



Twenty Twenty

Social Return on Investment (SROI)

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About SROI

Social Return on Investment (SROI) is a technique that can be used to understand the return on investment and the impacts of a project, organisation or policy. This includes understanding both social impacts as well as financial cost/benefit. We have been working on SROI evaluations on the Community Safety Funding across Leicestershire by engaging with all affected stakeholders on the ground to understand what changes for them. This work aims to identify the value created by the Community Safety Fund, who benefits and how we know.

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1. Introduction

Aims and objectives of the evaluation

The aim of this evaluation is to use the principles of Social Return on Investment (SROI) to evaluate the value of the Leicestershire Twenty Twenty scheme. SROI is a tool that helps measure the value created by a project or service by considering a range of outcomes for all stakeholders affected. It aims to put a monetary value on a range of social outcomes, both intended and unintended. It also takes into account what would have happened anyway and who else may have contributed towards the outcomes to ensure that an activities contribution to value is not over-claimed.

Social Return on Investment (SROI) is a tool that helps organisations in measuring social impact and economic value they are creating. It can be thought of as a broad approach to cost-benefit analysis which is primarily used by public sector organisations in deciding whether or not the benefits resulting from an intervention justify its costs.

The Green Book, HM Treasury¹

The SROI process is made up of the following stages

- Talking to stakeholders to identify what social value means to them
- Understanding how that value is created through a set of activities
- Finding appropriate indicators, or 'ways of knowing' that change has taken place
- Putting financial proxies on those indicators that do not lend themselves to monetisation
- Comparing the financial value of the social change created to the financial cost of producing these changes

Measuring Real Value, nef²

Overview of Twenty Twenty

Twenty Twenty is a charity that specialises in education and support for disadvantaged young people in Leicestershire between the ages of 11 and 18. Having been set-up four years ago by local people in response to a lack of quality educational and support provision for young people who come from the most deprived backgrounds, Twenty Twenty aims to overcome barriers of economic disadvantage to enable effective and inclusive learning. The theory of change is based in the belief that with the right environment, training and tools, young people from the toughest backgrounds can create a positive future for themselves. Twenty Twenty operate through Lifeskills centres, based in and around priority estates, in addition to running detached work with young people in their homes, schools and community centres. Work is comprised of Education (pre- and post-16) and Support Projects (Mentoring Scheme, Love4Life and STREET), which work with each young

¹ *The Green Book* (2003) HM Treasury http://www.hm-treasury.gov.uk/data_greenbook_index.htm

² *Measuring Real Value: A DIY Guide to Social Return On Investment* (2007) New Economics Foundation

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person across various elements of their life. Support projects work with the most hard-to-reach young people who are exhibiting worrying behaviour; offering softer-skill development, character build and specialist health advice and guidance.

Twenty Twenty Mentoring

The Mentoring scheme facilitates adult mentors and young people mentees to meet for at least an hour every week in a one-to-one setting. In this they undertake a range of activities, ranging from sport, cooking, I.T, reading, to simply having a drink at a local cafe. Each pair spends time getting to know each other before setting weekly goals that the young person aims to achieve. These goals break-down tasks that seem big and insurmountable (e.g. getting a job) into simpler, achievable tasks. The pairs also join in group events with other pairs, such as trips to outward bound centres, quiz nights and cooking courses. These events are designed to inspire, motivate and to be fun. The role of the mentoring scheme coordinator (and staff member) is to recruit individuals and then provide support, training and guidance to pairs. Individual mentors and mentees are matched according to similarities, and then introduced by the coordinator. Each pair is supported through this journey, giving feedback to the coordinator on how the process is going and gaining advice and help where they need it.

2. Establishing Scope and Key Stakeholders

The Scope of the SROI evaluation will include all activities in relation to the Mentoring Project.

A stakeholder is any group that is affected by the service. Initially the following stakeholders were identified by the service with:

- Young People
- Mentors
- Families
- YOS
- Police
- DWP

Stakeholders were engaged through a number of different methods and asked a series of questions outlined in the Appendix A

Stakeholder Samples

Table 1. Stakeholders consulted

Stakeholder	Population size	Sample consulted to identify outcomes	Method
Young People (mentees)	61	5	One to one interviews with young people, plus interview with co-ordinator
Mentors	48	5	One to one interviews with mentors, plus interview with co-ordinator
Family members	Unknown	Not engaged	
YOS		2	One to one interviews
Police		Not engaged	
DWP		Not engaged	

Young People

Five young people who had a mentor were interviewed about the impact of the scheme. Notes are available in the Appendix.

Young people were asked:

1. When did you first come along to the project?
2. What were the main reasons for you first coming along to the project?
3. With the Twenty Twenty project what activities/things do you?

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4. Since you have been involved with Twenty Twenty. Is there anything that you now do differently or has changed?
5. How important are these changes? (Young people were asked to allocate 20 counters to the outcomes based on their importance)

There were a range of outcomes that the young people talked about:

"I'm less angry because I don't bottle things up"

"I'm more confident and more likely to speak out now"

"I feel less depressed and I'm getting on better with mum and sister"

"I'm applying for courses at the moment. I'm waiting to hear from Loughborough College"

"My mentor has provided the encouragement to do more"

"My mentor provides reassurance and encourages self belief."

Many of the young people described how the mentor helped them to think about the decisions they made which led them to be able to deal with things better.

"I can deal with things better - I don't fly off the handle as much - I have better self control"

"My mentor taught me who the good people are and who to be wary of. I've made friends who are true friends and not going to get you into trouble"

"I'm better able to deal with things"

"I was thinking about moving back to Skegness. My mentor helped by identifying pros and cons of moving and staying"

The key outcomes mentioned from the 5 interviews were:

Stable accommodation	Improved friendships
Applying for courses	Increased confidence
Applying for jobs	Information about courses
Being sensible	Less angry
Better relationship with mum	Make own decisions
Confidence	More confidence
Dealing with things better	More employable
Experience of mentoring	More motivated
Happier with self	More sociable
Ideas after apprenticeship	Not so scared

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Positive about the future
Positive attitude

Relationship tips
Staying on apprenticeship

These can be grouped into the following broad categories:

- Improved relationships
- Improved decision making
- Education
- Employment

The mentor co-ordinator was also interviewed to talk about the journey the young people when on with a mentor. The aim of the Mentors were to help keep the young person engaged in constructive and positive activity. This is often viewed as early prevention for those at risk of being disengaged or excluded.

The support provides the following benefits:

- It gives them confidence and skills;
- It helps them to 'want more in life' , beyond what is expected of them; and
- It increases work with other services.

The coordinator suggested that often different age groups had different motivations for wanting a mentor:

- For 10 to 12 year olds their motivation is around having fun and feeling supported;
- For 13 to 15 year olds it more important that the mentor has 'street cred' - This age group are more likely to drop off; and
- For 16 to 19 year olds they want to feel supported and to have a common understanding.

The initial stage was described as 'Buddying' where the mentor and mentee get to know each other and take part in fun activities. This is then followed by the next stage of 'Goal Setting and Achieving'. Young people are likely to drop off between these stages as the engagement changes to require more commitment from them to making real changes. After around ten months, the young people feel ready to go onto the 'Ending Stage' where progress is reviewed. Support reduces to fortnightly as they work towards withdrawing support. This is enabled by the young people feeling that they have accomplished something. The ending of support is based on a mutual agreement and at appropriate stage (e.g. not just before a transition). The timing of moving through stages is important to ensure that it is positive for young people.

