YMCA Black Country
Wren's Nest Navigator Project
Forecast of the Social Return on Investment

Author
Natasha Jolob, Kai-zen Change for Good CIC

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YMCA Black Country Wren's Nest Navigator Project Forecast of the Social Return on Investment

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Awarded 22/12/2022

Signed

Mr Ben Carpenter
Chief Executive Officer
Social Value International

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Executive summary

The evaluators were commissioned to complete an evaluation of the Wren's Nest Navigator Project.

The project aims to reduce crime and ASB on the estate, reduce unemployment and increase educational attainment, increase individual resilience and generally raise the skills and aspirations of estate residents by working with individuals and families via a combination of buddying, mentoring, physical and online activities and support.

The project outputs were to support 120 individuals per year. The activities planned aimed to support adults and children and young people to overcome barriers and increase their resilience the project aims to reduce entrenched worklessness, improve independent living skills, improve quality of life and raise aspirations for the benefit of future generations. The project aimed to achieve the following outcomes:

- Increased mental wellbeing and emotional resilience
- Increased life skills and overall resilience
- A safe and supportive network or trusted place to go for advice
- Improved physical health and the adoption of healthy behaviours
- Improved aspirations and make significant steps to gaining employment
- Increased educational attainment
- Reduced incidents of crime and antisocial behaviour

The theory of change of the project is set out at Annex 1.

The project is funded by the National Lottery's Reaching Communities Fund and will run for 5 years, until 31st March 2025.

The activities to be delivered are as follows:

- Individual Support
- Online Activities – creative, physical, learning, training and social
- Community Activities – creative, physical, learning, training and social
- Volunteer Navigator delivered Buddy System

The project aimed to bring about real and lasting change on the Wren's Nest estate, change that is owned and driven by the residents themselves to ensure change is sustained in the long-term. YMCA Black Country Group therefore wanted to support the community past the end of the funded period to maintain activities and delivery and support them in capacity building within the community. The ultimate aim is to support residents to form their own CIC or CIO and secure funding to continue delivering the Navigator Project.

The evaluators were commissioned to undertake a full social return on investment evaluation of the project to:

- Report to the National Lottery Community Fund
- Inform the development of future projects
- Influence stakeholders or attract future investment
- Assist in understanding the capacity building requirements of the community

The evaluation objectives were to:

- Measure the project's impact on the outlined outcomes
- Assess and learn from project delivery to refine future theories of change and community project delivery

The Wren's Nest Navigator Project is being delivered over 5 years. The evaluation involves developing a quality assured, accredited SROI forecast in year one, annual quantitative social value reporting and a final quality assured full social return on investment evaluation in year 5 (2025). The project saw an investment of £128,160 in grant funding from the National Lottery Community Fund and £4,750 worth of volunteer's time.

A stakeholder consultation plan was developed and participatory consultations were undertaken that informed the development of a theory of change and well-defined outcomes. The outcomes research was reported and verified at regular project steering group meetings which was made up of all local partners, delivery organisations and residents living on the Wren's Nest Estate. The steering group was set up by YMCABC to discuss and review progress (the data) and agree on the programme of activities on an on-going basis.

The well-defined outcomes were then measured through quantitative research (a survey to all stakeholders) and academic research was then undertaken to triangulate the results. A final theory of change was then developed for the social valuation process.

The project potentially impacted 195 people. A sample of 25% of these stakeholders were consulted about how the project had impacted on them.

The valuation process involved relative valuation and wellbeing valuation to identify the derived value. The results were as follows:

Adults. Please think about how important that change is to you		
	Weighting	Monetary Valuation
Feeling trust and safe	3.9	£10,797
Less stressed/anxious	3.7	£10,357
Improved feeling of belonging/community	3.2	£8,828
Helping each other out	3.1	£8,613
More able to take up opportunities and support	3.0	£8,397
More money	3.0	£8,397
Improved skills	3.0	£8,397
Improved work experience	3.0	£8,397
Less stigma I feel about Wren's Nest	2.0	£5,598

Under-16s Please think about how important that change is to you		
	Weighting	Monetary Valuation
Improved health	4.0	£8,976
Improved feeling of belonging/community	3.5	£7,854
Improved skills	3.1	£7,052
More able to take up opportunities and support	2.0	£4,488
Less stressed/anxious	2.0	£4,488

Volunteers Please think about how important that change is to you		
	Weighting	Monetary Valuation
Feeling more proud and happy to help out	3.0	£5,049
Improved feeling of belonging	3.0	£5,049
Increased independence	n/a	n/a

The outcomes were assessed for causality to identify causalities between the different activities and operational aspects of the activities and the outcomes to identify where the most value was being created. The following results were found, although this data is only indicative due to low take up of the activities in year one.

- Sports and physical activities affected the outcomes for the volunteers the most.
- The mother, baby and toddler group affected the outcomes for the adults the most.
- Cook, eat, craft and the youth club activities affected the outcomes the most for children and young people.

All outcomes were also considered for causality – deadweight, drop off, and attribution through the survey process and desk top research.

In order of magnitude, by stakeholder group, the most important outcomes were derived:

Adults	Total Value
Improved feeling of belonging/community	£59,397
Helping each other out	£47,280
Less stressed/anxious	£47,277
Feeling trust and safe	£45,643
More able to take up opportunities and support	£22,359
Less stigma I feel about Wren's Nest	£16,248
More money	£7,168
Improved work experience	£5,188
Improved skills	£2,884
TOTAL VALUE FOR ADULTS	**£253,443**

Under-16s	Total Value
Improved feeling of belonging/community	£29,774
Improved skills	£27,605
Improved health	£5,210
Less stressed/anxious	£1,737
More able to take up opportunities and support	£1,280
TOTAL VALUE FOR UNDER-16s	**£65,605**

Volunteers	Total Value
Feeling more proud and happy to help out	£43,187
Improved feeling of belonging	£43,187
Increased independence	n/a
TOTAL VALUE FOR VOLUNTEERS	**£86,373**

The total value was considered in the context of the inputs, and a ratio of the total value on the inputs (or social return on the investment) was calculated as follows:

Social Return	
TOTAL VALUE FOR ADULTS	* £253,443
TOTAL VALUE FOR UNDER-16s	* £65,605
TOTAL VALUE FOR VOLUNTEERS	* £86,373
TOTAL SOCIAL RETURN	**£405,421**
Investment	£132,910
Social Return on Investment	£3.05
	* discounted values

In other words, for every £1 invested in the Wren's Nest Navigator Project, there is £3 of social value returned so far.

