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For



GAP Learning: Craftworks Social Return on Investment (SROI) Report

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1 Executive Summary

This is the first Social Return on Investment (SROI) report for Craftworks, and is also the first social impact measurement pilot for GAP Learning CIC as a whole. The report focuses on the Craftworks course, which is a teaching course that provides training opportunities to individuals around creative craftwork and entrepreneurship in a supportive environment.

The analysis involved undertaking surveys with key stakeholders – learners, friends/family of learners and staff members. Through these surveys key outcomes were identified for each stakeholder group which were then incorporated in to an SROI calculation. The SROI analysis is supported by case studies and also additional feedback from stakeholders regarding the service.

The surveys identified that the key outcomes for stakeholders included improved health and wellbeing, being able to socialise, being more positive and content with their life, improved hope for the future, less anxiety and being able to return to education or employment.

Overall, the report has identified the SROI for Craftworks as £118.21 for every £1 invested, showing the service provides valuable outcomes to stakeholders. This value is based on outcomes being sustained for 1-3 years. This is based on Craftworks records in working with learners

The report also identified the most important aspects of the service were the staff and the personalised care they provided. The service is effective because the environment is a safe one, where individuals are focused on their crafts whilst at the same time have opportunity to open up emotionally to a group of individuals in an often similar situation. The staff work well as a team and show genuine care for the learners. It has a fantastic reputation for providing a great service and having good relationships with other VCSE organisations.

From feedback on the survey the main area of improvement was the amount of time spent on each area. Some who attended the course because they wanted to start selling their crafts found that the course was sometimes rushed. This could play an important role in meeting everyone's expectations.

Recommendations for future SROI work within GAP Learning include a cyclical approach to reporting so all services are included over a one to two year period, which incorporates standardised questions and templates to ensure consistency across the organisation. In addition, the SROI could include some additional organisational outcomes – such as the Full Spoon course. Finally, a key aspect of any future SROI or social impact reporting work would be to gain additional funding and also add to volunteering time and support from the community.

2 Introduction

About GAP Learning

GAP Learning CIC is the brain child of two sisters, Teresa and Amanda. These two sisters had a turbulent childhood which only drew their relationship to be stronger.

Teresa has a career background in teaching, product design and as a jeweller, for Amanda it's been in teaching and product design. Both had a desire to create something new, something that would give something back to society.

A great balance of wanting to be a success, self-sustaining, enjoying the sharing of knowledge, wanting a meaning to life and having that good feeling from doing something good, were the key starting points for the sisters.

This led to the birth of this social enterprise. Their aim is to create financial independence for people who have become marginalised, disengaged or are in recovery due to circumstance or devastating events in their lives. They also address social isolation, loneliness, anxiety and loss of personal identity. Their practical courses are an ideal platform for first engagement back into learning. They set achievable goals throughout the sessions to then encourage learners to set their own life-changing goals.

Their partnership work is outstanding. In the year they have been trading they have established a great reputation for the consistent high quality of their work. This is reflected in going from winning funding for 3, to 33 courses with Cambridge County Council and Cambridge City Council. Partners they work with include Cambridge Women's Resource Centre, Romsey Mill Children's Centre, Cambridge Sustainable Food, Camtrust and Lifecraft. They have worked, so far, with small grants and funds, the support from the Social Incubator East, the School of Social Entrepreneurs and working lean.

The goals have been:

- To support individuals in breaking cycles of negativity that manifest into a feeling of being trapped
- To provide an environment to support each other through difficult circumstances
- Promote financial independence
- Supporting individuals to get back into education

Craftworks

The Craftworks course has so far been attended by a total of 150 people although some of those were in pilot stage prior to the business launching in its current form.

The course is intended to offer:

- New skills in craft
- An understanding of the approach needed to start selling products made
- Encouragement to start working towards financial independence
- An environment to support one another and build new relationships

The course is offered free at a cost to GAP Learning of £1,800.00 to whomever would like to attend. The ultimate goal is to be offering this to individuals living in socially excluded areas geographically.

They would particularly like to work with people who fall into a small number of categories:

- Ex-offenders
- Those with learning difficulties
- Homeless
- Those with mental health concerns
- Victims and survivors of domestic abuse
- Those who have left education early

3 The SROI methodology

Introduction to SROI

Social Return on Investment (SROI) is a method for identifying, assessing and valuing the impact a particular service has. Typically it is used where the services are commissioned from the public sector in order to provide a cost-benefit analysis, which is presented as a ratio showing how for every £1 invested £x of benefit is produced. This clearly shows whether the intervention is worth investing in or not, and if the costs exceed the benefits then continuing with the intervention may not be appropriate.

SROI was selected in order to identify and assess the impact Craftworks has. The outcomes of the courses were assessed by talking to key stakeholder groups.

The reason for selecting SROI is because it standardises the outcomes of interventions by converting them in to monetary values. SROI can incorporate a number of outcomes including:

- Social outcomes – outcomes that primarily impact on individuals
- Economic outcomes – outcomes that lead to increased income for individuals or communities
- Environmental outcomes – outcomes that affect the environment
- Community regeneration outcomes – outcomes that affect communities more widely

For Craftworks the focus is on the social outcomes and also the economic outcomes of the interventions.

In addition, SROI is ideal for summarising the impacts and benefits of a service which can easily be understood by a funder or commissioner.

SROI Principles

SROI is carried out using a set of key principles (as defined by the SROI Network). These principles ask some core questions:

- What are the outcomes, both positive and negative of the activity on stakeholders?
- How were stakeholders involved in determining outcomes, in deciding which impacts to manage and in measuring those?
- How were the outcomes that are going to be managed and reported on prioritised from the probably large number of outcomes that result from an activity?
- Were the outcomes of value to stakeholders and if so of how much value?

- How sure are you that the outcomes result from your activity or from the activity of your organisation and other partners?
- Can you follow the logic, the calculations and see any judgements that were made?

Limitations of SROI

SROI, like all forms of analysis, has limitations. SROI is a relatively new form of analysis which aims to identify the value of interventions and their outcomes – many of which are not tangible outcomes but softer, intangible outcomes, such as increased confidence. Each organisation preparing an SROI uses their own valuations, as there are no accepted conventions for valuing outcomes. When deciding upon the values to use within SROI a variety of literature are used to identify values that can be used or alternatively valuations are sought from stakeholders (which typically results in higher valuations for outcomes). As a result, SROI ratios cannot be compared, and the case studies and other information become more important in providing evidence of the effectiveness of a particular organisation.

The approach to SROI

The approach taken to the SROI process has followed the general principles, and included the following elements:

- Involve stakeholders – stakeholders are key to the SROI process.
- Understand what changes – through discussions with stakeholders identify the key changes and differences that the intervention provides.
- Value the things that matter after identifying the key changes for the different stakeholder groups, the next step is then to give values to these key changes. Only include what is material – to ensure the SROI is valid and not too complicated, immaterial items have been excluded from the process.
- Don't over claim – the SROI has been based on information from the surveys, and outcomes identified by the different stakeholder groups in order to ensure there is no over claiming. Where there are a number of options for the valuations, the highest valuation is not used so that benefits are not overstated.
- Transparency – identifying and detailing all assumptions used, and the sensitivity of those assumptions to changes.
- Verify the results – this would be the next step in the process, where an independent panel would assess the SROI report and its validity.

Scope and Methodology for data collection

GAP Learning has never completed social impact or SROI reporting previously. Therefore, to identify and test the effectiveness of SROI as a way to measure the organisation's impact a pilot SROI was undertaken on a specific service area. The service area selected was Craftworks a course for those looking for a method to become more financially independent through craft whilst in a supportive environment.

The organisation has incorporated case studies, stakeholder feedback and other information to identify the impact created.

Identification of key stakeholders

Staff members discussed the range of stakeholders involved in the service, and identified seven key stakeholder groups to be included in this SROI exercise. The stakeholders were

limited to four groups in order to ensure the SROI process was not too complicated given that this is the first SROI the organisation has undertaken.

Outcomes to include

Due to the limitations of the data, some assumptions were made regarding the occurrence of outcomes. This information was taken from learner and other stakeholder surveys (a summary of which is provided in Appendices 1 and 2).

Assigning values

The SROI has involved assigning values (financial proxies) to the outcomes, costs and adjustments (attribution, deadweight, drop off and negative outcomes). For an explanation of these adjustments please refer to Section 7 – Adjustments to SROI calculations.