In some cases the mentoring relationship broke down, or was not sustained. This could potentially lead to a negative change for the young person if it leads to further disengagement.

Mentors

Five mentors were also interviewed about the impact that the mentoring had on them. The mentors described how rewarding the experience was and also how some had used the experience to shape their careers:

“I’m able to give something back to the community. I gain a sense of reward and achievement. It breaks down barriers between youngsters and older people”

“I had a good strong family background with a mum and dad at home. Many don’t have that so I become a like a father figure. I enjoy it and look forward to it. He [mentee] appreciates it as well and will say thanks to me. I feel like it’s my responsibility to do this. I’d feel selfish if I wasn’t doing it”

“I’ve become more open minded and I look at things differently. I can relate to their issues about school, bullying and lack of confidence. I left school at 15 and got a meaningless job. Then a trainer at the gym took me under his wing. He was like a mentor to me. I never thought I would be good mentor. Do I think I’m a good mentor now? Yes. I feel like I’ve achieved something. I love it. I’m doing an NVQ in youth work now after 2 years of being unemployed. I’m very committed to this.”

“It’s rewarding to see the change [in your mentee] and to be able to give guidance, for example her wanting to go to university. I like interacting with young people. It’s a useful skill, a life skill, communication. It’s given me experience and has shaped my qualifications. I want to be a solicitor and work in youth offending. Mentoring has made me more aware of issues that affect young people.”

The key outcomes for mentors can therefore be grouped into

- Improve future job opportunities
- Increased sense of purpose

3. Theory of Change and Mapping outcomes

The engagement with stakeholders can be used to develop a theory of change for all stakeholder groups to map out the short, medium and long term outcomes of the service. A theory of change should also include any negative or unintended outcomes.

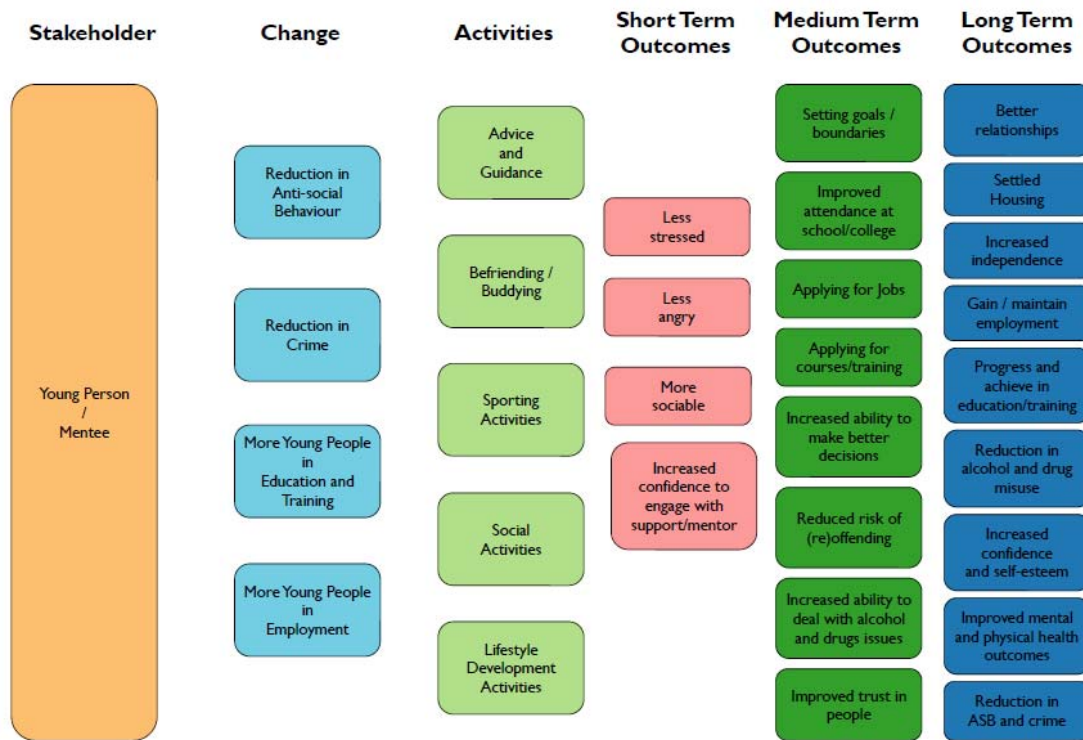
Mentees

The key outcomes for young people from the interviews seemed to be the change in attitude and behaviour. This was part of their journey towards being more independent and responsible.

Chain of events for mentee's journey towards independence and responsibility

All potential outcomes can be embedded in a whole theory of change for young people. The material outcomes can then be taken forward to measurement.

Theory of Change for Mentees



Mentors

Mentors were also interviewed about what changed for them. They talked extensively about the young people’s journeys and their feeling of pride at making a difference. Many were motivated by their own experiences of positive support as a young person and felt that they wanted to give something back.

Some mentors had also used the experiences to progress in their career, change career into youth work or move into employment from unemployment themselves.

Family members

Family members were not engaged with directly but they were mentioned by the young people as often benefiting from the improved relationships. Many young people had had difficult relationships with family members in the past.

Youth Offending Service (YOS)

Two YOS workers were interviewed about the effect that Twenty Twenty had on their service. They stated that they saw Twenty Twenty as more of a preventative service whereas their own YOS mentoring scheme was working with young offenders to integrate them back into society after YOS had worked with them. They also felt that Twenty Twenty’s link with an education centre provided more educational benefits and possibly different referral routes. Research suggests that factors that influence offending are include;

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- Disengagement from education;
- Difficult relationships with families, and
- Having a lack of structures activities.

Twenty Twenty is therefore able to address these to avoid those at risk becoming offenders. YOS also confirmed that none of the young people involved with Twenty Twenty had ended up with YOS. Although it may appear that there is duplication in the two mentoring schemes, and that one mentoring service could cover both needs, there is also evidence that involvement with an offending services as a *preventative* strategy can increase the likelihood of later involvement in crime. Therefore it is important that referral routes and aims of both mentoring schemes are clearly defined and communicated to avoid confusion.

Materiality

To ensure that only material outcomes are included, at this stage it is important to identify the outcomes that considered relevant to the service. **Materiality** is defined as *“Information is material if its omission has the potential to affect the readers’ or stakeholders’ decisions”*.

According to SROI Guidance on Materiality, testing for relevance involves identifying whether the outcome is relevant because there are:

- policies that require it or perversely block it and the intervention can deliver it;
- stakeholders who express need for it and the intervention can deliver it;
- peers who do it already and have demonstrated the value of it and the intervention can deliver it;
- social norms that demand it and the intervention can deliver it; and
- financial impacts that make it desirable and the intervention can deliver it.

