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## Subliminal Directions Gateway2Media

## Social Return on Investment Report

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Series Report No. 8

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## **Executive Summary**

This is a Social Return on Investment report on the Gateway2Media course run by Subliminal Directions, a social enterprise based in Fife.

Gateway2Media is one of the programmes developed by Subliminal Directions, a social enterprise which specialises in multimedia work with young people in their community who are at risk of offending or involvement in anti-social behaviour or drugs, or who would not otherwise have the chance to get involved in this type of activity.

The course was commissioned by Lochgelly High School's Special Educational Needs Unit. It presents an analysis of the value created by the investment in this course for 8 young people attending the unit who were at risk of joining the NEET group, i.e. young people not in education, employment or training.

The Gateway2Media course aimed to provide a new opportunity for the participants, to enhance their skills, but mainly to support their motivation and personal development. All participants were in S3 at school.

The analysis within this report is based upon the Social Return on Investment (SROI) model which attributes values to identifiable impacts, in order to calculate the value returned relative to the cost of service provision. It presents an analysis of Gateway2Media, by exploring the nature of the course's impact and the extent to which it represents value for money.

The period over which Social Return on Investment was measured, i.e. the length of the course, was February 2006 to July 2006, and the methodology used followed the global framework for SROI as adapted for use in the UK.

### **Stakeholders**

This report presents an analysis of the social added value delivered through the funding investment made in the Gateway2Media course. It explores how the investment made in the programme compares to the social value that has been created and the benefits that have been experienced by stakeholders.

The stakeholders range from internal ones - the young people, the staff in Lochgelly High School and the staff of Subliminal Directions - to external ones such as participants' families, funders such as Futurebuilders who supported Subliminal Directions, and the Scottish Government.

Subliminal Directions has been funded by Communities Scotland through the Futurebuilders programme.

### **The impacts of Gateway2Media**

The impact map constructed for Gateway2Media showed that a range of impacts on the young people were anticipated, which included:

- Improved attendance and participation
- Personal and social development outcomes
- Supporting employability outcomes
- Developing transferable skills.

7 financial indicators were used in the study to measure the impacts:

- |    |  |
|----|--|
| 1. | Avoided cost of becoming NEET                              |
| 2. | Increases in future earnings potential                     |
| 3. | Avoided costs of supervision resulting from poor behaviour |
| 4. | Avoided costs of managing attendance                       |
| 5. | Reduced costs of supervised travel                         |
| 6. | Personal development                                       |
| 7. | Impact on the sustainability of Subliminal Directions      |

The impacts on participant's families was not included, although anecdotally, some evidence was gained by the unit of the impact of the course on the participants, but not on the families, in terms of the above analysis.

## Results

The analysis estimates social added value arising from the Gateway2Media course for Lochgelly High School in 2006 was £91,078.

The added value per participant was £11,384.

**Overall, the results suggest that for every £1 that was invested in the Gateway2Media course, a social return on investment of £8.27 was created.**

It was difficult to estimate the attribution of value solely to Subliminal Directions, but assumptions have been made based on the information provided by stakeholders.

## Conclusions

An SROI analysis can sometimes appear mechanistic and too focussed on figures, whereas in reality, improving the life chances of disadvantaged young people is a service of enormous benefit to the individuals, their families and public agencies.

This analysis has only skimmed the surface of these young peoples' lives.

The Gateway2Media course seems uniquely adapted to the needs of young excluded people, and is capable of producing long-term impacts on individuals who are at risk of becoming severely disadvantaged.

With this in mind, it seems regrettable that Subliminal Directions has recently been forced to reduce its workforce and give up its multimedia studio due to lack of support and funding. It is to be hoped that this is a temporary situation.

## Contents

	Page Number
Introduction	5
Background	6
Strategic context	9
Activities, aims and objectives	12
Methodology	16
Exploring Gateway2Media	19
Boundaries	19
Stakeholder analysis	19
Impact map	20
Value not included	21
Data collection	22
Analysis	23
Results	30
Sensitivity	32
Conclusions	33
Disclaimer and Acknowledgements	34

## Introduction

### Purpose

This report is part of a series produced by way of a joint project between the EU EQUAL programme and Communities Scotland's Social Economy Unit<sup>1</sup> to research, develop and test new approaches which could have the potential to strengthen the social economy sector. The SROI pilot has been managed by Forth Sector.

The purpose of the pilot was to ascertain the extent to which the Social Return on Investment (SROI) model could be used within Scotland to measure and communicate impact and value creation within the social economy sector.

### Approach

Social Return on Investment is a process and a method for understanding, measuring and reporting on the value that is created by an organisation. It examines the social, economic and environmental impacts arising from the organisation's work, and estimates a value for these in the same language, and using the same accounting and investment appraisal methods, as are used to determine financial value.

SROI analysis assigns a monetary value to the social and environmental benefit that has been created by an organisation by identifying indicators of value which can be financialised. Comparing this value to the investment required to achieve that impact produces an SROI ratio. It takes standard financial measures of economic return a step further by capturing social as well as financial value.

SROI was developed in the USA, but has been extended and adapted for a European and UK context.<sup>2</sup> By developing an understanding of the organisation, how it meets its objectives, and how it works with its stakeholders, an organisation can create its own impact map, or impact value chain, which links inputs and outputs through to outcomes and impacts.

The SROI analysis has been undertaken by the researcher in the Equal pilot project and staff working within Subliminal Directions and Lochgelly High School's Special Educational Unit.

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<sup>1</sup> The Unit is now part of the Scottish Government's Directorate General for Economy

<sup>2</sup> The researcher is a founder member of the European SROI Network, established in 2003.



## Background

Subliminal Directions is a social enterprise operating from studios in Lochgelly and Crosshill in Fife, and works in the community to divert young people away from harmful behaviour. The main aim of Subliminal Directions is to provide multimedia training, releasing the creative potential of individuals and the community, training and developing individuals in the commercial setting provided by Subliminal Directions, and promoting social and community issues aimed at young people e.g. drug and alcohol awareness.

It was set up by two social entrepreneurs, who met through their involvement in the School for Social Entrepreneurs, which operates from BRAG's premises in Crosshill where Subliminal Directions now has a sound and digital photography studio. They teamed up to form Subliminal Directions in 2003, based around a cybercafé in Lochgelly, rented to them by BRAG.

In 2003/04, Subliminal Directions participated in Scotland's first study into Social Return on Investment.<sup>3</sup> At the time, Subliminal Directions was in the social enterprise start up phase. It had secured funding from Scotland unLtd, the Coalfields Regeneration Trust and Scotland Against Drugs and the local Drugs Action Team. It was in the process of developing a range of different products with their own income stream.