Financial proxies are used to value outcomes. This is particularly useful for soft outcomes, such as increased self-esteem, which does not have a specific monetary value. For hard outcomes, such as employment, financial proxies are used but are easier to calculate as there is a monetary value for the wages the individual receives and any benefits they no longer receive. For the valuation of the outcomes, the financial proxies used to give a monetary value have included three different types:

- The cost of negative outcomes avoided, e.g. health care costs avoided
- Actual spending on similar outcomes, e.g. the cost of improving confidence by attending a confidence course
- People's Willingness to Pay which asks people to hypothetically assign a value to an outcome, e.g. how much an individual would be willing to pay for improved wellbeing

Where there are a number of options available for valuing outcomes the approach taken has involved research to find an appropriate value, rather than the largest valuation. An appropriate value is one that, if subject to external scrutiny, would appear reasonable based on the assumptions and limitations presented.

The costs are based on actual costs in providing the services within the unit annually.

The adjustments are based on how realistic it is that the outcome achieved is a result of the service provided, and how realistic is it that the outcome will be sustained. In most cases outcomes are based on a one year period, as the impact of a service tends to reduce significantly after one year, and to continue to claim for an outcome beyond a one year period could result in over claiming. Where there is evidence of outcomes being sustained beyond that period they have been included and identified in the SROI calculations.

Methodology

Having reviewed existing data it was decided to provide the key stakeholder groups with surveys to collect the information required for the SROI.

Learners, family/friends and staff completed the questionnaires over a one month period at the end of 2015.

The Work Bees also prepared case studies through discussions with learners to provide a comprehensive and detailed review of how the service had supported the learner, the

outcomes achieved and the differences their friends/family had seen in the learner since accessing the service.

4 Craftworks

Aims

GAP Learning offer a course to support individuals suffering various concerns that endeavours to maximise their craft skills in order that they may utilise methodology to sell their wares. The Craftworks course supports a learning offer that aims to create some financial independence for those that attend. Its soft approach to education means that individuals are taking their first steps back into learning without fearing the formality that often makes education such a challenge.

The Craftworks is run by Amanda or Teresa who have a solid background and personal experience of circumstances that mean they have a true understanding of the reasons many individuals attend. They have also taken on two new tutors, one of which is Naomi, her case study is included later in the report. The tutors work with all learners both in groups and offering individual support which means that they can identify the reasons that some of the learners are there.

They take into consideration everyone's circumstances and are able to adapt to many issues. They work as a partner to the learners so that the lonely element is taken away from the opportunity. They often spend time with family members in addition to the learners to help identify further the background.

Craftworks provide a safe environment for their learners to learn new skills, share stories and build longer term relationships and friendships, creating communities and ongoing partnerships.

Craftworks' Stakeholders

The involvement of stakeholders is crucial for SROI, as they provide valuable information about the outcomes they value most. Table 1 shows the stakeholders that were identified, along with the reason for inclusion or exclusion from the SROI.

Table 1: Craftworks' Stakeholders

Stakeholder	Included in SROI?	Reason for inclusion/exclusion
Learners	Yes	Vital in order to identify key outcomes the service achieves but only where access to the learners was still available.
Family/friends/carers	Where possible	Provide key information and details on the changes that have been achieved for learners
GAP Learning Staff	Yes	Offer information on how the service operates, the outcomes they wish to achieve and areas for improvement
Board/Trustees of GAP Learning	No	As this was the first SROI the Board/Trustees have not been included, but their feedback would be included in future SROIs
Commissioners/Funders	No	To ensure the scope was not too wide commissioners/funders were excluded, but may be included in future.

NHS	Yes	The NHS in general were included in the SROI calculations by proxies to reflect the funded/contracted outcomes the service achieves.
GPs/health workers/social services etc.	No	Where learners felt it was comfortable to invite their feedback we gathered some data although this is very limited. In future, there would be opportunities to gain feedback as part of existing data collection process to assist with future SROIs.

The service

GAP Learning have been formally running the Craftworks course for one year. They open the course to anyone wanting to attend and have referrals from other interested groups such as social workers and NHS services. They also work extensively with partners such as Lifecraft, Cambridge Women's Resource Centre, Ramsey Neighbourhood and Luminus to help identify and recruit those hardest to reach. But the skills taught are just the beginning - they discover hidden talents and allow people to shine. Progression is the most important aspect as GAP offers volunteering and employment opportunities, signpost to further learning courses and link learners with partnership networks.

How the service works

The Craftworks course is a five week course that supports learners by teaching them new skills in craft. During each session they work individually on a product learning about the various tasks along the way. An outline of the sessions are as follows:

1. Scrapbooking; IAG, colour theory and purchase orders
2. Design cycle and product design; Sustainability, research and mood boards
3. Planning for production, Quality Assurance; Customer profiling, making prototypes
4. Symbols in Art, story canvas; Marketing and selling online
5. Working as a cooperative; next step, mindfulness and reviews

Learners are taught about how this type of product can be sold to the public. They teach tools such as using Etsy, social media, managing finances and marketing. As part of the group they are also encouraged to sell their products through GAP Learning's Facebook Page and have an opportunity to sell wedding products through GAP's commercial venture – She Loves Him Tho'. In addition they help bring artists together to exhibit their work at various public exhibitions including ArtFest in St.Ives. Graduates have access to a continuing crafting group that continues to address social isolation.

Service elements

Currently, there is no in house therapist as part of the course but it is felt that having an art therapist as part of the offering could add additional value to those who require additional emotional support in a safe and unobtrusive environment.

Expected Outcomes

- Increased confidence in own abilities to create art and craft items
- General increase in confidence

- Increased abilities in existing skill sets
- Additional craft skills
- An understanding of how they can make craft a more financially viable option
- Increased financial independence
- Improved family and social relationships

As part of this SROI report we have seen evidence that these expected outcomes as well as others are achieved as part of the course.

5 Case Studies:

Liam

Liam is a man who ran a successful exhibition creation business for 17 years. A man that had thought big, worked big and worked well. A few years ago something really changed for him and he lost his way with life and didn't know what was happening.

After a few years off the radar, drinking vodka in large quantities and suffering mental health issues it all came to a climax. After a binge and another visit to hospital, Liam asked for help but was dismissed as not needing it. That led to Liam trying to take his life and he was very nearly successful. That was not what Liam wanted, it was a massive cry for help. It led to him taking six months in a residential rehabilitation unit to try to get back on track.

Liam was diagnosed with Post-Traumatic Stress Disorder and spent some time working on this as well as his alcoholism over the six months in rehab.

When the time came to leave, Liam was housed by the council in a horrible B&B that really pushed him backwards and he spent the night drinking as he would have done six months before.

He was then given some sheltered housing and happened to notice a poster for the GAP Learning Craftworks course and the next day booked himself on, hoping to try and find some focus.

The course was pivotal for Liam, not only did he really enjoy spending the time with the other learners and the tutor Amanda, but it sparked some ambition in him. It highlighted that there was some worth to his life and that he could be creative and good enough to sell the things he made.

Liam said 'it gave me my confidence back and my focus'. Amanda has highlighted a number of opportunities to Liam such as exhibiting his art, selling his cards in a local shop and going on to train others in woodwork. He really appreciates this on-going 'after-care' that the team supply and it helps him to stay focused.

The course has led to a number of other opportunities for Liam. For example he volunteers at the local Farm Club by making items such as a mud kitchen for the children to play with. He has also voluntarily built decking and a summer house, has made a forest school and is likely to be employed to build a tree house class room for another.

The friendships and respect he has gained through his hard work has also led to a business opportunity which will see Liam working with two other men to build a business, offering handyman and building work on a per minute basis.

Liam didn't know how his life was going to turn around without the course at GAP Learning but he is glad they advertised and hopes to offer courses in wood work next year as part of the GAP Learning offering. He really likes the thought that he can help others to grow their confidence.

He really hopes that more people will have the opportunity to experience what they have to offer and wants to see more courses run.

Naomi

Naomi is a 36 year old lady with 5 children aged 20,17,15,10 and 9 and newly a Nan of 1. It has always been hugely important to Naomi that her children can see her working through her problems, working hard and not living on benefits that she can do without. The friends of her daughters see her as a wonderful mum and role model which Naomi takes great pride in.

Life has been hard though and Naomi has experienced physical and mental abuse for at least ten years resulting in a number of hospitalisations. At her lowest point she was attempting to commit suicide but thankfully was not successful. Her mother and husband although may have suspected something was not right were unaware of the seriousness of her abuse.

In 2015 everything plummeted to the whole new low as her anti-depressants stopped doing their job. Naomi spent weeks shut away in her bedroom before another attempt to commit suicide but this time she had an accident before she got to the lake and called her mother for help.

A trip to the hospital saw Naomi released without as much as a visit from a psychotherapist.

Calling social services on herself after an incident with her daughter, Naomi took herself to Covelle Hospital in Peterborough for a week. She only saw one doctor in that time. Calling Samaritans was also unhelpful as she felt unsupported and judged.