A sensitivity analysis was completed to assess which judgements might be having a significant effect on the return. Quantitatively, the most sensitive part of the model was the small sample size which was not representative of the whole project yet (neither all users nor all activities). In this way, the quantitative analysis deliberately underestimated the total value as the sample was not representative yet and too early to draw conclusions on the social value and specifically the most important outcomes on which to inform decisions to optimise value. Future annual measurements (all planned and budgeted for) will provide actual data for the quantities, duration, value and causality of change once the project is established.

The report concludes that it is too early on in the project to make concrete conclusions due to four main reasons:

1. The project started late due to the pandemic and therefore only six months of activities were evaluated
2. The take up (attendance rates) were low during the period
3. The project was disrupted due to a security threat that resulted in the closure of some activities and therefore the take up rates
4. The sample of data was too small, partly due to the low take up of the activities

This evaluation of the Wren's Nest Navigator Project can therefore be seen as a forecast and framework through which to measure the outcomes in years 2,3,4 & 5.

Nevertheless, the data has provided some initial insights that should inform the development of any new initiatives and activities.

The next stage of the process is to undertake quantitative research in early 2023 to measure the outcomes using this SROI forecast and measurement framework. A Business Improvement Workshop will review this forecast report as well as the quantitative data which will be used to inform decision-making.

An annual social value account will be prepared in 2023 and 2024 using this evaluation framework that will set out the actual results against the forecast and a final, fully quality assured SROI report will be completed in 2025 (the evaluation and business improvement activities are included in the Wren's Nest Project Plan and will be supported by the current evaluators).

Introduction

About 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 with financial value 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 change and this much broader concept of value. YMCA Black Country (YMCABC) is using SROI to enable it to identify where it is making the biggest impact, and to establish a social impact measurement system so that it can measure its impact and use data to inform planning and decision-making. This report is a Social Return on Investment Forecast that sets the framework to measure the impact of the project over five years. SROI evaluations will be completed on an annual basis, with a final quality assured evaluation in year five.

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 Principles
1. Involve Stakeholders
2. Understand what changes
3. Value what matters
4. Include only what is material
5. Avoid over-claiming
6. Be transparent
7. Verify the result
8. Be responsive

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 outcomes and uses monetary values to represent them. This enables a ratio of benefits to costs to be calculated.

SROI is a principles-based methodology. This report does not contain an explanation of the principles or every step of the SROI process. Principles and steps have been summarised where appropriate. For details of the principles and process and why they are important and a worked example, the Cabinet Office sponsored Guide to SROI (Social Value UK, 2009) should be referred to. A new principle, 'Be Responsive' was launched in 2022 to support organisations to use the data to inform planning.

This analysis followed the six stages of an SROI. This analysis has been carried out to the standard approach to SROI as documented by the UK Government, Cabinet Office sponsored guide to SROI (Social Value UK, 2009).

SROI Process
• Establishing scope & identifying key Stakeholders
• Mapping outcomes
• Evidencing outcomes and giving them a value
• Establishing impact
• Calculating the SROI
• Reporting, using and embedding

Terminology

Throughout this report, SROI terms are used. They are introduced where appropriate and defined in purple boxes.

Being transparent

YMCABC commissioned Natasha Jolob of Kai-zen Change for Good CIC with Tim Goodspeed of More than Outputs to carry out this analysis. The qualitative research and analysis was undertaken by Natasha Jolob and Tim Goodspeed who are independent of YMCABC and therefore offered an independent unbiased judgement. Both are Advanced Accredited Practitioners with Social Value UK.

> Transparency **SROI Definition**: Each decision relating to stakeholders, outcomes, indicators and benchmarks; the sources and methods of information collection; the different scenarios considered and the communication of the results to stakeholders should be explained and documented.

Making judgements

To account for complex change, in a world beyond the confines of an activity, requires judgements to be made. SROI is a framework within which these judgements are made. Judgements in SROI are guided by the principles of SROI.

To be clear on why this analysis is the way it is, this report sets out some of these judgements, estimations and assumptions as is practicable, and shows what has been included and excluded in the analysis.

However, there is no room in this report to include everything that was considered and every judgement. Examples for service-users are used in this report to illustrate judgements. The SROI principle require transparency – as such this report sets out the reasons why certain judgements were made.

None of the returns reported in this report are absolute truth, and none of them are either right or wrong. They are all based on assumptions (or judgements) and what they tell us can only be understood in the context of the judgements made.

Using the information

Social Value accounts like this should be used to develop practical recommendations and consider:

- The outcomes that appear to be the most important ones and what we think we can do about this to focus on them and create the most value within the limits of resources.
- The unintended and negative outcomes and what we think we should do about them.
- Implications for collecting data - indicators and/or values that we may choose to adopt.

Scope

About YMCABC

YMCA is a multi-million-pound charity that works with young people (and their communities). YMCA Black Country Group (YMCABC) is an independent local charity, affiliated to the wider YMCA Federation in England & Wales, and the global YMCA family. It seeks to transform communities, so that all young people can truly Belong, Contribute and Thrive; enabling people to develop to their full potential.

> Scope **SROI Definition**: The activities, timescale, boundaries and type of SROI analysis.

YMCABC runs a diverse range of services across the Black Country including gyms, housing, nursery, employment support, information and advice, training, youth clubs and more.

Services and products in scope

This is the original scope of the SROI evaluation activities, that changed as a result of the evaluation activities.

In 2021 YMCABC secured funding form the National Lottery Community Fund to deliver a project called the Wren's Nest Navigator Project – the scope of this evaluation. This 5-year project began following extensive consultations with local stakeholders.

The overall aim of the project is to raise the skills, aspirations and resilience of the individuals and families living on the Wren's Nest Estate, resulting in reduced crime, ASB, increased employability and improved educational attainment.

