

Forecast Social Return on Investment Report of Excite-ed CIC Activities.

January 2013- January 2014

Author : Wendy Gibbs, Enterprise Adviser, Inspire2Enterprise.

Prepared 01.05.2013

About this report.

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

Contents

Executive Summary.....	5
Company Overview, Activities and Objectives.	6
Understanding Social Return on Investment (SROI).....	7
1. Scope.....	8
1.1 Activity for Analysis.....	8
1.2 Type, Purpose and Scope.....	8
2. Materiality.....	8
2.1 Summary of Materiality in this Report.	9
Table 1.....	10
3. Stakeholders.	13
3.1 Stakeholder Involvement.....	13
3.2 Stakeholder Quantity.....	14
4. Outcomes and Evidence.....	14
4.1 What’s Invested, The Inputs.	15
4.2 Activity and Outputs.	16
4.3 The Outcomes, What Changes.....	21
4.4 Duration.	22
4.5 Theory of Change and Financial Proxies.	22
4.6 Participants – Children & Young People 7-16 who participate in apps clubs.....	23
Outcome 1: They feel happier from having more to do.....	23
Outcome 2: They discover hidden skills.	24
Outcome 3: They form friendships with others who are not from their usual social and peer group.....	24
Outcome 4: They feel they have more career prospects.	25
Outcome 5: They become more confident.....	26
4.7 Mentors – Children & Young People 8-16 “Apps Buddies”.....	26
Outcome 6: They feel good about themselves through helping others.....	26
4.8 Families.....	27
Outcome 7: Less stressful periods at home.....	27
5. Impact.	27
5.1 SROI Filters - Deadweight, Attribution, Displacement and Drop Off.....	27
5.2 SROI Filters -Percentages Applied and Rationale.	30
Outcome 1: They Feel Happier From Having More To Do.....	30

Outcome 2: They Discover Hidden Skills.....	30
Outcome 3: They Form Friendships with Others Who Are Not From Their Usual Social Group.	31
Outcome 4: They Feel They Have More Career Prospects.	31
Outcome 5: They Become More Confident.	32
Outcome 6: They Feel About Themselves Through Helping Others.....	32
Outcome 7: Less Stressful Periods at Home.	33
5.3 Impact Calculation.	33
6. Social Return Calculation.	33
6.1 Projecting into the future.	33
6.2 Calculating the net present value.	34
6.3 Social Return.	34
6.4 Sensitivity Analysis.	35
Outcomes.....	35
Outcomes Excluded, What happens if they were included?	35
Financial Proxies, Outcome Quantities & Filters.	37
Inputs	37
Summary	38
7. Verify the Result.....	38
Recommendations.....	39
Appendix 1 .Impact Map.....	41
Appendix 2. Stakeholder Questionnaires.	42
Appendix 3. The Shield.....	58
References.	62
Financial proxies.	62

Executive Summary

This report represents a forecast of the social return on investment created by Excite-ed CIC activities, for the period January 2013 to January 2014.

Working with both schools and educational centres across the UK Excite-ed provide training and support to adults who work with 7-16 year olds to provide activities in online game design, app development and programming. This enables them to deliver innovative clubs, known as “apps clubs” and curriculum programmes. Excite-ed also intend to form and develop links with commercial gaming organisations to bridge the gap between industry, schools and pupils.

By using popular technology such as app game design, Excite-ed aim to increase awareness and understanding of health, wellbeing, social and cultural issues amongst young people aged 7-16. Whilst promoting STEAM (Science, Technology, Engineering, Art and Maths) skills and bringing different social groups together.

An online portal www.planet-excite.com showcases children’s online games as well as the apps developed by young people taking part in the Excite-ed activities. These app games are sold and 15% sales revenue is donated to the school.

Every day our actions and activities create and destroy value; they change the world around us. Although the value we create goes far beyond what can be captured in financial terms, this is, for the most part, the only type of value that is measured and accounted for. As a result things that can be bought and sold take on a greater significance and many important things get left out. Decisions made like this may not be as good as they could be as they are based on incomplete information about full impacts.

Social Return on Investment (SROI) is a framework for measuring and accounting for this much broader concept of value. Excite-ed have chosen to use SROI to understand the impact of their activities and show how they understand the value created, manage it and can prove it.

The benefits and value of apps club has been explored in this analysis with involvement from a number of stakeholders to understand what has changed for them as a result of the activity. Negative, positive, intended or unintended changes have been considered, measured and valued which are recorded on the impact map. It has also been estimated where existing data is not available the amount of change that would have happened anyway or was down to others.

Social change that this analysis discovered and valued includes:

- Happiness from having more to do.
- Discovering hidden skills.
- Forming friendships with others from different social and peer groups.
- Having more career prospects.
- Becoming more confident.
- Feeling good through helping others.
- Less stressful periods in the home.

This analysis estimates that for every £1 invested in Excite-ed CIC activities there is a social value created in the range of £4.58 to £3.58.

As this is a forecast analysis key recommendations to improve data collection in the future have been made and these can be found on page 39.

Company Overview, Activities and Objectives.

Excite-ed CIC was established in August 2011 to improve relationships, wellbeing, confidence and motivation of young people, 7-16 years of age.

Working with both schools and educational centres across the UK Excite-ed provide training and support to adults who work with 7-16 year olds to provide activities in online game design, app development and programming. This enables them to deliver innovative clubs, known as “apps clubs” and curriculum programmes which promote STEAM (Science, Technology, Engineering, Art and Maths) skills, to pupils via a range of activities and modules, which focus on health, wellbeing, social and cultural issues.

Through the use of appropriate online game design, programming activities, apps design and development, pupils and adults work together in a supportive and positive way.

The objectives of such activities are to break down barriers between young people and encourage peer discussions on health and social issues that affect them in order to improve wellbeing, confidence, motivation and healthier relationships. Whilst teachers and adults learn to appreciate the positive effect and role that online games and apps can have in a young person’s life.

Excite-ed also provide an online resource portal www.planet-excite.com, which showcases children’s online games as well as the apps developed by young people taking part in the Excite-ed activities. These App games are sold and 15% sales revenue is donated to the school.

Additionally they form and develop links with commercial gaming organisations to bridge the gap between industry, schools and pupils.

Mission Statement.

We are empowering adults and inspiring children and young people to access together the design and development of online games and apps in an exciting, innovative and supportive way. Working with schools, teachers, parents and young people aged 7-16 in a way which uses game play and design to explore social issues in order to encourage working with others and stimulate peer discussions, leading to improved cohesion amongst young people, wellbeing, confidence, motivation and healthier relationships.

Understanding Social Return on Investment (SROI).

Every day our actions and activities create and destroy value; they change the world around us. Although the value we create goes far beyond what can be captured in financial terms, this is, for the most part, the only type of value that is measured and accounted for. As a result things that can be bought and sold take on a greater significance and many important things get left out. Decisions made like this may not be as good as they could be as they are based on incomplete information about full impacts.

Social Return on Investment (SROI) is a framework for measuring and accounting for this much broader concept of value; it seeks to reduce inequality and environmental degradation and improve wellbeing by incorporating social, environmental and economic costs and benefits.

SROI measures change in ways that are relevant to the people or organisations that experience or contribute to it. It tells the story of how change is being created by measuring social, environmental and economic outcomes and uses monetary values to represent them. This enables a ratio of benefits to costs to be calculated. For example, a ratio of 3:1 indicates that an investment of £1 delivers £3 of social value.

SROI is about value, rather than money. Money is simply a common unit and as such is a useful and widely accepted way of conveying value. In the same way that a business plan contains much more information than the financial projections, SROI is much more than just a number. It is a story about change, on which to base decisions, that includes case studies and qualitative, quantitative and financial information.

SROI is a principal based methodology. The principles, a Cabinet Office sponsored Guide to SROI and further information are available at www.theSROInetwork.org. The guide documents the standard approach to SROI. This analysis has been carried out to the standard approach.

SROI Principals

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

This report does not contain an explanation of the SROI process. Where appropriate, steps have been summarised to be clear that they have been carried out. For details of what is involved in any step, why they are important and a worked example, the Cabinet Office sponsored Guide to SROI should be referred to.

1. Scope.

1.1 Activity for Analysis.

This report focuses on the “apps clubs” activity delivered through schools in Hertfordshire for their pupils. The primary beneficiaries are young people 7-16 years of age.

Apps clubs are run by school teachers during term time for the period of that term as either lunch clubs or after school clubs, typically with each session lasting an hour. By using popular methods such as apps pupils use, explore, design and develop their own apps which cover health, wellbeing, social or cultural issues. This in turn helps them to understand issues that affect them and stimulates peer discussion whilst encouraging working together.

Pupils who have attended “apps club” previously may become apps buddies. This involves them acting as mentors within the club at the start of a new term to new members.

With apps appealing to the vast majority of this age group and being a common factor the club brings young people together regardless of their social peer group, cultural or academic background.

The analysis also looks at the value as a result of schools working together with commercial organisations in the gaming industry.

1.2 Type, Purpose and Scope.

This is a forecast SROI report for the period January 2013 to January 2014 to forecast how much value will be created if the activity meets its outcomes.

The purpose of this analysis is to:-

- Discover what stakeholders say changes for them (outcomes), identify any gaps and the further needs of the activity.
- Demonstrate both financial and non-financial impact to schools, resulting in increased credibility and recognition.
- Strengthen applications for funding and future investment.

In forecasting, outcomes have been discovered based on the responses received from stakeholders detailed in the next section. Recommendations will be provided for collecting data from stakeholders in order to monitor measure and value outcomes in future.

2. Materiality.

SROI is based on seven principles and these underpin how SROI should be applied. Of these principles, materiality¹ has frequently guided the judgements made when compiling this report.

The nature of measuring change among organisations and individuals is such that there are potentially as many different stories, views and perspectives as there are stakeholders engaged. For this reason, throughout the process, decisions have been made about what to include in and exclude from the analysis. In each case, we have sought to focus on the stakeholders and outcomes that are

¹ A piece of information is material if it has potential to affect the stakeholders decision.

material (relevant and significant) and fit within the scope of the analysis. We have also tried to be transparent in each decision by explaining the reasons for it in the report.

2.1 Summary of Materiality in this Report.

Whilst the reasons for inclusion or exclusion have been referred to within this report the following provides a summary.

Stakeholders identified and the reasons for inclusion or exclusion are detailed in the following section. Those which experience relevant and significant change (outcomes) have been included. Recommendations have been made at the end of this report to review stakeholders in future analysis for relevance and significance as the activity expands and is available more widely.