The outcomes in the theory of change can be tested for relevance by judging each outcome against the criteria for materiality. From the theories of change, the following outcomes were identified as being potentially relevant impacts of the activity:

Table 2 - Outcomes and relevance

Stakeholders	Outcome	Relevance	Relevant?
Young people at risk	Young people are supported to progress to further education or training	The project is linked to a learning centre and education was a common need/ referral reason for the YP. Mentoring is about supporting these transitions.	Y
	Young people are supported to gain employment	NEET Young people not wishing to enter education may choose employment options. Mentoring is about supporting these transitions	Y
	Young people at risk of ASB who are able to engage with a mentor, feel positive about themselves, increase aspirations and independently deal with difficult situations and stay strong	The relationship with the mentor aimed to provide guidance to allow young people become more independent and responsible	Y
	Relationships break down and Young people risk feeling let down	Potential negative outcomes recognised my mentoring schemes	Y
	Young people are able to improve their relationships with family and friends	Young people often talked about improved relationships with people/ recognising positive and negative friendships	Y
	Settled housing	Although this was important to YP it was external to the project	N
	Increased confidence	This is part of young people journey towards better decision making/independence so can be removed to avoid double counting	N

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	Reduced alcohol and drug use	This was mentioned by some staff but for YP it was part of better decision making/independence	N
	Improved mental and physical health outcomes	This is a longer term outcome , as a consequence of better decision making around drugs alcohol etc - may be too far removed from the project	N
	Reduction in ASB crime	Although this is an aim of the project the YP did not talk about the value of this to them. Therefore this can be picked up for the relevant stakeholder group. YPs responsibility is already included in better decision making	N
Mentors	Mentors are able to gain training and experiences to improve their future job opportunities	Mentors were often recruited at student fairs attracting those wanting experience for career progression	Y
	Mentors feel an increased sense of purpose	All mentors talked about the sense of pride at having helped a YP through their journey	Y
DWP	Reduced number of NEET young people	This is linked to YPs transition from NEET to EET	Y
Police	Reduced cases of crime/ASB	The project so funded by CS funding to reduce and prevent crime and ASB	Y
Family members	Improved relationships	This is linked to the YPs improved skills in positive relationships	Y

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The following outcomes were therefore identified as relevant at this stage:

Table 3 – Identified Outcomes

Stakeholders	Outcome
Young People at risk	Young people are supported to progress to further education or training
	Young people are supported to gain employment
	Young people at risk of ASB who are able to engage with a mentor, feel positive about themselves, increase aspirations and independently deal with difficult situations and stay strong
	Relationships break down and Young people risk feeling let down
	Young people are able to improve their relationships with family and friends
Mentors	Mentors are able to gain training and experiences to improve their future job opportunities
	Mentors feel an increased sense of purpose
DWP	Reduced number of NEET young people
Police	Reduced cases of crime/ASB
Family members	Improved relationships

4. Evidencing outcomes and giving them a value

Significance will need to be considered at each of the following stages. Significance means that the real or potential scale of the outcome has passed a threshold that means it can potentially influence decisions and actions. Where quantities of change or values are low, or if deadweight or attribution is high, then the outcomes may not be significant to the supporting function of the meals delivery service. Significance can be considered after quantities of change, values, deadweight and attribution have been determined.

Evidencing outcomes

An indicator is a piece of information that helps determine whether or not change has taken place - it allows performance to be measured. The indicators are the *ways of knowing* something has happened or changed. Twenty Twenty record data on each young person's journey, including their risk, current situation and referral route on entry to the mentoring scheme. Their attendance is then monitored throughout the scheme and selected questions from the SOUL record are used to assess their position at the beginning and end of the scheme. Any transitions to employment, education or training are recorded and the local police are able to provide information of the crimes or ASB committed prior to starting and the twelve months during Twenty Twenty.

61 young people were worked with over twelve months.

Independence and decision making

For the outcomes related to the journey towards better decision making and independence, the following descriptions were used to assess the change:

Table 4 - Describing the stages

Stage	Description
Stuck	Difficult to engage, or not aware of any issues. At risk of ASB/NEET
Engaged	Reasonable attendance and able to engage with a mentor
Believing	Starting to feel more positive about life/seeing an alternative way to deal with things
Learning	Learning what works and starting to make positive changes/ feeling confident in self
Self reliance	Able to make and sustain positive transitions and can deal with difficult situations that may arise

SOUL record and attendance data was then used to describe the indicators:

Indicators used to evidence the stages

Where young people had gone backwards, maybe due to a breakdown in the relationship with a mentor, this was also included as a negative change.

Improving relationships

There was no data available that measured improved relationships. Therefore the proportion from the sample engaged who stated this changed for them (60%) was applied across the whole cohort. It is recommended that this data is collected in the future as it was considered important to young people.

Prevention of crime

The number of recorded crime and ASB incidents for individuals can be analysed 12 months before and after the young person is assigned a mentor. The calculation for the number of young people offending less than expected took into account the young person's risk of offending based on family involvement with crime. As the mentoring often works in a preventative context it was important to understand the difference between the level of risk and then actual involvement. (Calculations and assumptions can be found in the Appendix)

Mentors outcomes

All of the mentors said that they felt good about giving something back. As the scheme is voluntary if they did not feel this then it is assumed they would not continue. Forty-eight mentors volunteered over the year. The coordinator estimated that 90-95% also used the mentoring to gain work experience as well as given something back. The remaining minority were retired and so career progression was not a factor.

Family members outcomes

From the young people’s interviews, one in five said that they had improved relationships with a family member. This proportion was applied to all the young people’s families. However, it is recommended that this data is collected more systematically in the future, or parents are interviewed, to validate this claim.

Table 5 - Outcomes and indicators

Stakeholders	Outcome	Indicator	Source	Quantity
	<i>what changes? (based on how stakeholders would describe the change)</i>	<i>How would we measure it?</i>	<i>Where did we get the information from?</i>	<i>How much change will there be?</i>
Young People at risk	Young people are supported to progress to further education or training	Number of YP progressing into FE	Twenty Twenty database	11
	Young people are supported to gain employment	Number of YP progressing into employment	Twenty Twenty database	6
	Young people at risk of ASB who are able to engage with a mentor, feel positive about themselves, increase aspirations and independently deal with difficult situations and stay strong	1 step progress (out of 4)	Twenty Twenty database and manager and SOUL record	13
		2 step progress (out of 4)	Twenty Twenty database and manager and SOUL record	9
		3 step progress (out of 4)	Twenty Twenty database and manager and SOUL record	20
		4 step progress (out of 4)	Twenty Twenty database and manager and SOUL record	1
	Relationships break down and Young people risk feeling let down	1 step backwards	Twenty Twenty database and manager and SOUL record	2
	Young people are able to improve their relationships with family and friends	% of young people who improved relationships (friends or family)	Interviews with Mentees	37
Mentors	Mentees are able to gain training and experiences to improve their future job opportunities	Approx % of mentees who were not retired	Interviews and Twenty Twenty data on mentors	43

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	Mentees feel an increased sense of purpose	Total number of mentees	Interviews and Twenty Twenty data on mentors	48
DWP	Reduced number of NEET young people	Number of YP progressing into EET from NEET	Twenty Twenty database	17
Police	Reduced cases of crime/ASB	Number of young people offending less than expected	Twenty Twenty database	42
Family members	Improved relationships	% of young people who improved relationships with parents	Interviews with mentees	12

Considering significance

Only one young person moved four steps from 'stuck' to 'independent'. However, as this is part of a journey it is worth including to understand the scale of progress. The numbers experiencing negative outcomes are also low but should be included to ensure this continues to be monitored. All other outcomes affect 10% of more of the stakeholder group. The outcomes for family members was based on a small number of young people who said they have improved relationships with a family member. Further engagement with parents would be required to validate this claim.