The study revolved around Subliminal Directions' first Gateway2Media course, funded by Fife Council's Youth Justice team, and the two volunteers who were involved in providing input to Subliminal Directions at the time.<sup>4</sup>

This Gateway2Media course was aimed at young people at risk of receiving a custodial sentence when they next offended. The course was run for 13 weeks in 2003/04, and involved 18 participants. The courses catered for 12-15 year olds and 15-18 year olds.

By focusing on the Gateway2 Media programme, this SROI study underestimated the social benefits from Subliminal Directions in the social enterprise start up phase of 2003-2004, but gave an analysis of how investment in the Gateway2Media course for this group of young people may have saved costs that would have been incurred in the criminal justice system.

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<sup>3</sup> S. Durie, 2005, 'An appraisal of the use of SROI in measuring the value of social enterprise in Scotland using three case studies', Scotland unLtd and Communities Scotland

<sup>4</sup> Subliminal Directions were developing on a number of fronts at the time, and advice from the New economics Foundation, when faced with this scenario, was to focus on the primary aims of the organisation. For further information see '*Social Return On Investment - Valuing what matters*', 2004, NEF

The analysis concentrated on:

- Impact on the social entrepreneurs themselves
- Local economic impact arising from the organisation
- Increased personal development and earnings potential of regular volunteers
- Impact on youth justice participants in terms of reduced re-offending.

The study found that for every £1 that had been invested in the development of Subliminal Directions in its start up phase, the organisation returned £12.81 in social value. These benefits accrued to government, local government, funders, the social entrepreneurs and the participants.

In 2005, Subliminal Directions was successful in gaining further investment through the Futurebuilders Seedcorn Fund, administered by the Social Economy Unit of Communities Scotland.

Subliminal Directions were keen to continue using SROI as an investigative tool, by looking at other aspects of their work. Communities Scotland's Social Economy Unit was keen to investigate the impact of their Futurebuilders funding through this SROI study.

Subliminal Directions now offers a wide range of services and products. It develops new branding for each of its products, and has involved some of its client group in developing new services. Subliminal Directions therefore hosts a number of different activities that young people themselves have been involved in developing, and gives young people the possibility of developing creative opportunities that would not otherwise be available in the local area:

- Digital Evolutions - the multimedia training centre offering the Gateway2Media course, and providing the centre for graphic and website design, print media design, online marketing and media transfer
- Sub-D - the video production branch, which offers training, commercial video production, editing and post-production work
- Golden Image - the photographic studio at BRAG, offering photography and design training up to industry standard, a photo stock library and photographers for hire
- Skool House Studios - the hi-tech digital recording studio and music training studio based at BRAG.

Subliminal Directions is a Company Limited by Guarantee without charitable status. The CEO Duncan McMahon is a Director as well as employee. Other Board members are local social entrepreneurs, a local businessman who is also the Community Council chair, Glenrothes College tutors and the chair of the Lochgelly Regeneration Forum.

Since 2003, it has created 2 jobs in video production and 2 jobs in the studios. It also employs someone who came in through New Deal, and is now working on his own social enterprise, hosted and supported by Subliminal Directions.<sup>5</sup>

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<sup>5</sup> This person is the subject of SROI Report Number 11 in this series



## Strategic context

The aims of Subliminal Directions and the Lochgelly SENU were to give participants access to learning opportunities that might help them avoid leaving school and entering unemployment or inactivity.

Closing The Opportunity Gap has been the Scottish Executive's overarching strategy to tackle deprivation and child poverty. Its objectives are to prevent individuals and families falling into poverty, provide routes out of poverty and sustain individuals or families in a life free from poverty.

These objectives in respect of the NEET group are developed further through initiatives in parallel with the Scottish Executive's Employability Framework, and are being delivered in 7 'NEET Hotspot areas'.<sup>6</sup>

Scotland has a poor record in terms of young people leaving school and going into employment or further education and training. 13.5% of young people between the ages of 16 and 19 are 'NEET': not in education, employment or training<sup>7</sup>, which amounts to some 35,000 people. Scotland has the highest proportion of 16-19 year olds who are NEET in the OECD.<sup>8</sup>

8% of 16-24 year olds are economically inactive.<sup>9</sup> 39% of the NEET group have never worked, 80% have low qualifications,<sup>10</sup> 26% have no qualifications and 62% are claiming key benefits.<sup>11</sup>

While for some in this group, being NEET represents a choice arising from better financial and family circumstances (e.g. having a 'gap year' before entering university), there are a large number of young people who are underachieving, and whose potential is at risk of being wasted. 57% of the NEET group are estimated to need additional help to enter the labour market.<sup>12</sup> The proportion of NEET young people has not changed much since the 1990's.

There is a core group of young people who have been NEET for some time, and a dynamic group where individuals constantly change over time. Young people who are NEET for a prolonged period are most likely to encounter consistent problems later in life.<sup>13</sup>

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<sup>6</sup> 'More Choices, More Chances', 2006, Scottish Executive, at <http://www.scotland.gov.uk/Publications/2006/06/13100205/0>

<sup>7</sup> 'More Choices, More Chances', 2006, Scottish Executive

<sup>8</sup> Employability Framework NEET Workstream Report, 2005, Scottish executive at [www.scotland.gov.uk/Resource/Doc/57346/0017057.pdf](http://www.scotland.gov.uk/Resource/Doc/57346/0017057.pdf)

<sup>9</sup> From the Labour Force Survey, July to September 2006, in L. Burgess, 2006, 'Employability and NEET', Scottish Parliament Information Centre

<sup>10</sup> SVQ Level 2 or below

<sup>11</sup> Job Seekers Allowance, Incapacity Benefit and Income Support. Reported in the Employability Framework for Scotland NEET Workstream Report

<sup>12</sup> Burgess, op cit

<sup>13</sup> Social Exclusion Unit, 1999, 'Bridging the gap: new opportunities for 16-18 year olds not in education, employment or training' at [www.socialexclusionunit.gov.uk](http://www.socialexclusionunit.gov.uk)