Outcomes considered material are detailed in section 4 and consideration was given to how relevant and significant these are as outlined in table 1 on the next page. Of these, two of the outcomes “they feel good about themselves through helping others” (Mentors) and “less stressful periods at home” (Families) the outcome quantity and value was reasonably low. However the change was stated by the stakeholders and therefore deemed to be significant. Additionally the quantity of stakeholders has the potential to increase as the activity expands. The above outcomes are also referenced within the sensitivity analysis, section 6.

Outcomes for schools were excluded as they could not be evidenced or valued. However they are included within the sensitivity analysis which shows how these could be both relevant and significant, with recommendations made to gather data to evidence for future analysis.

Table 1.

This table shows for each outcome included in this analysis what factors and issues were considered and tested for relevance and significance and the conclusion reached in determining materiality. A balance was sought between overall significance and significance for the stakeholder, erring caution on the side of stakeholders outcome significance where the value created is low.

The following parameters were self set to distinguish and compare between different outcome quantities and impact values :-

Outcomes - 0-14% Low; 15% -25% Reasonable; 26% - 40% Significant; > 40% High.

Impact Values - < £2000 Low; £2001 - £6000 Reasonable; > £6000 High.

Stakeholder	Outcome	Relevance	Significance	Conclusion
Children & Young People (Participants) 7 – 16 yrs.	They feel happier from having more to do.	<ul style="list-style-type: none"> • A number of stakeholders expressed this as a result of the activity. • Independent study Happy and Safe cited 74% of those surveyed stated boredom as a cause of unhappiness and that children want time to play relax and be creative. Demonstrating a need for the activity delivered. • Social norm is that children and young people should on the whole be “happy” although it accepted that a number of factors contribute to happiness. 	<ul style="list-style-type: none"> • 35% reported this outcome. • Whilst a reasonable percentage (30%) of other organisations also contribute to this outcome and a percentage of stakeholders would have achieved the outcome without any intervention it still created a high overall level of impact value compared to other outcomes. 	<p>Considered material to influence both decisions and actions.</p> <p>Meeting both relevance to stakeholders with a significant number reporting this change and high value created.</p>
	They discover hidden skills.	<ul style="list-style-type: none"> • A number of stakeholders expressed this as a result of the activity. 	<ul style="list-style-type: none"> • 25% reported this outcome. • A high percentage (72%) of 	<p>Considered material as despite a low impact value the outcome is relevant to</p>

		<ul style="list-style-type: none"> The organisations objective is help young people discover skills through promoting use of technology. ICT is widely used and is considered necessary to fully engage in society. 	<p>this outcome is contributed to other organisations.</p> <ul style="list-style-type: none"> The value created overall is low in comparison to others. 	<p>stakeholders and stated by a reasonable number and therefore considered important to them. Sufficient to influence both decisions and actions.</p>
	They form friendships with others who are not from their usual social and peer group.	<ul style="list-style-type: none"> A number of stakeholders expressed this as a result of the activity. The organisations objective is to promote improved relationships amongst this stakeholder group. Others such as The Good Childhood Report monitor how children rank friendship and the effects of social isolation. 	<ul style="list-style-type: none"> 15% reported this outcome. Only 20% of this outcome is contributed to others. The value created overall is reasonable compared with others. 	<p>Considered material as reasonable impact value created, additionally the outcome is relevant to stakeholders as stated by a reasonable number and therefore considered important to them. Sufficient to influence both decisions and actions.</p>
	They feel they have more career prospects.	<ul style="list-style-type: none"> A number of stakeholders expressed this as a result of the activity. It is not the social norm to have a have a high number of NEETS or for young people to feel they have no career prospects. 	<ul style="list-style-type: none"> 20% reported this outcome. Whilst a number of other organisations 75% contribute to this outcome the value created by the activity is still high in comparison to others. 	<p>Considered material as high impact value created, additionally the outcome is relevant to stakeholders as stated by a reasonable number therefore considered important to them. Sufficient to influence both decisions and actions.</p>
	They become more confident.	<ul style="list-style-type: none"> A number of stakeholders expressed this as a result of the activity. The organisations objective is to improve confidence amongst this stakeholder group. 	<ul style="list-style-type: none"> 45% reported this outcome. 50% of this outcome is contributed to others. The value created overall is 	<p>Considered material as reasonable impact value created, additionally the outcome is relevant to stakeholders as stated by a high number therefore</p>

			reasonable compared with others.	considered important to them. Sufficient to influence both decisions and actions.
Mentors “Apps Buddies” Young People 8-16yrs.	They feel good about themselves through helping others.	<ul style="list-style-type: none"> • A number of stakeholders expressed this as a result of the activity. • The Mental Health Foundation states the benefit of helping others is improved self – esteem. 	<ul style="list-style-type: none"> • 66% reported this outcome. • 50% of this outcome is contributed to others. • The value created overall is very low compared with others. 	Whilst the number reporting this outcome appears high the stakeholder group is small. Additionally the value created is very low. However this outcome has been included and considered material as the stakeholder group size has the potential to increase and is still significant/important to the stakeholder.
Families	Less stressful periods at home.	<ul style="list-style-type: none"> • A number of stakeholders expressed this as a result of the activity. • The organisations objective is to improve relationships between parent and child. 	<ul style="list-style-type: none"> • 33% reported this outcome. • 75% of this outcome is contributed to others. • The value created overall is very low compared with others. 	Whilst a reasonable number of stakeholders stated this outcome the value created is very low. However this outcome has been included and considered material as it is still significant to the stakeholder. Additionally as mentioned later in this report a low number of this stakeholder group responded regarding change that they experienced and therefore there is potential for this to increase.

3.Stakeholders.

3.1 Stakeholder Involvement.

We involved stakeholders which represented a cross section of the whole group using questionnaires. Whilst we asked some closed questions which will prove useful for the cohorts moving forward it was the comments and statements that were made in response to the open questions which were analysed to identify and discover stakeholders who experienced change (outcomes)and what these changes were, including positive, negative, intended and unintended. A copy of the questionnaires can be found in appendix 3.

From this it was determined which of these would be included or excluded for the purpose of the SROI analysis. Consideration was also given to stakeholders who provide an input but who perhaps do not experience any change. The Table below details all stakeholders identified and outlines the reasoning for including or excluding.

Stakeholder	Included/ Excluded	Reason
Children & Young People (Participants) aged 7-16	Included	This group will be one of the main beneficiaries who will experience the most outcome changes and effects of participating in apps clubs.
Mentors “apps buddies” (young people aged 8-16)	Included	This group have already taken part in the apps clubs and are responsible for mentoring peers. Their responses show that they experience outcome changes.
Partners	Excluded	Commercial organisations and industry professionals where links/relationships are still in the process of being developed. Whilst these will be beneficial in terms of support to Excite-ed and schools it is not anticipated they will experience any change other than perhaps job satisfaction. However this can be tested when they become involved.
Schools	Included	As well as providing funding to purchase the activity package needed to deliver the activity they also allow teachers, classroom assistants etc. to run the club on school premises. Therefore as they provide key inputs they have been included.
Adults In Educational Settings (Teachers, Classroom Assistants).	Excluded	School teachers from the school where the activity takes place deliver the clubs. These teachers may or may not also teach the children and young people during normal school lessons. This group will be up skilled in delivery of apps clubs and knowledge of games industry. They have not stated that they experienced any changes.

Stakeholder	Included/ Excluded	Reason
Families	Included	Whilst this group do not take part in the activities they experience change as a result of changes in their child.
Volunteers	Excluded	No volunteers are currently involved and as such no change can be identified.
Directors	Excluded	Whilst a key role responsible for the running of Excite-ed they have not experienced outcome changes other than satisfaction.

3.2 Stakeholder Quantity.

Whilst there is the potential and capacity for this activity to take place in a number of other schools and for more than one club to operate in the same school, at the time of this report two clubs were active on a regular basis in two schools. It is expected that a minimum of two further schools will each run the activity for two school terms during the period of this report. This number may increase over the period; however they have not been included in this report as the outcomes are expected to be similar to those consulted.

The quantity of stakeholders who took part in the activity and those which responded is as follows:

Stakeholders	Number Involved in Activity.	Quantity Who Responded
Children & Young People (Participants) 7-11yrs	24	16
Children & Young People (Participants) 12-16yrs	48	4
Mentors (App Buddies) 8-16yrs	3	3
Schools	2	2
Families	62 ²	9
TOTAL	139	34

Engaging with parents and pupils aged 12-16 years was challenging and details of future involvement are outlined in the recommendation section of this report.

4. Outcomes and Evidence.

Having involved stakeholders we begin to understand what they have invested and the difference the activity makes to them and what changes as a result.

The change discovered for each stakeholder was explored, measured, valued and recorded on an impact map. Appropriate sections of the impact map are, therefore, included throughout this report. However, this report is best understood when read together with a copy of the full impact map.

² Office of National Statistics (ONS) 2011 Census states 16.8% of families have 2 dependent children². In view of the apps club age range of 7-16yrs it is estimated that this percentage will have more than one dependant at apps club. Therefore the combined figure of pupils and mentors has been reduced by this percentage for the parent stakeholder group. It does not take into consideration the ONS 6.6% who have 3 dependants. Source: www.ons.gov.uk/ons/rel/census/2011-census/key-statistics-and-quick-statistics-for-wards-and-output-areas-in-england-and-wales/rft-families-short-story.html#tab-Children-and-families.

4.1 What's Invested, The Inputs.

Where available known figures have been used based on existing data to ensure this forecast is as accurate as possible. Those which are not available have been reasonably estimated and noted accordingly.

The table in the next section includes inputs per stakeholder and figures quoted have been calculated as follows :-

Schools

Existing schools 1 & 2 have paid £580 in total for modules and training to deliver the activity. It is estimated school 3 purchases 2hrs training at £125 and 1 modules at £145 each (£270), School 4 3hrs training at £187 and 2 modules £145 each (£477). (Prices as per Excite-ed website April 2013 <http://www.excite-ed.co.uk/options.html>).

Overall School Input £1327

Families

It is known that school 1 charges £7.40 per week which based on participant numbers in the table in the next section and weeks per term is as follows:-

Mentors are not charged.

Term 1 = 24 participants @7.40 x 11wks = £1953

Term 2 = 20 participants @7.40 x 13wks = £1924

Term 3 = 20 participants @7.40 x15 wks. = £2220

Total £6097

School 2 operates the clubs free of charge and is expected to continue to do so for the remainder of the school year.