Valuation

To assess the potential value of outcomes all of the indicators need to be monetised, or expressed in financial terms. When data is unavailable or difficult to obtain, proxies can be used. A proxy is a value that is deemed to be close to the desired indicator, for which data may be unavailable. Proxies should not be seen as conveying a hard and fast value on that outcome but as a way of expressing it in financial terms that ensures it can be included in the analysis. There are three main types of financial proxies:

- Approximations of real transactions or changes in money, for example where an outcome produces a change in income or expenditure for the relevant stakeholder;
- Approximations of value based on potential changes in money for the relevant stakeholder. For example, where the outcome may result in a lower use of resources but this is insufficient to actually affect the budget, these are often valued using unit costs; and
- Approximations of value based on what a related market reveals about preference for the outcome (revealed preference), or which are based on surveys of stakeholders preferences for the outcome (stated preference). This approach is often required to value outcomes for groups of stakeholders that are not organisations, such as service users, families and other members of the community.³

This section will list the outcomes identified from the theory of change and the values attached. The young people were asked to allocate twenty counters to the key outcomes they specified in terms of their value to them. The numbers of counters on each outcome are shown in the table below:

Table 6 - Individual Outcomes and weightings

Outcome	Counters
Stable accommodation	5
Staying on apprenticeship	5
Relationship tips	5
Positive attitude	3
Positive about the future	3
Not so scared	2
More sociable	7
More motivated	6
More employable	3
More confidence	4
Make own decisions	7
Less stress	4

³ A guide to Commissioning for Maximum Value, LGA, 2011

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Less angry	3
Less angry	3
Information about courses	3
Increased confidence	4
Improved friendships	4
Ideas after apprenticeship	4
Happier with self	5
Experience of mentoring	4
Dealing with things better	4
Confidence	2
Better relationship with mum	4
Being sensible	5
Applying for jobs	2
Applying for courses	3

By grouping their outcomes and the average number of counters the following weighting can be allocated;

Table 7 - Grouped outcomes and average weighting

Broad category	Average Counters
Improved relationships	4.8
Improved decision making	4
Education	3.7
Employment	3

It is also worth considering the extent to which outcomes were met when they were weighted by young people. For example, some were helped towards employment/education (e.g. applying for jobs), rather than actually obtaining a place in work or education, which would be the intended outcome.

Different financial proxies were then considered.

Improved relationships

The annual household spending on recreation and culture is £2,985. This represents the amount that people may spend socially and was used in nef's evaluation of family intervention projects (2009) to represent the value of improved relationships.

Improved decision making

This was part of a significant journey for young people. This was valued slightly less than improved relationships although for those interviewed they tended to have moved two steps out of four (the most common for the young people was three steps). The full journey (four steps) could therefore be considered to represent double the value. Being more responsible could be similar to the value of not having contact with the criminal justice system, which is valued at £5,902 (representing the

total cost of conviction, consisting of fine and sentence) in nef's evaluation of family intervention projects (2009). Two steps would therefore have the value of £2,951 which is just slightly lower than the value of relationships, in line with the weighting that young people gave these outcomes.

Education

The value of education can be equivalent to the increased earning of having a Level 2 qualification (£1,456). This is less than the value of relationships, which is validated by the relative weighting that young people gave to these outcomes.

Employment

The value of getting a job can be equivalent to the average increase in disposable income of having job compared to benefits. This is calculated to be £6,881. This is higher than the weighting given as the young people interviewed had been helped with applying for jobs but had not actually gained employment.

Table 8 - Outcomes and values

Stakeholders	Outcome	Financial Proxy	Value £	Source
	<i>what changes? (based on how stakeholders would describe the change)</i>	<i>What proxy did we use to value the change?</i>	<i>What is the value of the change?</i>	<i>Where did we get the information from?</i>
Young People at risk	Young people are supported to progress to further education or training	Average of wage difference with Level 2 qualification	£1,456	Department for Children, Schools and Families and estimate and Wage scare of being NEET http://www.wikivois.org/index.php?title=The_avoidance_of_a_wage_scar_in_later_life_because_a_young_person_is_employed_rather_than_NEET_aged_16-19
	Young people are supported to gain employment	The difference between the net increase of disposable income, including tax credit in employment compared to benefits based on working full time with an average salary of £15,921 and being on benefits £9040	£6,881	Reducing dependency, increasing opportunity, options for the future of welfare to work by David Freud (DWP) and tax calculations from HM Revenue and Customs

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	Young people at risk of ASB who are able to engage with a mentor, feel positive about themselves, increase aspirations and independently deal with difficult situations and stay strong	As a proportion of making more responsible decisions/ less likelihood of contact with criminal justice system	£5,902	The economic and social return of action for children's family intervention team/5+ project Caerphilly, 2009, nef
	Relationships break down and Young people risk feeling let down	As a proportion of making more responsible decisions/ less likelihood of contact with criminal justice system	-£1,475	The economic and social return of action for children's family intervention team/5+ project Caerphilly, 2009, nef
	Young people are able to improve their relationships with family and friends	Value of relationships; Annual household spending on recreation & culture	£2,985	The economic and social return of action for children's family intervention team/5+ project Caerphilly, 2009, nef
Mentors	Mentees are able to gain training and experiences to improve their future job opportunities	The cost of an Employability course	£400	TABS Training
	Mentees feel an increased sense of purpose	Life coach (minimum for 10 weekly sessions)	£500	Website search
DWP	Reduced number of NEET young people	Cost of supporting a young person who is NEET	£5,760	Audit Commission/York University (see report)
Police	Reduced cases of crime/ ASB	Average cost saving from reduced crime/ ASB per person	£968	The Economic and Social Costs of Anti-Social Behaviour: a review' (London School of Economics and Political Science, 2003), p.43
Family members	Improved relationships	Family mediation counselling (£35 an hour over 12 weeks)	£420	Scotia

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				direct from
				Relationship
				Scotland http://www.employabilityinscotland.com/sites/default/files/articles/5677/Scotia%20Clubhouse%2520ROI%2520Report%2520-%2520February%25202011_2106_2979.pdf

Considering significance

Three values are between £400 and £500, which may not be significant. These represent the value to mentors and family members who are not direct intended beneficiaries of the project. These values should therefore be reviewed after total impact is calculated.

5. Establishing impact and Not Over-Claiming

The SROI process also involves assessing how much of the outcome is attributable to the actual project or service. To do this, deadweight displacement, attribution and drop-off rates need to be taken into account. These rates can be agreed with those working on the project, based on their experiences, the needs of service users and wider research.

Deadweight

Deadweight considers what would have happened anyway if the service did not exist. Young people were asked what would have happened without the Twenty Twenty mentoring scheme. Many said that the support was different to other support they had received because they felt they could talk to their mentor about anything and the mentor could provide non-judgemental support tailored to their individual needs:

“Would have no one to talk to. There’s only so much you can talk to your family about (mentor name) is there to help me not judge me.”

“Tried Connexions - didn’t listen, give advice generally.”