Naomi can be proud of how hard she has fought to do the right thing and protect her family.

Naomi's best friend and mother were the reason behind her attending the GAP Learning course at Medway in Huntingdon in May 2015 and this was a major challenge, just getting out the house.

She enjoyed that course and its impact has been amazing. In the eight months since that first course date she has gone on to graduate from the course, began college in September 2015 and completed her teaching qualification in December. Naomi was proud to say that she was 1 of 4 who passed everything first time, good going for someone with severe dyslexia.

She now exhibits her work, is talking about a commissioning and has sold a painting.

GAP Learning have been proud to welcome Naomi as a tutor for the craftworks course and in January 2016 she ran her first session. This is full circle for the team who saw the potential Naomi had to offer and supported her throughout.

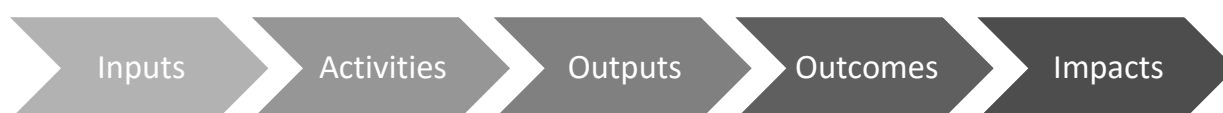
The way Naomi sees it is 'I have no choice, I have to keep fighting'. And long may she feel the support from GAP Learning after she fell through every gap possible within the world of mental health support.

6 Inputs, activities, outputs, outcomes, impacts

In order to identify the key outcomes of the service, surveys were completed by learners, some other key stakeholders and discussed in open group sessions. The surveys were designed to find out additional key impacts Craftworks had created in addition to the group session with the learners, what had changed in their life since attending the course and any improvements or changes they would like to see in the service provided.

Based on the responses to the surveys, a number of outcomes and changes were identified. For this SROI the outcomes that were mentioned most frequently have been selected, and those that were not common to the majority of respondents in each stakeholder group have not been included as part of the SROI calculations.

Detailed below are the key outcomes and impacts that have been included in this SROI report. Summarised details of the responses received from learners and other stakeholders are shown in Appendices 1 and 2, which highlights the range of outcomes the service achieves.



Inputs are the resources that are required to deliver the service/activities, e.g. staff, money, premises and other facilities.

Activities are the key services provided, e.g. Craftwork training days

Outputs are the results of the activities (and are usually the number of activities/services delivered) e.g. 20 courses run.

Outcomes are the changes that occur as a result of the delivery of the activities and achievement of the outputs e.g. improved confidence, increasing socialising and improved personal relationships

Impacts are final differences that are made, and reflect the proportion of the outcomes GAP Learning can claim as a result of their service delivery. In order to calculate the impact, various adjustments are made to the values assigned to the outcomes (as detailed in Section 7 and Table 5).

Table 2: Inputs, Activities, Outputs, Outcomes and Impacts by Stakeholder

Stakeholder	Inputs	Activities	Outputs	Outcomes	Impacts
Learners	Time	Attendance	Products made	Learned new skills	Able to use new skills again and make new things
Learners	Time	Attendance	Products made	Been able to sell my products	Made money
Learners	Time	Attendance	Products Made	Increased confidence	Confidence to try new

Stakeholder	Inputs	Activities	Outputs	Outcomes	Impacts
					things, attend other courses, get out more
Learners	Time	Attendance	Products Made	Made New Friends	Improved social life and less isolated
Learners	Time	Attendance	Products made	Return to work	returned to the workplace
Learners	Time	Attendance	Products Made	Renewed interest in learning	Returned to education
Learners	Time	Attendance	Products made	Stopped Alcohol or drug abuse	Better health
Learners	Time	Attendance	Products made	Improved relationships	Spending happier time with family and friends
Family and Friends	None	None	None	Learner is happier and more able to socialise	Better relationships
GAP Learning Staff	Time, Expertise, knowledge	Training	Caring, support, energy, enthusiasm	Feel good about what we are achieving	Drive to do more of the same
GAP Learning Staff	Time, Expertise, Knowledge	Training	Caring, Support, Energy, Enthusiasm	Recognition	Drive to do more
NHS	None	None	None	A drop in admissions or appointment	More time for other patients

7 SROI calculations

This section outlines the steps taken to calculate the SROI, and the adjustments that were made to the values.

Indicators

For each of the outcomes identified in Section 6, indicators were chosen to signify whether an outcome had been achieved or not as shown in Table 3. It is possible that with further work there would be additional indicators, and additional outcomes that could be measured and included within future SROI calculations.

Table 3: Indicators to confirm outcomes have been achieved

Stakeholder	Outcomes	Indicator
Learners	Learned new skills	have used my new skills to make more or different items
Learners	Been able to sell my products	Reports of products being sold by the learners
Learners	Increased confidence	Reports from individuals or other stakeholders that confidence is improved. Evidence that further learning or group activity has taken place.
Learners	Made New Friends	Number of learners who have gone on to see others outside of the course times.
Learners	Return to work	Number of individuals returning to employment
Learners	Renewed interest in learning	Number of individuals returning to some form of education
Learners	Stopped Alcohol or drug abuse	Reports of less drinking or drug taking
Learners	Improved relationships	Family members have reported stronger relationships, feel able to spend more time with family.
Family and Friends	Learner is happier and more able to socialise	Reports of better relationships that mention better communication, happy time spent together, more time spent together, etc.
GAP Learning Staff	Feel good about what we are achieving	Report from the teachers
GAP Learning Staff	Recognition for the work they do	Feedback forms
NHS	A drop in admissions or appointment	We will only be able to take reports from the learners themselves that this has occurred.

Values for indicators

Once indicators have been identified, a combination of research and stakeholder input was used to identify an appropriate financial proxy in order to provide a valuation. Financial proxies were selected from existing data sources and reports that have been subject to external

verification. Stakeholder valuations are where stakeholders are asked to assign a value to the outcome achieved. This typically asks the stakeholder what item with a financial value they would forgo to receive the outcome instead, e.g. what item would be valued at the same amount as increased socialising by the patients? This value is then used as the financial proxy.

Table 4 details the financial proxy, the value and the data source for each indicator.

Table 4: Financial Proxies and Values

Indicator	Proxy	Financial Proxy	Data Source
Number of individuals that have gone on to reuse new skills	Stakeholder defined a value for this (£500-£80,000)	£500.00	Survey results ratio of responses
Number of learners that have sold their products	An estimate on amount paid for goods made	£100.00	Survey results ratio of responses
Reports from individuals or other stakeholders that confidence is improved. Evidence that further learning or group activity has taken place.	Stakeholder defined relative value (£60,000 - £250,000)	£60,000.00	Stakeholder feedback using lowest level.
Number of learners who have gone on to see others outside of the course times.	Stakeholder defined value for this (£15,000 to £50,000)	£15,000.00	Stakeholder feedback using lowest level.
Number of learners who have gone back to work	The average wage for the area	£23,000.00	Official Survey of wages
Number of individuals who are attending school, college or courses again	The cost to local authority for a years' worth of education	£85.00	Social Value UK - Cost of three learning direct courses
Individuals reports of less drinking or drug taking	costs of 3 bottles of vodka a week x 52	£2,340.00	Average cost in a supermarket
Family members have reported stronger relationships, feel able to spend more time with family.	Stakeholder defined value for this (£12,000 - £15,000)	£12,000.00	Stakeholder feedback using lowest level.
Reports of better relationships that mention better communication, happy time spent together, more time spent together, etc	based information on a halved value of the learners defined value	£6,000.00	Stakeholder feedback using lowest level.

Report from the GAP Learning tutors	Stakeholder defined a value for this (£20,000 - £150,000)	£20,000.00	Stakeholder interview
Report from the GAP Learning tutors	Stakeholder defined a value for this (£20,000 - £150,000)	£20,000.00	Stakeholder interview
We will only be able to take reports from the learners themselves that this has occurred.	costs of an admission to hospital and a week stay over	£2,358.00	National audit office - Emergency admissions to hospital

Discount rate used for outcomes valued over more than one year

For outcome where the benefit extends beyond one year, the discount rate used was 30% to calculate the current value of these outcomes. Discounting reflects that these skills will not be forgotten but that they may be developed and therefore some discount is entered.

Adjustments to SROI calculations

Various adjustments were made to the SROI to ensure that the value reflects the impact of Craftworks and there is no over claiming. All adjustments are percentage adjustments that reduce the value for each outcome.

The adjustments are:

Deadweight – an adjustment for outcomes that would have been achieved without the intervention/services of Craftworks. This adjustment assumes that some individuals would get better without any support from Craftworks. Typically this has been quite low as individuals who attend Craftworks as learners are those that have not been successfully helped with other interventions.