It is not known whether other schools will start to charge and how much, however a token amount of £1.50 per week per participant has been included for future clubs at schools 3 & 4 which are expected to commence in term 2 and calculated as follows :-

Term 2 = 55 participants (combined total of schools 3 & 4) @1.50 x 13wks = £1072.50

Term 3 = 55 participants (combined total of schools 3 & 4) @1.50 x15 wks. = £1072.50

Total £2145

Overall Total Families Input £8242.

4.2 Activity and Outputs.

The activity takes place once a week for typically an hour either after school or at lunch time during term time only, which equates to 39 weeks per year across 3 school terms of 11, 13 and 15 weeks. Participants attend each week for one term with mentors returning the next term to support peers although the activity is not compulsory.

Links between schools and gaming organisations are currently in the process of being formed and it is expected that this will strengthen over the next year.

Details of the activity, estimated quantity of stakeholders included in this analysis and inputs are outlined on the next page.

Stakeholders	Activity Description	Input Description	Input £	Term Period	Output per Term	Total Output.	Notes
Children & Young People (Participants) 7-16yrs.	Weekly Apps clubs that use online game play and apps development with a focus on	Time	£0	January 2013 – March 2013 (11 Weeks)	72	302 Unique Participants Attend Over Period of Analysis	The output for the term January to March is based on the number of unique participants who attend the activity across 2 schools which currently run apps club. As follows 24 participants at school one and 48 at school 2.
	· Social, cultural, health and wellbeing themes.			Mid April 2013 - End July 2013. (13 Weeks)	115		The output for the term April to July is based on the waiting lists of the two schools which currently run apps club and the expectation that two further schools will begin to run apps clubs this term with take up by unique participants being similar. As follows 20 participants at school 1, 40 school 2, 30 school 3 and 25 school 4.
	· Encouraging different social groups to work together.			September 2013 – December 2013. (15 Weeks)	115		The output for the term September to December is based on the waiting lists of the two schools which currently run apps club and the expectation that two further schools will begin to run apps clubs this term with take up by unique participants being similar. As follows 20 participants at school 1, 40 school 2, 30 school 3 and 25 school 4.
	· Promoting STEAM (Science, Technology, Engineering, Art & Maths) Skills.						
	· Schools and commercial organisations within the gaming industry working together.						

Stakeholders	Activity Description	Input Description	Input £	Term Period	Output per Term	Total Output.	Notes
Mentors (App Buddies) 8-16yrs	Having attended previous apps clubs this group of children and young people now share their knowledge & experience to provide guidance to peers who are working at a lower level.	Time	£0	January 2013 – End March 2013 (11 Weeks)	3	20 Unique Mentors Attend Over Period of Analysis	The output for the term January to March is based on the number of mentors who attend the activity across 2 schools which currently run apps club.
				Mid April 2013 - End July 2013. (13 Weeks)	5		The output for the term April to July is based on the number of participants who attend in the previous term January – March at schools 1 & 2 who are expected to become mentors for this term. The take up to become mentors is expected to increase this term based on number of previous participants and popularity. Schools 3 & 4 will only start running apps club this term and therefore will have no previous participants to become mentors.
				September 2013 – December 2013. (15 Weeks)	12		The output for the term September to December is based on the number of participants who attend in the previous term April – July at all 4 schools and who are expected to become mentors for this term. Again the take up to become mentors is expected to increase based on participant numbers across all 4 schools and popularity.

Stakeholders	Activity Description	Input Description	Input £	Term Period	Output per Term	Total Output.	Notes
Schools	Teachers and adults in education are up skilled in delivery of apps clubs and the gaming industry. Whilst working closely with pupils.	Purchase of Modules & Training	£ 1327	January 2013 – End March 2013 (11 Weeks)	2	4 Operate Apps Club Over Period of Analysis	The output for the term January to March is based on existing schools who offer apps club.
				Mid April 2013 - End July 2013. (13 Weeks) <u>AND</u> September 2013 – December 2013. (15 Weeks)	4		It is expected that a further 2 schools will start to offer apps club at the beginning of the April term for the remainder of the school year until the end of December in addition to the 2 from the previous term. Taking the total output to 4.
Families	Dependant takes part in apps clubs.	Dependant's attendance fee.	£ 8242	January 2013 – End March 2013 (11 Weeks)	62	268	Some families will have more than one dependant in attendance and as it is not possible to know how many this will apply to in the future data from the Office of National Statistics has been used to estimate the number of families involved in this analysis. Office of National Statistics (ONS) 2011 Census states 16.8% of families have 2 dependent children. Therefore this percentage has been deducted from the total of participants and mentors for each term to provide families per term. For example January Term (72 participants + 3 mentors) - 16.8% = 62

				Mid April 2013 - End July 2013. (13 Weeks)	100		
				September 2013 – December 2013. (15 Weeks)	106		

4.3 The Outcomes, What Changes.

Measuring outcomes is the only way to be sure that changes for stakeholders are taking place as a result of the activity.

Outcomes can be positive, negative, intended or unintended, these have been considered and included where appropriate. Unintended changes are difficult to forecast and as a result recommendations have been made to monitor these in future.

To identify outcomes (what changes) responses to the open questions from the stakeholder questionnaire were analysed and the outcomes discovered based on what they said has changed for them. It is possible that stakeholders will experience more than one outcome. No negative or unintended outcomes were reported.

In the absence of previous benchmark data at the start of the activity and which subsequently has not been identified in this analysis, it is not possible to indicate the extent to which a change has occurred. For example whilst stakeholders report feeling happier, more confident, feeling good about themselves and so on, it has not been possible to measure the degree of how happier or more confident they are now in comparison to at the start of the activity.

It is therefore strongly recommend that tools such as the questionnaires in the appendix or OutcomesStar™ are used with future stakeholders to gather information regarding how they feel at the start of the activity and systems developed to record the responses. This process must then be repeated at the end of the activity to allow for the extent of change experienced to be measured. Until such tools can be implemented to measure the extent of change the publication of this report is restricted to internal use only and cannot be published externally.

Only material outcomes relevant and/or deemed significant to the stakeholder have been included.

The following table shows the outcomes for each stakeholder group included in this analysis and method of engagement.

Stakeholder	Outcome	Method of Engagement
Children & Young People (Participants) 7-16yrs.	<ul style="list-style-type: none"> ➤ They feel happier from having more to do. ➤ They discover hidden skills. ➤ They form friendships with other who are not from their usual social and peer group. ➤ They feel they have more career prospects. ➤ They become more confident. 	Participants Questionnaire.
Mentors (App Buddies) 8-16yrs	<ul style="list-style-type: none"> ➤ They feel good about themselves through helping others. 	Mentors Questionnaire.
Families	<ul style="list-style-type: none"> ➤ Less stressful periods at home. 	Parent Questionnaire.

Those that completed the questionnaire reported:

- 35% feel happier.
- 25% learned something new or gained knowledge.
- 15% made new friends and/or now talk to others.
- 20% would consider working in the gaming industry.
- 45% are more confident and/or confident enough to undertake a task without the need to ask.
- 66% feel good about themselves by helping people.
- 33% families express less conflict at home.

4.4 Duration.

The children and young people including the mentors will be influenced by a number of factors in daily life both negative and positive which will have an effect on how they feel, react and the life choices they make. However having discovered that having more to do makes them feel happier, that hidden talents lead to a “can do” attitude, that new friendships will continue, developing confidence and feeling good about themselves through helping others are all outcomes that continue beyond the activity regardless of other influences and as such the duration for these has been forecast as 2 years. As this time period has not yet been reached following the activity it is not possible to test this and as such a recommendation to do so in future has been made.

It is not expected that feeling they have more career prospects will last beyond a year as the majority of the children and young people still have a number of years until they leave education and it is not known what the future job market will look like. Additionally any number of factors will affect how they feel about job prospects including academic ability and future chosen study paths.

The outcome less stressful periods at home is also not expected to last beyond a year due to the age range of the children and young people and typical ups and downs of family life.

4.5 Theory of Change and Financial Proxies.

Stakeholders which represent a cross section of the whole group were given the opportunity to respond to the questions with as many comments as they wished and whilst it is possible that an individual stakeholder will experience more than one outcome, where they listed multiple comments or their statement includes more than one outcome, care has been taken to ensure that these are independent of each other and not part of a sequence of changes, so as to avoid double counting. These responses to the open questions state what stakeholders have said changes for them and therefore this is the outcome.

They were also given the opportunity to state negative comments and anything else they wanted to say. The responses did not include anything negative or unintended; therefore no negative or unintended outcomes have been identified.

Where possible independent evidence supporting the outcome has also been included.

As a forecast SROI analysis and in the absence of previous benchmark and stakeholder engagement data the outcomes are limited to those discovered with current stakeholders at the time of this analysis.

Recommendations have been made for future stakeholder engagement, recording and collection of data in order to test this forecast with an evaluative report see page 39.

The tables below outline the outcomes for each stakeholder group and include a selection of some of their comments.

Indicators are also noted to show how the outcome was measured, as well as how many stakeholders experience the change and the rationale for each.

In order to place a monetary value on change it is necessary to use financial proxies and those used for each outcome, the source of the proxy and why these were chosen is also included.

