported that having successfully delivered the CD training, ITMB was able to make use of their experience in CD as an added leverage in applying for funding and as an additional bonus could utilise the skills of the CD trained staff and interns when delivering training to external agencies. She further reported an increase in enquiries from male Travellers (see above under introduction) who are typically less likely to access education and training, reporting that the success of female relatives had led them to explore the ways in which ITMB could support them in acquiring qualifications and marketable skills:

We've had a lot more enquires about training and the kind of enquiries I'm picking up at the moment are from men, a lot of men are asking. For Traveller men that is huge. For example the adult and community learning [funding] bid is around men, about putting some stuff on for men. I think that we have the track record now that should help in developing further training and getting some sort of funds in but it's also that the community are aware that we do deliver accredited training programmes. It's a trickle at the moment with the men but 2 years ago I didn't have a call from any Traveller men looking for training so there is something going on there definitely. So I think it's coming from having decided to go down that road and do some training, whether its community development or health and well being, the fact that there are accredited training is attracting attention.

Overall, she reported that the organisation had benefited from delivering the programme:

We've got an incredible amount [from the course]. I think as an organisation it helped us be more decisive with our strategic planning and what we should be doing and where we should be going so our business plan is very much leaning on the successes from this course. We also got a far more informative advisory group

in that they have a lot more skills and confidence than they had in the beginning. Far better representation from the Traveller community.

She noted too that one ITMB intern who had completed the course was now organizing “meetings herself out in Hertfordshire. Grace still does quite a bit out there but she [course participant] has the confidence and skills herself to do a lot. While she was very capable before we ever met [her], by ITM being able to help and guide her a bit with this course, it has professionalised it a bit more and is leading to new things and opportunities for her and her community out there”. The presence of a confident, trained community member in that locality also saved money for ITMB as paid staff members did not need to travel out from London to support local meetings with service providers and Traveller residents. “[It] might be something like six days of staff times saved by [having trained volunteers available]... which would be effective”

Whilst in the current climate applications for funding are likely to experience far greater competition (and indeed ultimately some of these applications were unsuccessful, diminishing anticipated SROI monetised outcomes), at the time of interview the ITMB Director reported that the success of the CD programme had led to a sharp increase in shortlisting of applications as she had “certainly used it as a marketing tool in all our applications - we’ve been short listed more and we’ve been short listed for BBC Children in Need because we’re able to show how we work and engage and capacity build. We have also been short listed for Trust for London”.

She identified how the success of the CD programme had influenced the design of anticipated programmes when ITMB accesses funding “it is about working with young Travellers and its very much about local decision making so there would have to be a lot of capacity building and training and hands on interaction that type of work, so I am thinking of the work plans I put together, there would need to be things like linking in with Parliament, training with the House of Commons outreach team, there would be kind of some media skills, that kind of stuff so

there was going to be lots of training there with the young people and getting them to access others so there will be quite a strategic role for the worker in this project as well so while working with the young people we would be working at a local authority level ...[all of our work] it's all geared towards that involvement and main streaming a lot of the issues but making people aware that there are differences and sensitivities that they need to put in place when working".

When asked to attribute the success of the CD programme and to reflect on which elements were most effective – Yvonne McNamara identified several elements – the organisation's ethos, skills of the trainer and the fact that participants were able to obtain a qualification:

"I think the key is accreditation, I think it's important you offer something that gives accredited training because that's very much valued by the community... they need to be accredited and people need to see that they can go somewhere with it and progress. I think it's important to have a good trainer, and the trainer was exceptional [in the CD course] in that she had very good skills, very good interpersonal skills and I think they're really important because we are working with a community that haven't got experience of the learning environment and she was very good at relaxing them. Initially, just getting them and relaxing them and making learning non-threatening. So I could see where Jackie could have success where others have failed. I think I would attribute a lot of holding onto the group to Jackie.

Women come in for the crack as well, for the fun. It's like a good coffee morning and they came in for that and didn't realise they were learning, learning by default".

In addition Yvonne stressed the ethos of ITMB and sensitivity to community needs as a key element in ensuring that the project worked effectively: *"The organisation certainly is about being in touch and I think everyone here has their feet firmly on the group and are in touch with the community. You will always find community members here, they run through all the strands and that's certainly*

why we were awarded the Castle [award], because they could see the community involvement and organisation. So community members are on the advisory group, management committee, as interns, working, and being volunteers apart from being on the course. I think that's really important for the organisation and helps it in moving towards more of a partnership with the community. So a lot can be attributed to having the right team and people and right interactions".

3.2.2 The Outcomes for the Trainer

Jackie Duffy indicated (see above at 3.1) that a large element of successfully delivering the CD course consisted of early, in-depth planning to ensure that content and delivery appropriate to the participants' needs. That this level of front-loading was successful has been indicated by the positive nature of the comments from participants and ITMB. When asked to identify what she regarded as the most successful element of the programme, Jackie reported that:

It is that 'yes' moment when you know that you and they have 'got it' – it's creating knowledge together and hearing women understanding and using terms they wouldn't have used before, even though had the knowledge about what 'community' for example means – hearing them talk about speaking up at a council meeting and challenging preconceptions from lawyers and councillors - using terminology which makes a professional [react with surprise] – that is what it is all about... I couldn't do it without them and it's the most challenging and rewarding thing I've ever done..."

3.3 Discussion

In the following sections of this report the quantitative analysis and monetisation of outcomes referred to above is considered and a 'figure' put on the benefits to a range of stakeholders. Before moving to explore the ways in which such calculations are undertaken however, it is worth reiterating that in SROI evaluations the 'narrative' and 'change story' is also key to understanding the

social return on financial investment. The evidence gathered from participants suggests that even where financial proxies cannot be easily identified the change to their lives has been profound with the women reporting increased confidence, skills development, expansion of social capital and friendship networks and having received the inspiration to continue their educational journey.

The use of a range of qualitative techniques to explore these issues have given ‘voice’ to the women in a manner which purely fiscal calculations could not demonstrate and it is suggested that even where financial returns may seem relatively low in some elements of the SROI, that this ‘soft’ qualitative data should be read in conjunction with the measurable outcomes to capture an overall picture of enhanced ‘wellbeing’ for participants. Indeed an approach to modeling social ‘wellness’ is increasingly recognised as important in terms of contemplating the inter-connectness of communities and the associated benefits of health, happiness and access to social capital that are elements of the social determinants of health (Shelton, et. al., 2011). Accordingly we note that in line with SROI’s stated aims of addressing the ‘social’ returns on investment that even when no (or relatively weak) monetisation of identified factors is possible, that account should be taken of the wider domains of social wellbeing and these elements read into the narrative discussion on the outcomes of this project.