Displacement – this is an adjustment for other activities or services that have been displaced as a result of the individual accessing Craftworks. Again this adjustment is low as it was identified that there are very few competitor type programmes so Craftworks is not displacing other services.

Attribution – this represents the contribution of other agencies to the achievement of the outcome. Based on the conversations with learners some individuals had been helped by one other agency. During their time at Craftworks learners may have been seeing alternative organisations or carrying out other courses although they were different in context to that of craft.

Drop off – this is an adjustment for outcomes that won't be sustained. In most cases outcomes were considered to be sustained for a one year period, without any drop off due to the fact that individuals carry out further courses or receive further support in the community.

Table 5: Adjustments to the SROI

Outcomes	Deadweight %	Displacement %	Attribution %	Drop off %
Learned new skills	10%	0%	0%	20%
Been able to sell my products	0%	0%	0%	0%
Increased confidence	25%	0%	25%	50%
Made New Friends	10%	0%	0%	0%
Return to work	0%	0%	20%	0%
Renewed interest in learning	0%	0%	40%	0%
Stopped Alcohol or drug abuse	0%	0%	60%	0%
Improved relationships	30%	0%	50%	10%
Learner is happier and more able to socialise	30%	0%	20%	0%
Feel good about what we are achieving	0%	0%	0%	80%
Recognition for the work	0%	0%	0%	60%
A drop in admissions or appointment	0%	0%	30%	0%

8 SROI Results

The SROI results for each of the stakeholders and outcomes, showed an impact of nearly £2.1m as shown in Table 6. This figure represents the value the service delivers.

Table 6: The Impact and Value of the Service

Stake holder	Outcomes	Indicator	No	Value	Adjustment	Value of Impact
Learners	Learned new skills	have used my new skills to make more or different items	136	61,200.00	30%	61,200.00
Learners	Been able to sell my products	Reports of products being sold by the learners	75	7,500.00	0%	7,500.00
Learners	Increased confidence	Reports from individuals or other stakeholders that confidence is improved. Evidence that further learning or group activity has taken place.	30	1,012,500.00	50%	1,012,500.00
Learners	Made New Friends	Number of learners who have gone on to see others outside of the course times.	25	337,500.00	10%	337,500.00
Learners	Return to work	Number of individuals returning to employment	6	110,400.00	20%	110,400.00

Learners	Renewed interest in learning	Number of individuals returning to some form of education	10	510.00	40%	510.00
Learners	Stopped Alcohol or drug abuse	Reports of less drinking or drug taking	2	1,872.00	60%	1,872.00
Learners	Improved relationships	Family members have reported stronger relationships, feel able to spend more time with family.	75	315,000.00	80%	315,000.00
Family and Friends	Learner is happier and more able to socialise	Reports of better relationships that mention better communication, happy time spent together, more time spent together, etc.	75	252,000.00	50%	252,000.00
GAP Learning Staff	Feel good about what we are achieving	Report from the teachers	2	40,000.00	0%	40,000.00
GAP Learning Staff	Recognition for the work they do	Feedback forms	2	40,000.00	0%	40,000.00
NHS	A drop in admissions or appointment	We will only be able to take reports from the learners themselves that this has occurred.	3	4,951.80	30%	4,951.80

The SROI for the above is calculated as follows:

$$\frac{\text{Total Impact } \pounds 2,188,433.80}{\text{Cost of service } \pounds 36,000.00} = \pounds 60.79$$

This shows that **for every £1 spent on delivering the service Craftworks provides a social return of £60.79.**

With SROI calculations it is not advised to compare the results with other courses as the methodology, limitations, assumptions and valuations used would not be the same. In addition, unless the learners are at similar levels in terms of their skills and circumstances, any comparison of SROI values would not reflect these differences, and could result in a service that works less intensively and with learners with fewer issues, as being seen as better because its SROI would be higher purely because it costs less to operate the service.

9 Sensitivity analysis

To assess the effect of adjustments to the assumptions, figures and values used within the SROI, sensitivity analysis has been carried out.

For the sensitivity analysis the following areas were chosen on just the highest impact strand:

- Changing the time at which impact begins
- Changing the number of years the outcomes are sustained for
- Changing the deadweight, displacement, attribution and drop off percentages

The impact of changing these figures is as follows:

Item	Base Assumption	New Assumption	SROI
Time at which impact begins	During Course running		£118.21
		After course has finished	£90.09

Item	Base Assumption	New Assumption	SROI
Number of years outcomes are sustained for	1		£118.21
		3	£137.68
		5	£142.23

Item	Base Assumption	New Assumption	SROI
Adjusting deadweight etc.	25%		£118.21
		50%	£99.78
		5%	£132.96

This shows the biggest impact on the SROI value is when we believe the impact begins. It would be worthwhile in future to ask learners about when they feel their confidence rising and how they can evidence that.

10 Feedback from Surveys

Most important aspects of the service

The surveys have shown that the vital element in the effectiveness of Craftworks is the supportiveness of the group and how they learn together.

The importance of the staff

Comments regarding the staff included:

- *great tutor full of encouragement*
- *practical advice*
- *Teresa was a very good communicator and motivator*

Impact of subjects covered

There is plenty of evidence to show that the work covered inspires learners to continue what they have started.

- *I have used skills to research materials, supplier's and pricing*
- *Begun selling my work at craft fairs with my own stall*
- *Jewellery making*
- *I am currently making prototypes of jewellery*
- *I have done more collaborative selling with my grandma*

The key reasons for the effectiveness of the service, as well as the staff team included:

- *It's given me a solid foundation for working towards running my own jewellery-making business, practical experience of manning a stall and talking to the public at a time when anxiety was badly affecting my life, and more ideas for things I could produce, all things that greatly improve the chances of me getting my business up and running next year.*
- *It has given me a new outlook on my crafting future*
- *It made me realise that I CAN start a business and sell my items, it has also taught me that I just need to get on and do it!*

Areas for improvement

Learners and family/friends were very happy with the service provided, the main feedback was a need for the course to run longer to cover all subjects more thoroughly or to run secondary courses.

- *It would be great to have a follow on course, more advanced. It would be great to have additional follow-on courses to cover more advanced craft topics and set further goals. The course aims to cover too much in the time available.*

11 Summary

This report has shown Craftworks delivers a range of valuable outcomes for its learners, and this produces an SROI of **£60.79** for every £1 spent on the service.

Craftworks is a short, low-cost course that lasts approximately 5 weeks of one day a week sessions (total of 25 hours). Due to the lean working of the GAP Learning team they have been able to maximise the impact that they make with every pound spent. The SROI value reflects the fact that learners feel that they are receiving far more than is expected and that whilst learning new skills is of great importance it is where the impacts are of a non-monetary value that the most impact is made. The majority of outcomes for this service were valued based on one year's impact. It would be interesting to speak to stakeholders again in a couple of years' time to see if they feel that there is an ongoing impact as a result. Their inclusion would be expected to show an even greater SROI and even greater value for money, as most individuals go on to do more as a result.

The longevity of some of the outcomes means that whilst the instantaneous impact is £60.79 the total to count in a longer sustained impact shows a value of £118.21. We believe that this

is a fair assumption if not slightly under-estimating, but for the purpose of this SROI we have had to limit our investigation and stakeholder groups.

The key components of Craftworks that make it a success are its staff, their commitment and dedication, the quality of the service provided, their amazing partnership work with a variety of VCSE organisations, their approach to teaching, and the positive relationships based on trust and honesty that are developed with learners.

Learners, family/friends, other stakeholders surveyed and staff are all very positive about the service. Staff would like to see more courses run and more of these to be targeted to those that are isolated and in need of support.

12 Recommendations for future SROI work within GAP Learning

Standardised Questions

In order to simplify the process of adopting SROI across all GAP Learning courses, it is recommended that standardised questions are used across the whole organisation as much as possible. This would include identifying key questions that all clients could be asked, and identifying outcomes that are relevant for all service areas, such as volunteering or improved wellbeing.

One approach to identifying key questions could be to base these around the overarching values or mission of GAP Learning. Alternatively, a similar approach to that taken with Craftworks could be applied, and clients and other stakeholders could be asked questions such as:

- What are the key changes/differences you have noticed?
- What is the most important change in your life?

The benefits of having standardised questions and outcomes are that an overarching organisation wide SROI value can be provided based on a standard valuation and one or two common outcomes. This also provides a consistent basis for the SROI reporting annually.

There could then be some questions specific to each particular service area. This enables outcomes that are not common across the whole organisation to be measured. A standardised approach and template for SROI calculations should be used, so each service area is collecting data and preparing the calculations in the same way. A key element of the approach would be to agree how stakeholders are engaged in the process across the organisation.