4.6 Participants – Children & Young People 7-16 who participate in apps clubs

Outcome 1: They feel happier from having more to do.	
What they said:	<ul style="list-style-type: none"> • I feel happier now I have something else to do at home. • I feel happier, more to do, more creativity. • I have more fun so I'm happier. • It makes me happier and I can do more. <p>Whilst a number of factors contribute to happiness the stakeholders identified their happiness in relation to having more to do.</p> <p>The study Happy and Safe states "It also emerged that 74 per cent of those surveyed cited boredom as the cause of their unhappiness – more so for girls (68 per cent) than for boys (58 per cent)." It also stated Children want more freedom to play, relax, pursue their hobbies and be creative.(Source Happy and Safe Study, University of Hertfordshire http://www.alphagalileo.org/Organisations/ViewItem.aspx?OrganisationId=197&ItemId=57065&CultureCode=en)</p>
Indicator:	The number of children and young people who indicate they are happier.
Indicator Source:	Participant's questionnaires.
Outcome Quantity:	106
Quantity Source:	35% of stakeholder group report feeling happier.
Financial Proxy:	£331 Average of activities to provide more to do.
Rationale:	Due to the age range of the participants the yearly average value has been taken for keeping younger participants happier with creative activities and for older participants average yearly spend on computer games. Typical activities they

	would otherwise need to undertake to provide more to do. Creative activities (£6.12 x 52 week) + computer game spend £344pa / 2 = £331
Proxy Source:	http://uk.finance.yahoo.com/news/can-you-put-a-price-on-fun-yes-310-346.html http://uk.finance.yahoo.com/news/the-cost-of-keeping-children-happy-and-entertained-for-hours-6-12.html
Outcome 2: They discover hidden skills.	
What they said:	<ul style="list-style-type: none"> • I've discovered how to design an App. • I learnt how to do new things I didn't realise I could do. • I am starting to understand my keyboard buttons, I couldn't before. • I gained knowledge of Adobe and game development. <p>A teacher also stated those who attend demonstrate organisational skills when completing activities.</p>
Indicator:	The number of children and young people who state they learnt something new and/or gained new knowledge.
Indicator Source:	Participant's questionnaires.
Outcome Quantity:	75
Quantity Source:	25% of stakeholder group report learning something new or gaining knowledge.
Financial Proxy:	167
Rationale:	It is considered that the importance of ICT skills in life are well known whether they are used for future learning, social purposes or employment. This outcome was valued based on what would need to be undertaken to develop these skills had the activity not taken place. The average of 3 courses was taken including 2 basic course and 1 MS Word course as follows £285 + £120 + £95 = £167
Proxy Source:	http://www.kensingtoncollege.co.uk/basic-computer-courses-london.php http://www.learnirect.co.uk/courses/computers-it/microsoft-office/MOS/mos-word http://www.nhc.ac.uk/Courses/leisurecourses.aspx?id=910
Outcome 3: They form friendships with others who are not from their usual social and peer group.	
What they said:	<ul style="list-style-type: none"> • It has made me make friends with other people. • I now know how to connect with boys. • I learnt to play with boys I always play with girls. <p>The Good Childhood Report 2012: A Review of Children's Wellbeing shows that children aged 8-15 rank friends as 4th in order of happiness with 10 aspects of life (Source The Good Childhood Report 2012 A Review of Children's Wellbeing, pg. 14). A full copy of the report can be downloaded from http://www.childrensociety.org.uk/news-views/press-release/key-childrens-</p>

	happiness-revealed-charity-calls-radical-new-approach-childho
Indicator:	Number of children and young people who state they have made new friends and/or now to talk to others from different groups.
Indicator Source:	Participant's questionnaires.
Outcome Quantity:	45
Quantity Source:	15% of stakeholder group report they have made new friends and/or now talk to others.
Financial Proxy:	£207. Engaging in social activities.
Rationale:	The Good Childhood report Pg. 32 shows children who felt relatively socially isolated were four times as likely to have low well-being as those who did not. To avoid social isolation the value of going out and mixing with others by bowling once a month and ordering pizza once a month when friends visit has been used. Bowling (£4.75 x 12) + large pizza (£12.49 x 12) = £206.88
Proxy Source:	http://www.hollywoodbowl.co.uk/our_centres/watford http://dominos.co.uk/
Outcome 4: They feel they have more career prospects.	
What they said:	<ul style="list-style-type: none"> • I now know how to design apps so it will give me an advantage. • I need it for my future career options. • It will help me in later life.
Indicator:	Number of children and young people who state activity will help their career/career prospects in later life.
Indicator Source:	Participant's questionnaires.
Outcome Quantity:	60
Quantity Source:	20% of stakeholder group who state why they would now consider working in the gaming industry.
Financial Proxy:	£3744
Rationale:	Through feeling they have more career prospects it could be the difference between finding employment or being unemployed. Therefore the value used for this outcome is the difference between being unemployed for a year and in receipt of job seekers allowance £56.80 per week x 52 = £2953 and gaining employment on the national minimum wage working 35 hours per week for a year with paid holiday (£3.68ph x35) x 52 = £6697. Difference of the two = £3744
Proxy Source:	https://www.gov.uk/jobseekers-allowance/overview https://www.gov.uk/national-minimum-wage-rates

Outcome 5: They become more confident.	
What they said:	<ul style="list-style-type: none"> • I am now more confident. • I can now go on the computer with no help. • I am now more confident using our home computer. • I don't need to ask what websites I'm allowed to go on. <p>A teacher also stated "Those who were less confident to start with are now more confident".</p>
Indicator:	<p>The number of children and young people who state they are more confident and/or confident enough to undertake a task without the need to ask.</p> <p>Although teachers also observed this change we cannot say how many pupils the teacher refers to therefore these have not been used as an indicator.</p>
Indicator Source:	Participant's questionnaires.
Outcome Quantity:	135
Quantity Source:	45% of stakeholder group who state they are more confident and/or confident enough to undertake a task without the need to ask.
Financial Proxy:	£94 Average of confidence workshops.
Rationale:	Activity they could attend in order to increase or address confidence and belief issues in their own abilities.
Proxy Source:	http://www.lisaparkeslifecoaching.co.uk/superkids/ 2 @ £29.50 = £59 http://glows-coaching.co.uk/confidence/confidence-workshops/ £129

4.7 Mentors – Children & Young People 8-16 “Apps Buddies”

Outcome 6: They feel good about themselves through helping others.	
What they said:	<ul style="list-style-type: none"> • I can help more people, I like helping. • I enjoy it, it feels good helping someone.
Indicator:	Number of mentors who state they feel good and/or like helping people.
Indicator Source:	Mentors questionnaire.
Outcome Quantity:	13
Quantity Source:	66% of stakeholder group who state they feel good and/or like helping people.
Financial Proxy:	£137 Average of 2 self-esteem workshops.
Rationale:	The Mental Health Foundation states that one of the benefits of helping others is improved self-esteem http://www.mentalhealth.org.uk/help-information/mental-health-a-z/A/altruism/ therefore to boost self-esteem without the activity the alternative could be to attend a workshop
Proxy Source:	http://www.successpartnership.com/teen_esteem.phtml £75

	http://www.react2training.co.uk/self-esteem-workshop.html £200
--	----------------------------------------------------------------------------------------------------------------------------------------

4.8 Families.

Outcome 7: Less stressful periods at home.	
What they said:	<ul style="list-style-type: none"> • They argue less he shows his brothers and sisters what he can do on the computer. • It's easier to get him to do his homework, he doesn't argue, he is doing it on the PC now. • He gets less frustrated as he has a better understanding of process and picked up windows 8 naturally.
Indicator:	Number of parents who express less conflict in the home.
Indicator Source:	Families' questionnaire.
Outcome Quantity:	88
Quantity Source:	33% of stakeholder group who express less conflict at home.
Financial Proxy:	£60 Average of 3 typical family activities.
Rationale:	The value of being able to spend time together doing family activities without conflict. The average cost of 3 typical family activities as been used.
Proxy Source:	http://www.zsl.org/zsl-london-zoo/visit/entry-costs-base,1776,AR.html £56.84 family ticket. http://www.altontowers.com/tickets/ £95 family ticket for 4. http://www.nandos.co.uk/restaurantmenu/mains £19.95 2-3 person full platter and 3 soft drinks @£2.45 each = £27.30

5. Impact.

5.1 SROI Filters - Deadweight, Attribution, Displacement and Drop Off.

For each outcome consideration has been given to deadweight, attribution, displacement and drop off in order to ensure that the analysis is both reasonable and realistic.

In some instances existing data gathered from the stakeholder's questionnaires of what they would be doing if weren't at apps club and if they attribute outcomes to other organisations has been used. Where available independent sources have also been used. In some cases an estimated percentage has been applied for outcome and these have been based on the statements outlined below.

Recommendations have been made to explore filters in future analysis.

Detailed information of percentages assigned to each outcome and the rationale follow the statements below.

Deadweight –considers what percentage of the outcome would have happened anyway without this activity.

In estimating this reasonable assumptions were made for each stakeholder group taking into consideration how likely they were to encounter or seek another intervention to provide the same outcome.

Category	Assigned Deadweight (%)
1. The outcome would not have occurred without the activity	0%
2. The outcome would have occurred but only to a limited extent	25%
3. The outcome would have occurred in part anyway	50%
4. The outcome would have occurred mostly anyway	75%
5. The outcome occurred anyway	100%

Attribution – considers what percentage others contribute to achieving the outcome.

The questionnaires showed that a variety of sport, dance and drama clubs attributed to the outcome and this data was used when assigning a percentage to a number of outcomes. Where data was not available reasonable estimates were made based on how likely the stakeholder would receive some form of intervention from others.

Category	Assigned Attribution (%)
1. The outcome is completely a result of the activity and no other programmes or organisations contributed	0%
2. Other organisations and people have some minor role to play in generating the outcome	25%
3. Other organisations and people have a role to play in generating the outcome to some extent	50%
4. Other organisations and people have a significant role to play in generating the outcome	75%
5. The outcome is completely a result of other people or organisations	100%

Displacement – considers has the outcome simply been moved elsewhere rather than actually changed and if so by how much.

It was considered that the outcomes did not cause displacement

Category	Assigned Displacement (%)
1. The outcome did not displace another outcome	0%
2. The outcome displaced another outcome to a limited extent	25%
3. The outcome partially displaced another outcome	50%
4. The outcome displaced another outcome to a significant extent	75%
5. The outcome completely displaced another outcome	100%

Drop Off – In future years, the amount of outcome is likely to be less or, if the same will be more likely to be influenced by other factors, so attribution to the organisation and activity is lower. This percentage takes this into consideration.