4. Quantitative Results: Social Return on Investment

4.1 Understanding SROI Results

There are two forms of SROI assessment: **Forecast SROIs** which seek to predict how much social value will be created if funded activities are able to deliver their intended or most likely objectives. Typically, this type of SROI is built in at the planning stage of a project to enable funders and stakeholders to assess the likely impact of a programme where there is a lack of existing outcome data. In some cases a ‘forecast SROI’ can be followed up with an evaluative SROI to see if the predictions and anticipated outcomes were accurate.

The second type of SROI, the form used in the case of the ITMB community development programme, is an **Evaluative SROI**, which is conducted retrospectively and is based on actual measurable outcomes that have taken place over a given evaluation period. This type of evaluation is more useful where a project is already in existence and outcome data is available. In the current case we have undertaken an evaluative SROI over a relatively short period of time – as it looked at the six months after the course had been completed, although also including change that had occurred during the life of the CD programme. We have attempted to forecast the likely impact of this programme through costing in the value to the state (for example) of a participant entering into work and remaining in such employment over a significant time period. However, as referred to above, in times of fiscal uncertainty it is very difficult to make appropriate forecasts on the likely outcomes for publicly funded agencies and thus the forecast elements of this SROI must be subject to some uncertainty. Accordingly we have been cautious in our estimations of ‘financial figures’ for social return on investment and may potentially have underestimated the social value created by delivery of this course. Hence it is critically important to read and correlate the qualitative and quantitative data to gain a fuller picture of the benefits to participants and wider stakeholders of this programme.

4.2 Discussion on the Applicability of SROI ‘ratios’

We would warn readers that when contemplating any SROI there is a danger of too narrow a focus on the ‘ratio’ figure, and would stress in the strongest possible terms that this ratio figure (calculated social gain per £ of input) can only be meaningful within a wider discussion and narrative of an organisation’s outputs and activities. Any investment decision should therefore take account of the entirety of the picture outlined within this report to ensure that appropriate funding decisions are taken which consider the challenges experienced by a range of stakeholders in delivering services, rather than simply comparing ‘like for like’ which in the light of the dearth of Traveller specific projects may potentially mean that ITMB is contrasted with an agency working with other so-called ‘hard-to-reach’ communities or asylum seeking or migrant groups.

As SROI is still developing as a method (see Arvidson et. al., 2010; Chapman, 2011), there is still little standardization or agreement over which valuations should be attached to social outcomes. This means that results can only be treated as functional estimates rather than precise cost-benefit analyses. Accordingly, the key to understanding the outcomes detailed herein is to recognize that the ratio remains **positive** across all elements of the calculation, (that the ratio of value is at all times higher than the financial input) despite the fact that not *all* benefits to *all* stakeholders have been able to be monetised (e.g. value of enhanced community cohesion and understanding of Traveller culture to local authorities in contact with CD trained participants).

5. Reviewing the process of undertaking the SROI analysis

The principles which are used in undertaking SROIs (taken from the Cabinet Office report (Nicholls, et. al., 2009) are laid out in Appendix A. In this section of the report, each of the six stages of the SROI analysis is detailed to enable transparency over methodology utilised in the calculation.

5.1 SROI Stage 1: establishing scope and identifying key stakeholders

The scope of the evaluation was agreed at the point when the work was commissioned – explicitly to undertake an evaluative SROI that looked at the tangible outcomes of the programme and explored the benefits to a range of stakeholders of the CD project. The time frame for the evaluation was the relatively short time frame of a six month period from the time when the programme had ended to enable a rapid response evaluation which could demonstrate how effective the project had been in supporting participants in entering into community development activities.

In order to carry out this phase of the project it was necessary to take steps to identify and involve stakeholders in the SROI process. Identification of stakeholders was carried out through discussion with key staff members at ITMB; review of documents and team working with course participants in line with

IDRICS' ethos of collaborative research. The following stakeholders were identified:

Project Participants – The Irish Traveller women (and in one case ITMB non-Traveller staff member) who took part in the programme.

Other beneficiaries (whose resultant benefits were not monetised as a result of an inability to identify appropriate proxies for secondary confidence building, or the value of accessing community role models for children and relatives of participants) were the **family members and community peers** of course participants. These individuals are indirect beneficiaries of the programme through access to trained community development staff and role models from amongst their peers.

Central Government – Indirectly (via Capacity Builders), the funder of the CD programme. Central Government also retains an interest in the training & employability process which benefits participants. Financial proxies were calculated in relation to increased tax take and reduced social services payments made by this stakeholder.

ITMB – As the stakeholder who facilitated the programme not only could they enhance their service and reduce staff time on outreach projects, but also increase the likelihood of obtaining new project grants emerging from the success of the CD programme.

Tutor – potentially enhancing both her own marketability as well as increasing her skills (see above under qualitative results).

Local Authorities/Public Sector services – As noted under the qualitative data these agencies may make a direct gain from enhanced lines of communication with Gypsy and Traveller communities as well as (in the long-term) reducing the costs of some services delivered – e.g. Supporting People; housing benefit payments; health care needs; if advice, information and appropriate interventions are accessed at an early stage through community development staff, or people are helped into work through culturally appropriate employment and training opportunities. It has not proved possible to estimate and monetise these benefits but we consider despite the lack of a quantitative figure – that such public sector agencies can appropriately be regarded as stakeholders.

In describing the stakeholder approach used in SROI (above) we have used terms that can usefully be explained further.

The development of an **Impact Table** (which demonstrates the nature and extent of change which has occurred) in SROI, is derived from consideration of the **Objectives** of stakeholders and an analysis of the **Inputs, Outputs, Outcomes** and potential **Impact** of the activity or programme under study.

When identifying the different stakeholders and estimating the value to them of a programme or intervention it is necessary to consider what are their:

Objectives (or desires): Thus in this case, ITMB's *objectives* refer to the possibility of enhancing Travellers' skills base, saving costs on staff time through having trained volunteers available in different localities and of being able to refer to the success of the programme in making funding bids. For Jackie, the trainer, whilst it has not been possible to quantify or monetise the benefits and objectives to her, it could be argued that alongside the objective of enhancing the intangible effect of developing the skills base of the participants she could have the objective of increasing her own skills or gaining additional work in this specialist area of community development training.