Purpose of the SROI evaluation

The scope was agreed with YMCABC as follows:

1. Assess and learn from delivery to refine and inform the future theory of change and interventions
2. To identify what the community wants and needs
3. Measure success of the project against the outcomes identified in the project plan
4. To report to the National Lottery at the end of the project
5. To influence stakeholders to attract future investment

Whilst the purpose of the evaluation was to measure the success of the project against the outcomes identified in the project plan and funding proposal to the National Lottery Community Fund, the SROI evaluation methodology (principle one) requires that stakeholders identify the social outcomes that they valued the most – and it is these outcomes that have been and will be quantified and valued.

The evaluators sought to develop well defined outcomes showing both the stakeholder outcomes and the funder outcomes and measure both through the survey process but this proved complex and time consuming.

Scope of the activities

It was agreed that all stages of the project cycle needed to empower local people to participate in the project during design, implementation and evaluation. Co-production is at the heart of the project. This means that the evaluators worked work closely with people and the community to not

only build their capacity to evaluate this project, but also to make the changes (tactical and operational) needed to ensure that needs are met.

The evaluators aimed to establish four data points (annual social value accounts) so that YMCABC has good quality data that can be used to inform improvement plans. This is more than was requested in the evaluation specification and quote provided, but adjustments were made so that YMCABC could get the best out of the evaluation. We sought to collect credible (good enough) data so that YMCABC can make decisions that are based on evidence and data.

In this way our proposal was to establish a baseline in 2022 and then collect data annually from 2023 onwards to inform any tactical or operational decisions.

Business improvement workshops, using the SVUK Be Responsive Principle, will be held to identify where tactical and operational changes can be made to increase the social impact and value. The first one will take place in 2023 following the annual SROI evaluation (that will use this framework to measure the impact of the project). The evaluators will work with the stakeholders to discuss the data collected and identify:

1. How to do more of the most important positive social outcomes
2. How to do less of the most important negative social outcomes
3. Which of the less important positive outcomes should be doing more or were expected to be more important
4. Why did these changes and this chain of events occur?

The project activities being evaluated are the following:

- Individual Support
- Online Activities – creative, physical, learning, training and social
- Community Activities – creative, physical, learning, training and social
- Volunteer Navigator delivered Buddy System

Reports

The scope of the SROI evaluation, agreed at the start of the project, was to produce the following reports:

- Full Assured SROI Evaluation Report – October 2022 & January 2025
- SROI Annual Social Impact Report – November 2022, February 2023, February 2024
- Business Improvement Plan – November 2022, March 2023, March 2024, February 2025

However, the scope of this report changed because data collection in 2022 was only able to provide a small sample of data, from a few activities, insufficient to represent all users and activities. It is not appropriate at this stage, therefore, to draw conclusions on the social value and how and where to increase the social value. This was due to slow take up of the activities (due to extenuating factors - pandemic recovery, safety issues affecting delivery). The purpose of this report is therefore:

1. To quality assure the future measurement and evaluation framework that will be used in future years to identify the social value
2. To identify the potential outcomes and social value of all of the activities (forecast)
3. To identify suitable indicators that will enable YMCABC to measure the outcomes and social impact of the Wren's Nest Navigator Project

This report is therefore not a complete social value account but an evaluation framework and forecast with initial data that was collected during the first year of the project.

Timescale

The start date of the project was April 2021, and was due to run for 5 years until 31st March 2025. However there were some delays due to the pandemic and project activities started in October 2021. The timescale of this SROI forecast is April 2021 to June 2022.

Audience

The SROI evaluation will be a rigorous evaluation and report which is for the funder, the National Lottery Community Fund. The audience is also other potential funders and investors who may be interested in funding the continuation of the project.

It will also be used by YMCA Black Country managers and community leaders to develop and improve the project as well as young people and so that they have the insights and tools needed to improve outcomes for people in the community.

However as mentioned previously, this report is an SROI Forecast.

Approach

We will use a 'structured flexible management approach'. This means that whilst we have set up an outline evaluation approach and structure we will be flexible within this and adapt and change as needed and in response to what happens during the delivery process.

Inputs

The Inputs that have been included in the SROI evaluation are as follows:

	funding	vol time	total
Year 1	£128,160	£4,750	£132,910
Year 2	£120,224		
Year 3	£120,233		
Year 4	£119,304		
Year 5	£120,579		

Inputs SROI Definition: The contribution by each Stakeholder that are necessary for the activity to happen.

The volunteer time was calculated as follows:

Five volunteers were recruited during the period, for on average two hours per week for 50 weeks each. We assumed a minimum wage of £9.50 per hour.

Stakeholders

Stakeholder analysis

Potential stakeholders and their outcomes were identified in consultation with YMCABC staff and a stakeholder engagement plan was developed, set out below.

> Stakeholders **SROI Definition**: People, organisations or entities that experience change as a result of the activity analysed.

Stakeholder and how they affect or are affected by the activity	What we think happens to them, positive and negative	Included / excluded and reason why	Method of involvement	How many?	Actual involvement
Resident on the estate: **Parents** **Sub-groups:** **Single parents** **BAME parents**	Increase mental and emotional wellbeing Feel safe and supported Improved physical health Reduced crime More work ready Increased skills & knowledge More motivated Secure (sustained) employment	Included: Project beneficiary	Focus group Survey Business improvement workshops	5-7 Up to 120 3	The service-users are all from white backgrounds. 5 parents at the sessions 4 1:1 parent interviews
Children and young people **Sub-groups:** **5-15 yrs** **16-25 yrs**	Increase mental and emotional wellbeing Feel safe and supported Improved physical health Reduced crime More work ready Increased skills & knowledge More motivated Secure (sustained) employment	Included: Project beneficiary	Focus group/ Graffiti wall, Vox Pops Survey Business improvement workshops	7-10 Up to 120 3	11 children at the sessions
Local public sector agencies **Sub-group:** **Children's services** **Youth Offending Team** **Police** **Clinical Commissioning Group** **Schools/ colleges**	Reduced number of children in need Reduced number of child protection cases Reduced looked after children Reduced number of ASB incidents Improved school attendance Reduced demand for primary and secondary care	Included: To identify counterfactual, fiscal savings and to inform the business case for investment	Telephone interviews	One interview with each organisation.	Interviews held with: Dudley North Family Centre Healthy Communities Health & Wellbeing, Dudley Council Youth Service, Dudley Council 2 local police officers
DWP/ Benefits Agency	Reduced unemployment	Not included: Data is available from			