Category	Assigned Drop Off (%)
1. The outcome lasts for the whole period of time assigned to it	0%
2. The outcome drops off by 25% per year from year 2 on	25%
3. The outcome drops off by 50% per year from year 2 on	50%
4. The outcome drops off by 75% per year from year 2 on	75%
5. The outcome drops off completely by the end of the time period	100%

5.2 SROI Filters -Percentages Applied and Rationale.

Outcome 1: They Feel Happier From Having More To Do.	
Deadweight description:	50% of the outcome would have occurred in part anyway.
Rationale:	This age group will be exposed to a number of experiences and activities and as such the outcome is likely to occur in part anyway.
Attribution description:	30% of the outcome has been attributed to other organisations such as sport, dance and drama clubs.
Rationale:	Other clubs also provide something else to do of which 30% of children and young people state other clubs they attend makes them feel happier.
Displacement description:	0% It is estimated that the outcome did not displace another outcome.
Rationale:	It is estimated that this outcome has not been moved elsewhere.
Drop- off period:	It is estimated that the outcome drops off by 75% per year from year 2 on.
Rationale:	A number of factors in daily life, positive and negative will influence and affect the stakeholder at some point and to some extent after the activity has ceased. It was considered therefore that the activity could not directly contribute to the outcome for a longer time period or greater impact.
Outcome 2: They Discover Hidden Skills.	
Deadweight description:	50% of the outcome would have occurred in part anyway.
Rationale:	In general day to day life this age group will be exposed to (whether individually or through others) various experiences and/or activities some of which they will explore and will lead to the discovery of hidden skill. As such it is suggested this outcome is likely to occur in part anyway.
Attribution description:	72% Other organisations and people have a significant role to play in generating the outcome.
Rationale:	The Good Child Report (Pg. 36 Table 7 http://www.childrenssociety.org.uk/news-views/press-release/key-childrens-happiness-revealed-charity-calls-radical-new-approach-childho) states that 72% of children agreed they learnt a lot at school. Therefore as the outcome indicator is the number of children and young people who state they learnt something new and/or gained new knowledge this percentage has been attributed due to the role schools and teachers will play in generating this outcome.
Displacement description:	0% It is estimated that the outcome did not displace another outcome.
Rationale:	It is estimated that this outcome has not been moved elsewhere.
Drop- off period:	The outcome drops off by 50% per year from year 2 on.
Rationale:	From discovering hidden talents children and young people develop a “can do attitude” and therefore will continue to an extent to learn and discover new talents/skills for longer than the initial intervention.

Outcome 3: They Form Friendships with Others Who Are Not From Their Usual Social Group.

Deadweight description:	25% The outcome would have occurred but only to a limited extent.
Rationale:	Whilst it is accepted that children and young people will make friends anyway some do not find this easy and others will stay within their usual social group. It is estimated that forming friendships outside of their usual peer and/or social group would only happen to a limited extent.
Attribution description:	20% of the outcome has been attributed to other organisations such as sport, dance and drama clubs.
Rationale:	This percentage of children and young people have stated that attending other clubs has also resulted in them forming friendships.
Displacement description:	0% It is estimated that the outcome did not displace another outcome.
Rationale:	It is estimated that this outcome has not been moved elsewhere.
Drop- off period:	The outcome drops off by 50% per year from year 2 on
Rationale:	Some friendships formed will continue beyond the initial intervention but due to the age range of the children and young people some will falter possibly as a result of different life choices/paths as they progress through school.

Outcome 4: They Feel They Have More Career Prospects.

Deadweight description:	75% of the outcome would have occurred mostly anyway
Rationale:	Many of the children and young people will at some stage consider career prospects and will be influenced by a number of factors including their own abilities that will lead to the feeling that they have more career prospects.
Attribution description:	75% of other organisations and people have a significant role to play in generating the outcome.
Rationale:	Schools, career guidance counsellors and parents will play a large role in assisting children and young people to have more career prospects perhaps through helping select the correct study path, providing support and inspiration.
Displacement description:	0% It is estimated that the outcome did not displace another outcome.
Rationale:	It is estimated that this outcome has not been moved elsewhere.
Drop- off period:	This outcome duration is one year therefore there is no drop off.
Rationale:	Due to the age range of the children and young people, the influences and factors they will experience in daily life and the unknown job market when they leave school outcome may not extend beyond a year.

Outcome 5: They Become More Confident.	
Deadweight description:	50% The outcome would have occurred in part anyway.
Rationale:	Some children and young people will become more confident to act independently without the need for instruction as they grow up, other may require constant re assurance in order to feel confident, therefore this outcome would have happened in part.
Attribution description:	50% Other organisations and people have a role to play in generating the outcome to some extent
Rationale:	Some teachers, parents and other activities will all play a role in achieving this outcome whether through providing encouragement, guidance, support or allowing the children and young people to undertake tasks without help. It is estimated this will happen to some extent.
Displacement description:	0% It is estimated that the outcome did not displace another outcome.
Rationale:	It is estimated that this outcome has not been moved elsewhere.
Drop- off period:	It is estimated that the outcome drops off by 75% per year from year 2 on
Rationale:	Children and young people will have both positive and negative experiences throughout daily life which will affect their confidence. It is estimated in the absence of future data that the activity could not directly contribute to the outcome for a longer time period or greater impact.
Outcome 6: They Feel About Themselves Through Helping Others.	
Deadweight description:	50% of the outcome would have occurred in part anyway.
Rationale:	Within this age range and group there are likely to be those with a “helpful nature” who already help others whether a parents, sibling, friends or teachers. They may also be asked for help or in a situation where it is necessary to provide help. It is estimated therefore that this outcome would have occurred in part.
Attribution description:	50% of other organisations and people have a role to play in generating the outcome to some extent
Rationale:	Others including clubs, schools, teachers, parents, friends etc. will play a role in encouraging a helpful attitude leading to someone feeling good about themselves therefore it is estimated they will generate this outcome to some extent.
Displacement description:	0% It is estimated that the outcome did not displace another outcome.
Rationale:	It is estimated that this outcome has not been moved elsewhere.
Drop- off period:	It is estimated that the outcome drops off by 75% per year from year 2 on
Rationale:	The individual may not be given the opportunity to help others or may go on to help at other organisations such as regular volunteering, therefore in the absence of future data it was considered the activity could not directly contribute to the outcome for a longer time period or greater impact.

Outcome 7: Less Stressful Periods at Home.	
Deadweight description:	50% of the outcome would have occurred in part anyway.
Rationale:	It was estimated that this outcome would have occurred in part anyway due to parental intervention.
Attribution description:	75% Other organisations and people have a significant role to play in generating the outcome
Rationale:	This is estimated based on the majority of family and extended family members playing a role in achieving this outcome.
Displacement description:	0% It is estimated that the outcome did not displace another outcome.
Rationale:	It is estimated that this outcome has not been moved elsewhere.
Drop- off period:	This outcome duration is one year therefore there is no drop off.
Rationale:	Typical day to day family life will experience a number of changes both positive and negative and outside factors will influence this outcome.

5.3 Impact Calculation.

To calculate the impact each outcome as shown on the impact map is taken in turn, the value of change for that outcome is multiplied by its outcome quantity then minus any deadweight, displacement and attribution.

Total impact is the combined figure of the total for each outcome.

The total impact at the end of this period of analysis is valued at **£37,940**. For details of the impact per outcome please refer to the impact map.

6. Social Return Calculation.

In calculating the social return on investment ratio a number of steps take place which include projecting the value of all the outcomes this activity achieved into the future and calculating the net present value. These calculations and the social return ratio are outlined below but for full details please refer to the Cabinet Office Sponsored Guide to SROI.

6.1 Projecting into the future.

The value of the impact for each outcome is set for one time period, in this case a year. However it is estimated that some of the outcomes from the activity in this analysis will last beyond a year, although it is likely to be less or as result of others.

Therefore the impact value for each outcome has been projected over future years and totalled, then reduced by the allocation of drop off.

6.2 Calculating the net present value.

By projecting value into the future it is necessary to take into account that the monetary value may be less. Therefore discounting is applied to values that have been projected for longer than a year using a discount rate of 3.5%. This discount rate is the basic rate recommended in HM Treasury's Green Book for public funds.

6.3 Social Return.

The SROI ratio is calculated by dividing the discounted value of benefits by the total investment.

$$\text{SROI} = \frac{\text{Total Present Value}}{\text{Total Value of Inputs.}}$$

For this forecast analysis the return ratio is:

$$\frac{\pounds 43,794}{\pounds 9,569} = 4.58:1$$

This is the normal way of presenting social return and the overall figure produced by this analysis.

This means that this analysis estimates that for every pound invested in Excite-ed CIC activities there is £4.58 of social value created.

However, if you invest money, in a savings account for example, you would normally deduct the initial investment from the final figure in your account to consider the return on your money. This is the net return. So, if the initial investment (the total inputs) is deducted from the present value to give the net present value and then divide that by the value of the inputs, the net social return for this analysis will be as follows:

$$\frac{\pounds 43,794 - \pounds 9,569}{\pounds 9,569} = 3.58:1$$

This means for every pound of investment a social value of £3.58 will be created.

6.4 Sensitivity Analysis.

In forecasting this analysis it has been necessary to make a number of estimates. Where possible these have been based on existing data and independent sources and it is recommended that these are revisited in future to be tested and verified.

The sensitivity analysis tests to what extent the results would change if different assumptions and or estimates were made. The aim is to consider which have the greatest effect if changes were made to:

- Estimates of deadweight, attribution and drop off.
- Financial proxies.
- The quantity of the outcome.
- The value of inputs, where non-financial inputs have been valued.

Outcomes

Two of the outcomes, “they feel good about themselves through helping others” and “less stressful periods at home” show reasonably low values and excluding these would only marginally change the SROI to £6.30. However these have been included as change was stated by the stakeholders and therefore deemed to be significant.

Outcomes Excluded, What happens if they were included?

The families’ questionnaire stated that the child or young person was more willing or enjoyed going to school. This could lead to an increase in school attendance and as such an outcome for the school. However there is no supporting evidence from the school or teachers to support this change. It is recommended that school attendance data is collected for those who attend apps club at the start of term and again at the end of term to see what if any changes have occurred.

This excluded school outcome is shown in the table below.

<i>School Outcome : Pupils willingness to attend school improves.</i>	
What they said:	Parents: <ul style="list-style-type: none"> • He enjoys going to school more. • His willingness to attend school has improved.
Indicator:	Number of parents who have noticed the child or young person’s willingness and/or enjoy going to school has improved.
Indicator Source:	Questionnaire from.
Outcome Quantity:	1
Quantity Source:	25% of parents report participant more willing to attend school. Therefore equates to 25% of total schools in analysis.
Financial Proxy:	£1059 Cost of educational welfare services per annum.

Rationale:	Pupils' attendance forms part of an Ofsted risk analysis (Source: The frame work for school inspection pg. 10 http://www.ofsted.gov.uk/resources/framework-for-school-inspection) and therefore will affect a schools Ofsted Rating. Persistent truants (absent for 5 weeks or more) represent 2% of total school population (Source NPC; Misspent Youth Report pg. 18 http://www.thinknpc.org/publications/misspent-youth/) and require additional educational services. Based on these statistics 2% of the 326 participants and mentors are at risk of becoming persistent truants. (2% of 326 = 6) spread equally across 4 schools this equates to 1.5 persistent truants per school. The cost to education welfare services is £706 per pupil. Therefore £706 + (£706/2) =£1059.
Proxy Source:	Pg. 16 http://www.thinknpc.org/publications/misspent-youth/

If this outcome were included and assuming duration 2 years ,deadweight 25% , attribution and drop off 50% the SROI would not significantly change. However if an alternative financial proxy were used such as the yearly cost of pupil referral unit per pupil³ £14,664 the SROI increases to £7.11. The stakeholder will also need to be consulted to determine the value of this outcome to them.