“Twenty Twenty provide tailored advice and treated me like an individual—treated me like an adult.”

“I can’t talk to key worker about half the stuff - that’s more just about housing.”

Most of the young people felt that they would not have made positive changes without the support of the mentor:

Displacement

Displacement occurs when the project benefits are at the expense of others (e.g. benefits are displaced from elsewhere). This is more likely where value has not been created, but rather moved at the expense of negative outcomes for someone else. (e.g. gaining employment, crime reduction). This may be applicable for the outcome of gaining employment if it is felt that this has taken opportunities away from other unemployed people. An estimation of 50% displacement was used for this outcome.

Attribution

Attribution considers what share of an outcome is attributable to, or results from, those outside of the service being evaluated.

Young people were asked if anyone else had helped towards their outcomes. The data can be aggregated to give an overall picture of the impact of the mentor compared to other support:

Table 9 - % Attribution

Other Support	Percent of outcome due to them
Friends	33
Mentor	29
Learning tutor	20
Other key worker	17
Family	1

The young people felt that friends had contributed the most towards their outcomes, this was partly the impact of recognising positive friendship groups and the strong impact that peer groups have on young people. The contribution of the learning tutor is also significant as the learning centre is linked to the mentoring scheme.

Duration

Young people were asked how long they expected outcomes to last. Most expected that the outcomes would last for a long time. Some of those interviewed had not had a mentor for a while but still felt positive, others said that they expected that things would be up and down but that they would remember what they had learnt;

“Will remember some of the things like being sensible”

“Don’t think I will lose confidence”

“Still deal with things in a good way - but still might make stupid decisions”

“Have not had a mentor for 3 months and still feel confident”

This suggests that the outcomes around decision making and independence and relationships are a long term change. Other outcomes may be more reliant on external factors.

Drop-off

Drop off refers to the deterioration of an outcome objective over time. A drop off of 10% was estimated to take into account the difficulty of sustaining outcomes without support.

Projecting future benefits

Twenty Twenty Social Return on Investment

When projecting benefits into the future, it is standard SROI practice to discount⁴ the value of any future benefits. The HM Treasury discount rate of 3.5 percent was applied to all future benefits in the model

⁴ Discounting is defined as ' *The extent to which the value of a benefit accrued in the future is reduced, to reflect both the social and economic preferences for receiving a sum of money now, rather than receiving the same sum of money in the future.*'

Twenty Twenty Social Return on Investment

6. Impact Map

Stakeholders	Intended/unintended changes	Inputs		Outputs	The Outcomes (what changes)							Deadweight %	Displacement %	Attribution %	Drop off %	Impact	
		Value £	Summary of activity in numbers		Description what changes? (based on how stakeholders would describe the change)	Indicator How would we measure it?	Source	Quantity	Duration How long will it last?	Financial Proxy What proxy did we use to value the change?	Value £						Source Where did we get the information from?
Who will we have an effect on? Who will have an effect on us?	What do we think will change for them?	What will they invest?															
Young People	Supported to make transitions into education, work or training			62 mentees seen over one year	Young people are supported to progress to further education or training	Number of YP progressing into FE	Twenty Twenty database	11	1	Average of wage difference with level 2 qual	£1,456	Department for Children, Schools and Families and estimate and Wage score of being NEET http://www.wiki	10%	0%	71%	10%	£4,180.18
	Supported to prevent or reduce ASB			48 mentors matched	Young people are supported to gain employment	Number of YP progressing into employment	Twenty Twenty database	6	1	The difference between the net increase of disposable	£6,881	Reducing dependency, increasing opportunity,	10%	50%	71%	10%	£5,387.82
					Young people at risk of ASB who are able to engage with a mentor, feel positive about themselves, increase aspirations and independently deal with difficult situations and stay strong	1 step progress (out of 4)	Twenty Twenty database and manager and SOUL record	13	5	As a proportion of making more responsible decisions/Less likelihood of	£1,476	The economic and social return of action for children's family	10%	0%	71%	10%	£5,006.37
						2 step progress (out of 4)	Twenty Twenty database and manager and SOUL record	9	5	As a proportion of making more responsible decisions/Less likelihood of	£2,951	The economic and social return of action for children's family	10%	0%	71%	10%	£6,931.90
						3 step progress (out of 4)	Twenty Twenty database and manager and SOUL record	20	5	of making more responsible decisions/Less likelihood of contact with	£4,427	The economic and social return of action for children's family	10%	0%	71%	10%	£23,106.33
						4 step progress (out of 4)	Twenty Twenty database and manager and SOUL record	1	5	of making more responsible decisions/Less likelihood of	£5,902	The economic and social return of action for children's family	10%	0%	71%	10%	£1,540.42
						Relationships break down and Young people risk feeling let down	1 step backwards	Twenty Twenty database and manager and SOUL record	2	1	of making more responsible decisions/Less likelihood of contact with	-£1,475	The economic and social return of action for children's family	10%	0%	71%	10%
					Young people are able to improve their relationships with family and friends	% of young people who improved relationships (friends or family)	Interviews with Mentees	37	5	value pf relationships = Annual household	£2,985	The economic and social return of action for children's family	10%	0%	71%	10%	£28,826.15
Mentees		3640 hours times £6 an hour	21840		Mentees are able to gain training and experiences to improve their future job opportunities	Approx % of mentees who were not retired	Interviews and twenty twenty data on mentors	43	1	The cost of an Employability course	£400	TABS Training	10%	0%	71%	10%	£4,489.20
					Mentees feel an increased sense of purpose	Total number of mentees	twenty twenty data on mentors	48	1	Life coach (minimum for 10	£500	Website search	10%	0%	71%	10%	£6,264.00
Connexions/DWP					Reduced number of NEET young people	Number of YP progressing into EET	Twenty Twenty database	17	1	Cost of supporting a young person	£5,760	Audit Commission/York University	10%	0%	71%	10%	£25,557.12
Police					Reduced cases of crime/ASB	Number of young people offending less than expected	Twenty Twenty database	42	5	Average cost saving from reduced	£968	The Economic and Social Costs of Anti-	0%	0%	71%	10%	£11,790.24
Family members/parents					Improved relationships	% of young people who improved relationships with parents	Interviews with mentees	12	5	Family mediation counselling (£35 an hour over 12	£420	Scotia direct from Relationship	10%	0%	71%	10%	£1,315.44
Community Safety Funding		Funding	£25,282.00														
Other Funding			£20,000.00														
Total			£67,122.00														£110,519.54

Considering Significance

The value of outcomes to family members is low and may be relatively insignificant. However, it is recommended that more engagement with family members is carried out to verify the assumptions, which may increase the value assigned to this stakeholder group.

7. The Social Return on Investment Ratio

This section will include:

- Cost of delivery
- A figure for total value, and the social return on investment

Cost of delivery

The input costs are £45,282 in funding (£20,000 for Community Safety budget and 20,000 from other funding streams).

Volunteer time is a major input. Most mentoring couples meet for a minimum of four hours a month with additional time spent by volunteers of writing up sessions (additional two hours a month). Forty relationships are likely to last the full year (forty-eight weeks due to holidays etc) which totals 2,640 volunteer hours (40 volunteers x 6 hours a month x 11 months). In addition to this, the volunteer training (20 hours x 40 volunteers = 800 hours) & additional things they do (celebration event, quarterly team builders, helping at Lifeskills centre = 200 hours) would equal around 3640 hours in total over the year. Applying the minimum wage (approx £6/hour) to this gives a value of £21,842.