Each stakeholder will also have made **inputs** which need to be calculated as part of considering the value of an activity. These include the resources used to run or participate in the activity: people, money, time, facilities, equipment etc.

Outputs refer to the direct products of the activity or programme e.g. the number of women who have successfully completed the training course.

The overall **Impact** is the final result once the calculations of the role and actions of stakeholders have been balanced against the cost of the activity.

TABLE 1 (Impact map – Key stakeholders and objectives)

STAKEHOLDERS	OBJECTIVES
Participants (Traveller women)	Formalise skills
	Obtain qualifications
	Build confidence

	Support their communities
	Move into employment (or further education)
	Gain respect from external agencies
	Act as role models for their children and families
	Personal Development
	Understanding of processes and ability to engage with (and challenge) external agencies
Participant (ITMB staff members – non Traveller)	Enhance good practice Gain qualification Learn new skills
Wider Traveller community	Access to trained advocates and community development workers from within the Traveller community
	Increased self respect – seeing powerful role models
	Enhanced representation in public arena
Participants’ Families	Pride in achievement of relatives
	Role models
	Raised aspirations
	Additional income coming into the household
Wider (local-area/non-GRT) community	Enhanced community cohesion
	Greater awareness of Traveller culture through representation of GRT people in local settings
	Breaking down of Barriers/awareness of similarities e.g inter-cultural BME groups working together
Government/Local Authority	Up-skilling of population
	Increased tax take/lower benefits bills (including Housing Benefit) for people moving to work
	Increased equality statistics

	Decreased health/family support spend (resulting from increased community development over time)
Trainer	Sense of achievement
	Enhanced knowledge of community (developing with each group worked with)
	Development of her skills per tailoring courses to involve people with range of different abilities
	Success of course as testimony to quality of work
	Income
Funders	Knowledge of effective use of financial support
	Satisfaction in aiding community development
Service Providers (e.g. health and education – maybe some overlap with local authorities)	Access to trained community development staff – better liaison with Traveller community
	Best practice
	Better knowledge of GRT populations/up-skilling of service provider staff
ITMB	Enhances the goals and aims of the organisation
	Access to wider pool of volunteers/better trained advisory group members (potential savings on paid staff time)
	Development of internships – staff growth + increased reputation
	Use as basis for developing new programmes (e.g. men's training projects)
	Draw down more funding as a result of running innovative programmes
	Use the lessons learnt from the CD course to enhance best practice and plan new projects

As can be seen from Table 1, not all of these objectives can be monetised satisfactorily (for example how does one put a financial price on the 'sense of

achievement’ of a trainer or ‘better liaison with GRT communities’ for a local authority or health agency?)

In addition when undertaking the following stage of the analysis (see Tables 2 and 3) – it did not prove possible to access and interview representatives of all stakeholder groups who may potentially benefit from the outcomes of the Community Development programme – e.g. local and central government staff; health and education authorities who may obtain a social return from access to community development workers (as specified within the qualitative data section where women discussed their community liaison role and involvement in advisory boards). This means that in the absence of evidence of the amount of change (other than qualitative information from women who became involved in advisory boards or went into employment with voluntary sector agencies after completing the CD course) that we have found it difficult to identify indicators (ways of proving that a change took place) and financial proxies (ways of calculating the change) and have had to omit these from some elements of the impact map and calculations. In recognition of these omissions it is self-evident that there is an undervaluation of a number of aspects of the community development course.

5.2 SROI stage 2: mapping outcomes

Outcomes can be defined as the **changes** which occur for the different stakeholders as a result of the activity (the CD course). Outcomes may be *direct* or *indirect*. Direct outcomes occur as a result of the outputs e.g. gaining a job as a result of successfully completing a training course. Indirect outcomes flow from direct outcomes, e.g. income increase as a result of getting a new job; or children’s confidence in ‘owning’ their ethnicity increases as a result of seeing their mothers working as community development professionals. These outcomes are entered into an ‘impact map’ alongside the types of inputs (time, money, etc) and outputs (generally numbers of ‘units’) to show the elements which must be taken into account when undertaking the SROI calculation.

Table 2 (below) is an ‘impact map’ containing Inputs, Outputs and Outcomes for a *range* of stakeholders. As can be seen not all elements of the table can be

completed (for example no inputs and outputs have been identified for local authorities or health agencies) and as we will see later (under Table 3) it was not possible to identify ‘indicators’ or ‘monetise’ a number of the inputs and outputs.

Accordingly, the tables that follow can only provide a limited fiscal breakdown – demonstrating the *inputs* (time and money) against a **percentage** of social return achieved. It is at this stage that the importance of reading the SROI ratio against qualitative data becomes clearest.

TABLE 2: Impact Map – Inputs, Outputs and Outcomes

STAKEHOLDERS – measurable impact	INPUT	OUTPUT	OUTCOME
Participants (Traveller women) Increased self-confidence	Time ⁴	8 women reported increased confidence	build confidence, including ability to challenge misunderstandings about the GRT community
Qualification gained (NVQ Level 2)		8 women	formalised skills, gain qualification and increase employability and respect as a professional
increased access to jobs and volunteering opportunity		7 women	1 x full time job 2 x part-time job 4 x enhanced volunteering opportunities potentially leading to employment
Women continuing with educational courses		7 women	Continued training – health NVQ (via ITMB)
ITMB			
Enhances the goals and aims of the organization	Cost of administration of	On-going participation of 7 women in ITMB	<ul style="list-style-type: none"> Increased access to funding/ enhanced

⁴ It is the SROI convention (see the Cabinet Office handbook) that no attempt is made to monetise the value of the time of beneficiaries of a programme (e.g. women participating on the course)

+ staff growth + increased reputation of ITMB	course (office overheads and course management)	projects/management committee/volunteering etc	<p>numbers of enquiries from Travellers re: training for men</p> <ul style="list-style-type: none"> • Potential savings on paid staff time
Access to wider pool of volunteers/better trained advisory group members	Refreshments and venue hire		
	travel costs for course participants		
	Costs of payment for NVQ fees		
Secure more funding	Staff time	Funding bids which refer to the CD course	Shortlisting for projects and increased enquiries from external agencies re partnering (including EU projects)
Jackie/Keystone Training (Trainer)	Time	Development of tailor made NVQ course	Enhanced skills and reputation as trainer,
	Expertise	Delivery of programme	can use success of course as testimony to level of knowledge and skills in delivery
			Receipt of payment for running course
			Increased knowledge of community/confidence in techniques and ability to adapt learning methods
Funders (indirectly from Government)	Grant payment	8 women completed the course and obtained NVQ	Enhanced community development + skilled participants
Government	-	-	Increased tax take/reduced benefits bill and reduction in figures for economic inactivity

5.3 SROI stage 3: evidencing outcomes and giving them a value. This stage of the process involves finding data to show whether outcomes have happened. In order to do this most effectively it is necessary to identify appropriate *indicators* for capturing Inputs, Outputs, Outcomes, and Impacts. In Table 2 we have given outputs (such as numbers of women who completed the course) but indicators *evidence* how that information was gained. Some indicators are very straightforward such as the number of people who gained a qualification – evidenced by data gathered from ITMB and the trainer. Others may be more complex – such as analysis of focus group data which shows women talking about increased confidence.