It may be considered that an increase in attendance leads to higher attainment and this should be explored with schools for future analysis to discover if this is the case.

If higher attainment was also included using the data in the table below with 2 year duration, deadweight 25%, attribution and drop off 50% and displacement 25%, as the financial proxy value may move a resource elsewhere, the SROI increases to £8.35.

<i>School Outcome: Higher attainment.</i>	
Indicator:	Number reporting improvement in school work.
Indicator Source:	School data
Outcome Quantity:	2
Quantity Source:	Two schools report increase as a result of the activity.
Financial Proxy:	Teaching Assistants @ £17,000 Per Annum each.
Proxy Source:	IDS Pay Benchmark Publication
Rationale:	Low achievers require additional support and therefore it was felt the value of this outcome was equivalent to the cost of additional teaching support needed to bring pupils in line with their peers and/or become higher achievers.

³ Source NPC Misspent Youth: the cost of truancy and exclusion.
<http://www.thinknpc.org/publications/misspent-youth/>

Financial Proxies, Outcome Quantities & Filters.

For some of the outcomes included in this analysis alternative financial proxies were considered and these are detailed below. Additionally where outcomes are sensitive the attribution, deadweight, drop off and outcome quantity has been explored, this is also detailed below and in each instance shows the effect to the SROI ratio.

Outcome	What changes	Data used in analysis	Alternative data	Effect to SROI
Discover hidden skills.	Financial proxy	£167 average of 3 basic computer courses.	£1560 the education maintenance allowance for a year to remain in school ⁴ .	6.7:1
	Outcome quantity	75	30	4.4:1
	Attribution	72% based on independent source.	50%	4.7:1
	Deadweight	50%	25%	4.7:1
75%			4.4:1	
They feel they have more career prospects.	Financial proxy	£3744 difference between yearly salary on minimum wage and year claiming job seekers allowance.	£2200 overseas volunteer placement. ⁵	4:1
			£25200 The wages scar of unemployment at a minimum of £1800 per annum until aged 30 ⁶ .	12.7:1
Form Friendships	Outcome Quantity	45	120	7.6:1

Duration of outcomes has also been considered and in increasing each of these by one year SROI increases to £7.40 reducing all to 1 year reduces it to £5.00.

Inputs

It is not known whether schools which will offer apps clubs later in the year will charge participants, therefore a token fee of £1.50 per participant per week has been included in this forecast as stated in the input section of this report. The following table shows two scenarios of what happens if this input changes.

⁴ Getting back on track (New Philanthropy Capital) P12 <http://www.thinknpc.org/publications/young-people-not-in-employment-education-or-training/>

⁵ Lattitude Global Volunteering <http://www.lattitude.org.uk/lattitude-information/a-look-at-the-costs/>

⁶ Source Youth Unemployment: the crisis we cannot afford. AVECO. http://www.cesi.org.uk/sites/default/files/event_downloads/ACEVO_report.pdf

Description	Input	Effect to SROI
Future schools decide not to charge leaving just the one school which is known to charge.	£6097	6:1
Both future schools decide to charge more than the token £1.50. Increasing it to £3 per participant per week.	£10387	3.7:1

Summary

Based on the above information this shows the lowest SROI value of 3.7:1 and the highest of 12.7:1. On average the SROI value is between 4:1 and 7:1.

In assigning outcome quantities, SROI filters and financial proxies in this report care has been taken to be cautious in order to produce a realistic analysis and not over claim.

7. Verify the Result.

This forecast social return on investment report has been reviewed by the directors at various stages.

Once the report has been assured by The SROI Network it will be shared with stakeholder groups who took part in this analysis and made available to other interested parties as is necessary for example funders.

Recommendations.

The aim of this report has been to forecast and demonstrate the benefit and value that Excite-ed CIC apps clubs provide to those who take part and others.

Whilst this is a forecast analysis it is hoped that the responses received to the questionnaire demonstrate the benefits achieved.

In order to revisit, test this forecast and in future produce an evaluative analysis the following recommendations are made.

- Where stakeholders have been excluded these should be reviewed in future analysis as they may start to experience change.
- Stakeholders should be involved and consulted at the start of the activity and at the end to understand and discover what changes for them and to what extent, if the activity is lasting a number of weeks it is also beneficial to involve them during. The results of this involvement should be recorded to show the journey of change from how they feel at the start, what they hope to gain and ultimately what has changed for them as a result of the activity. The questionnaires in appendix 3 will be useful to provide to a benchmark however open dialogue through focus group activity should also take place in order to fully understand the changes and capture any unintended or negative outcomes.
- Through the focus groups mentioned above it will also be possible to determine what value stakeholders place on the outcome, how much would have happened anyway and how much they attribute to apps club or others.
- Stakeholders will also need to be consulted in years to come to identify duration and if the outcome can still be attributed to apps club.
- Tools which measure the extent that an outcome is experienced will need to be developed and used such as OutcomeStar™ along with systems to record the information gathered. As mentioned in the above points information must be gathered at the start and end of the activity.
- Particular attention should be paid to engaging with the older pupils 12-16 years in order to understand any differences between the age groups.
- Whilst parents responses to the questionnaire indicate that school attendance may increase this will need to be confirmed with schools during consultations with them. As mentioned above an open discussion will need to take place to understand what changes the school experiences but they should also be able to provide data such as attendance rates of those involved in apps clubs before and after and how long this continues. They will also be able to state what value this has for them. Additionally other outcomes may be discovered such as higher attainment.

- Parent engagement should be encouraged and it may be necessary to obtain information in small quantities but frequently, perhaps when they are picking up child or at parents evenings. Parents will be able to advise what changes for them. Again they can also value these outcomes, the duration and how much is a result of apps club.
- All outcomes, values and proxies, duration and filters used should be tested with each stakeholder group for each outcome. I.e. is this how they value the outcome? What is it worth to them?
- Input data is already collected to a large extent and it will be necessary to also record how many pupils and mentors attend each term and what fee if any they pay each week.
- This report should be made available and shared with stakeholders, funders and to promote Excite-ed where appropriate and as is necessary.

Appendix 2. Stakeholder Questionnaires.

Teacher and School Apps Club Questionnaire.

N.B these have been completed by teachers who deliver apps club.

1) Have you been up-skilled by Excite-ed in the delivery of apps clubs and the gaming industry?

Yes No partially (please specify).....

.....

If you answered yes or partially has this resulted in anything changing personally for you, please specify.

.....

2) How confident are you in the use of apps and online gaming?

Not at all Slightly Very Confident Extremely Confident

3) Have any of the following changed for you personally since being up skilled or running apps clubs?

Improved Confidence Improved Job Satisfaction Improved Self Esteem

Improved Wellbeing Improved Teacher/Pupil Communication

Please state why.....

Other (please specify).....

Less Confident Reduced Job Satisfaction Lower Self Esteem

Reduced Wellbeing Deterioration in Teacher/Pupil Communication

Please state why

Other (please specify).....

4)Have you noticed any of the following in students who attend apps club?

Communication between different student social groups outside of apps club....

Improves Remains the Same Deteriorates Not Sure

Pupils understanding of others

Improves Remains the Same Deteriorates Not Sure

Pupil's confidence

Improves Remains the Same Deteriorates Not Sure

Reduced conflict amongst students

Improves Remains the Same Deteriorates Not Sure

Class participation

Improves Remains the Same Deteriorates Not Sure

School attendance.....

Improves Remains the Same Deteriorates Not Sure

Student School Work.....

Improves Remains the Same Deteriorates Not Sure

Confidence to confide in teachers re bullying, social issues

Improves Remains the Same Deteriorates Not Sure

Incidences of bullying.....

Improves Remains the Same Deteriorates Not Sure

Please state any other changes you have noticed as a result of apps club...

Positive.....
.....
.....

Negative
.....
.....

5) Please add anything else, either positive or negative that you think has happened to you or changed for you since you started running apps club.

.....
.....

Family Apps Club Questionnaire.

1) Do you have more than one child attending apps club?

Yes please state how many.....

No

2) Have you noticed any of the following changes in behaviour since apps club? (if you have more than one child at apps club and the changes are different for each please use additional sheet, see appendix A)

Communication between different groups of friends

Improves Remains the Same Deteriorates Not Sure

Understanding/awareness of others

Improves Remains the Same Deteriorates Not Sure

Confidence

Improves Remains the Same Deteriorates Not Sure

Conflict amongst peers/siblings.....

Improves Remains the Same Deteriorates Not Sure

Willingness to participate.....

Improves Remains the Same Deteriorates Not Sure

Willingness to attend school

Improves Remains the Same Deteriorates Not Sure

School Work/Homework.....

Improves Remains the Same Deteriorates Not Sure

Please state any other changes you have noticed as a result of apps club....

Positive.....
.....

Negative

3) Have you noticed any changes at home for either yourself or other household members since apps club? i.e. less conflict, less stress etc.

Positive.....
.....

Negative

4) Thinking of your answers to question 3 what has been the result of the changes? i.e. wellbeing, self-esteem, less/more visits to GP or outside intervention from counsellors etc.

Positive.....
.....

Negative
.....
.....

5)Is there anything else, either positive or negative that you wish to add?

.....
.....

Appendix A

Communication between different groups of friends

Improves Remains the Same Deteriorates Not Sure

Understanding/awareness of others

Improves Remains the Same Deteriorates Not Sure

Confidence

Improves Remains the Same Deteriorates Not Sure

Conflict amongst peers/siblings.....

Improves Remains the Same Deteriorates Not Sure

Willingness to participate.....

Improves Remains the Same Deteriorates Not Sure

Willingness to attend school

Improves Remains the Same Deteriorates Not Sure

School Work/Homework.....

Improves Remains the Same Deteriorates Not Sure

Please state any other changes you have noticed as a result of apps club...

Positive.....
.....

Negative
.....
.....

Apps Club Mentors Questionnaire.

You should complete this alone or with a teacher/parent if you prefer. However the answers must be what you think not the teacher, parent or friends.

1) Male Female

2) Age:-

3) Are you also an attendee at apps club as well as a mentor?

Yes

No

4) How often do you attend apps clubs? (Please only tick one box)

Every Week (unless I am ill or on holiday)

Every Two Weeks

Only when I feel like it

Other (please specify).....

.....