The total input cost is £67,122

Table 10 - Total value and social return on investment

Value	SROI
Total Present Value (PV)	£336,028.13
Net Present Value (PV minus the investment)	£268,906.13
Social Return £ per £	£5.01

*This gives a Social Return of **£5.01** for every £1 invested.*

Table 11 – Value to different stakeholder groups

Stakeholder	TOTAL Value	%
Young People at risk	276,633	82
Police	£48,282.21	14
DWP	£25,557.12	8
Mentors	£10,753.20	3
Family	£5,386.86	2

Twenty Twenty Social Return on Investment

The outcomes that created the most value were:

- Young people at risk of ASB who are able to engage with a mentor, feel positive about themselves, increase aspirations and independently deal with difficult situations and stay strong;
- Young people are able to improve their relationships with family and friends
- Reduced cost of crime/ ASB to the police; and
- Reduced cost of NEET young people to DWP.

8. Sensitivity analysis

Some assumptions and judgements were made in the analysis that can be tested to check how much the overall impact varies when different assumptions are used.

Assumption 1

Those who were in education throughout Twenty Twenty mentoring would have remained in education without the mentor

Test new assumption

Of the thirty-four who stayed in education, twelve had attendance or exclusion issues. If all twelve would have been NEET without a mentor the SROI increases to **£5.33** and the value to DWP would increase from £25,577 to £43,597.44

Assumption 2

Education and employment outcomes only last for one year (**duration**) due to external factors

Test new assumption

If the 17 moving from NEET to EET lasted for five years (**duration**) with just 10% drop off the SROI increases to **£6.45** and the value to DWP would increase to from £25,577 to £104,659.

If all thirty-four lasted five years (**duration**) with just 10% drop off the SROI increases to **£7.70** and the value to DWP would increase to from £25,577 to £178, 636.

Assumption 3

That those interviewed were representative of all mentees in that 60% improved relationships with friends and family (20% family and 40% friends)

Test new assumption

If these outcomes were excluded from the analysis the SROI decreases to **£3.33** and the value to young people decreases from £276,633 to £158,617.37.

Assumption 4

Only 10% drop off for long term outcomes around improved relationships and decision making

Test new assumption

If all drop off increased from 10% to 50% to take into account the difficulty of sustaining confidence and positive outcomes with put support the SROI decreases to **£2.78**

Assumption 5

Attribution is 71% based on the proportion that young people left due to Twenty Twenty mentor

Test new assumption

The young people interviewed stated that friends and the learning mentor also contributed to the outcomes, which may be also linked to the Twenty Twenty mentoring service. If **Attribution** only considered external support (family and other key workers) it would be reduced to 18%. This would increase the SROI to **£14.16** with £72,265 value to DWP and £136,522 value to the police.

Assumption 6

That those at risk of a crime/ ASB would have committed the expected level of crime during the twelve months

Test new assumption

If those at risk of crime were not prevented from being involved in crime/ASB and only those who stopped committing crimes were included (24 young people) then the SROI would reduce to **£4.73** and the value to the police would reduce to £27,589.84.

9. Conclusions and Recommendations

Twenty Twenty mentoring creates a Social Return of **£5.01** for every £1 invested. 82% of this value is to young people, and 14% of the police.

To increase the value it is recommended that

- The contribution of the learning centre in achieving outcomes is recognised and built on;
- The impact of friendship groups and peer support in influencing behaviour is recognised for this age group;
- Where mentoring relationships break down the young person is supported to stay engaged and positive; and
- Referral routes to the mentoring scheme are clear so that those most suited to the aims and strengths of the scheme are referred.

To improve the evidence base on which assumptions were made it is recommended that

- Family member are engaged to understand the impact (intended and unintended positive and negative) on them;
- Young peoples' journeys continued to be measured consistently at the beginning and end of the mentoring scheme using SOUL Record or Teen Star, with consideration of how to challenge inflated self scoring, particularly at the start of the scheme;
- Include a measure of improved relationships with friends and family;
- Continue to collect data from the police on crime and ASB; and
- Data is followed up to verify the durations applied.

Appendices

Appendix A - Initial stakeholder engagement

Mentee “W”

Observations from Co-ordinator

- Constantly moving - Keeps changing living arrangements. Mum lives in Skegness and sister lives in Loughborough. Has moved between the two, and a hostel, four times in the last year. (Mum - Sister –Hostel - Sister);
- In and out of provision and therefore does not finish courses. Has attended college in both Loughborough and Skegness but did not complete course;
- Looking to build relationships, with mum, sister, friends;
- Difficult to hold down a job because of the continued moving;
- Got depressed living in hostel;
- Looking to be independent - live on own; and
- Mum was an alcoholic - identified as reason for arguments.

<p>7. <i>When did you first come along to the project?</i></p> <ul style="list-style-type: none"> • Had mentor for about six months
<p>8. <i>What were the main reasons for you first coming along to the project?</i></p> <ul style="list-style-type: none"> • Lack of confidence, to build confidence • Lack of stable housing - including as a child • Finding it hard to find a job - looking for retail or bar work
<p>9. <i>With the Twenty Twenty project what activities/things do you?</i></p> <ul style="list-style-type: none"> • Café - chat • Snooker hall - play pool • Cinema • Similar personality to mentor - somebody to talk to • Mentee decides what to do
<p>10. <i>Since you have been involved with Twenty Twenty. Is there anything that you now do differently or has changed?</i></p> <ul style="list-style-type: none"> • More confidence - more likely to speak out • Less depressed - getting on better with mum and sister • Less angry - not bottle things up • Applying for courses - waiting to hear from Loughborough College • Making better decisions - thinking about moving back to Skegness. Mentor helped by identifying pros and cons to moving/ staying • Better attitude - better able to deal with things/issues - linked to increased confidence and less anger

What has changed	Score
Stable accommodation	5
Increased confidence	4
Better relationship with mum	4
Less angry	3
Applying for courses	3
Applying for jobs	2

Who has contributed to changes
Mentor
Friend
Sister
Brother

<p><i>11. How likely do you think you will still be doing these activities/ feeling like this in one year's time?</i></p> <ul style="list-style-type: none"> • have a job - because of the increased confidence • Find own place • Positive about future - better skills to deal with future • Get support from mum - better relationship
<p><i>12. How likely do you think you will still be doing these activities/ feeling like this in five years time?</i></p> <ul style="list-style-type: none"> • Running own bar • Help to increase confidence further • This time last year - completely different story - not confident
<p><i>13. What do you think you would have done differently if you had not become involved with Twenty Twenty in the first place?</i></p> <ul style="list-style-type: none"> • Changes would not have happened without project • Tried Connexions - didn't listen, give advice generally • Twenty Twenty provide tailored advice and treated like an individual—treated like an adult

Mentee "A"

Observations from Co-ordinator

- History of violent behaviour, with peers and family. Unhealthy family relationship, fighting with sisters. Police called to family home due to fighting/violence;
- Both a victim and perpetrator of violence;
- Problems with alcohol (and drugs). Excessive drinking;
- Verbally aggressive if things don't go the right way;
- Additional support from Youth Shelter;
- Problems with accommodation, gap between youth shelter accommodation and getting council flat;
- Mum kicked them out at thirteen years old;
- Getting into trouble; and
- Didn't really attend school.