Once these ‘indicators’ have been identified the corresponding outcomes are monetised (see Table 4) – this means trying to put a financial value on the outcomes, including those that don’t have an obvious price attached to them - such as increased confidence.

Where there is no obvious financial cost an equivalent value is given to indicators where possible – using averages and estimates where full information is not available. At this stage it can become very complicated to identify appropriate ‘proxies’ (equivalent financial values) and sometimes it becomes necessary to exclude financial data for certain outcomes just because it is so difficult to establish a proxy value or find an indicator for what has occurred. Accordingly the true social value of an investment may at times be **undervalued** in financial terms. Where this occurs the qualitative data (above) must be ‘read in’ to give a more accurate picture of what has occurred.

Table 3 shows (where possible) the indicators used to identify changes (where we obtained information relating to the outcomes we have claimed) and, in Table 4, financial proxies are given which are used to calculate the social return on investment. At this point it becomes obvious that not all stakeholders for whom identifiable outcomes or outputs can be shown can be included in this stage of the calculation (e.g. funders are now missing from the equation)

Table 3 Indicators used to measure change

STAKEHOLDERS – measurable impact	OUTCOME	INDICATOR	NUMBERS	SOURCE OF DATA

Participants (Traveller women)	Increased self-confidence	Increased confidence, including ability to challenge misunderstandings about the GRT community	8 reported	Questionnaires and focus group (participants);
	Obtain Qualifications	NVQ qualification achieved	8 women	Interviews with participants; ITMB director and trainer ; project target
	Increased access to jobs and volunteering opportunity	Women applying for and obtaining volunteering and or paid work	1 x full time job 2 x part-time job 4 x volunteering	Project target; questionnaires (participants) data from ITMB director
	Continued training – health NVQ (via ITMB)	Women continuing with educational courses	7	Interviews/focus group (participants) data from ITMB Director
ITMB	Enhanced reputation of ITMB (meeting goals and targets)	Enhanced numbers of enquiries from agencies and Travellers e.g. re: training for men	10 -12 male enquiries + increase by 10% of enquiries from agencies with regard to data on CD programmes	ITMB Director (interview)
	staff growth + ability to engage in additional projects/support Traveller issues in wider areas	Access to wider pool of volunteers/better trained advisory group members	Potential savings on paid staff time per attendance and support at meeting (10 days)	ITMB Director (interview)
	Secure more funding for new programmes	Shortlisting for projects and increased enquiries from external agencies re partnering (including	3 x shortlisting for major projects (bids which emphasised the CD programme) receipt of 1 x funding for health programme based on	ITMB Director – data from ITMB finance officer

		EU projects)	success of CD course	
Jackie/Keystone Training (Trainer)	Enhanced skills and reputation as trainer,	Positive evaluations from participants and recommendations made to other agencies	8 women + ITMB emphasizing quality of experience – 2 x referrals made to other agencies	Interview with Trainer; participants
	Running successful programme	Results of course + SROI evaluation	8 women achieving qualifications + positive feedback in questionnaires + meeting targets in project plan	Interview with Trainer + interviews with participants + interview with ITMB Director
	Enhance earnings (subsidiary outcome)	Receipt of payment for running course	Fee paid (see table 4)	ITMB finance officer information + interview trainer
	Increased knowledge of community and own skills	Adaptation of course to meet needs of specific group	1 course	Interview with trainer
Government	Increased tax take/reduced benefits bill and reduction in figures for economic inactivity	Numbers of participants claiming no or lower benefits	4 (NB: includes two volunteers in receipt of housing benefit but receiving reduced income support per project involvement/internships)	Yvonne (ITMB) interview

5.4 SROI stage 4: establishing impact

In order to establish an ‘impact’ (defined here as the financial value that is placed on the outcome with adjustments made to take account of what might have happened anyway without the project or changes which aren’t necessarily resulting from the project), it is necessary to isolate who can take the credit (attribution) for a change; and to look at what would have happened anyway (deadweight). So, for example, what would have happened if a Traveller woman obtained a job in community development or working for a voluntary sector

agency after receiving help from a job centre – or if she had not taken the community development course.

Deadweight is a measure of how many of the outcomes listed would occur without the project. Since this project has been specifically designed to target those groups of women who have not been reached by traditional methods, we have opted for the decision that there was no deadweight, i.e. none of the outcomes listed could occur without the project, although during the analysis we do undertake additional calculations to explore what would have happened if there had been some attribution for access to employment for these women accredited to other agencies.

In terms of job creation, we know from other data (e.g. Ryder and Greenfields, 2010; Cemlyn et. al, 2009) that unemployment rates amongst Gypsies and Travellers are very high, it is therefore likely that rather than this project leading to new jobs being created (albeit, in the long term, if additional funding accrues to ITMB as a result of the success of this project new jobs will occur); women who have completed the programme are now able to *access* opportunities as community development staff which they would not have been qualified to apply for in the past. Thus it can be argued that the CD programme has had a direct impact on unemployment levels for Traveller women.

In addition, **Displacement** was carefully considered during the analytical phase of this project. Displacement occurs when the benefits claimed by a project participant are at the expense of others outside the project. Accordingly, if a woman who undertakes the project gets a job which someone else would have been able to obtain this could lead to displacement and additional unemployment amongst other people in another location. The only job that we consider could have gone to a non-Traveller who had not completed this particular course (and therefore needs to be considered as a source of potential displacement) is the position working for the EHRC as an intern (identified by the Director of the ITMB during interview). However, given this post related to Traveller issues we consider that the level of displacement is low as it would presumably be the preferred option for the EHRC to employ a staff member from a Traveller background. However, during the sensitivity analysis, we run the data as though displacement of one post has occurred.