		other stakeholders.			
Local councillors	Increased awareness leading to policy change	Included	Interviews.	1-3	15
Volunteers	Empowerment Increased skills and knowledge Secure employment Proud and happy to supporting the community	Included: Main beneficiary	Focus group Survey	3-5 members 20	2 volunteers at the sessions 1 parent volunteer
Local delivery partner organisations (e.g. Meadow Road Youth & Venture site, Dudley Community Church & Lighthouse, North Priory Community Centre, St Francis' Church)	Increased attendance at activities	Included. Community benefit and community participation is a co-operative KPI.	Interviews	5 partners	Interview held with CHADD 3 project steering group meetings were attended where all partners communicated their views
Staff	Job satisfaction	Included to discuss local data collected from the outcomes star and WEMWEB	Interviews	All staff Business improvement workshops	Not completed

The questions that were identified to be asked during the consultations are set out below.

Semi-Structured interview questions

1. How are you involved with YMCABC?
2. What has changed for you/your organisation as a result of the Wren's Nest Navigator Project? Supplementary questions:
   - What was life like before?
   - What is it like now?
3. What difference has that made to you?
4. Has anything else changed for you?
5. Has anything changed that is negative/bad? [to balance social preference bias and check for negatives and unintended outcomes]
6. Has anything changed that you weren't expecting?
7. What would life be like for you if it was not for the project?
8. Who else do you think might have experienced any change?[to identify outcomes for other Stakeholders]

Understanding outcomes

The aim of the outcomes analysis was to try and understand change.

It was impossible to form a complete and accurate statement of all of the changes that all service-users experienced. People's lives are complicated and people are often experiencing a variety of different changes all at the same time. Further, they may not always be able to make others aware of the changes that they are experiencing. It is, however, possible to capture a reasonable representation of all of the material changes caused by the service.

> **Outcome SROI Definition**: The changes resulting from an activity. The main types of change from the perspective of Stakeholders are unintended (unexpected) and intended (expected), positive and negative change

Outcomes analysis process followed

A comprehensive outcomes development and analysis process was followed:

0. YMCABC project theory of change reviewed (see Annex 1)
1. **Stakeholder consultations** held to identify what changed for the stakeholders and an initial outcomes mapping exercise undertaken (see Annex 2)
2. **Outcomes pathways developed and well-defined outcomes** identified. Cross checking with the project/ funder outcomes was undertaken (see page 17-19).
3. **Development of impact map.** Quantitative research (survey) was undertaken to identify the number of people that experienced the outcomes (see section 'Developing the Impact Map')
4. **Desk-top academic research** was undertaken to triangulate the results to provide a fully comprehensive understanding of the outcomes (see section, 'Further Research')
5. **Final theory of change developed** to inform the theory of change used for the valuation process (see section, 'Final Theory of Change')

Verification process

YMCABC is committed to using the data from this SROI forecast and future evaluations to review its delivery activities and increase its social value. A steering group made up of all local partners, delivery organisations and residents living on the Wren's Nest Estate was set up by YMCABC whose purpose was to discuss and review progress (the data) and agree on the programme of activities on an on-going basis.

The evaluators were invited to the steering group meetings and had a regular agenda item. At each stage of the research the results were presented back to the stakeholders at the steering group meetings:

- 4th May 2022: Initial report on qualitative research findings – the outcomes analysis and theory of change (see Annex 2)
- 9th June 2022: Outcomes analysis report (pages 17-19)
- 15th September 2022: Report on the quantitative research (survey results)
- 8th November 2022: YMCABC team meeting

At each stage of the process the stakeholders discussed and agreed with the findings.

1. Stakeholder consultations

Consultations were held at the local community activities. We attended three of the project activities where we consulted with a mix of volunteers, staff, children and parents. By asking questions informally in conversation (as opposed to in a structured focus group or interview) we

were able to build trust and there was no 'us and them' dynamic. The key to success was being able to understand people, to do it naturally in conversation. YMCABC also selected parents for us to consult with through one-to-one telephone interviews. From this process we were able to write up conversations, identify outcomes, group the outcomes and identify the theories of change.

Participatory evaluation

The SROI Forecast sought to be participatory so that the stakeholders could be involved in the process. The aim was to involve stakeholders at all stages – data collection and analysis, reporting and decision-making.

The reasons for taking this approach are as follows:

- Improve accuracy and relevance of reports
- Establish and explain causality
- Improve program performance
- Empower participants
- Build local capacity

Through this approach the goal was to respond to the needs of the stakeholders, and in particular the children, young people and families that are using the services.

Two parent volunteers were given a consultation briefing. We observed the process to identify the effectiveness of the parent volunteers undertaking consultations. One of the volunteers found it quite challenging as she reported that she only got one-word answers from children such as 'good' 'feel good' 'it is fun'. This is to be expected from this cohort. She reported that her involvement in the project as a service-user meant that participants were not as open with her. She said that people were more likely to be open with an outsider because users would then be more honest. A few parents, when questioned, agreed with this notion. The other parent volunteer collected some good data that was used for the outcomes analysis.

A long list of the different changes that they experienced was compiled. Through consulting with the stakeholders, negative and unintended outcomes were also uncovered. All of the reported changes were analysed to understand dependant outcomes. It is important to understand which outcomes are dependent on each other and which are independent. If this is not done, double counting and over claiming occurs.

Theory of Change is a 'chain of events' or 'chain of changes' that describe the changes that occur as a result of the activities by linking outcomes together that are causally related.

Where an individual reported the same changes as another individual, these were grouped. Grouped outcomes were then analysed for their dependence on each other to produce a Theory of Change. The first stage of the social research to inform the Theory of Change with all of the outcomes reported is set out at Annex 2.