Economic, Environmental and Community Regeneration outcomes

The work with Craftworks primarily focused on the social impacts and outcomes achieved by the service. For the whole organisation it would be important to incorporate the following types of outcomes:

Economic – e.g. employment and volunteering outcomes provided by GAP Learning, and the economic impact of employing local people.

Community Regeneration outcomes – e.g. community enterprises GAP Learning runs, how the services have supported the regeneration of local areas, how GAP Learning works with other social enterprises and charities, involvement in community issues, community engagement and community cohesion activities.

By incorporating these outcomes as well as the social outcomes the wider outcomes and benefits delivered by GAP Learning are highlighted.

Predictive SROI

SROI can be used to support tenders, bids and grant applications by providing Predictive SROI figures based on the activities/services you propose to deliver. This is increasingly important where tenders ask about social value. This can then be used to compare against what you actually deliver, in a similar way to financial reports provide an actual versus budget comparison. This approach enables you to highlight where outcomes are not being achieved, and to take remedial action.

Next Steps

- Agree the approach GAP Learning will take to SROI and timescales
- Identify key management and staff to lead on SROI
- Develop standardised templates and questions
- Data collection and identification of gaps in current data
- Collection of data and SROI calculations

Appendix One: Patient Survey Results

Q3 Why did you attend the course?

Answered: 12 Skipped: 1

#	Responses	Date
1	I'm unemployed due to chronic illness so decided to use my craft skills to try and earn money.	12/17/2015 5:22 PM
2	To progress with my craft selling	12/7/2015 10:33 PM
3	Craft works in Ramsey	12/7/2015 5:09 PM
4	To improve cookery skills	12/6/2015 8:16 PM
5	To learn more about craft & enterprise, and to meet like minded people	12/6/2015 3:26 PM
6	To learn more about art and gain knowledge of selling art online	12/6/2015 1:35 AM
7	I have wanted to start my own business for a couple of years and it sounded like the course covered a lot of the aspects of starting a business in a supportive setting	12/6/2015 12:37 AM
8	Interested in starting up a small business possibly with my granddaughter who also attended.	12/5/2015 8:32 AM
9	to learn new crafts, meet new people and make friends	12/4/2015 7:14 PM
10	For some help to sell my product.	12/4/2015 5:15 PM
11	To gain new business skills.	12/4/2015 5:11 PM
12	to learn about setting up my own craft business	12/4/2015 4:30 PM

Q4 Please tell us a little about you and any conditions or health concerns you may have had at the start of the course

Answered: 13 Skipped: 0

#	Responses	Date
1	I studied art and design when I was younger. Chronic fatigue and mental health problems affect how much work I can do and how much progress I can make.	12/17/2015 5:22 PM
2	Anxiety and depression	12/7/2015 10:33 PM
3	I love to learn new crafts and strive to sell some of my work	12/7/2015 5:09 PM
4	I have depression and anxiety	12/6/2015 8:16 PM
5	I suffer with a form of agoraphobia & can't go out alone. I had a support worker who accompanied me. The class was very friendly & relaxed. The whole experience was a very positive one for me.	12/6/2015 3:26 PM
6	I have ongoing long term health issues but was able to attend the course even though i wasn't feeling 100% at times, it gave me something positive to really focus on	12/6/2015 1:35 AM
7	I love art and craft and enjoy making things but lack confidence in myself and allow negativity to hold me back	12/6/2015 12:37 AM
8	Always wanted to start a small business but never had opportunity. With the development of the Internet and social media craft markets and online shops it looks like the potential is there	12/5/2015 8:32 AM
9	I have suffered from depression for many years	12/4/2015 7:14 PM
10	love art	12/4/2015 5:32 PM
11	None	12/4/2015 5:15 PM
12	I'm a full time mum with chronic migraine, which are, at times so frequent that they limit my ability to work.	12/4/2015 5:11 PM
13	i had had a serious head injury so could no longer nurse i then got a painful leg also for other family matters needed to work at home and somebody suggested crafting, so i went along with not really any idea what to do	12/4/2015 4:30 PM

Q8 What was your overall thoughts on the courses you attended?

Answered: 11 Skipped: 2

#	Responses	Date
1	I thought it was excellent. The information in the theory section was fantastic and has been a massive help. It was balanced well by the practical work we did in class as sitting and working made me feel like I was making progress every week - a real help for me as anxiety made this really difficult for me to sit and do at home.	12/17/2015 5:27 PM
2	Super	12/7/2015 10:34 PM
3	It was a wonderful introduction to a variety of crafts and gave a great insight into how to set up a craft business.	12/7/2015 5:11 PM
4	I really enjoyed it and would like to do another course	12/6/2015 8:18 PM
5	Very informative. No pressure, a relaxed environment great tutor full of encouragement. Overall a great course	12/6/2015 3:58 PM
6	I think the course was great just would have liked more advice with setting up an online business and setting pricing of products	12/6/2015 1:39 AM
7	Excellent, really enjoyable, with hands on craft in the classroom, practical advice and goals set each week.	12/6/2015 12:47 AM
8	It was an extremely good introduction. I wish it had been longer all there had been a follow-up course to keep the momentum going and develop ideas together for longer. I made several friends, two especially who planned to set up a stall with me. One of those has unfortunately had to leave the country for a while but hopes to return. I am still meeting with the other we are planning costumes together in 2016. Four of us tried to continue with the group after it ended but unfortunately circumstances intervened which meant that there were only two of us left in the end. However we still continued to meet.	12/5/2015 8:41 AM
9	It was ok	12/4/2015 5:16 PM
10	I learnt a great deal in a short time. Teresa was a very good communicator and motivator.	12/4/2015 5:14 PM
11	Very good interesting helpful informative	12/4/2015 4:32 PM

Q9 What new skills did you learn as a result of the course?

Answered: 11 Skipped: 2

#	Responses	Date
1	How to approach design in a structured and objective way, and how to make jewellery using paper-craft and resin.	12/17/2015 5:59 PM
2	Doing craft fairs	12/7/2015 10:39 PM
3	how to set up a craft business and thinking about branding and quality control.	12/7/2015 5:18 PM
4	Learnt how to cut onion and peel potato properly and cook pizza amongst other recipes	12/6/2015 8:22 PM
5	Customer profiling, making prototypes, research, planing & moodboards	12/6/2015 4:21 PM
6	Candle making, making glass pebble magnets, revisited collaging (that i'd not done for years), mood boards	12/6/2015 1:57 AM
7	I learnt more about recycling and upcycling items, the whole design process and thinking about the end customer. I also found out more about using social media as a marketing tool.	12/6/2015 1:03 AM
8	Learnt about jewellery making.	12/5/2015 8:53 AM
9	Decoupage, candle making, using metal foils, social networking.	12/4/2015 5:19 PM
10	None	12/4/2015 5:16 PM
11	Making candles badges how to start a business	12/4/2015 4:34 PM

Q10 What differences has attending the course made to you?

Answered: 11 Skipped: 2

#	Responses	Date
1	It's given me a solid foundation for working towards running my own jewellery-making business, practical experience of manning a stall and talking to the public at a time when anxiety was badly affecting my life, and more ideas for things I could produce, all things that greatly improve the chances of me getting my business up and running next year.	12/17/2015 5:59 PM
2	Boosted my confidence	12/7/2015 10:39 PM
3	It prompted me to set up a craft group in Ramsey to encourage people to create work that can be sold	12/7/2015 5:18 PM
4	It has made me more confident at cooking	12/6/2015 8:22 PM
5	It has given me a new outlook on my crafting future	12/6/2015 4:21 PM
6	It has been a positive focus, a help with motivation, a good focus when feeling unwell too, a lovely way to meet with other artists who make amazing things	12/6/2015 1:57 AM
7	It made me realise that I CAN start a business and sell my items, it has also taught me that I just need to get on and do it!	12/6/2015 1:03 AM
8	It has made me realise again what the support of like minded women can do and how it is possible to achieve ambitions and goals if you just have the right support and environment. It was good to attend with my granddaughter and gave me insight into how we could also be mutually supportive and encouraging	12/5/2015 8:53 AM
9	It has made me feel confident in my abilities and shown me what other skills I need to develop.	12/4/2015 5:19 PM
10	None	12/4/2015 5:16 PM
11	gave me confidence to put thoughts into practice	12/4/2015 4:34 PM

Q12 Has there been any negative impacts of attending the course?