Attribution takes account of the fact that some outcomes will also be influenced by other organizations and factors. So, for example, in the qualitative analysis we found that the non-Traveller professional expressed that her success on the course was partially attributable to her earlier training and work but this was because she had had earlier experiences of education. If we were focusing on this participant we would only partially attribute her success to the ITMB/Trainer and some to her previous employer or education. Attribution is a key element of valuing activities, especially where the stakeholders' objectives can only be achieved through the combined efforts of more than one organisation. In this particular SROI, although we were able to attribute success partially to a number of core players (not least the families of participants who provided childcare), attribution to other agencies was largely excluded from the forecast figures, since the impacts had come about because of the unique approach of ITMB and Jackie (the trainer) in relation to this particular programme. Accordingly, the vast majority of credit for the outcomes must go to the project itself although in our sensitivity analysis we do explore one or two other options – such as greater attribution to family members or the funders (who might potentially have opted to fund an alternative programme which could potentially have been accessed by the women). The sensitivity analysis is shown at stage 5.5.

Table 4 shows the financial proxies (comparator monetised figures used to demonstrate fiscal value of activities) used in calculating the social return on investment. In considering this data we would once again urge the reader to be cautious as it is notoriously difficult to assess appropriate units of value for some outcomes; however, we have, wherever possible, provided a financial figure and explanation for the source of this figure. As noted above, the lack of clear financial proxies for all outcomes reported by stakeholders means that in places it is likely that undervaluing has occurred and hence the qualitative data must be read to obtain a richer picture of non-monetisable elements. For example, although we know that local authorities and health agencies will (and have) benefited from access to community development trainers, no monetised outcome is included for these community stakeholders in this table. In addition, we are unable to monetise the value of certain elements for stakeholders who are fully included in these calculations – e.g. 'enhanced reputation' for trainer and ITMB and accordingly no figure can be given.

Table 4 – Financial Proxies, Source and Fiscal Values

STAKEHOLDERS – measurable impact	OUTCOME	FINANCIAL PROXY	SOURCE OF PROXY	VALUE
Participants (Traveller women)	Increased self-confidence	Cost of a confidence-building workshop	Average cost of price per person of three confidence-building courses (Cracking Confidence, Dennis L Carney + Powerful Communication)	£159.42 per person
	Obtain Qualifications	Cost of enrolment and admin fees for NVQ ⁵	Data from ITMB Director /finance officer	£168.25 per person
	increased access to jobs and volunteering opportunity	Increased earnings (p-time workers) x 2	Median hourly earnings by area of residence (NOMIS ASHE, 2010)	£11, 480
		Value of volunteering x 4	(hourly rate by on Median hourly earnings by area of residence – NOMIS ASHE, 2010)	£2,526.58
	Continued training – health NVQ (via ITMB)	Unit costs of training accessed and hours undertaken x 7	Not enough information available per cost of particular course. <i>But</i> evidence from other SROs suggests £2,000 per NVQ (alternatively £1,040 Source: The Cost of Further Education Courses, Internet - www.fundingeducation.co.uk). Mid point fee selected @ £1,520	£10,640
ITMB	Enhanced reputation of ITMB (meeting goals and targets)	unknown	Not enough information available other than calculations on grant income (see below)	
	staff growth + ability to engage in additional projects/support Traveller issues in	Number of women moving into work at ITMB	Average cost of wage (based on data from Director ITMB and finance officer)	£15,000

⁵ Nb it is difficult to find a proxy for the overall value of a qualification but we attempt in the sensitivity analysis to anticipate an enhanced earning capacity predicated on the value of an NVQ qualification

	wider areas			
	Secure more funding for new programmes	Value of grants whose application rested heavily on CD course	Information from Director ITMB	£22,000
Jackie/Keystone Training (Trainer)	Enhanced skills and reputation as trainer,		Not enough information available on longer-term outcomes per increased work opportunities	
	Running successful programme		Not enough information available	
	Enhance earnings (subsidiary outcome)	Cost of payments to trainer	Information finance Director ITMB	£2010
	Increased knowledge of community and own skills	Cost of attending a cultural awareness course on Gypsies and Travellers	Internet search and review of annual reports of specialist GRT organizations – courses cost in the range of £80-£200 per day. Take midpoint of £160 per day and multiply by 2 for two day course.	£320
Government	Reduced benefits bill and reduction in figures for economic inactivity	Based on data on income support levels for single person/child allowance (excludes housing benefit costs and assumes no additional premium for disability etc)	IS for single person x CTC allowance for one child (as one woman moving to full time work was a parent) based on DWP (per annum). DirectGov website £67.50 per week per adult + child tax credit of £2555 pa + £545 pa (family element) CPAG website £6610 (parent + child) £3510 (single person)	£10,120
	Increased tax take National Insurance – PAYE (employed person)	National Insurance - @12% for earning range £139-£817/wk	National Insurance http://www.hmrc.gov.uk/ni/intro/basics.htm#1 (national insurance) Calculation based on two women working full-time at ITMB average income £15,000 each and two women in part-time work average £5,740 each (see above)	£1869.28

			http://www.uktaxcalculators.co.uk/	£120.48
	Income Tax (PAYE -varies depending on number of children and Child Tax Credits	£7,475 basic rate threshold 2011/2012 then basic rate tax paid @ 20% of residue	Data from: http://www.hmrc.gov.uk/taxcredits/payments-entitlement/entitlement/index.htm Income Tax Calculation based on two women working full-time at ITMB average income £15,000 and two women in part-time work average £5,740 (see above). Calculation takes into account basic threshold on £7,475 basic allowance and tax credits for children.	£2,161
				Total tax take: £4,150.76