Please answer the following questions on how you feel now, not how you used to feel or how you want to feel. There is no right or wrong answer so please be honest. Remember if you do not want to hand this back to your teacher you can send it direct to me at

Confidence

5) Are you confident being you? (Please read all options below first then select only one which best describes you)

I. No. I feel unsure about myself.

II. Not sure, wish I was happy being me and don't know why I'm not.

III. I try to be happy being me. Often I don't say what I think especially if others say something different.

IV. Mostly I'm happy being me. If I'm with people who know me or it's something I know I'm good at.

V. Yes I'm always happy being me and wouldn't want to be like anyone else. I always tell others what I think even if they don't agree with me and I like to try new things.

Improved Relationships.

6) How much do you understand how your actions, guidance, choices and decisions affect you and others? (Please read all options below first then select only one which best describes you)

- I. I'm not interested in what happens to others as long as they do what I tell them and it doesn't affect me.
- II. I know my actions affect others but there is nothing I can do about it.
- III. I try to understand how what I tell someone or what I do will affect those around me and I try to think how they may react.
- IV. I know that what I say and how I say it or what I do and how I do it, will affect others, so I try to think of the best way so that everyone is happy and feels good.
- V. I always think of the various options available before I speak or act so that a stressful situation is avoided and everyone is happy and feels good.

Self Esteem.

7) How do you feel about what you do and what others think of you? (Please read all options below first then select only one which best describes you)

- I. I always feel that everything I do is never good enough, it doesn't matter as no one cares and I believe the negative things other say about me are true.
- II. I wish I felt that everything I do is good enough, but I don't know how to or who can help. I also try not to let the negative things others say get to me.
- III. I feel that some of the things I do are good enough and I try not to believe the negative things other say about me.
- IV. I feel most of the things I do are good enough and I do not believe the negative things others say about me.
- V. I feel that as long as I have done the best I can and not given up what I do is good enough. I don't believe or listen to the negative things other say, that's their opinion not mine.

Wellbeing.

8) How do you feel physically and emotionally? Lack energy, worried about things. (Please read all options below first then select only one which best describes you)

- I. I feel fed up all the time but there is nothing I can do about it.
- II. I want to feel better but don't know how to.
- III. I've started to do things to help like apps club, sports, eating properly and sleeping well.
- IV. Most of the time I feel ok.
- V. I feel good nearly every day and know when I am fed it up that it won't last.

Personal Achievement.

9) How do you feel about reaching your full potential at school?

- I. I feel I'll never amount to anything so what is the point in trying.
- II. I feel I could try harder to achieve more but I don't know how.
- III. Sometimes I set goals for myself but still find it difficult to work out how to achieve them.
- IV. I often set goals for myself and do my best to achieve them. Most of the time I achieve my goal and I'm doing ok.
- V. I always set goals for myself and work out how I'm going to achieve them or who could help me. I'm doing really well.

10) Has apps club helped you to improve any of the following? (Please tick as many as apply)

- Feel More Confident Feel Healthier Improved Self Esteem
- Understanding Others Get on better with others
- Acceptance of Others Make new friends Easier to talk to other
- Comfortable in mixed groups (race, social standing, age etc.)
- Feel happier at school Concentration Not afraid to try new things

11) What other clubs do you currently attend?

.....

12) Have any of the clubs you listed above also helped you with any of the following? (Please tick as many as apply)

- Feel More Confident Feel Healthier Improved Self Esteem
- Understanding Others Get on better with others
- Acceptance of Others Make new friends Easier to talk to other
- Comfortable in mixed groups (race, social standing, age etc.)
- Feel happier at school Concentration Not afraid to try new things

13) What would you be doing if you weren't at apps club?

.....

14) What difference has apps club made to you?

.....

15) What has changed for you since you started mentoring?

Positive.....
.....

Negative.....
.....

16) Has your social group widened since you started apps clubs?

Yes No

17) What can you do now that you couldn't do before you went to apps club? (This may not be related to online gaming/apps)

.....

18) Why is this important to you?

.....

19) Would you like to work in the gaming industry?

Yes No (If no end)

20) Do you think apps club will help you with this? If yes describe how.

Yes Describe why.....

.....

No Describe why.....

.....

21) Please add anything else, either negative or positive that you think has happened to you or changed for you since you started apps club.

.....

.....

.....

Participants Apps Club Questionnaire.12-16yrs

You should complete this alone or with a teacher/parent if you prefer. However the answers must be what you think not the teacher or parent.

1) Male Female 2) Age:-

3) How often do you attend apps clubs? (Please only tick one box)

Every Week (unless I am ill or on holiday)

Every Two Weeks

Only when I feel like it

Other (please specify).....

Please answer the following questions on how you feel now, not how you used to feel or how you want to feel. There is no right or wrong answer so please be honest. Remember if you do not want to hand this back to your teacher you can send it direct to me at

Confidence.

4) Are you confident being you? (Please read all options below first then select only one which best describes you)

VI. No. I feel unsure about myself.

VII. Not sure, wish I was happy being me and don't know why I'm not.

VIII. I try to be happy being me. Often I don't say what I think especially if others say something different.

IX. Mostly I'm happy being me. If I'm with people who know me or it's something I know I'm good at.

X. Yes I'm always happy being me and wouldn't want to be like anyone else. I always tell others what I think even if they don't agree with me and I like to try new things.

Improved Relationships.

5) How much do you understand and accept other people for who they are? (Please read all options below first then select only one which best describes you)

VI. I'm not interested in others, they don't concern me.

VII. I know everyone has different social identities and like different things but I don't understand them or see how that affects me.

VIII. I try to understand that what someone looks like, their social identity, their values and beliefs doesn't make them a bad person, but I still don't want to be seen with them.

IX. I don't mind spending time with someone who has a different social identity, values and beliefs to me, providing I'm not with my usual group of friends.

X. I don't mind spending time with someone who has a different social identity, values and beliefs to me and I'm not ashamed to be seen with them.

Personal Achievement.

6) How do you feel about reaching your full potential at school?

- VI. I feel I'll never amount to anything so what is the point in trying.
- VII. I feel I could try harder to achieve more but I don't know how.
- VIII. Sometimes I set goals for myself but still find it difficult to work out how to achieve them.
- IX. I often set goals for myself and do my best to achieve them. Most of the time I achieve my goal and I'm doing ok.
- X. I always set goals for myself and work out how I'm going to achieve them or who could help me. I'm doing really well.

Self Esteem.

7) How do you feel about what you do and what others think of you? (Please read all options below first then select only one which best describes you)

- VI. I always feel that everything I do is never good enough, it doesn't matter as no one cares and I believe the negative things other say about me are true.
- VII. I wish I felt that everything I do is good enough, but I don't know how to or who can help. I also try not to let the negative things others say get to me.
- VIII. I feel that some of the things I do are good enough and I try not to believe the negative things other say about me.
- IX. I feel most of the things I do are good enough and I do not believe the negative things others say about me.
- X. I feel that as long as I have done the best I can and not given up what I do is good enough. I don't believe or listen to the negative things other say, that's their opinion not mine.

8) How do you feel physically and emotionally? Lack energy, worried about things. (Please read all options below first then select only one which best describes you)

- VI. I feel fed up all the time but there is nothing I can do about it.
- VII. I want to feel better but don't know how to.
- VIII. I've started to do things to help like apps club, sports, eating properly and sleeping well.
- IX. Most of the time I feel ok.
- X. I feel good nearly every day and know when I am fed up that it won't last.

9) Has apps club made you feel (Please tick as many as apply)

- Good about yourself Healthier Happier
- Improved Understanding Others You get on better with others
- You Accept Others Easier to make new friends Easier to talk to other
- Comfortable in mixed groups (race, social standing, age etc.)
- Happier at school Concentration improved Not afraid to try new things
- Awkward around others Unhappy Unhealthy Less confident
- Other (Please specify)

10) What other clubs do you currently attend?

.....

11) Have any of the clubs you listed above in question 10 also made you feel (Please tick as many as apply)

- Good about yourself Healthier Happier
- Improved Understanding Others You get on better with others
- You Accept Others Easier to make new friends Easier to talk to other
- Comfortable in mixed groups (race, social standing, age etc.)
- Happier at school Concentration improved Not afraid to try new things
- Awkward around others Unhappy Unhealthy Less confident
- Other (Please specify)

12) What would you be doing if you weren't at apps club?

.....
.....

13) What difference has apps club made to you?

.....
.....

14) What has changed for you since you started apps club?

Positive.....
.....

Negative.....
.....

15) Has your social group widened since you started apps clubs?

- Yes No

16) **What can do now you that you couldn't do before you went to apps club? (This may not be related to online gaming/apps)**

.....

17) **Why is this important to you?**

.....

18) **Would you like to work in the gaming industry?**

Yes No (If no end)

19) **Do you think apps club will help you with this? If yes describe how.**

Yes Describe why.....

.....

No Describe why.....

.....

20) **Please add anything else, either negative or positive that you think has happened to you or changed for you since you started apps club.**

.....

.....

.....

Participants Apps Club Questionnaire.8-11yrs

You should complete this alone or with a teacher/parent if you prefer. However the answers must be what you think and feel not the teachers, parents or friends.

1) Male Female

2) Age:-

3) How often do you attend apps clubs? (Please only tick one box)

Every Week (unless I am ill or on holiday)

Every Two Weeks

Only when I feel like it

Other (please specify).....

Please answer the following questions on how you feel now, not how you used to feel or how you want to feel. There is no right or wrong answer so please be honest. Remember if you do not want to hand this back to your teacher you can send it direct to me at

Confidence

4) Are you happy being you? (Please read all options below first then select only one which best describes you)

XI. No. I feel unsure about myself.

XII. Not sure,wish I was happy being me and don't know why I'm not.

XIII. I try to be happy being me. Often I don't say what I think especially if others say something different.

XIV. Mostly I'm happy being me. If I'm with people who know me or it's something I know I'm good at.

XV. Yes I'm always happy being me and wouldn't want to be like anyone else. I always tell others what I think even if they don't agree with me and I like to try new things.

Improved Relationships

5) How much do you understand and accept other people for who they are? (Please read all options below first then select only one which best describes you)

XI. I'm not interested in others, they don't concern me.

XII. I know everyone dresses differently and likes different things but I don't understand them or see how that affects me.

XIII. I try to understand that what someone likes or wears doesn't matter, but I still don't want to be seen with them.

XIV. I don't mind spending time with someone who likes different things or dresses differently to me, providing I'm not with my usual group of friends.