<p>1. <i>When did you first come along to the project?</i></p> <ul style="list-style-type: none">• On a Twenty Twenty foundation learning course• After three months got a mentor• Had a mentor for about nine months
<p>2. <i>What were the main reasons for you first coming along to the project?</i></p> <ul style="list-style-type: none">• Lived on own at age of 16 years in supported housing• Housing had a 2 year time limit - given notice because had accommodation for two and a half years• Needed someone to talk to about problems• Stressed out about moving out
<p>3. <i>With the Twenty Twenty project what activities/things do you?</i></p> <ul style="list-style-type: none">• Go out for lunch - talk• Cooking sessions at Twenty Twenty• Chat/See what problems/ help needed• Ring/text on weekly basis

4. *Since you have been involved with Twenty Twenty. Is there anything that you now do differently or has changed?*

- Having someone to talk to - relieved to have someone there
- Someone you feel confident around - can cry
- Don't really talk to family much, don't get on
- Can talk confidentially
- Given advice/ listens to problems
- Help to find job, write CV (help with training)
- Less stress - off load problems, enjoy other things more
- New flat (stressful)
- Better relationship with Dad - decorating new flat
- Positive thinking/ Confidence - getting on with it, mentor provides reassurance and encourages self belief.
- Deal with things better - don't fly off the handle as much - better self control
- Positive attitude - Looking forward to getting a job
- Better relationship with sisters - help with their kids

What has changed	Score
Less stress	4
Dealing with things better	4
More confidence	4
Positive about the future	3
Positive attitude	3
More employable	3

Who has contributed to changes	Score
Tutor	6
Mentor	6
Boyfriend	6
Old support worker	3

5. *How likely do you think you will still be doing these activities/ feeling like this in one year's time?*

- Don't think I will lose confidence
- Still deal with things in a good way - but still might make stupid decisions
- New flat "having my flat has made me feel so good about myself. I have managed to achieve it, and everyone was saying you won't have your flat no longer than a year and I've proved them all wrongnow they're all saying I can't believe you've done this, all my family are dead shocked, saying oh my god, you're so changed"

6. *How likely do you think you will still be doing these activities/ feeling like this in five years time?*

- Will have a job
- Settled in flat
- Less reliant on others/ more independence, look after myself
- Wants people to be proud of what they have achieved (prove family wrong)

7. *What do you think you would have done differently if you had not become involved with Twenty Twenty in the first place?*

- Would not have looked for support
- Would be stressed
- Would have no one to talk to "there's only so much you can talk to your family about (mentor) is there to help me not judge me

Mentee "H"

Observations from Co-ordinator

- Gets bullied by peers and feels threatened
- Peer pressure - alcohol and ASB
- Problems with accommodation - being pressured to answer door to go out
- Unhealthy relationships - Exploited by peers - dating numerous boys at a time - looking for security
- Living in supported accommodation with other Twenty Twenty students

<p>1. <i>When did you first come along to the project?</i></p> <ul style="list-style-type: none">• Started with Twenty Twenty about six months ago• Doing foundation learning• Also had a mentor
<p>2. <i>What were the main reasons for you first coming along to the project?</i></p> <ul style="list-style-type: none">• Someone to talk to about problems who understand• Was doing a social care course at Loughborough College• Didn't like the placement from Loughborough College• Lack of support at Loughborough College
<p>3. <i>With the Twenty Twenty project what activities/things do you?</i></p> <ul style="list-style-type: none">• Zumba• Go out for coffees/ chat• Live on my own so it takes me out and talk to someone
<p>4. <i>Since you have been involved with Twenty Twenty. Is there anything that you now do differently or has changed?</i></p> <ul style="list-style-type: none">• More sociable and can talk to people• Before was shy and now not so scared• More myself• Everyone accepts me for who I am• Don't get as angry• Don't keep things to myself, don't keep things bottled up and get angry - can talk to (mentor)• Improved relationships - taught me who the good people are and who to be wary of• Applied for two jobs• Meeting friends who are true friends not going to get you into trouble and having someone to talk to• Have changed social group

Twenty Twenty Social Return on Investment

What has changed	Score
More sociable	7
Happier with self	5
Improved friendships	4
Less angry	3
Not so scared	2

Who has contributed to changes	Score
Mentor	6
Tutors (foundation learning)	6
Friends at Twenty/Twenty	5
Key worker	2
Friends from before	1
Family	1

- | |
|--|
| <p>5. <i>How likely do you think you will still be doing these activities/ feeling like this in one year's time?</i></p> <ul style="list-style-type: none"> • Mentor only here once a week so already doing things for self |
| <p>6. <i>How likely do you think you will still be doing these activities/ feeling like this in five years time?</i></p> <ul style="list-style-type: none"> • A lot happier with self • A good paid job |
| <p>7. <i>What do you think you would have done differently if you had not become involved with Twenty Twenty in the first place?</i></p> <ul style="list-style-type: none"> • End up in trouble quite a lot • Moved away from family and friends in London • Can't talk to key worker about half the stuff - more about housing • Not easy to find support like that of mentor |

Mentee "R"

Observations from Co-ordinator

- Been in a lot of trouble
- Excluded from school
- Excluded from Twenty Twenty
- Wants to appear confidence
- Doesn't feel like they should follow rules
- Difficultly listening to advice and guidance
- Can be violent- treats people like he might not see them again
- Lack of long term friends
- Problems with the Police
- Currently lives in Supported Housing (has a key worker) - benefits, housing

<p>1. <i>When did you first come along to the project?</i></p> <ul style="list-style-type: none">• Started on foundation learning• Kicked me off - then got a mentor - went back to FL - kicked off again• Had a mentor for about three or four months• Now on Street Program
<p>2. <i>What were the main reasons for you first coming along to the project?</i></p> <ul style="list-style-type: none">• FL suggested that a mentor would be a good idea to have a mentor• Get back to learning
<p>3. <i>With the Twenty Twenty project what activities/things do you do?</i></p> <ul style="list-style-type: none">• Sports - play badminton• Pool/ snooker• Golf range• Go for stuff to eat• Rather do something active
<p>4. <i>Since you have been involved with Twenty Twenty. Is there anything that you now do differently or has changed?</i></p> <ul style="list-style-type: none">• Try and sort myself out• Give me ideas - advice• Help getting a place at college - to do with sport (short courses) - getting information• Street project - engagement - doing activities• Makes you think someone wants to help you• Get more enthusiasm - more motivated to do things• Helped/ encouraged to make own decisions• Advice about being sensible/ safe - about drugs/ safe sex

Twenty Twenty Social Return on Investment

What has changed	Score
Make own decisions	7
More motivated	6
Being sensible	5
Information about courses	3

Who has contributed to changes	Score
Support Worker (Youth Shelter)	9
Mentor	8
Best Mate	4