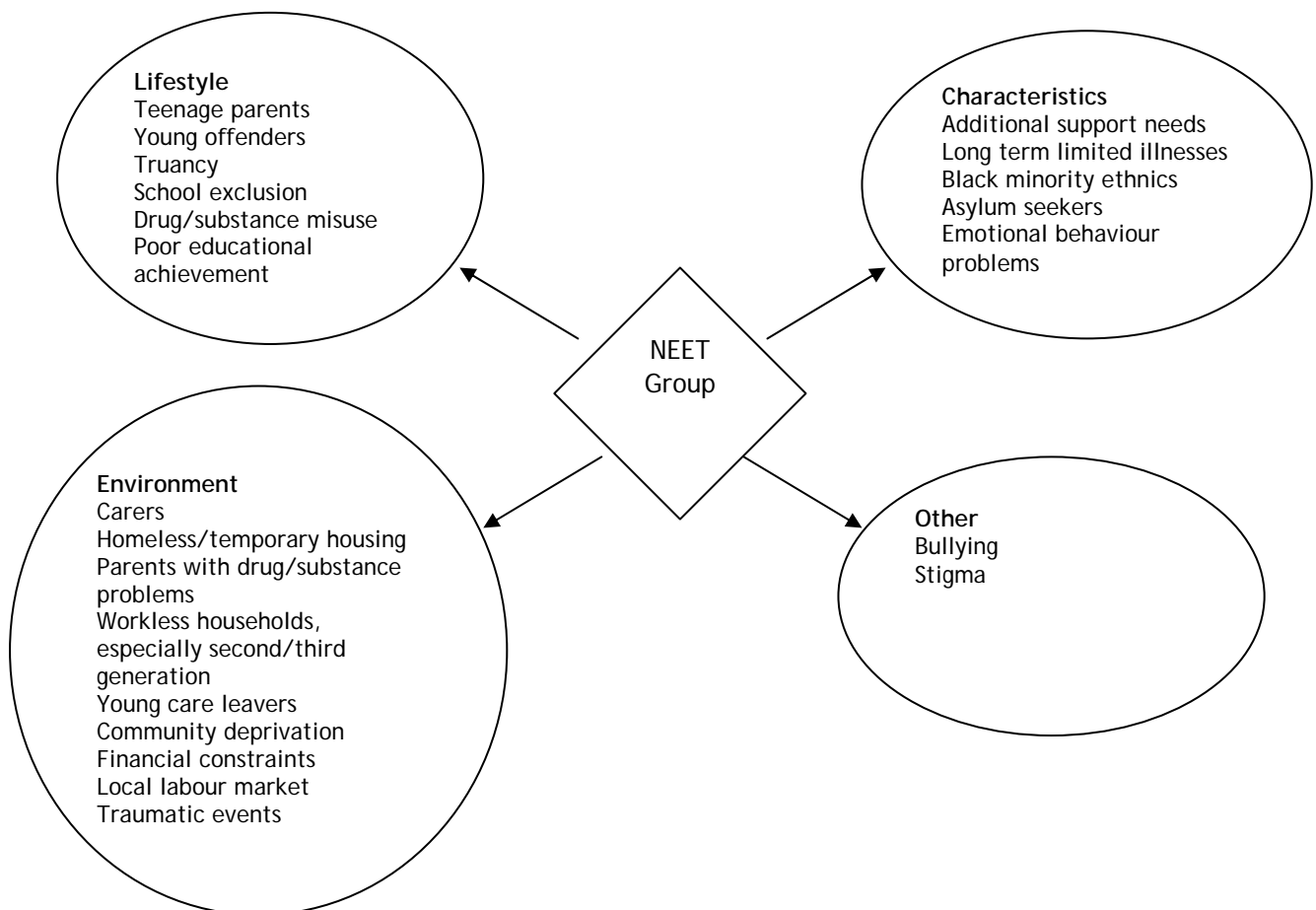
The Employability Framework’s NEET workstream identified three main groups of NEET people:

- The hardest to help young people who have complex needs and who need intensive support
- An intermediate group who are ‘quietly disaffected’ and who have issues around motivation, confidence and soft skills and who need more limited support
- The transitions/gap year group who are taking time out before going on to clearly defined FE or HE opportunities

Participants on the Gateway2Media programme fall into the first two categories.

There are two main factors that increase the risk of a person becoming NEET: educational underachievement and disaffection, and family disadvantage and poverty.<sup>14</sup> Table 1 below shows the range of factors that can affect NEET young people and lead to their social exclusion and poor life chances.

Table 1 Influences found in the NEET Group



<sup>14</sup> Social Exclusion Unit, op cit

Young people in the core NEET group are more likely to:

- Have not passed Standard Grade above grades 1-2
- Have been regular truants
- Have a strong belief that external factors control and influence them rather than they are in control of their own destiny.

Conversely, predictors of the NEET population are school attendance and exclusion rates and school leavers' destinations. Being NEET can be both a consequence, and an indicator of, future social and educational disadvantage.<sup>15</sup>

The groups of young people most at risk are carers, people in care or care leavers, teenage parents, homeless people, people with a health or disability issue, people who misuse drugs or alcohol or those involved in offending. Males are more likely to be NEET than females.

In Fife, the proportion of NEET young people is slightly higher than average, at 13.8%.<sup>16</sup> This is partly a result of deprivation and the range of social and community problems experienced by people living in the area. Although Fife is not one of the 'NEET hotspot' areas, the government's strategy calls for concerted action by partners across Scotland.

Fife has pockets of high deprivation, and the catchment area for Lochgelly High School contains a number of datazones in the 15% most deprived areas in Scotland. Between 2004 and 2006, datazones in Lochgelly and Lumphinnans moved into the category of the 15% most deprived areas in Scotland, while none moved out.<sup>17</sup>

In an analysis of the deprivation of pupils in secondary schools according to the SIMD ranking, Lochgelly High School was ranked 42<sup>nd</sup> in Scotland out of 394 schools. The percentage of pupils in Scotland who gain 5 or more Standard Grades at credit level is 13% in the 15% most deprived areas in Scotland, whereas it is 39% for the rest of Scotland.<sup>18</sup> Lochgelly, Crosshill, Ballingry, Lochore and Kelty are target areas for regeneration as a result of their poor rankings on deprivation.<sup>19</sup>

The participants from Lochgelly High School were in the SEN unit due to a range of difficulties they had experienced, including high truancy and poor attendance, social, emotional and behavioural problems arising from difficult family circumstances and underachievement. They were therefore highly likely, without intervention, to have left school early and joined the NEET group. The unit had put in place a range of interventions to avoid this outcome, of which Gateway2Media was one.

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<sup>15</sup> D. Raffe, 2003, 'Young people not in education, employment or training', University of Edinburgh Centre for Educational Sociology, Edinburgh.

<sup>16</sup> Burgess, op cit

<sup>17</sup> SIMD Change Maps for Fife at

<http://www.scotland.gov.uk/Topics/Statistics/SIMD/MapFifeLochgelly>

<sup>18</sup> High Level Summary of Equalities Statistics: Key Trends for Scotland 2006, Scottish Executive at <http://www.scotland.gov.uk/Publications/2006/11/20102424/8>

<sup>19</sup> Fife Partnership, 2005, Regeneration Outcomes Agreement 2005-2008



## Activities, aims and objectives

### Gateway2Media

This course is designed for delivery to a range of young people, who are socially excluded or disadvantaged. It can be tailored to suit people, but involves practical hands-on tuition in the various aspects of Subliminal Directions:

- Audio production
- Sound engineering
- Video filming and editing
- Stills animation
- Digital photography
- Desktop publishing
- Graphic design
- Website design and programming

Participants generally work in small groups with Subliminal Directions' staff, and produce media content which is built around them and their interests. Subliminal Directions works to commercial standards of technology, as it hopes to provide access in future for people to employment in the creative media.