Answered: 11 Skipped: 2

#	Responses	Date
1	I have more craft materials than space at the moment!	12/17/2015 5:59 PM
2	I found it hard to work with other crafters who had different ambitions.	12/7/2015 10:39 PM
3	no	12/7/2015 5:18 PM
4	No	12/6/2015 8:22 PM
5	For me the experience was a very positive one	12/6/2015 4:21 PM
6	Parking isn't good, so to avoid stress i paid for occasional taxi's to the course. I has been hard preparing products and sticking to a schedule each week from the course around my illness, changes in medication that made my concentration and energy tricky at times, there could be more art materials available e.g. more paint brushes for gluing and stamps/ink pads. Having to transport lots of materials and notes has been tricky too when i live the north of Cambridge n parking is not good. The presentation slides were good - i just suggest that a white background is used in future as this uses less ink.	12/6/2015 1:57 AM
7	No!	12/6/2015 1:03 AM
8	No not really. It has highlighted difficulties but in a supportive environment it is possible to resolve those.	12/5/2015 8:53 AM
9	No.	12/4/2015 5:19 PM
10	Nope	12/4/2015 5:16 PM
11	no	12/4/2015 4:34 PM

Q13 Who else in your life has seen the changes in you?

Answered: 10 Skipped: 3

#	Responses	Date
1	My partner, family, and people at Lifecraft.	12/17/2015 5:59 PM
2	My family and friends	12/7/2015 10:39 PM
3	my husband. He's pleased to see my purchases being used in creating an end product	12/7/2015 5:18 PM
4	My family	12/6/2015 8:22 PM
5	My mum and dad have been pleased that i'm doing more art.	12/6/2015 1:57 AM
6	My family and friends are being very supportive and encouraging me to utilize my creativity.	12/6/2015 1:03 AM
7	No not really. It has highlighted difficulties but in a supportive environment it is possible to resolve those.	12/5/2015 8:53 AM
8	Friends have noticed me talking about my crafts more.	12/4/2015 5:19 PM
9	No one	12/4/2015 5:16 PM
10	husband	12/4/2015 4:34 PM

Q14 Have you used your skills again since attending the course? If so how.

Answered: 11 Skipped: 2

#	Responses	Date
1	Yes, I am currently making prototypes of jewellery	12/17/2015 5:59 PM
2	Yes. I have done more collaborative selling with my grandma.	12/7/2015 10:39 PM
3	Ramsey Crafters has been running since the course finished and we've created a number of items to be sold at a fair last week	12/7/2015 5:18 PM
4	Yes	12/6/2015 8:22 PM
5	I have used skills to research materials, supplier's and pricing	12/6/2015 4:21 PM
6	-	12/6/2015 1:57 AM
7	Yes. I took part in a joint art exhibition and have been working on new items to sell.	12/6/2015 1:03 AM
8	Developing the social media presence. Begun sending my work at craft fairs with my own stall.	12/5/2015 8:53 AM
9	Yes, in jewellery making.	12/4/2015 5:19 PM
10	No	12/4/2015 5:16 PM
11	not yet	12/4/2015 4:34 PM

Q15 Have you been able to sell any of your products since attending the course and if so how many?

Answered: 10 Skipped: 3

#	Responses	Date
1	Not yet. I have spent the time developing my own style and getting well.	12/17/2015 5:59 PM
2	Yes I made £50 at the Mill Road Winter Fair. I have always been useless at documenting exactly what I sold though.	12/7/2015 10:39 PM
3	I've personally sold a number of night light holders and salt dough decorations	12/7/2015 5:18 PM
4	I am in the process of getting together enough stock to start up a web site to sell my jewellery.	12/6/2015 4:21 PM
5	I tried to sell products at the mill road winter fair. Due to having the stall indoors in the Sally Anne's cafe, i didn't sell anything on my shift and also didn't sell any of Christina's jewellery either. I was never advised that i might need wind proof displays either. It was nice to take part though and chat to the other artists. I hope to try and sell again in a more suitable location.	12/6/2015 1:57 AM
6	I have sold handmade cards and postcards (of my art), approx 20 items.	12/6/2015 1:03 AM
7	So far I have only have had one stall locally but I sold two prints and a couple of cards. This was a low footfall venue but it gave me the opportunity to network with other stall holders, pick up tips, hear about other venues and consider where next would be best for my products.	12/5/2015 8:53 AM
8	No. I haven't had a chance to sell to the public yet.	12/4/2015 5:19 PM
9	No	12/4/2015 5:16 PM
10	not yet	12/4/2015 4:34 PM

Q17 Would you recommend this course?

Answered: 11 Skipped: 2

#	Responses	Date
1	Yes.	12/17/2015 6:00 PM
2	Yes	12/7/2015 10:40 PM
3	most definitely	12/7/2015 5:19 PM
4	Yes	12/6/2015 8:23 PM
5	Most definitely	12/6/2015 4:24 PM
6	Yes	12/6/2015 1:58 AM
7	Absolutely 100% and do so regularly!	12/6/2015 1:08 AM
8	Yes, definitely.	12/5/2015 8:56 AM
9	Yes.	12/4/2015 5:21 PM
10	No	12/4/2015 5:17 PM
11	Yes	12/4/2015 4:35 PM

Q18 Is there any other feedback you would like to give?

Answered: 5 Skipped: 8

#	Responses	Date
1	It would be great to have a follow on course, more advanced.	12/6/2015 4:24 PM
2	-	12/6/2015 1:58 AM
3	It would be great to have additional follow-on courses to cover more advanced craft topics and set further goals	12/6/2015 1:08 AM
4	The course aims to cover too much in the time available.	12/4/2015 5:21 PM
5	No	12/4/2015 5:17 PM

Appendix Two: Stakeholder Survey Results

Q2 What is your relationship with the learner?

Answered: 7 Skipped: 0

#	Responses	Date
1	Cookery workshop facilitator	12/18/2015 10:20 AM
2	Partner organisation staff member - community development support	12/17/2015 2:58 PM
3	Chair of partner organisation, Cambridge Sustainable Food, which collaborates on Full Spoon courses	12/14/2015 5:22 AM
4	Teacher	12/6/2015 2:04 PM
5	New friend	12/5/2015 8:50 AM
6	Volunteer	12/5/2015 8:49 AM
7	Social worker	12/4/2015 6:31 PM

Q3 How you describe the learner prior to attending the course?

Answered: 4 Skipped: 3

#	Responses	Date
1	Socially isolated, under confident, unaware of her abilities	12/17/2015 3:00 PM
2	Anxious	12/6/2015 2:05 PM
3	Friendly but nervous	12/5/2015 8:52 AM
4	Social isolated and with really low autoestime.	12/4/2015 7:32 PM

Q4 How did the learner seem in themselves?

Answered: 4 Skipped: 3

#	Responses	Date
1	nervous, low mood, low expectations	12/17/2015 3:00 PM
2	Insecure, lacking self confidence	12/6/2015 2:05 PM
3	Lacking in confidence	12/5/2015 8:52 AM
4	No motivation and no confidence.	12/4/2015 7:32 PM

Q5 What did they expect to get out of the course?

Answered: 4 Skipped: 3

#	Responses	Date
1	A bit of light relief from the real world	12/17/2015 3:00 PM
2	work experience	12/6/2015 2:05 PM
3	Produce resources to help them with a volunteering role	12/5/2015 8:52 AM
4	Experience.	12/4/2015 7:32 PM

Q6 What was your opinion on them attending the course?

Answered: 4 Skipped: 3

#	Responses	Date
1	It has been transformational, especially in the context of other support and courses she has been encouraged to attend	12/17/2015 3:00 PM
2	I had hoped it would improve their self confidence	12/6/2015 2:05 PM
3	A good idea- hoped they would gain confidence and create something for themselves as well	12/5/2015 8:52 AM
4	Good.	12/4/2015 7:32 PM

Q7 What new skills have you seen in the learner as a result of the course?

Answered: 4 Skipped: 3

#	Responses	Date
1	Communication with official bodies, social skills to form and maintain friendships, the beginnings of self belief	12/17/2015 3:05 PM
2	time keeping, positivity	12/6/2015 2:08 PM
3	Small increase in IT skills	12/5/2015 8:55 AM
4	-	12/4/2015 7:35 PM

Q8 How would you describe the changes in the individual since attending the course?

Answered: 4 Skipped: 3

#	Responses	Date
1	She is determined to turn her life around, has some contacts and techniques to do this and is progressing steadily.	12/17/2015 3:05 PM
2	She seems happy after coming back from work experience at GAP Learning	12/6/2015 2:08 PM
3	Think they feel they can trust the group and are not being judged	12/5/2015 8:55 AM
4	More confident.	12/4/2015 7:35 PM

Q9 Would you say that the course has made a difference to your relationship with the learner? if so how?