Materiality

One of the principles of SROI is to only include what is material. A material outcome is an issue that will influence decisions, actions, and performance of an organisation or its Stakeholders.

The first filter that is used is **Relevance.** If the outcome is relevant then the **Significance** of the outcome needs to

The SROI Principle of Materiality:
Determine what information and evidence must be included in the accounts to give a true and fair picture, such that Stakeholders can draw reasonable conclusions.

be considered – this was considered during the Valuation and Impact Assessment stages later.

Testing for relevance involves looking at whether the outcome is relevant because there are:

- Policies that require it or perversely block it, and the intervention can deliver it
- Stakeholders who express need for it and the intervention can deliver it
- Peers do it already and have demonstrated the value of it and the intervention can deliver it
- Social norms that demand it and the intervention can deliver it, and
- Financial impacts that make it desirable and the intervention can deliver it

Outcomes pathways and well-defined outcomes

YMCABC requested that the evaluators develop well defined outcomes showing both stakeholder outcomes and the funder outcomes and measure both through the survey process – however this proved to be complex and time consuming.

> **Outcomes SROI Definition**: The changes resulting from an activity. The main types of change from the perspective of Stakeholders are unintended (unexpected) and intended (expected), positive and negative change.

To ensure that the qualitative research is simple, user friendly for stakeholders and that it captures the voice of the stakeholders we have defined the outcomes based on what the stakeholders told us that they experience. In accordance with Principle 2 we have developed well-defined outcomes that provide the best opportunity to increase or decrease social value. This will ensure that YMCABC can make the right resource allocation decisions that will then maximise the social value.

These outcomes are different to what YMCABC has defined in its project plan, and what has been proposed to the funder. This is complicated by the fact that a baseline is required in year one in which to measure against in future years, and all of the potential long-term term outcomes have not yet been achieved.

We have, however, attempted to link the well-defined outcomes with what parents and children reported and the funder outcomes so that measurement and qualitive research can meet the funder reporting needs. The different outcomes are as follows and the links are set out in the tables.

- Well defined outcomes that enable us to identify the social value
- The outcomes reported by parents, children and volunteers
- The funder outcomes

We have also set out the full outcome descriptions and the outcomes measurement framework that has been used for the survey (quantitative research). To arrive at this point we experimented with different approaches[1]. The outcomes measures and survey are not perfect but are good enough to enable us to capture data and measure the same outcomes, and identify any new outcomes over a period of five years, as well as to identify how to increase and optimise the social value through business improvement activities.

Outcomes pathways

The outcomes descriptions as reported by the stakeholders through the consultations are set out below. The outcomes below were then translated into well-defined outcomes – see next section, 'outcomes definitions'. The outcomes that are in bold are the outcomes that we used to measure the number of people that experienced the outcomes through a survey. See later in section 'developing the impact map'.

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[1] These are available as background documents. YMCA Black Country changed the original specification and requested us to measure change annually so as to identify how to increase the social impact.

Children's activities, parent outcomes

- I have more time and therefore I have **more money**
- I have more time and therefore I am **less stressed**
- I feel safe and trust the project I therefore **take up opportunities and support**
- I feel safe and cared for and therefore I feel a **sense of belonging**

Employment activities, adult/ parent outcomes

- I am more confident and motivated. I have learnt new skills and/ or gained volunteer/ work experience and as such I got a job. I am therefore now **more independent**
- I feel part of the team and a sense of belonging. This has made me **more positive/ optimistic**

Children's activities, children's outcomes

- I feel safe and trust the project. I have more social interactions and therefore feel **less anxious/ stressed**
- I feel safe and trust the project. I have more social interactions and I am therefore **more healthy**
- I feel safe and secure. I follow routines and disciplines and am better behaved. I am therefore better able to express myself. I feel listened to and understood and therefore **take up opportunities & support**
- I have somewhere to go with new opportunities. I have learnt new skills and feel **proud of my achievements**
- I have somewhere to go with new opportunities. I have learnt new skills which has helped me to be more focused. I am therefore **proud of my achievements**
- I have somewhere to go with new opportunities but felt sad/ disappointed

Parent and children's activities, community outcomes

I have more social interactions and connections and therefore feel a sense of belonging. I feel proud of being part of the community. I therefore **help out through groups and/ or volunteering**
The estate has **more positive stigma**

Volunteer outcomes

- I am **proud and happy to be helping out**
- I feel part of the team and a sense of belonging. This has made me **more positive/ optimistic**
- I am more confident and motivated. I have learnt new skills and as such I got a job. I am therefore now **more independent**

Outcome definitions

The theories of change and outcomes reported by the stakeholders are set out above and in Annex 2 were further analysed to identify well-defined outcomes that could be measured, and cross checked with the project/ funder outcomes. The table below sets out a comparator of the outcomes for each stakeholder.

Stakeholders	Outcomes reported by stakeholders	Well defined outcome for social valuation	Funder outcomes
Parents and volunteers	Confident, learnt new skills, gained volunteer/ work experience, employment ready, got a job	Increased independence More confident	Improved aspirations and make significant steps to gaining employment Increased life skills and overall resilience
Parents & volunteers	Feel part of a team > more positive and optimistic	Sense of belonging More positive/ optimistic	Mental wellbeing and emotional resilience Safe and supportive network or trusted place to go for advice
Parents & volunteers	I enjoy sharing my skills and giving something back	Proud and happy	N/A
Parents	More time > better off financially	Less stressed/ anxious More money	Mental wellbeing and emotional resilience
Parents	Safe and cared for > trust the project and access help	Safety and trust Able to take up opportunities and support	Safe and supportive network or trusted place to go for advice
Parents	Safe and cared for > sense of belonging	Safety and trust Sense of belonging	Safe and supportive network or trusted place to go for advice
Children	Safe and cared for > more social interactions > improved my health/ mental health	Safety & trust More social interactions Healthier Less anxious/stressed	Improved physical health and adopt healthy behaviours Increased mental wellbeing and emotional resilience
Children	Safe & cared for > more routines > better behaved > able to express myself > feel listened to> take up opportunities & support	Safety & trust Better behaved Able to take up opportunities and support	Educational attainment Life skills & resilience Reduced incidents of crime and antisocial behaviour on the estate
Children	Take up opportunities > learnt new skills > more focused > feel proud	Take up opportunities Learnt new skills Self-esteem Better focus	Safe and supportive network or trusted place to go Educational achievement Less antisocial behaviour