Gateway2Media is Subliminal Direction's core product. It is designed to engage young people who lack motivation, self esteem and confidence, and replace this with a sense that they can create worthwhile things that express their feelings and views on life.

### Gateway2Media for Lochgelly High School

Subliminal Directions is based in Lochgelly, an area of high deprivation lacking in community infrastructure.

Subliminal Directions was approached by the head of the Special Educational Unit at Lochgelly High School, to run a Gateway2Media programme with 8 young people attending the unit.

Two young people who attended the unit had attended Subliminal Directions in November 2005 on work experience placements. The unit staff had noticed a significant impact on these two. Both had since left school, but through their involvement in Subliminal Directions, they had made personal development gains, with one having decided on a career. The school wanted to try a bigger programme, and sought funding through the Changing Children's Services Fund - Sure Start.

The aims were to provide an input outside of school that would:

- Improve personal skills and attributes
- Develop transferable skills
- Increase the young peoples' employability
- Improve their life chances
- Improve their behaviour, timekeeping and attendance.

It was hoped that by providing an alternative environment, away from school, that the young people would be motivated to learn new skills. By undertaking learning in a realistic and commercial environment, with a different culture and way of imparting knowledge, and in an environment that was not identified with school, the participants would be able to make progress that would help their employability.

As the unit head said:

*"We're not real - we're teachers."*

A number of Subliminal Directions' trainers are themselves people who were school refusers or who dropped out early, and to whom the organisation has given an opportunity to find their own niche, and it was thought that the young people would find they could talk more openly to them.

### Delivery

The programme ran from February 2006 for 20 weeks until July 2006. The young people attended for one 2.5 hour session a week, which meant them getting from school to Subliminal Direction's premises. The course was run on Monday morning, probably the most difficult time in the week in terms of attendance.

The programme included:

- Photography
- Sound engineering
- Graphics and web design
- Audio production
- DVD production
- Desktop publishing
- Digital photography.

It was decided that the impact on individuals could not be predicted at the beginning of the SROI study, so the young people were asked to make a DVD as they went along, of what they were learning and what impact it was having on them.

## The participants

All the young people were around 14 years of age at the time of the course, and in S3 at secondary school. They had been on Individualised Education Programmes for some time, as a result of truancy or exclusions or due to other problems. The young people were participating in an alternative curriculum, with the unit staff supervising.

The young people have a range of difficult family and other circumstances. Some circumstances involved drugs and mental ill health, previous abuse and offending behaviour. One young person had been recognised as suffering from Asperger's Syndrome.

These problems showed itself in the young people as withdrawal and difficulties in communicating with other people, poor concentration and learning problems, in poor behaviour towards other people, and in lack of motivation about what they would do once they left school. One had been involved in offending behaviour and subject to the criminal justice system.

All had had attendance problems, a pattern which was continuing before the course started.

## Outputs

All the young people gained a certificate of attendance and attended a presentation of these certificates in school, at a ceremony attended by their families.

All of them produced T shirts and other merchandise, which they had designed and produced.

After four weeks, all of them travelled to Subliminal Directions unsupervised, which for some was a considerable achievement in itself.

All participated in making the DVD of their work at Subliminal Directions.

They used their video skills learned at Subliminal Directions to make a DVD of a school ceilidh.

## Outcomes

The DVD produced by the young people at Subliminal Directions showed the group participating in the course and apparently enjoying the experience. While some of them were still quite shy of the camera, others had really taken up the challenge and were learning how to use Subliminal Direction's studios and interacting with the staff there. The video was edited with considerable flair and humour.

An evaluation conducted at the 10 week stage of the course showed an emergence of changes in individuals, and the individuals were also followed up in February 2007, and again in September 2007.

One boy who had severe attendance problems, and a very unstable home life, had been motivated enough to come into the school when late to collect bus tickets to make his way to Subliminal Directions. As a result of his interest, Subliminal Directions had agreed to offer him a work placement before leaving school and he was keen to take this offer up, but unfortunately he left school at Christmas 2006 without arranging this, due to his extremely difficult home circumstances.

All the other participants were still in S4, doing Standard Grades or Access courses, and were all due to leave school in May 2007. They were on a transitions programme between school and work, and in February 2007 had a work placement and were on a college link programme.

The 7 who were on work placements had received very positive reports from their employer. One young person had subsequently moved away to school in another area, but reports were that she was still attending school there.

Of the remaining six, three had clear ideas for going to college, none of which however were to study multimedia. One was managing to sustain the link course at college and had recently managed to dispense with the full-time behaviour support he had been receiving from the unit.

One boy, who had initially refused to go to Subliminal Directions because of a fear of trying new things in new contexts, ended up being the most interested and focussed of the group. He had intended leaving school early, but the experience at Subliminal Directions seemed to have helped him decide on a career path, and he decided to stay on at school until the end of S5.

The personal outcomes that had been seen by the school arising from the Subliminal Directions' course were:

- Sustained attendance, which was much better than predicted
- No behavioural problems at all
- An increased level of maturity in the young people
- The ability to travel independently
- Learning soft skills which were transferable.

Most of all, the young people enjoyed the course. They were motivated to attend, they sustained the whole course and their feedback was of an experience that they found useful and practical. They increased in maturity as, one person reported, "we were treated like adults".

In terms of Subliminal Directions, the course led to setting up two new groups from January 2007, funded through the Fife Council Locality Manager. Two primary schools had expressed interest in using the course to support their transitions programme between primary and secondary school, and two other courses were under negotiation for the same age group as the Lochgelly High School group.

## Methodology

The Social Return on Investment (SROI) model provides a method for understanding, measuring and reporting on the value that is created by an organisation. It examines the social, economic and environmental impacts arising from the organisation's work, and attributes a value based upon common accounting and investment appraisal methods, in order to determine its financial value.

The SROI project has received financial support from Communities Scotland (Social Economy Unit) and EU programme EQUAL. Through the EQUAL partnership, the Scottish DP has been able to participate in the European Social Return on Investment Network (ESROIN) - a peer group of academics and consultants working to test and develop a common model for use throughout Europe. It is important to stress that the model and method used to calculate the SROI for the Gateway2Media course is part of a pilot and is likely to undergo further development. However, the experience of this analysis and the others undertaken in the SROI pilot are likely to inform the shape of a future SROI model for UK and European contexts.

## Model

The SROI model was first developed in the USA and has been adapted for a European and UK context to take account of differences in accounting practices.