Answered: 4 Skipped: 3

#	Responses	Date
1	Yes, it has strengthened it. Has given a framework and discussion platform to build on.	12/17/2015 3:05 PM
2	She seems more open to talk after her day at GAP Learning	12/6/2015 2:08 PM
3	Got to know them better	12/5/2015 8:55 AM
4	-	12/4/2015 7:35 PM

Q10 Has there been any negative impacts of attending the course?

Answered: 4 Skipped: 3

#	Responses	Date
1	None.	12/17/2015 3:05 PM
2	No	12/6/2015 2:08 PM
3	?	12/5/2015 8:55 AM
4	no	12/4/2015 7:35 PM

Q11 Who else in the learners life has seen the changes?

Answered: 4 Skipped: 3

#	Responses	Date
1	Her family have noticed her begin to blossom, staff and tutors and peers have all seen her become more confident.	12/17/2015 3:05 PM
2	Her mother	12/6/2015 2:08 PM
3	?	12/5/2015 8:55 AM
4	-	12/4/2015 7:35 PM

Q12 Have they used the skills learned again since attending the course? If so how.

Answered: 4 Skipped: 3

#	Responses	Date
1	Yes, to go out and get a job - no mean feat for this lady!	12/17/2015 3:05 PM
2	I believe it is starting to impact her attitude at school.	12/6/2015 2:08 PM
3	Too soon after to tell	12/5/2015 8:55 AM
4	I dont think so.	12/4/2015 7:35 PM

Q13 What other resources used might have contributed to the changes in the learner (other courses, medication, etc.)?

Answered: 4 Skipped: 3

#	Responses	Date
1	Other courses- yes, the buddyplus adult learning in Ramsey. Also the jobsearch service in ramsey with its supportive volunteer team and the community development projects based from the Neighbourhood Office, to name just a few.	12/17/2015 3:05 PM
2	She has started horse riding lessons and new medication (although the medication is for sleep).	12/6/2015 2:08 PM
3	?	12/5/2015 8:55 AM
4	-	12/4/2015 7:35 PM

Q16 Is there any other feedback you would like to give?

Answered: 4 Skipped: 3

#	Responses	Date
1	GAP courses are pitched so nicely and they welcome in those who are in greatest need and signpost them on appropriately.	12/17/2015 3:07 PM
2	The course is delivered in such a friendly and relaxed way that it is hard for our students not to feel comfortable.	12/6/2015 2:09 PM
3	Not at this time	12/5/2015 8:57 AM
4	excellent teachers. Very motivated	12/4/2015 7:36 PM

Appendix Four: Case Studies

Liam

Liam is a man who ran a successful exhibition creation business for 17 years. A man that had thought big, worked big and worked well. A few years ago something really changed for him and he lost his way with life and didn't know what was happening.

After a few years off the radar, drinking vodka in large quantities and suffering mental health issues it all came to a climax. After a binge and another visit to hospital, Liam asked for help but was dismissed as not needing it. That led to Liam trying to take his life and he was very nearly successful. That was not what Liam wanted, it was a massive cry for help. It led to him taking six months in a residential rehabilitation unit to try to get back on track.

Liam was diagnosed with Post-Traumatic Stress Disorder and spent some time working on this as well as his alcoholism over the six months in rehab.

When the time came to leave, Liam was housed by the council in a horrible B&B that really pushed him backwards and he spent the night drinking as he would have done six months before.

He was then given some sheltered housing and happened to notice a poster for the GAP Learning Craftworks course and the next day booked himself on, hoping to try and find some focus.

The course was pivotal for Liam, not only did he really enjoy spending the time with the other learners and the tutor Amanda, but it sparked some ambition in him. It highlighted that there was some worth to his life and that he could be creative and good enough to sell the things he made.

Liam said 'it gave me my confidence back and my focus'. Amanda has highlighted a number of opportunities to Liam such as exhibiting his art, selling his cards in a local shop and going on to train others in woodwork. He really appreciates this on-going 'after-care' that the team supply and it helps him to stay focused.

The course has led to a number of other opportunities for Liam. For example he volunteers at the local Farm Club by making items such as a mud kitchen for the children to play with. He has also voluntarily built decking and a summer house, has made a forest school and is likely to be employed to build a tree house class room for another.

The friendships and respect he has gained through his hard work has also led to a business opportunity which will see Liam working with two other men to build a business, offering handyman and building work on a per minute basis.

Liam didn't know how his life was going to turn around without the course at GAP Learning but he is glad they advertised and hopes to offer courses in wood work next year as part of the GAP Learning offering. He really likes the thought that he can help others to grow their confidence.

He really hopes that more people will have the opportunity to experience what they have to offer and wants to see more courses run.

Ramsey Crafters

Ramsey Crafters is a group created as a direct result of the Craftworks course run by GAP Learning in spring 2015. The group that attended the Craftworks course became close knit and wanted to continue with the setting. They found it rewarding to produce products that could be sold whilst in an informal but supportive setting.

TCHC gave a grant to GAP Learning to run the Craftworks course as they were keen to offer opportunities for projects that were different and inspiring. GAP Learning had a plan to set a legacy of groups that the community could sign up to, learn from, share and be a part of. The area suffers minimal skill sets, low aspiration levels and social isolation for a higher than average number.

Craftworks attracted a group of ten women to attend the course and throughout the process they shared skills, stories and built friendships that have continued. Some of the women, although not all, were socially isolated, suffering from medical conditions that made it hard for them to be a part of normal social activities or were suffering a lack of confidence. A number of these ladies had skills that they were unaware of.

Today I spent an hour in their group listening to them consider the products they should make and who they would attract so there was something for everyone. It was all about Christmas and many different techniques would be used including plenty of mixed media.

They talked about how the group was important to them, how they had enjoyed learning new things, sharing skills and taking on tasks they had no belief they could participate in. Many joined because they loved crafts and wanted to do what they loved to earn some money.

The fortnightly group found it very important to keep the cost of the group minimal only charging £1 per attendance so individuals on very low income or unemployed could still attend. For one lady, particularly, it was the only way she was able to attend.

Dawn spoke openly about how she suffers from psoriatic arthritis, fibromyalgia and chronic fatigue. Before she joined the group she was rarely out the house, she now has something to get moving for. Both Dawn and her husband have felt the benefits. Dawn's house is full of crafty items that she was never able to make use of, now she can make things, sell them and contribute to the family income giving her a great sense of achievement, she is proud to be giving something back to her husband.

The group also spoke of another attendee. They spoke of her beautiful art work. This lady suffered severe isolation and despite many difficulties still manages to get out the house to attend the group as well as produce beautiful work that is both exhibited at ArtFest and sold giving her money and building her confidence.

One lady spoke about how critical she is of her own work and the group offered their support saying how normal it is and how she should not be alone in her feeling, that by seeing ways to improve her work she is aspiring to do more and better. I felt such a sense of support in this group.

The group continue to do great things and have set up a craft fair at Ramsey Library where they will sell their makes and give 10% of what they make back to the group to keep it going

and keep the costs minimal to support others joining them. Gap continue its support by sponsoring their craft fairs.

Naomi

Naomi is a 36 year old lady with 5 children aged 20,17,15,10 and 9 and newly a Nan of 1. It has always been hugely important to Naomi that her children can see her working through her problems, working hard and not living on benefits that she can do without. The friends of her daughters see her as a wonderful mum and role model which Naomi takes great pride in.

Life has been hard though and Naomi has experienced physical and mental abuse for at least ten years resulting in a number of hospitalisations. At her lowest point she was attempting to commit suicide but thankfully was not successful. Her mother and husband although may have suspected something was not right were unaware of the seriousness of her abuse.

In 2015 everything plummeted to the whole new low as her anti-depressants stopped doing their job. Naomi spent weeks shut away in her bedroom before another attempt to commit suicide but this time she had an accident before she got to the lake and called her mother for help.

A trip to the hospital saw Naomi released without as much as a visit from a psychotherapist.

Calling social services on herself after an incident with her daughter, Naomi took herself to Covelle Hospital in Peterborough for a week. She only saw one doctor in that time. Calling Samaritans was also unhelpful as she felt unsupported and judged.

Naomi can be proud of how hard she has fought to do the right thing and protect her family.

Naomi's best friend and mother were the reason behind her attending the GAP Learning course at Medway in Huntingdon in May 2015 and this was a major challenge, just getting out the house.

She enjoyed that course and its impact has been amazing. In the eight months since that first course date she has gone on to graduate from the course, began college in September 2015 and completed her teaching qualification in December. Naomi was proud to say that she was 1 of 4 who passed everything first time, good going for someone with severe dyslexia.

She now exhibits her work, is talking about a commissioning and has sold a painting.