5.5 SROI stage 5: calculating the SROI

This step involves adding up all the benefits, subtracting any negatives and comparing them to the financial value of all elements of the investment. At this stage a sensitivity analysis should be carried out – adjusting one or more elements to see if the return still continues to be positive. If, for example, attribution of results (adjustment of calculation to see what would happen if another external agency can take more ‘credit’ for their involvements in the outcomes) is altered to any significant degree, what happens in terms of the value of the social return on investment? In practice, this is done by using a spreadsheet to change the financial figures for a range of things, including estimates of impact and financial proxies. The analyst then looks at how these affect the ratio (or calculation of financial outcome for each pound of input). Where the effect of making these changes has a significant impact on the ratio, it is important to double-check that the data included and estimates are robust. Below we provide one or two examples of how the sensitivity analysis has been undertaken (see further under 5.4 for the reasoning behind running these changes). At this stage we also consider the value to the stakeholders over a period of up to five years (forecasting). Additionally, we build in **drop-off** (a calculation of how long the benefits of an intervention last). This is based on the assumption that the value of

the initial input decreases over time. For example, as someone builds up experience in a working role, that experience is more likely to ‘count’ towards them getting another job than a training course they might have taken four years previously. One note of caution must be sounded in running a calculation over a five-year period – this assumes (although in the current climate for voluntary sector agencies this is exceptionally hard to forecast) that an individual is likely to remain working in a particular sector over a five-year period. Accordingly, this element of the calculation must also be read with care, as the overall ratio is predicated on this time frame although funding income might only last for a short period. Therefore, in the sensitivity analysis we also apply a single year forecast to demonstrate the difference this has on ratios.

Table 5 Monetisable outcomes (and duration of impact); attribution, drop-off and ratio value of the Community Development Course

STAKEHOLDERS – measurable impact	OUTCOME	VALUE	DEADWEIGHT (what would have happened without intervention)	Attribution (who else contributed to change)	Drop-off (how long the values of the programme last)
Participants (Traveller women)	Increased self-confidence	£159.42 per person x8	0%	0%	20% / 5 years
	Obtain Qualifications	£168.25 per person x8	13% - assuming one individual would probably have taken the course without support from ITMB (non Traveller professional)	0%	0%
	increased access to jobs	£11, 480	Some participants already had skills and experience which could be utilized to access other	25% (prior training or other agencies eg	0%

			work/training (see qualitative data) 25%	EHRC)	
	Value of volunteering opportunity (based on hourly rate of pay median per locality – 7 hours a month)	£2,526.58	See under access to jobs	0%	0%
	Continued training – health NVQ (via ITMB)	£10,640	0%	25%	25%
ITMB	Enhanced reputation of ITMB (meeting goals and targets)	No proxy found	N/A	N/A	N/A
	staff growth + ability to engage in additional projects/support Traveller issues in wider areas	£15,000	0%	0%	0%
	Secure more funding for new programmes	£20,000 @ 67% deadweight, £2,000 @ 0% deadweight	67% and 0%	0%	0%
Jackie/Keystone Training (Trainer)	Enhanced skills and reputation as trainer,	No proxy found	N/A	N/A	N/A
	Running successful programme	No proxy found	N/A	N/A	N/A
	Enhance earnings (subsidiary outcome)	£2010	0%	0%	0%
	Increased knowledge of community and own skills	£320	0%	0%	0%
Government	Increased tax take/reduced benefits bill and	£10,120 + £4,150.76	0%	0%	50% /5 years

	reduction in figures for economic inactivity				
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When calculating the value of an intervention it is the convention within an SROI to anticipate what overall value will be developed over a period of time after the programme or intervention has occurred. Our SROI has looked mainly at the clearly identifiable benefits that have occurred in the months since the programme ended. That is to say that it is an evaluative SROI.

However, as considered elsewhere in this report, the focus of the SROI, evaluative or predictive, can vary. During times of fiscal austerity it is particularly difficult to anticipate if someone who enters work one is still going to be in employment a year later. With these caveats in mind we have, however, attempted to forecast the social return on the overall investment over a five-year period including ‘drop-off’ (the decline in value over a set period) by assuming a 3.5% net present value (NPV) discount rate (declining value of the investment to financial return) as is standard practice in SROIs. The NPV is arrived at by discounting the value of the Total Benefits year by year over the five-year period to take account of the fact that the real value of the benefits will be less in future years a convention which follows New Economics Foundation guidance, based on the values given in the ‘Government Green Book’ guidance for project funding. This guidance notes that for commercial activities a discount value of 10% or 15% may be appropriate but 3.5% is considered appropriate for calculating voluntary sector activities. In certain elements of the calculation we have assumed a higher drop-off (shown above under Table 5) and this calculation is included in the figures shown.

In order to provide a five-year predictive forecast (assuming that nothing will change substantively and that volunteers and paid employees are still engaged in their activities) we have suggested the SROI values below. In undertaking this calculation we show the ‘total value’ created by ITMB CD course over a five-year period is **£124,797.75p** (£105,868.75p net value) demonstrating an SROI ratio of **£1 investment to £6.59 of value gained** or £1: £5.59 (net return).

Calculating Social Return				
Discount rate (%)	3.5%			
Year 1	Year 2	Year 3	Year 4	Year 5

Total	80,293.58	21,861.65	15,226.20	8,928.78	6,291.46
Present Value (PV)	77,578.34	20,408.08	13,733.16	7,780.92	5,297.24
Total PV					124,797.75
Net PV					105,868.75
SROI					6.59
SROI ratio				£1:	£6.59
Net SROI					5.59
Net SROI ratio				£1:	£5.59

Where outcomes have been monetized, it is important to note that some outcomes benefit more than one stakeholder. We have been careful not to ‘double-count’ these benefits in undertaking the calculations of ratio. Table 6 below summarises the benefits to stakeholders and overall value of an outcome. As noted above, not all elements have been monetised and a number of potentially significant stakeholders such as local authorities or health agencies who might make use of the skills of the trained community development advocates are not included within these calculations.

Table 6 Summary of Impact Map (end of Year One)

STAKEHOLDERS	OUTCOME	VALUE
Participants	Increased self-confidence and cultural awareness	£1,275.36
Participants ITMB	Obtain Qualifications	£1,177.75

Trainer		
Government		
Participants	Increased access to work + value of wages, tax, NI and reduced benefit bill	£55,750.76
Trainer		
ITMB		
Government		
Participants	Value of volunteering opportunity	£7,579.74
ITMB		
Government		
Participants	Continued training – health NVQ (via ITMB) – enhanced up-skilling of population	£7,980
ITMB		
Government		
ITMB/Participants	Secure more funding for new programmes	£4,200
Trainer	Enhance earnings (subsidiary outcome) + enhanced skilled	£2,330
Total		£80,293.58

Sensitivity Analysis examples

As noted elsewhere this figure can be varied according to how great or little attribution is given to the input from other agencies. Accordingly a sensitivity analysis was carried out, exploring certain other elements. For example, in terms of attributable gain arising from the programme to ITMB, we have only included in the calculation additional funding for projects which are at the point of commencing and in whose applications the CD programme was drawn upon relatively heavily. It could, however, be that the absence or presence of the CD programme made little difference to the success or failure of these applications. In the current economic climate it is in fact likely that fewer applications are

funded than previously, potentially underestimating the value of the CD programme to ITMB. Similarly, we have not included any figure of financial value to the trainer (in terms of access to future work) as a result of running this programme when in fact her reputation may have been enhanced to the extent that future work will accrue.