The design and delivery of an SROI analysis involves a series of set stages and standards, which have been agreed at a European level, and informed by practice in the USA:

- |                       |   |
|-----------------------|---|
| ▪ Boundaries          | Defining the scope of the work            |
| ▪ Stakeholders        | Identifying and mapping objectives        |
| ▪ Impact mapping      | Analysis of inputs, outputs and outcomes  |
| ▪ Indicators          | Identifying the evidence base for impacts |
| ▪ Data                | Collecting required information           |
| ▪ Model and calculate | Financial modelling of social return      |
| ▪ Present             | Results                                   |
| ▪ Verification        | Peer review                               |

## Outputs

- Stakeholder analysis
- Impact map
- Research to support proxies
- Calculations and results



## Terminology

There are a number of terms used within the report which are likely to require further explanation, namely:

### Impact

Impacts are outcomes achieved through activity, less any deadweight.

### Deadweight

Deadweight is an estimation of the social benefits that would have been created anyway, without the intervention. SROI analysis provides a method for estimating how much of the benefit would have happened anyway by making use of available baseline or benchmarking data, and subtracting this from the organisation's calculated value.

### Drop off

Drop off refers to the proportion of an outcome that is not sustained. It can be calculated using benchmarking information or research evidence but also can use the drop off from the project itself. For example in a project which moves people into employment, a proportion of people drop out of the programme, or drop out of their employment soon after leaving. In an SROI analysis, a proportion of the resulting outcomes have to be deducted from the calculated value, as outcomes not sustained.

### Attribution

In some situations the organisation will be sharing the returns with other agencies, who for example have all been involved in supporting individual participants. The value added has to be shared between those agencies, and only the proportion of the returns being generated by the organisation should be included in the calculation of SROI. This is an important factor in considering the social returns from Subliminal Directions.

### Displacement

In some cases, the positive outcomes for stakeholders generated by an activity are offset by negative outcomes for other stakeholders. For example, an employment organisation may place individuals with employers at the expense of other individuals who are seeking work.

### Proxy

A proxy refers to a substitute value which is used within SROI to financialise an impact e.g. an improvement to mental health (which might be reflected in a measurable reduction in the frequency of hospital visits for an individual per year) could employ an estimation of the unit cost for a

hospital visit within the relevant area in order to derive a financial value that represents the impact upon an individual's mental health.

## Exploring Gateway2Media

### Boundaries

Subliminal Directions runs a number of activities, however in the case of this course, it was contracted for at a price that covered all the costs, and therefore can be separated out from the rest of the organisation's activities.

### Stakeholder analysis

Table 2 below contains the stakeholder analysis for Gateway2Media detailing the outcomes expected by each stakeholder. This table is capturing information obtained during the first two stages of the SROI analysis. It is used to identify the key stakeholders associated with the project and provides the starting point for the identification of indicators upon which to model impact.

Table 2 Stakeholder Analysis

Stakeholders	Inputs	Outputs	Outcomes (overall aims and objectives)
Lochgelly High School SENU	1. £2000 fee for G2M course 2. Time	1. 8 participants completing the course 2. 8 participants regularly attending the course 3. Production of multimedia materials by participants	1. Engagement with multimedia content 2. Improved motivation and personal development of participants 3. Improved educational outcomes for at-risk young people 4. Improved employability
Subliminal Directions	1. Time 2. Commitment 3. Studio resources	1. Successful delivery leading to more contracts	1. Sustainable income stream 2. Meeting social objectives of helping at risk young people
Participants	1. Attendance 2. Personal work	1. New skills in multimedia work	1. More engaging alternative to the school curriculum
Fife Council Education Department	Course fee met though budgets	1. New service provider 2. Fewer people moving into NEET status	1. Improved outcomes for at-risk young people 2. Improved educational outcomes for young people at risk of becoming NEET
Participants families	Supporting their young person	1. Reduced stress 2. Attendance at school	1. Better future for their young person
Futurebuilders fund/Communities Scotland	Seedcorn funding for Subliminal Directions	1. New income streams for social enterprise 2. Fewer people moving into NEET status	1. Sustainable social enterprise 2. Meeting CTOG and NEET objectives

### Impact map

Table 3 below contains the impact map for Gateway2Media, which illustrates the relationship between stakeholders' aims and objectives and the indicators that were chosen to represent social added value.

Table 3 Impact Map

Stakeholder	Desired outcome	Indicator used	Financial Proxy used	Source of financial and monitoring information	Attribution	Benchmark for deadweight	Benchmark for displacement or drop off
Lochgelly High School	<ul style="list-style-type: none"> <li>1. Engagement with multimedia content</li> <li>2. Improved motivation and personal development of participants</li> <li>3. Improved educational outcomes for at-risk young people</li> <li>4. Improved employability</li> </ul>	<ul style="list-style-type: none"> <li>1. Improved attendance record</li> <li>2. Reduced behavioural problems</li> <li>3. Staying on at school and Influence on career choice</li> <li>4. Sustained work placement</li> </ul>	<ul style="list-style-type: none"> <li>1. Cost of school attendance officer</li> <li>2. Reduced supervision costs while at Subliminal Directions</li> <li>3. Future earnings potential</li> <li>4. Avoided costs of alternative provision</li> </ul>	Monitoring information from school attendance records Cost information from national research or school	Shared with a range of stakeholders and supports	<ul style="list-style-type: none"> <li>School records for participants</li> <li>National outcomes data for NEET group</li> </ul>	<ul style="list-style-type: none"> <li>One year follow up for drop off</li> <li>No displacement</li> </ul>
Subliminal Directions	<ul style="list-style-type: none"> <li>1. Sustainable income stream</li> <li>2. Meeting social objectives of helping at risk young people</li> </ul>	Award of follow on contracts	Value of follow on contracts	Subliminal Directions interviews	N/a	Contract history with Fife Council Education department	<ul style="list-style-type: none"> <li>One year follow up for drop off</li> <li>No displacement</li> </ul>
Gateway2Media participants	More engaging alternative to school curriculum	Learning new skill	Increased future earnings potential	Research from School Leavers Destinations Survey	Shared with a range of stakeholders and supports	School records for participants	<ul style="list-style-type: none"> <li>One year follow up for drop off</li> <li>No displacement</li> </ul>
Fife Council Education Department	<ul style="list-style-type: none"> <li>1. Improved outcomes for at-risk young people</li> <li>2. Improved educational outcomes for young people at risk of becoming NEET</li> </ul>	Same as for Lochgelly High School					
Families of participants	<ul style="list-style-type: none"> <li>1. Better future for their young person</li> </ul>	<ul style="list-style-type: none"> <li>1. Improved attendance</li> <li>2. Reduced stress</li> </ul>	<ul style="list-style-type: none"> <li>1. Reduced time off work</li> <li>2. Reduction in GP visits</li> </ul>	Interviews with family	Shared with a range of stakeholders and supports	National data on outcomes for NEET group	<ul style="list-style-type: none"> <li>One year follow up for drop off</li> <li>No displacement</li> </ul>
Futurebuilders fund/Communities Scotland	<ul style="list-style-type: none"> <li>1. Sustainable social enterprise</li> <li>2. Meeting CTOG and NEET objectives</li> </ul>	Same as for Subliminal Directions					

### **Value not included**

The survey of participants' families was not included, as it was felt that this may be too intrusive and the participants might not welcome this.