XV. I don't mind what someone likes or wears, as long as I like them I'll introduce them to all my friends.

Personal Achievement.

6) How do you feel about reaching your full potential at school?

- XI. I feel I'll never amount to anything so what is the point in trying.
- XII. I feel I could try harder to achieve more but I don't know how.
- XIII. Sometimes I set goals for myself but still find it difficult to work out how to achieve them.
- XIV. I often set goals for myself and do my best to achieve them. Most of the time I achieve my goal and I'm doing ok.
- XV. I always set goals for myself and work out how I'm going to achieve them or who could help me. I'm doing really well.

Self Esteem.

7) How do you feel about you? (Please read all options below first then select only one which best describes you)

- XI. I always feel that everything I do is never good enough, it doesn't matter as no one cares and I believe the negative things other say about me are true.
- XII. I wish I felt that everything I do is good enough, but I don't know how to or who can help. I also try not to let the negative things others say get to me.
- XIII. I feel that some of the things I do are good enough and I try not to believe the negative things other say about me.
- XIV. I feel most of the things I do are good enough and I do not believe the negative things others say about me.
- XV. I feel that as long as I have done the best I can and not given up what I do is good enough. I don't believe or listen to the negative things other say, that's their opinion not mine.

Wellbeing.

8) How do you feel physically and emotionally? Lack energy, worried about things. (Please read all options below first then select only one which best describes you)

- XI. I feel fed up all the time but there is nothing I can do about it.
- XII. I want to feel better but don't know how to.
- XIII. I've started to do things to help like apps club, sports, eating properly and sleeping well.
- XIV. Most of the time I feel ok.
- XV. I feel good nearly every day and know when I am fed up that it won't last.

9) Has apps club made you feel (Please tick as many as apply)

- Good about yourself Healthier Happier
- Improved Understanding Others You get on better with others
- You Accept Others Easier to make new friends Easier to talk to other
- Comfortable in mixed groups (race, social standing, age etc.)
- Happier at school Concentration improved Not afraid to try new things
- Awkward around others Unhappy Unhealthy Less confident
- Other (Please specify)

10)What other clubs do you currently attend?

.....
.....

11) Have any of the clubs you listed above in question 10 also made you feel..... (Please tick as many as apply)

- Good about yourself Healthier Happier
- Improved Understanding Others You get on better with others
- You Accept Others Easier to make new friends Easier to talk to other
- Comfortable in mixed groups (race, social standing, age etc.)
- Happier at school Concentration improved Not afraid to try new things
- Awkward around others Unhappy Unhealthy Less confident
- Other (Please specify)

12) What would you be doing if you weren't at apps club?

.....

13) What difference has apps club made to you?

.....

14) What has changed for you since you started apps club?

Good

Bad

15) Have you made new friends since you started apps clubs?

- Yes No

16) What can you do now that you couldn't do before you went to apps club? (This may not be related to online gaming/apps)

.....

17) **Why is this important to you?**

.....

18) **Would you like to work in the gaming industry?**

Yes No (If no end)

19) **Do you think apps club will help you with this? If yes describe how.**

Yes Describe why.....

.....

No Describe why.....

.....

20) **Please add anything else, either good or bad that you think has happened to you or changed for you since you started apps club.**

.....

.....

.....

Appendix 3. The Shield.

<p>We are empowering adults and inspiring children and young people to access together the design and development of online games and apps in an exciting, innovative and supportive way.</p>	<p><i>Working with schools, teachers, parents, children and young people aged between 7-16.</i></p>
<p>In order to encourage cohesion amongst young people leading to improved wellbeing, confidence, motivation and healthier relationships.</p>	<p>In a way that uses appealing popular methodology of game play and design as a catalyst to explore and address social issues, stimulate peer discussions and encourage working with others</p>

Mission Statement.

We are empowering adults and inspiring children and young people to access together the design and development of online games and apps in an exciting, innovative and supportive way. Working with schools, teachers, parents and young people aged 7-16 in a way which uses game play and design to explore social issues in order to encourage working with others and stimulate peer discussions, leading to improved cohesion amongst young people, wellbeing, confidence, motivation and healthier relationships.

We are			
“Appspirational” (Inspirational)	Empowering	Motivational	Creative
Exciting	Fun	Helpful	Supportive
Bridging a Gap (between industry & education)	Educational	Engaging	Collaborative
Reflective	Effective	Reliable	Professional
Facilitators	Consultative	Using popularity of the mobile apps	Developing mobile apps.
Innovative	Access together design and development of online games		
Key words/ phrases:	Empowering Innovative Exciting & Fun Supporting Access Design and Development of Online Games.		
Key sentence:	We are empowering adults and inspiring children and young people to access together the design and development of online games and apps in an exciting, innovative and supportive way.		
Working with			
Teachers	Classroom Assistants	Schools	Education Centres
Online Media	North Stevenage Schools Company	Children & Young People aged between 7 – 16.	Mentors/ App Buddies ⁷ aged between 8-16.
Parents	Industry Professional ⁸	Volunteers	

⁷ Mentors and App buddies are children and young people who have already experienced Excite-ed programmes and now support peers.

⁸ Industry professionals include designers and programmers.

Key words/ phrases:	Children & young people aged between 7-16. Teachers Schools Parents		
Key sentence:	Working with schools, teachers, parents, children and young people aged between 7-16.		
In order to			
Encourage cohesion amongst young people	Promote understanding of others and tolerance between young people. Including those with Autism/Asperger disorder.	Up skill adults in education to use digital media.	Develop STEAM (Science, Technology, Engineering, and Art & Maths) ICT communications.
Use games to learn key messages about life.	Empower children & young people to address social issues affecting them.	Discover hidden talents.	Make people feel happy & good about themselves.
Develop resilience & healthier relationships.	Improve health and wellbeing.	Address cultural identity issues.	Make a social impact.
Encourage increase in female attendance at clubs at key stage 3.	Model real life business & enterprise.	Turn hobbies into careers.	Bring industry professionals into schools.
Improve Motivation	Improve Confidence		
Key words/ phrases:	Understanding & tolerance between young people. Improve wellbeing and cultural issues. Resilience & healthier relationships. Encourage cohesion amongst young people Improve motivation and confidence		

Key sentence:	In order to encourage cohesion amongst young people leading to improved wellbeing, confidence, motivation and healthier relationships		
In a way which			
Brings family & friends together.	Encourages working with others.	Stimulates parental/carer interest in their child's learning.	Uses popularity of the mobile app explosion.
Reaches children, young people and their communities.	Uses appealing & popular methodology to address social issues.	Encourages innovation.	Showcases children's & young people's creativity and talents to game industry.
Stimulates discussion, negotiation and peer review.	Scaffolds learning of challenging concepts in user friendly way.	Provides quality "pick up & go" resources.	Professional
Supportive.	Promotes game play and design		
Key words/ phrases:	Stimulates discussion, negotiation and peer review Supportive. Encourages working with others. Uses appealing & popular methodology to address social issues.		
Key sentence:	In a way that uses appealing popular methodology of game play and design as a catalyst to explore and address social issues, stimulate peer discussions and encourage working with others.		

References.

Office of National Statistics. : www.ons.gov.uk/ons/rel/census/2011-census/key-statistics-and-quick-statistics-for-wards-and-output-areas-in-england-and-wales/rft-families-short-story.html#tab-Children-and-families

Happy and Safe Study, University of Hertfordshire
<http://www.alphagalileo.org/Organisations/ViewItem.aspx?OrganisationId=197&ItemId=57065&CultureCode=en>

UK finance Yahoo.com Can you put a price on fun <http://uk.finance.yahoo.com/news/can-you-put-a-price-on-fun-yes-310-346.html>

UK finance Yahoo.com The cost of keeping children happy <http://uk.finance.yahoo.com/news/the-cost-of-keeping-children-happy-and-entertained-for-hours-6-12.html>

The Good Childhood Report 2012: A review of Children's Wellbeing
<http://www.childrenssociety.org.uk/news-views/press-release/key-childrens-happiness-revealed-charity-calls-radical-new-approach-childho>

Positive impacts of youth volunteering, <http://www.theinformationdaily.com/2011/08/12/new-report-highlights-the-positive-impacts-of-youth-volunteering>

Centre for economic & social inclusion <http://www.cesi.org.uk/keypolicy/government-work-experience-schemes-what-are-differences>

Mental health foundation <http://www.mentalhealth.org.uk/help-information/mental-health-a-z/A/altruism/>

NPC Misspent Youth: the cost of truancy and exclusion.
<http://www.thinknpc.org/publications/misspent-youth/>

Getting back on track (New Philanthropy Capital) P12 <http://www.thinknpc.org/publications/young-people-not-in-employment-education-or-training/>

Lattitude Global Volunteering <http://www.lattitude.org.uk/lattitude-information/a-look-at-the-costs/>

Youth Unemployment: the crisis we cannot afford. AVECO.
http://www.cesi.org.uk/sites/default/files/event_downloads/ACEVO_report.pdf

The frame work for school inspection pg. 10 <http://www.ofsted.gov.uk/resources/framework-for-school-inspection>

Financial proxies.

http://www.local.gov.uk/c/document_library/get_file?uuid=fcdd201b-8f62-43fc-b586-0bb3fc0ef72d&groupId=10171

<http://uk.finance.yahoo.com/news/can-you-put-a-price-on-fun-yes-310-346.html>

<http://uk.finance.yahoo.com/news/the-cost-of-keeping-children-happy-and-entertained-for-hours-6-12.html>

<http://www.kensingtoncollege.co.uk/basic-computer-courses-london.php>

<http://www.learnirect.co.uk/courses/computers-it/microsoft-office/MOS/mos-word>

<http://www.nhc.ac.uk/Courses/leisurecourses.aspx?id=910>

http://www.hollywoodbowl.co.uk/our_centres/watford

<http://dominos.co.uk/>

<https://www.gov.uk/jobseekers-allowance/overview>

<https://www.gov.uk/national-minimum-wage-rates>

<http://www.lisaparkeslifecoaching.co.uk/superkids/>

http://www.successpartnership.com/teen_esteem.phtml

<http://glows-coaching.co.uk/confidence/confidence-workshops/>

<http://www.react2training.co.uk/self-esteem-workshop.html>

<http://www.zsl.org/zsl-london-zoo/visit/entry-costs-base,1776,AR.html>

<http://www.altontowers.com/tickets/>

<http://www.nandos.co.uk/restaurantmenu/mains>

<http://glows-coaching.co.uk/confidence/confidence-workshops/>