<p>5. <i>How likely do you think you will still be doing these activities/ feeling like this in one year's time?</i></p> <ul style="list-style-type: none"> • Things will go up and down! • Will remember some of the things like being sensible
<p>6. <i>How likely do you think you will still be doing these activities/ feeling like this in five years time?</i></p> <ul style="list-style-type: none"> • Don't know • I know what I wanna do - PE teacher or teaching assistant
<p>7. <i>What do you think you would have done differently if you had not become involved with Twenty Twenty in the first place?</i></p> <ul style="list-style-type: none"> • Find out some stuff for self - about college courses • Mentor has provided the encouragement to do more

Mentee “E”

Observations from Co-ordinator

- Left school with no qualifications
- Very quiet and didn’t engage at the project
- Didn’t care about going to school
- Mixed in with the wrong people - came to Twenty Twenty with friend (bad influence)
- Involved in petty crime
- On and off with boyfriend

<p>1. <i>When did you first come along to the project?</i></p> <ul style="list-style-type: none"> • ETE • Foundation Learning • Apprenticeship at Twenty Twenty • Had a mentor for about five months
<p>2. <i>What were the main reasons for you first coming along to the project?</i></p> <ul style="list-style-type: none"> • Get an idea of what mentoring is about • More ideas about what want to do in the future
<p>3. <i>With the Twenty Twenty project what activities/things do you do?</i></p> <ul style="list-style-type: none"> • Going out for coffees/ chat • Once a week
<p>4. <i>Since you have been involved with Twenty Twenty. Is there anything that you now do differently or has changed?</i></p> <ul style="list-style-type: none"> • Help getting into modelling - set up first photos - (arranged a session) • More confidence • More ideas what I can do after apprenticeship • Advice about boyfriend - when having problems • Encouragement to stay on apprenticeship - realised it is a good opportunity • Big change from being a student to being an apprenticeship

What has changed	Score
Staying on apprenticeship	5
Relationship tips	5
Experience of mentoring	4
Ideas after apprenticeship	4
Confidence	2

Twenty Twenty Social Return on Investment

Who has contributed to changes	Score
Friends	6
Mentor	4
Boyfriend	5
Twenty Twenty coordinator	3
Tutor (Foundation Learning)	2

<p>5. <i>How likely do you think you will still be doing these activities/ feeling like this in one year's time?</i></p> <ul style="list-style-type: none">• Have not had a mentor for three months and still feel confident
<p>6. <i>How likely do you think you will still be doing these activities/ feeling like this in five years time?</i></p> <ul style="list-style-type: none">• No idea• Maybe do next level apprenticeship or working somewhere else
<p>7. <i>What do you think you would have done differently if you had not become involved with Twenty Twenty in the first place?</i></p> <ul style="list-style-type: none">• Very likely would have left the apprenticeship

Appendix B - Calculations

Twenty Twenty Social Return on Investment

1. Previous Crime/ASB costs									
	Single ASB warning	Multiple ASB warnings	Robbery/burglary	Drug offenses	Arson	Known to J	Assault	ASB convictions	
No of YP	2	15	6	2	1	2	1	1	
Number of incidents per person	1	3	1	1	1	1	1	1	
Total number of incidents	2	45	6	2	1	2	1	1	
Assumption: Multiple ASB warnings = 3 warnings									
Crime/ASB type	Number of incidents	Crime/ASB type	Unit	Cost	Total cost				
ASB no further action	47	Anti-social behaviour - no further action taken (cost of dealing with incident, simple reporting only)	Per incident	£ 44	£ 2,070.90				
ASB and further action	1	Anti-social behaviour - further action necessary (cost of dealing with incident)	Per incident	£ 629	£ 629.45				
Arrests	9	Arrest	Per event	£ 2,241	£ 20,164.66				
Arson	1	Domestic fires	Per incident	£ 3,734	£ 3,733.76				
					£ 26,598.77				
Total cost of Crime/ASB	£26,598.77								
Number of YP involved in crime/ASB	27								
Cost per YP	£ 985.14								
Assumption: ASB warning = cost of ASB no further action									
2. Predicted Future Crime/ASB costs									
Risk type	Number of YP	Chance of offense	Evidence	Expected number	Cost per person	Total expected costs			
YP with past offenses	27	100%	n/a	27	£985.14	£26,598.77			
Additional YP with family offenders (in prison or convicted)	16	60%	Over 60% of boys whose fathers had been convicted were eventually convicted themselves (Farrington et al, 1996).	10	£985.14	£9,457.34			
Additional YP disengaged from education	11	45%	In the Cambridge study, between 44% and 48% of secondary school truants were offenders (West, 1982),	5	£985.14	£4,876.44			
				42	£985.14	£41,375.87			
Assumption: YP with past ASB/crime will continue same level of ASB/crime									
3. Actual cost of crime/ASB during Twenty Twenty									
	Per incident	£	No of incidents	Total costs					
Anti-social behaviour - further action necessary (cost of dealing with incident)	1	£ 629	1	£ 629.45					
Anti-social behaviour - no further action taken (cost of dealing with incident, simple reporting only)	2	£ 44	2	£ 88.12					
				£717.58					
4. Cost saving in Year 1									
Total expected costs	£41,375.87								
Actual costs	£717.58								
Total Cost saving *	£40,658.29								
Number of YP expected to be involved in crime/ASB	42								
Cost saving per person	£968.05								
* before discounting for attribution									

Appendix C - Glossary of terms

Attribution

Twenty Twenty Social Return on Investment

An assessment of how much of the outcome was caused by the contribution of other organisations or people.

Deadweight

A measure of the amount of outcome that would have happened even if the activity had not taken place.

Discounting

The process by which future financial costs and benefits are recalculated to present-day values.

Displacement

An assessment of how much of the outcome has affected outcomes happening elsewhere.

Drop-off

The deterioration of an outcome over time.

Duration How long (usually in years) an outcome lasts after the intervention, such as length of time a participant remains in a new job.

Financial proxy

A monetary approximation of the value of the outcome.

Impact

The overall outcome for stakeholders, taking into account what would have happened anyway, the contribution of others and the length of time the outcomes last.

Impact map

A table that captures how an activity makes a difference: that is, how it uses its resources to provide activities that then lead to particular outcomes for different stakeholders.

Indicator

A piece of information that helps to determine that a change has taken place. It is a sign that can be measured. SROI is concerned with 'outcome measures' (such as the increased confidence in people who have been on a course) rather than 'output measures' (such as the number of people attending a course).

Inputs

The contributions made by each stakeholder that are necessary for the activity to happen.

Materiality

Twenty Twenty Social Return on Investment

Information is material if its omission has the potential to affect the readers' or stakeholders' decisions.

Outcome

The changes resulting from an activity. The main types of change from the perspective of stakeholders are unintended (unexpected) and intended (expected), positive and negative change.

Outputs

A way of describing the activity in relation to each stakeholder's inputs in quantitative terms.

Outcome indicator

Well-defined measure of an outcome.

Revealed preference

An approach to approximating the value of an outcome to a stakeholder by inferring the value of an outcome that doesn't have a market price from something that does have a market price.

Scope

The activities, timescale, boundaries and type of SROI analysis.

Sensitivity analysis - an assessment of the extent to which an SROI model is affected by changes to assumptions about variables.

Social return ratio

Total present value of the impact divided by total present value of the investment.

Stakeholders

Groups of people or organisations that affect the activity being analysed or that experience change, whether positive or negative, as a result of the activity.