		Proud of achievements	Life skills Aspirations
Parents, volunteers	More social interactions > feel belonging > feel proud > stronger community	Social interactions Proud to be part of the community Sense of belonging Help each other out	Reduced incidents of crime and anti-social behaviour
Parents	More positive perceptions about the estate	Less stigma about Wren's Nest	Reduced incidents of crime and anti-social behaviour

Limitations of the stakeholder involvement

A limitation to the involvement of stakeholders in this study need to be acknowledged:

The YMCABC team selected the parents to be interviewed to ensure a selection from the different stakeholder sub-groups and the selection included parents that YMCABC felt experienced the biggest positive change. There was therefore a risk of bias.

This was partly addressed through triangulating the results with external research and quantitative research. The future SROI evaluation will also address this through triangulating with the YMCABC internal data collection through the outcomes star data tool.

This was secondly addressed through verifying the research at the project steering group meetings which is made up of all of the local stakeholders and partners interested in the Wren's Nest Estate and the project. The meeting was held monthly during the first year and will be held bi-monthly in the following years. We were invited and attended the meetings to report on the research and we were seen as an important partner/ aspect to the project development activities. The research (qualitative and quantitative as well as the research results) was reported at each of the steering group meetings to enable the stakeholders to feedback and verify the research.

Outcomes for the public sector

We consulted with the public sector stakeholders and they reported that it was too early to see any changes to the children, families and demand for their services. As such the outcomes achieved for this stakeholder have not been included in the theory of change and outcomes definitions in the previous section. However we have collected data on current demand for children's services to use as a baseline to measure against in future years as we anticipate that the project will impact on the public sector. It is recommended that YMCABC tracks the level of support received from the local authority for each child to identify the services accessed before and after the intervention. This is important if YMCABC wants to make a business case for investment when the project ends.

The potential 'fiscal savings' are set out below, sourced from the Greater Manchester Cost Benefit Model[2]. Whilst it is not possible to identify and evidence the fiscal savings, YMCABC and the local stakeholders are interested in identifying the impact of the project on demand for children and adult social care over the course of the project. Data will therefore be collected from YMCABC to identify

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[2] https://www.greatermanchester-ca.gov.uk/what-we-do/research/research-cost-benefit-analysis/

individual pathways and the level of access to public services. These costs are therefore set out for indicative purposes only. In the following years if the data identified that outcomes have been achieved for the public sector stakeholder then these will be included in the theory of change.

Public sector service area	Public sector service cost	Fiscal saving
Children's Social Care	Looked After Children Average fiscal cost across different types of care setting, England, per year	£58,664
	Children in Need cost of case management process over 6 months	£1,701
	Parenting programme cost of delivering group-based programme per person	£1,114
	School based emotional and learning programme per child over 10 years	£3,798
	Social worker cost per hour	£62
	Total weekly cost of a Children's Centre	£11,662
Adult Social Care	Adults living with severe disadvantage annual fixed cost	£24,541
Police & Crime Commissioner	ASB per incident	£701
	Domestic violence per incident	£2,968
	Youth offending average cost first time entrant	£3,787
	Crime average cost per incident	£1,036
Department for Works & Pensions	Job Seeker's Allowance Fiscal and economic benefit from a workless claimant entering work	£13,139

Dudley Council Children's Services reported that there was stigma in terms of accessing early help services and therefore the YMCABC project would potentially increase the take up of early help. The YMCABC project will likely result in increased take up of early help, which will increase the costs to the local authority.

The following data was sourced to identify a baseline to measure against in the proceeding years[3].

Contacts to family centres 2021	7755
Contacts to Dudley North family centre 2021	1795
Number of early help assessments 2021	2245
Accessed early help Dudley North 2021	238
Dudley North re-referred to level 4	27
The proportion of people in receipt of Jobseeker's Allowance July 2021	1459
The number of young people (aged 18-24) claiming JSA October 2020	70
Number of families supported April 21 – Sept 21 (2020 1037, 2019 1196)	1249
Percent of closed early help cases not open to level 4 services within 6 months of closure	84%
Number of looked after children March 2021	621
Number of Family Group Conferences referrals 2020/21	346
Number of FGC plans (66% increase on previous year)	103

Number of early help assessments

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[3] https://proceduresonline.com/trixcms2/media/13801/social-care-sufficiency-strategy.pdf
Children and Young People Scrutiny Committee – 14th March 2022 Report of the Director of Children's Services. Early Help in Dudley.

It will be useful to identify the level of impact on demand for early help and the family centres. It is recommended that YMCABC collect data on the take up of these services before and after their intervention.

	Total 2018/19	Total 2019/20	Total 2020/21
Completed LA EHA's	1191	1340	1345
Completed Wider Partnership EHA's	941	1133	634
Total No. of EHA's	2132	2473	1979
Total No. of contacts received at Family Centres	4072	5215	5258

Placement Stability Measures	31/03/2019	31/03/2020	31/03/2021
Children looked after for at least 12 months	76.8%	83.0%	84.2%
Children looked after with three or more placements during the year	8.3%	9.9%	6.1%
Children looked after continuously for at least 2.5 years aged under 16 who were living in the same placement for at least 2 years	67.1%	62.6%	72.8%

Developing the impact map

For each outcome, indicators were developed and then data was collected.

Measurements

A lengthy and complex experiment with the survey was completed to try and meet the multiple measurement needs in the scope. But it proved impossible to measure the funder and project outcomes through the survey process.

The well-defined outcomes were therefore measured through quantitative research (a survey to all stakeholders) as follows:

> **Impact Map SROI Definition**: A table that captures how an activity makes a difference: that is, how it uses its resources to provide activities that then lead to particular outcomes for different Stakeholders.

> **Indicators** are ways of knowing that change has happened. In SROI they are applied to outcomes as these are measures of change that we are interested in.