Table 7 – Revised Assumptions (sensitivity analysis)

Revised Assumption	New SROI total value (end of Year 5)
Displacement - one new job gained by a Traveller woman was 'lost' by another woman who would have been employed (e.g. via the EHRC or other charity)	£5.83
Attribution of gain – (qualification + move into work) 25% of gain attributed to family members who supported the participant or to another agency who funded a course she could have attended	£5.85

5.6 SROI stage 6: reporting, using and embedding the SROI

Finally, it is important to make use of the report rather than letting it sit on a shelf, for example through sending a copy to funders, using the findings in subsequent funding applications and disseminating findings to participants in hard copy, or through websites etc.

As a result of undertaking an SROI, it is possible to demonstrate improved data on outcomes (what actually happens at the end of a process rather than simply how many people took a course). What has been learnt from the process can then inform decisions about what systems are needed to enable appropriate data-collection so that that longer-term evaluative SROIs can be carried out. This may involve embedding data collection processes into other projects to help with future evaluations, with the goal of helping to achieve the best possible outcomes

for service users and stakeholders. Accordingly, the way in which an SROI is embedded into an organisational plan can have a significant impact on the sustainability of projects.

5.7 Summary of key findings

This report discusses both the qualitative and quantitative findings from an evaluation of a community development programme devised by the Irish Traveller Movement. The programme was one of a suite of activities devised by the organisation that were funded following the receipt of a Capacity Builders grant from the government in 2009.

The cost of putting on the project was extremely cost-effective cheap when the outcomes are considered. In terms of relatively intangible qualitative findings, participants spoke about increased confidence, satisfaction with their engagement in community development practice and appreciating that they were offered the opportunity to learn and gain qualifications in a culturally appropriate and supportive environment.

The SROI analysis was at times quite problematic as it was difficult to identify suitable proxies for some outcomes or to assess the likelihood that tangible fiscal benefits (such as remaining in employment) would accrue over a substantial period of time. Moreover, we were unable within the scope of the project to monetise the benefits for all stakeholders. The success of the programme, however, can be demonstrated by the fact that half of all participants have moved into part time or full work and the majority of the remaining participants have become more 'work-ready' and up-skilled, leading them onto additional volunteering and training opportunities. Despite the success of moving some women off income support, there is still likely to be a fiscal input to the families in terms of children's and working tax credits, since the majority of the participants are lone parents. Balanced against this is the fact that there is an increased tax and national insurance take for Central Government.

Perhaps of greater importance is the fact that the participants and other stakeholders are able to identify a social gain as a result of the activities of ITMB. The qualitative data included in this report must be read alongside the SROI data

to ensure that a fully nuanced view of the benefits to a range of stakeholders are taken into consideration in this evaluation of the community development programme.

Overall, after taking account of the input in time and expenses for setting up the course (including dedicated staff time, cost of payment for a trainer, refreshments and room hire and including here the fact that families are supported during the programme via the receipt of benefits), the overall SROI ratio has been calculated at £1 of fiscal input to £6.59 (total) outcome or £1:£5.59p (net). This figure holds relatively solid even when other attributions are calculations. At all times over a five-year forecast, the social return remains in excess of the financial input and indeed should additional grant funding become available, or more women move into employment, as is their ambition, then the social return on investment will prove to be higher than shown by this relatively conservative calculation.

6. Conclusions and recommendations

In conclusion, despite the difficulties inherent in monetising some aspects of this study and the necessity of leaving out certain stakeholders when calculating the SROI, we conclude that the social value of the TIMB community development programme was significant in terms of impact. Both qualitative and quantitative data evidenced the dramatic effect on the lives of participants and suggest strongly that the impact of this project on the wellbeing and future expectations of the participants. Moreover, the data reveals positive benefits for the wider community that has emerged, and is likely to continue emerging, as a result of this innovative programme.

6.1 Recommendations

In this final section of the report we make a series of recommendations that we feel would prove of value to ITMB and consultants who are commissioned to undertake future evaluations on behalf of the agency.

This report suggests a number of emergent messages and implications for ITMB in terms of business planning and utilizing this study to assist in future fundraising:

Recommendations from this evaluative SROI are:

- That ITMB use the SROI report to seek to attract additional investment; when tendering for new contracts (for example to deliver training) or applying for additional funding.
- That ITMB attempts to undertake baseline measures of knowledge, income level, experience of training and employment, and anticipated outcomes for all participants in future project as this will help to provide clear evidence of change stories and outcomes and make the less measurable social impacts of the service clearer to external parties.
- That ITMB work with a range of stakeholders to identify and/or develop additional objective outcome indicators to aid in developing ever more robust financial proxies for future use.
- Where possible ITMB should map data collection requirement for undertaking SROI analyses, and ensure that appropriate information is collected in a usable format (see above). Such data collection should, if possible, be incorporated into standard management practices.
- That ITMB identify and consult with the stakeholders not included in this report (e.g. local authorities, health authorities) to establish and measure the value created for them of this programme. These may include:
 - families of participants
 - Travellers and Gypsies who may have had contact with trained community development workers (either of or outwith their own communities) which will enable a comparison to be made of the value of the service
 - other public bodies and third sector organisations working with Gypsies and Travellers and in employment sectors (e.g DWP)
 - public agencies and third sector organisations working with Travellers for example, those supporting young people, newly housed Travellers, etc (e.g. Supporting People staff)

- That ITMB ensure that funders, commissioning bodies and research partners are made aware of the outcomes of this SROI evaluation through a programme of active dissemination.
- That participants are made fully aware of the main messages emerging from the evaluation and that they are assisted (alongside staff members) in devising and developing appropriate record keeping systems which will assist in future evaluations as well as up-skilling these stakeholders to enable them to work as active partners on future SROI evaluations.
- That it is important that the main messages are communicated to staff members and external partners to act both as a morale booster which emphasises the importance of the work they undertake in delivering change for clients and creates renewed and additional interest in the work of ITMB.