GAP Learning have been proud to welcome Naomi as a tutor for the craftworks course and in January 2016 she ran her first session. This is full circle for the team who saw the potential Naomi had to offer and supported her throughout.

The way Naomi sees it is 'I have no choice, I have to keep fighting'. And long may she feel the support from GAP Learning after she fell through every gap possible within the world of mental health support.

Allia Cams Prize entry

Number of employees: *

7

GAP Learning CIC encourages positive life changes. We work with people with mental health issues, disengaged young adults, ex-offenders, women survivors and long-term unemployed. Since launching Nov 2014 we have trained over 170 people. The social value of the impact generated has been calculated to a value of £118.21 for every £1 spent. We have proven that anything is possible through love, creativity and hard work. We teach what we have ourselves learnt and have shared what we have achieved. We've created an amazing team of people, developed jobs for 6 people as well as ourselves and have 15 volunteers.

Year the business was founded: *

2014

Turnover: *

Nov 2014 – Nov 2015 - £27,360

Organisational mission:

GAP stands for Generating Alternative Possibilities through learning to encourage positive life changes. We work with people with mental health issues, disengaged young adults, ex-offenders, women survivors and long-term unemployed. We are mindful and supportive of difficult and challenging circumstances. Since launching we have trained over 170 people.

Our practical Fullspoon and Craftworks courses establish a non-threatening environment in which to be creative. Fullspoon is about healthy eating on a budget and Craftworks shows how to take first steps in starting a creative business. But the skills taught are just the beginning - we discover hidden talents and allow people to shine. Progression is the most important aspect. We offer volunteering and employment opportunities, signpost to further learning courses and link learners with own partnership learning networks.

Our courses are grant funded by Cambridge County and City Councils. We have also won funding from Comic Relief, Ramsey Million and our own crowdfunding campaign. As a social enterprise we sell goods and services to support the free courses – these ventures are based around elements of Craftworks.

She Loves Him Tho': A wedding company that's fashionably old-fashioned with just a smidge of rock n roll. Expert tutors show brides-to-be how to produce professional-looking bespoke wedding accessories. We are as sustainable as we can be, using recycled materials wherever possible. Best of all, when customers buy any of our ethical products or services they're helping make someone's life better too.

Craftworks Rocks: Magnets that change lives creatively. This fundraising project aims to provide free individual education for all.

We have graduated from two social entrepreneurial initiatives: School for Social Entrepreneurs (2014) and Social Incubator East (2015). With their help we have been able to grow both quickly and strongly to develop these two commercial viable products and services to sell.

Social impact assessment measure (if you have one):

170 Learners have attended our courses. The courses have cost approximately £27,000 to date. The social value of the impact generated has been calculated to a value of £118.21 for every £1 spent. That is over £4.3 million in impact for the stakeholders. Although this seems very high (and some will not be able to comprehend how that number has come about). This is because: the costs of running have been kept as lean as possible and the volunteer work carried out not only by Amanda and Teresa but by other volunteers; suppliers who keep their costs to a minimum; because of the huge impact it has on the individuals who when asked would pay significantly more for what they have gotten out of the courses in terms of confidence, better and stronger relationships, increased friendship groups, new skills learnt and more.

What has made your initiative outstanding over the past year? Tell us about the issue that your initiative is seeking to address and how you believe your initiative can make an impact towards making a difference:

Our aim is to create financial independence for people who have become marginalised, disengaged or are in recovery due to circumstance or devastating events in their lives. We also address social isolation, loneliness, anxiety and loss of personal identity. Our practical courses are an ideal platform for first engagement back into learning. We set achievable goals throughout the sessions to then encourage learners to set their own life-changing goals.

Our capacity to engage learners and retain relationships long after the course has ended is outstanding. For example, A came to Craftworks from sheltered housing after 6 months intensive rehabilitation. Since graduating he has exhibited his drawings at ARTFest, is volunteering at a local community farm and is helping us with our Craftworks Rocks initiative making the point of sale boxes for our magnets. We have mentored and sponsored two of our graduates through their L3 teacher training; many graduates volunteer for us in a variety of roles from admin to supporting in the classroom to helping with our fundraiser Enchanted Days at Milton Country Park. Three ongoing crafting drop-ins have been established for members to continue meeting.

Our products and services are innovative. We have two commercial ventures -She Loves Him Tho', an ethical wedding range and Craftworks Rocks. We have created these two ranges to successfully offer our graduates employment opportunities in the future.

Our partnership work is outstanding. In the year we have been trading we have established a great reputation for the consistent high quality of our work. This is reflected in going from winning funding for 3, to then 12 to 25 courses with Cambridge County Council and

Cambridge City Council. Partners we work with include Cambridge Women's Resource Centre, Romsey Mill Children's Centre, Cambridge Sustainable Food, Camtrust and Lifecraft.

*Why did it make such an impact? What have you been able to achieve to date? **

GAP Learning courses have a huge impact on learners because of the input given and the minimal costs of the course resulting in significant changes for the people attending. We make learners feel at ease, we have a non-judgemental approach and make everyone feel safe and able to open up to not only the learning, but to the support provided and the new relationships that they can build. Although our courses focus on practical elements we actually support individuals with mental health issues, physical conditions, addictions and those who don't feel that they can cope in an educational setting or are otherwise isolated.

GAP Learning opens minds, expectations, builds confidence, creates energy, friendships and motivation, it changes opinions and individual's situations. It also supports other interventions such as social work, education and medical care causing a joint effect in helping those who have left education to return, for people to completely turn their lives around.

We have numerous case studies that support these claims and the stories of impact made are inspiring ones. Here are some achieved results.

77% of attendees suffer some form of physical or mental illness.

91% said they had learned new skills

73% said they have continued with the crafts they had learned or setting up to sell their products

50% have gone on to sell their items

91% said that they would recommend the courses

100% of other stakeholders who gave feedback said they would recommend the courses

66% of other stakeholders who gave feedback said that they would value the course at more than £5,000 per person.

How do you think you demonstrate most promise (scale, replicability, evidence of impact etc)?

The scope and scale of our vision is huge in terms of social impact and its ability to create positive life changes.

We have scaled the course programme from 3 Craftworks to fully funding 25 Craftworks and Fullspoon courses within the first year of trading. With new tutors on board we can develop other courses such as upcycling, carpentry and decorating to cover more interests and engage more learners.

Our evidence of impact is very strong. Here are some graduate's comments: 'It changed my life', 'I feel part of something good', 'I don't feel so alone', 'I have a purpose again', 'It creates momentum', 'I have confidence in me', 'It has given me inspiration to create again.'

We have a very active social media presence where we give advice, signpost, provide a platform to showcase graduates and share GAP news. We attract new followers and likes daily. We hope to become an inspirational go-to for creatives and be as supportive a presence online as we are in the classroom. Future plans which show a lot promise are vlogging – video freebies and also paid-for tutorials - and guest and in-house blogs. Through articles, news and personal reflections we hope to create a creative revolution as an alternative to apathy and disengagement.

Craftworks Rocks is our employment generating project. Like the charity sweet boxes, these wooden honesty boxes display 30 magnets which sell for £2.50 each. We have a range of outlets willing to display these boxes such as the Future Business Centre, The Richmond Fellowship and, hopefully, local Co-op stores. A crowdfunding campaign has enabled us to build the first 10 boxes. With regular stock replenishment we aim to raise at least £600 per year from each box to fund our free courses and to create employment opportunities for our graduates.

Why do you feel this/your business deserves to win this title?

GAP is a bubbling cauldron of goodness. As sisters we mixed a magic spell: a wodge of teaching experience, a sprinkle of product design, a vial or two of jewellery design and making, a few pages of creative writing and a whole lot of belief in the ability of others to alleviate their own suffering. The reason we believe? Because we've done it. We are able to connect and empathise with our learners as we have survived a turbulent, dysfunctional childhood and live with the mental health issues it shaped. We share our own mechanisms for wellbeing and they have been proven to work for many, who like us, have encountered neglect, abuse and sheer circumstance.

We show what can be achieved and GAP Learning is the best example for what a business can look like for our learners. We encourage our learners to develop social enterprises that are ethical and are about giving something back.

We have proven that anything is possible through love, creativity and hard work. We teach what we have ourselves learnt throughout our journey and have shared what we have achieved. We have created an amazing team of people, developed jobs for 6 people as well as ourselves, have 5 regular volunteers and 10 advocates and irregular volunteers 'friends of GAP Learning'. Further, with the growth of Craftworks Rock and She Loves Him Tho' will come more employment opportunities for our graduates.

We deserve to win the title for Social Entrepreneurship for all the reasons above, for our graduates, for our learners-to-be and for the recognition this title will bring us – because, let's face it, we are not in it for the money!

This report was produced by



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