- Whether the outcomes got better or worse by a lot or a little
- The level of importance to each of the stakeholders
- Which aspect of the project delivered the most change:
    - Mode (online, group, 1:1)
    - Location
    - Age range
    - Volunteers with lived experience
    - Toddler group
    - Arts, craft & cooking activity
    - Sports/ physical activity
    - Job clubs
    - Youth clubs
- How long each outcome will last
- Attribution – whether any other activity had an impact on the outcomes

Modelling quantities of outcomes

1. **Populations**

The project potentially impacted 195 people.

Volunteer	5
Adult (16+)	96
Under 16	94
TOTAL	195

A sample of 25% of these stakeholders were consulted about how the project had impacted on them.

2. **Profile**

49 responses to the survey were received (after duplicates removed and data cleaned).

	Under 16	Volunteer	Adult (16+)	Grand Total
Under 16	12			12
16-18		1		1
18-24		1	4	5
25-34			24	24
35-44			6	6
45-54			1	1
Grand Total	12	2	35	49

3. Additional outcomes

Survey respondents were able to indicate additional potential outcomes. There were asked:

 'You may have also experienced a different change or changes from those on the list above. If so, please tell us what else has changed for you as a result of Wren's Nest Navigators?

An adult identified '**Communicating with other parents'** as an additional outcome for them. It was a big change of high importance to them mostly resulting from the mother baby toddler group. However, it has not been included in the value map as it was not measured for any other adults, and is also potentially included in 'Improved social interactions' (although, interestingly, this respondent did not report 'Improved social interactions' so it may mean something different to them).

No volunteers or under 16s identified additional outcomes.

4. Negative outcomes

In the quantitative survey instrument participants were asked how outcomes they experienced had changed for them:

For each of the changes you have selected, how did it change: did it change for the better or get worse; by a lot or just a little?

- ☐ much worse
- ☐ worse
- ☐ slightly worse
- ☐ nothing changed
- ☐ slightly better
- ☐ better
- ☐ much better

One Under 16 responded that 'my focus' had got slightly worse, and that approximately 75% of this was down to the after-school clubs (25% of it was down to something or someone else outside of Wren's Nest Navigators). This is included in the value map.

One adult responded that, 'the stigma I feel about Wren's Nest' had got slightly worse, but unfortunately this respondent did not go on to complete the survey and so this outcome has not been included in the value map.

No volunteers responded that any outcomes had worsened for them.

5. Modelling quantities of outcomes

Adults	freq	%
Improved social interactions	24	65%
Improved confidence	17	46%
Improved feeling of belonging/community	13	35%
Helping each other out	13	35%
Feeling more positive and optimistic	13	35%
Less stressed/anxious	10	27%
More able to take up opportunities and support	9	24%
Improved independence	8	22%
Feeling trust and safe	8	22%
Less stigma I feel about Wren's Nest	7	19%
More money	2	5%
Improved skills	2	5%
Improved employment	1	3%
Improved work experience	1	3%

Under-16s	freq	%
Improved skills	7	58%
Feeling trust and safe	6	50%
Improved feeling of belonging/community	4	33%
Improved self-esteem	3	25%
Better focus	3	25%
Feeling more proud of my achievements	3	25%
Improved social interactions	2	17%
Feeling more understood and listened to	2	17%
More able to take up opportunities and support	1	8%
Less stressed/anxious	1	8%
Improved health	1	8%
Improved behaviour at school and home	1	8%
Worse focus	1	8%
Improved resilience	0	0%

Volunteers	freq	%
Improved confidence	3	100%
Feeling more proud and happy to help out	2	67%
Improved skills	2	67%
Improved feeling of belonging	2	67%
Improved employment	1	33%
Increased independence	0	0%

Further outcomes research

We undertook a thorough analysis of the quantitative data to identify if/ where there was double counting, where there was causality or correlation between the outcomes, and to identify the quantity of the final well-defined outcomes that were to be valued.

Adults

Social capital pathway

The quantitative research found that eight people felt a sense of safety and trust, and that this led to both feeling a sense of belonging and the ability to take up opportunities and access support. Three out of eight people took up opportunities due to feeling trust and safety. There were no visible trends in the quantitative data for the remaining five therefore safety and trust has also been valued. Five people took up opportunities and support without feeling safety and trust therefore this has also been valued.

Twenty-four people reported that their social interactions improved as a result of the project. Of these 12 felt an increased sense of belonging. Four people out of the 24 that experienced more social interactions and a greater sense of belonging also helped each other out (mutual aid), therefore mutual aid has been valued.

We found that not everyone that feels a sense of belonging then goes onto helping others and that belonging could therefore potentially be valued as an outcome. However three factors influenced our decision to value mutual aid and not just social interactions and a sense of belonging:

1. There is a clear link between a sense of belonging and mutual aid. Peter Kropotkin is famous for writing about community development and mutual aid through his work, 'Mutual Aid: A Factor in Evolution'[4], and his work influenced our thinking. Mutual aid is about building "bottom-up" structures of cooperation, rather than relying on the state or wealthy philanthropists to address our needs. It emphasizes horizontal networks of solidarity rather than "top down" solutions, networks that flow in both directions and sustain the life of a community. It concerns democracy, self-management and decentralization[5].
2. The qualitative research identified that feeling a sense of belonging led to mutual aid (i.e. 'helping each other out' was in the original theory of change that reflected the stories of the adults interviewed).
3. Community development, self-help and mutual aid are one of the main longer-term aims of the project (to establish a self-managed self-help CIC that encompasses this project by the end of the project).

One person reported that the only outcome they experienced was increased social interactions – this has not been valued because just social interactions on their own do not result in change – it is not a well-defined because it always leads to other outcomes.

Interestingly we found some good research that evaluated self-help and mutual aid as tools for tackling social exclusion and promoting social cohesion in deprived urban neighbourhoods. This research highlighted rationales for using self-help and mutual aid to combat social exclusion and cohesion and then drawing upon case-study evidence from a deprived neighbourhood in Southampton to investigate their nature and extent as well as the barriers preventing their usage. It found that although self-help and mutual aid are crucial and growing components of household

[4] https://theanarchistlibrary.org/library/petr-kropotkin-mutual-aid-a-factor-of-evolution
[5] https://www.opendemocracy.net/en/can-europe-make-it/why-mutual-aid-social-solidarity-not-charity/

work practices, no-earner households are unable to benefit from this work to the same extent as employed households[6]. This needs to be further explored during future data collection.