The school's Special Educational Needs Unit keep in close contact with parents, and anecdotally, some evidence was gained by the unit of the impact of the course on the participants, but not on the families, in terms of the above analysis.

## Data collection

### Primary research

In respect of Subliminal Directions Gateway2Media course, this has involved the following work:

- Meetings with Subliminal Directions and key staff in Lochgelly High School's Special Educational Unit to ascertain internal and external stakeholder objectives
- Review of the strategic national and local context regarding objectives for the NEET group
- Sessions with participants during the Gateway2Media course talking to camera, and edited into a DVD which is available with this report
- Collation of participant attendance records from Lochgelly High School
- Meeting with Lochgelly High School's Special Educational Unit to follow up participant outcomes
- Creating a retrospective impact map
- Desk research into financialisation of possible indicators of value created, and the evidence base to establish benchmarking data
- Collection of financial information
- Setting up a calculation spreadsheet
- Peer review of interim results
- Production of final report.

The period chosen for the analysis was January 2006 to December 2006, although the course itself did not run for the full year.

### Secondary research

A range of other sources were used to establish the outcomes that might be expected for this group, which are referenced when used in the body of the text.



## Analysis

The original aims of the course appear to have been met, in terms of:

- Attendance and participation
- Personal and social development outcomes
- Supporting employability outcomes
- Developing transferable skills.

The SROI analysis suggests that for every £1 invested in Gateway2Media during the period January 2006 to December 2006, there was a social return on investment of £8.27.

The remainder of this section explains in greater detail the manner in which the SROI ratio above was determined.

### The areas of value creation explored

Based on the stakeholder analysis and the impact map presented above, the impacts investigated and financialised were:

Table 3 Impacts that were financialised

1. Avoided cost of becoming NEET
2. Increases in future earnings potential
3. Avoided costs of supervision resulting from poor behaviour
4. Avoided costs of managing attendance
5. Reduced costs of supervised travel
6. Personal development
7. Impact on the sustainability of Subliminal Directions

Each impact or set of impacts will now be discussed in detail, including the deadweight, drop off and benchmarking data used in financialisation, as these vary depending on the indicator or proxy used. The figure used for drop off however was common to all the analyses, and is best explained here.

Drop off is used to measure the impacts that are not sustained. With many intangible or soft outcomes, there is little data to give a figure derived from evidence. In these cases, the actual drop off experienced by the participants themselves has been used. Of the 8 participants, one is now unemployed and not doing anything. The others appear to be still involved at school, working towards college. This gives a figure for drop off of 12.5 %, which is the one used for all calculations. Analysis suggests that one in ten school leavers become NEET in the year since leaving school, so this figure for drop off is consistent.<sup>20</sup>

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<sup>20</sup> '19 in 2005 Scotland's Young People Findings from the Scottish School Leavers Survey' 2005 Scottish Executive at <http://www.scotland.gov.uk/Resource/Doc/47121/0020454.pdf>

Displacement could have been an issue in this study. Lochgelly High School's Educational Support Unit could have contracted with a local FE College for provision of the course, and some of the local colleges do provide multimedia training, however no other provider could have delivered the course that the school had contracted with Subliminal Directions to deliver.<sup>21</sup> The school staff stressed that they wanted Subliminal Directions to provide the course, due to their previous work with at-risk young people, and because their course was community-based and accessible to the participants. Subliminal Directions and the school applied for funding for the course. The course therefore would not have happened otherwise. The investment could have been used to support other initiatives, but the SROI calculation method, by discounting future value, takes opportunity costs into account.

## 1. Avoided costs of NEET

The costs of having young people not in education, employment or training, is significant.

In a detailed study in 2002, a range of costs were identified associated with this group.<sup>22</sup> The study looked at the research evidence across a range of indicators, and developing estimates of the cost to society and young people of being NEET. Indicators used included educational underachievement, unemployment, crime and substance abuse.

They identified resource costs over a lifetime per NEET young person as £45,000 and £52,000 public finance costs. The per capita current costs were estimated as £5,300 resource costs and £5,500 public finance costs. Although these are estimates resting on a range of assumptions, and an acknowledged lack of longitudinal data for NEET people beyond the age of 30, it is the most comprehensive attempt to estimate the costs of NEET.

The group of participants attending the course were acknowledged to be at a high risk of becoming NEET. The factors which are associated with being NEET were all present, and their school history demonstrates that they were the subject of considerable intervention to avoid this. The outcomes for these young people suggested that in all but one case, this outcome had been avoided.

Using the above estimates of the costs of becoming NEET suggests avoided current costs in this group were:

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<sup>21</sup> Subliminal Directions, and the training it offers, is unique to the local area, as confirmed by a 2003 survey of young people's views about Lochgelly and Fife. Glenrothes College does run courses for adults in creative media, but these are provided in Glenrothes, which is not accessible for individuals from central Fife.

<sup>22</sup> Godfrey C, Hutton S, Bradshaw J, Coles B, Craig G and Johnson J, 2002, 'Estimating the cost of being 'Not in Education, Employment and Training' at age 16-18, Social Policy Research Unit, University of York



Table 4 Avoided current costs of becoming NEET

Value	£100,579
Deadweight	£10,058
Drop off	£12,572
Net value	£77,949

The costs calculated from the 2002 study were updated to 2006 costs using the Retail Price Index.

Deadweight used was 10%, the percentage of young people who would have become NEET anyway <sup>23</sup> and drop off was the 12.5% figure used for all calculations.

The question is to what extent the above social value can be attributed to Subliminal Directions. There is no definitive answer to this, and the attribution of value to Subliminal Directions is discussed in general in the results section below.

## 2. Increases in future earnings potential

One of the participants made a decision to stay on at school, which from reports from the school, the family and Subliminal Directions appears to have been a direct consequence of participation in the Gateway2Media course. The course appeared to have motivated him, and given him the confidence that he could learn new skills. Before the course, he had intended to leave after S4. He then decided to stay on to S5, which would involve him in passing more Standard Grades or taking Highers. He was reported not to be interested in going to college, but he was likely to look for a job. His work placement employer gave him a good report and said he would employ him in future.

There is a body of evidence building up to show the link between educational attainment and future earnings. <sup>24</sup> Successfully completing additional years at school can substantially increase future earnings. This effect is greater with young people who come from deprived areas, or who come from low income families.

It is also substantial for those individuals who are at the margins of staying on at school beyond the age of 16. <sup>25</sup> The study looked at longitudinal data on the earnings of 29-30 year olds who had left school early, compared to those who stayed on. For those from low income families, there is a 13% increase on earnings for males who stay on, with the average being 11% for all males.