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APPENDIX 1

The principles of SROI

The following statement on the seven principles of SROI, that underpin how the technique should be used, are taken from Nicholls et. al., (2009):

1. **Involve stakeholders.** Stakeholders should inform what gets measured and how this is measured and valued.
2. **Understand what changes.** Articulate how change is created and evaluate this through evidence gathered, recognising positive and negative changes as well as those that are intended and unintended.
3. **Value the things that matter.** Use financial proxies in order that the value of the outcomes can be recognised.
4. **Only include what is material.** Determine what information and evidence must be included in the accounts to give a true and fair picture, such that stakeholders can draw reasonable conclusions about impact.
5. **Do not over claim.** Organisations should only claim the value that they are responsible for creating.
6. **Be transparent.** Demonstrate the basis on which the analysis may be considered accurate and honest and show that it will be reported to and discussed with stakeholders.
7. **Verify the result.** Ensure appropriate independent verification of the account.

APPENDIX 2

Developing financial proxies for Community Development Training Outcomes

Financial proxies are estimates of financial value where it is not possible to know an exact value, (for example of the value to an individual of gaining confidence or a qualification or free time, fitness etc. As explored above, developing and identifying a financial proxy is critical to calculating fiscal benefits and key to estimating Social Return on Investment. The concept of using financial proxies is based upon the idea that most people would say that a particular element of the return is worth a certain sum to them – in other words what they would pay if they *had* to have a particular outcome.

Some agencies and researchers are able to identify clear evidence of the value of certain ‘objects’ for example having a degree increases the earnings of most people by a significant amount over the course of their working life. In that way – based on averages – albeit that these calculations may not be particularly sensitive to major market swings when values can soar or crash – it is possible to assume that a ‘thing’ such as a degree qualification is worth a certain amount of money.

Similarly, although many people volunteer for altruistic reasons – it is possible to compare the value of volunteering against the sum which would have to be paid to someone who was in paid employment and carrying out that activity. Hence the average earnings of an individual, or the cost of an item are financial proxies which can be used as comparators to show value on social return on investments.

Clearly it can be an imprecise science and the personal decisions of the analyst are hugely important when deciding which financial proxies should be used in a calculation. That is why in SROI it is important that the steps used to identify financial proxies are included in the narrative of a calculation.

The amount of time spent on researching financial proxies is hugely labour-intensive, a fact which may drive up the costs of SROI analysis, making it excessively expensive for many small voluntary sector agencies. One way of diminishing the time spent on identifying proxies is to see what other SROI analysts have used, or alternatively to access a proxy database (which is largely

based on the data sent in by SROI analysts). A proxy databases can be found on the New Economics Foundation website <http://www.thesroinetwork.org/vois-database> and for those people working in various international contexts many other countries operate a similar scheme (e.g SROI Canada Proxy Database).

Whatever the source of a financial proxy used it is important to provide a reference so that anyone who is following the narrative or verifying the result of an SROI can see where from where figures have been drawn from, and make their own conclusions as to whether the results are fair, an overclaim on value, or indeed fail to take account of all financial benefits which potentially could be claimed on behalf of an intervention.

APPENDIX 3

Contents of the Community Development Course

Level 2 Certificate in Community Development Work

Scheme of Work

Date and time	Unit title	Subject covered
Friday 2 nd July 2010	Enrolment	Induction, building portfolio and paperwork
Day 1: Friday 2 nd July 2010	Unit 1 Practice Principle Community Development Work	Purpose of Community Development Work, its theory and values
Day 2; Friday 16 th July 2010	Unit 1 Practice Principle Community Development Work	Key roles of Community Development Worker, ways of working in the community groups
Days 3 Friday 30 th July 2010	Unit 2: Social Justice	What is social Justice
Day 4 Friday 13 th August 2010	Unit 2 Social Justice	Working with marginalised groups and communities, looking at local and regional policies
Day 5 Friday 27 th August 2010	Unit 3 Community Development Work Skills	Aspects of working in community groups / networks
Day 6 Friday 10 th September 2010	Unit 3 Community Development Work Skills	Identify Barriers and Participation methods when working in community

		groups
Day 7 Friday 24 th September 2010	Unit 4 Identifying Needs in Communities	Importance of Identify needs in the community
Day 8 Friday 8 th October 2010	Unit 4 Identifying Needs in Communities	Ways of indentifying needs in the community
Day 9 Friday 22 nd October 2010	Unit 5 Involving People in Community Group	Why do people get involved in their communities, advantages and disadvantages
Day 10 Friday 5 th November 2010	Unit 5 Involving People in Community Group	Methods of engaging in communities groups and quality standards
Day 11 Friday 3 rd December 2010	Unit 6 Reflective Practice	What is reflective practice
Day 12 Friday 17 th December 2010	Unit 6 Reflective Practice	Applying Reflective Practice to your work

Friday 14th & 28th January 2011 – finishing off paperwork etc

Course Requirements

The only two ways of not passing this course is to 1) Not turn up or miss so much that there is no way of catching up on what you've missed, or, 2) By not amending work as needed and as suggested by the tutor. Everyone on this course will have to re-do at least one piece of work but that is simply part of your learning. It doesn't matter how many times you have to do a piece of work as long as the end product is right and is at a level that will be accepted by NOCN.

There are some non negotiable requirements for this course:

- Attendance must be at least 80%. If you miss more than 20% of the course you will be unable to complete it (this will incorporate missing morning or afternoon sessions). If

this is due to unforeseeable and extreme circumstances then there may be a way of negotiating an opportunity for you to complete your learning on another course.

- At the end of each session you will be given a 'Learner Pack'. This is the most important document that you will receive as it is the evidence needed by NOCN to show your understanding of the topics covered. These must be typed and returned at the beginning of the next session.
- During the course, you will be given a number of small tasks – these must be completed as they will enhance your understanding of the content of the course.

There will be an opportunity to meet with the course tutor as part of a tutorial during the course – this will be an opportunity to go over all of your work so far and any concerns or questions that you might have. But, if there are any issues that you need to talk about at any other time, please make sure to address these with the tutor at a time that suits you both.

Keystone is committed to the practice and principles of community cohesion and social justice and as such celebrates the diversity of its learners and will not tolerate any word, act or deed that oppresses or discriminates any one person or community.

Lastly, enjoy the course. This course has and does present learners with an opportunity to refocus their lives. You will learn so much from your fellow learners and they will learn so much from you.

Jackie Duffy

Keystone Director