The report used data from the Family Resources Survey for 2002-03 to estimate how much this wage return might be over a lifetime of working. The value of an average wage rise of 10% was discounted <sup>26</sup> and the value of staying on at school in terms of higher earnings was estimated to be £36,000 on average per person.

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<sup>23</sup> '19 in 2005 Scotland's Young People Findings from the Scottish School Leavers Survey' 2005 Scottish Executive

<sup>24</sup> This is summarised in the Princes Trust Report 'The Cost of Exclusion', 2007, which also includes cost information researched by the Centre for Economic Performance, London School of Economics.

<sup>25</sup> Dearden et al, 2004, reported in the Princes Trust report op cit

<sup>26</sup> Using the 3.5% discount rate used here to calculate SROI

In terms of this study, the following assumptions have been made in calculating the future impact of staying on at school for this individual.

The median gross weekly earnings of male full-time employees in Fife in 2006 was £470.30.<sup>27</sup> This however appears a high wage for a young person. Study of school leavers suggests that the mean earnings of a 19 year old in 2005 was £155 per week and this is the figure that has been used.<sup>28</sup> Earnings were discounted to 2008, the estimated time at which this individual would begin earning:

Table 5 Increased future earnings potential

Value	£8,328
Deadweight	£2,165
Drop off	£1,041
Net value	£5,122

The deadweight figure used was 26%, the number of young people leaving school who enter employment.<sup>29</sup> Drop off used was 12.5%.

### 3. Avoided costs of supervision resulting from poor behaviour

The school had predicted behavioural and attendance problems with 3 of the individuals, whereas none materialised at all in practice. Dealing with these problems would have resulted in a number of school interventions, including suspension for a week, and thus using Subliminal Directions to provide the course had avoided some costs associated with behavioural supervision. These were identified as:

- auxilliary time to remove the young person back to school
- the costs of organising alternative teaching for a week.

Direct costs incurred by the school were not available, therefore costs were taken from salaries advertised, plus on costs for ENIC and pension, and an allowance for overheads.<sup>30</sup> It was assumed that an auxiliary would take 2 hours to remove the young person back to school, and that one teacher would be required for one week.

Table 6 Avoided costs of supervision resulting from poor behaviour

Value of auxiliary time	£93
Value of alternative teaching	£916
Deadweight	£0
Drop off	£0
Net value	£1,009

Deadweight was assumed to be zero, as without attending Subliminal Directions, participants would have been in school, and none of the benefits would have been

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<sup>27</sup> Scottish Economic Statistics, 2007, Scottish Executive

<sup>28</sup> '19 in 2005 Scotland's Young People Findings from the Scottish School Leavers Survey' 2005 Scottish Executive

<sup>29</sup> From '19 in 2005', op cit

<sup>30</sup> 15% on-costs and 10% for overheads, of the hourly rate. These were calculated on the school year of 38 weeks for auxiliaries as they are not paid during holidays, whereas for Additional Support needs teachers, it was based on a 52 week year.

experienced. Drop off was taken to be zero, as all the participants completed the course.

#### 4. Avoided costs of managing attendance

It is the policy of the school to send a Home School Link Officer to a young person's home as a result of non-attendance at school. This would be done at around the third time of non-attendance. Again, these problems had been anticipated with three of the participants, based on their attendance record at school. During the period, they attended school for an average of 68% of the time, whereas at Subliminal Directions, they attended for 86% of the time.<sup>31</sup>

Thus Subliminal Directions had improved attendance by 18%.

Using the costs of a Link Officer's time at advertised salary rates, making the same allowances as above for on costs and overheads, assuming one home visit took 2 hours on average, and examining the records to calculate how many visits to the home had been avoided, resulted in:

Table 7 Avoided costs of managing attendance

Value	£740
Deadweight	£0
Drop off	£104
Net value	£637

Deadweight was assumed to be zero, as without the course participants would be at school, and presumably repeating their previous pattern of attendance at school, so not of the benefits would have been experienced. Drop off was 14%, which was the non-attendance rate at Subliminal Directions.

#### 5. Reduced costs of supervised travel

All participants made their way on public transport from school to Subliminal Directions. It had been anticipated that one at least would need supervision from an auxiliary for the whole 20 week, but in the event, this stopped at week four.

The value of this was calculated by taking the auxiliary hourly rate as calculated above, on two half hour journeys per attendance saved, which was 16:

Table 8 Reduced costs of supervised travel

Value	£497
Deadweight	£0
Drop off	£70
Net value	£428

Deadweight was again assumed to be zero and drop off was 14%, which was the non-attendance rate at Subliminal Directions. There is an argument that these costs would not have been incurred at all without the course at Subliminal Directions, however, the school was clear that there was a value to the individual

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<sup>31</sup> Source is school and Subliminal Directions attendance records

and the school of this reduction in travel supervision, and the increased independence that the individual gained, and therefore this should be included as a benefit, not a cost.

## 6. Personal and social development

The school staff and family members commented on how well the participants developed in terms of maturity, but also in terms of their communication with the staff at Subliminal Directions. Most of this maturity would have happened as a consequence of age, but there did seem to be an effect in terms of the environment that Subliminal Directions provides - non-judgemental, work-orientated - and by the fact that many of Subliminal Direction's staff provided positive role models to the participants.

Thus there did seem to be an impact on personal and social development as a result of the course.

The best available proxy rests on the assumption that the input provided by Subliminal Directions will at least have produced the value produced by a college course aimed at developing personal and social development, and therefore the cost of such a course can be taken as a proxy for personal and social development produced by Subliminal Directions.

The course hours equates to 1.25 college modules of 40 hours. The weighted unit average for a 40 hour module across the FE sector in Scotland is £207.<sup>32</sup> This gives a value of:

Table 9 Personal and social development

Value	£2,485
Deadweight	£1,242
Drop off	£311
Net value	£932

The deadweight figure used was purely an estimate - that 50% of the value would have been created anyway. No benchmarking data could be found to support this figure. Drop off was 12.5%.

## 7. Impact on the sustainability of Subliminal Directions

As a result of the successful completion of this course, and the impacts it had had on the individual participants, Subliminal Directions was contracted to run two more courses with this client group. The funding was awarded from the same fund as the first course, and amounted to £5,000 in total.

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<sup>32</sup> Audit Scotland 2003 'Performance management of the further education sector in Scotland' which calculated a module cost of £189, which has been updated by the Retail Price Index to current value

This is therefore taken as the proxy representing the enhanced reputation and sustainable income stream for Gateway2Media that Subliminal Directions hoped would flow from this partnership with Lochgelly High School.

It is assumed that without the funding offer, this course would not have taken place. Drop off is not appropriate in this context.

## Results

The SROI analysis predicts the end value created by investment in 2006 and calculates the returns over, in this case, 3 years. In the USA, SROI returns are calculated to infinity, which seems unreasonable. In Europe, SROI has generally been calculated over 5 years.

In the Equal pilot, in order not to overclaim value, and to offer conservative estimates of social added value, the research team decided to calculate value over 3 years.

The results below show the social added value created for the 12 months to December 2006. These calculations are however without taking attribution into account, and should be read in conjunction with the sensitivity analysis on page 31.

Values for the 12 months are discounted to Net Present Values, as would be the case when calculating the financial return on investment in a commercial setting.

The agreed convention for SROI is to use a discount rate of 3.5%, which is the HM Treasury social time preference discount rate. 'Social time preference' is the value society attaches to present as opposed to future consumption.

The real value of the impact created by the Gateway2Media course will be less in future years, and is therefore discounted to allow for risk factors, and for the fact that investment in Subliminal Directions would not allow for investment elsewhere and the investor may forgo interest on their capital by investing. The impact of Subliminal Direction's Gateway2Media course is judged by the end value of benefits less adjustments for deadweight and drop off as discussed above.

The summary of deadweight and drop off assumptions for the different indicators are:

Item	Deadweight	Drop off
Avoided cost of becoming NEET	10%	12.5%
Increases in future earnings potential	26%	12.5%
Avoided costs of supervision resulting from poor behaviour	0	0
Avoided costs of managing attendance	0	14%
Reduced costs of supervised travel	0	14%
Personal development	50%	12.5%
Impact on the sustainability of Subliminal Directions	0	0

The summary of the values calculated or estimated for Gateway2Media is: <sup>33</sup>

Table Summary of values for 2006/07

Item	Calculated value	Less deadweight of	Less drop off of	Net value
Avoided cost of becoming NEET	£100,579	£10,058	£12,572	£77,949
Increases in future earnings potential	£8,328	£2,165	£1,041	£5,122
Avoided costs of supervision resulting from poor behaviour	£1,009	0	0	£1,009
Avoided costs of managing attendance	£740	0	£104	£637
Reduced costs of supervised travel	£497	0	£70	£428
Personal development	£2,485	£1,242	£311	£932
Impact on the sustainability of Subliminal Directions	£5,000	0	0	£5,000
<b>Totals</b>	<b>£118,639</b>	<b>£13,465</b>	<b>£14,098</b>	<b>£91,076</b>

These values have been discounted over three years, using a calculator of NPV's.

Table Summary of projected values and Net Present Values over three years

	Year 1 2006/07	Year 2 2007/08	Year 3 2008/09	Three year end value
Total net value	£91,076	£91,076	£91,076	
NPV's of value	£87996	£85020	£82145	£255,162

The social value created per participant has been:

	Value created per person
Avoided cost of becoming NEET	£9744
Increases in future earnings potential	£640
Avoided costs of supervision resulting from poor behaviour	£126
Avoided costs of managing attendance	£80
Reduced costs of supervised travel	£53
Personal development	£116
Impact on the sustainability of Subliminal Directions	£625
<b>Total</b>	<b>£11,384</b>

The investment in Gateway2Media for Lochgelly High School and its discounted value in future years is:

	Year 1 2006	Year 2 2007	Year 3 2008	Year 3 end value
Total investment	£2,000	£2,000	£2,000	
NPV's of investment	£1,932	£1,867	£1,804	£5,603

Thus the end value for Gateway2Media is £255,162 after 3 years, for an initial investment of £2,000.

<sup>33</sup> NB there will be small rounding errors in the total figures quoted

The social added value of the project - the value created less the cost of creating that value - is £249,559.

The SROI index is calculated by dividing the added value by the value of the investment.

This provides a ratio of 1 : 44.54. That is to say, for every £1 invested in the Gateway2Media course, £44.54 is returned in social added value, to stakeholders and wider society.

This is an enormous return, and reflects the work that has been achieved by all the interventions with the young people, but it does not take into account the question of attribution, and what proportion of this value should 'belong' to Subliminal Directions. This is explored in a sensitivity analysis.

### **Sensitivity analysis**

The school found it impossible to estimate what proportion of the impacts created should be attributed to Subliminal Directions.

When comparing the amount of time of interventions actually offered by the school, compared to the time spent at Subliminal Directions, the time spent at Subliminal Directions by participants was 5.4% of the total. If this is taken as the share of the value created by Subliminal Directions, then the SROI index is 1 : 1.44.

This is considered to be the lowest level it could be however. All the impacts apart from 'Avoided costs of becoming NEET' are directly attributable to Subliminal Directions. The NEET ones are the highest avoided costs, but the impacts have been generated through the widest set of factors, and the school will have a much larger share in this value.

If it is assumed that the NEET value is attributable to Subliminal Directions pro rata to the time input for the year, but all the others are attributable to Subliminal Directions, then the SROI index is 1 : 8.27.

Thus the analysis suggests that the social return on investment from the Gateway2Media course for Lochgelly High School is £8.27 for every £1 invested.



## Conclusions

The analysis has shown that the Gateway2Media course offered by Subliminal Directions represents excellent value for money.

The limitations of the analysis have mainly concerned lack of certain costs involved in the education system, and a more in-depth analysis of the school records may have revealed more information on which such an analysis could be based.

In addition, it would be helpful to follow up the individual participants over a period of time, to see what lasting impact this intervention has had in real life.

An SROI analysis can sometimes appear mechanistic and too focussed on figures, whereas in reality, improving the life chances of disadvantaged young people is a service of enormous benefit to the individuals, their families and public agencies.

This analysis has only skimmed the surface of these young peoples' lives.

The Gateway2Media course seems uniquely adapted to the needs of young excluded people, and is capable of producing long-term impacts on individuals who are at risk of becoming severely disadvantaged.

In terms of the longer-term sustainability of Subliminal Directions, this analysis suggests that further investment by other agencies in the Gateway2Media approach would create significant long-term value. When combined with the previous case study on Subliminal Directions, which looked at the impact on young people at risk of offending, it is clear that the methods used by Subliminal Directions work, and act to change individuals in ways which other agencies cannot, or have not.

With this in mind, it seems regrettable that Subliminal Directions has recently been forced to reduce its workforce and give up its multimedia studio due to lack of support and funding, both at local and national level. It is to be hoped that this is a temporary situation, and that the organisation can secure future investment to continue delivering Gateway2Media for vulnerable young people.

## Disclaimer

The information herein has been provided for general information only and measures have been taken to ensure that the information is accurate and up to date. However, none of the organisations or members of the aforementioned organisations is liable for any use that may be made of the information here or nor can they be held responsible for any errors resulting from the use of this information.

The analysis is essentially a modelling exercise and should not be used for formal accounting purposes.

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The DVD produced by participants in the Gateway2Media programme is available with this report. We all wish them success for the future.