Research also evidences that self-help and mutual aid improves mental wellbeing. It improves a sense of control, resilience, self-esteem, confidence[7]. We have therefore valued mutual aid (cooperation, and not a sense of belonging).

The qualitative research did not identity that mental wellbeing, resilience, self-esteem or confidence related to the outcome sense of belonging – however we have included it as an outcome to be measured for further research in the following years. We also know from research[8] that reducing isolation and improving a sense of belonging improves mental wellbeing, health and mortality. However these outcomes were not identified during the qualitative research. In fact none of the respondents that reported that they improved their sense of belonging reduced anxiety. Five of the respondents that reported improved belonging also reported having a more positive mindset. We propose to explore these outcome dependencies further in year two and have therefore included this in the future measurement framework.

Employment pathway

Seventeen people reported that their confidence increased. Only two people reported that this was due to gaining new skills, work experience or employment. Confidence was therefore increased due to other factors. It is not clear from the data what these factors were. Confidence has therefore not been valued and we propose to explore this further in year two.

One person reported that they secured employment as a result of the project – this has been valued as a fiscal saving in the impact map and not a social value. One person increased their skills and another different person secured work experience. Neither of these secured employment. We have therefore valued these outcomes in year one.

Eight people reported that they improved their independence however this did not relate to securing employment, work experience or skills. The data showed that all except one person experienced improved social interactions and independence. We could not see any other trends and therefore independence has not been valued in year one. The number of people that attended the job clubs was small (two) and therefore we have included it as a forecasted outcome to value in later years when the numbers hopefully increase.

Given that the academic research identified a relationship between employment and mutual aid we propose to explore this further in year two and have therefore linked this outcome to the mutual aid outcome with a dotted line.

The qualitative research found that the job club helped an individual feel a sense of belonging and this resulted in them feeling more positive and optimistic. There was a connection between optimism and gaining skills or work experience. This has not been valued as otherwise there would be double counting.

[6] Self-help and Mutual Aid in Deprived Urban Neighbourhoods: Some Lessons from Southampton
Colin C. Williams, Jan Windebank (2000) https://journals.sagepub.com/doi/10.1080/0042098002320
[7] The contribution of self-help/mutual aid groups to mental well-being
Seebohm, Patience, Chaudhary, Sarah, Boyce, Melanie J., Elkan, Ruth, Avis, Mark and Munn-Giddings, Carol (2013) *The contribution of self-help/mutual aid groups to mental well-being.* Health & Social Care in the Community, 21 (4). pp. 391-401. ISSN 1365-2524
https://onlinelibrary.wiley.com/doi/full/10.1111/hsc.12021
[8] https://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.1000316

However the survey found that 13 people were more optimistic due to the project. We could not see any clear trends with the other outcomes. We can therefore assume that the very fact that the project is taking place on the Wren's Nest Housing estate resulted in people feeling more optimistic and positive. This outcome has not been valued as an outcome in itself because it is not very well defined and there is not clear pathway progression in the data in year one.

Seven people reported that the stigma related to the estate improved. There are no clear trends with the other outcomes, this outcome has therefore been valued. As mentioned previously research has identified a connection between stigma and mental wellbeing.

Other research by the Joseph Rowntree Foundation found that a housing estate's reputation does not automatically improve as the estate improves. It found that stigma resulted in lower quality services, economic disadvantage & emotional impacts[9]. This research found that despite substantive change on the three estates, a poor local image persists. An estate's reputation does not automatically improve as the estate improves. Stigma impoverishes all areas of residents' lives. Residents believe that they are economically disadvantaged and receive lower quality services as a result of stigma. There is also a considerable emotional impact from living in a stigmatised area.

We could not see any clear trends between stigma and the other outcomes, but have made some assumptions that reduced stigma leads to an education, skills or employment outcome and improved mental wellbeing (to test the Joseph Rowntree hypothesis). This will be tested in year two.

The qualitative research found that parents had more time and were therefore less stressed due to the children's activities. In essence the activities acted like a babysitting service. Ten people reported that they were less stressed/ anxious. However we could not find any research that evidenced the links between children/ youth activities and parental stress or mental health.

Four parents reported that they improved social interactions and felt less stress/anxious. None of these reported an improved sense of belonging. As mentioned earlier, research evidences that social interactions improve mental health. We have therefore valued this outcome.

Our research on housing found that poor-quality housing may create stress for parents, increase their own mental health problems, and limit their ability to regulate family activities. A policy research brief on the topic clearly states how housing problems can convert a home from a safe haven to a mental hazard: "Thus, rather than being a source of security and escape from life's pressures, a home with quality deficiencies may add to other stresses experienced by poor families, leading to a cumulative negative impact on well-being."[10]

Two people reported that they had more money as a result of the project – this outcome has therefore been valued.

Volunteers

One volunteer reported that they felt more confident, gained skills and gained employment. This has therefore been valued. One volunteer felt more confident and gained more skills but did not report any other outcomes. Another volunteer felt a sense of pride and belonging – these outcomes have therefore been valued.

[9] https://www.jrf.org.uk/report/challenging-images-housing-estates-stigma-and-regeneration
[10] https://housingmatters.urban.org/articles/how-housing-quality-affects-child-mental-health
https://housingmatters.urban.org/articles/how-housing-quality-affects-child-mental-health

Gaining skills is as a result of gaining work experience and therefore work experience was not included as an outcome in the quantitative research. Gaining skills leads to education, training or employment, which is valued as independence.

Children and young people

We found it challenging to value the outcomes due to a low response rate from children and young people – there were no clear trends in the data. The latest government and youth sector outcomes framework was therefore used as a basic reference point/ framework though which to identify and measure the outcomes[11]. This research is considered bestest latest practice in youth work evolved from years of research and practice in youth work.

This research involves the use of the neuroperson model (the research recommends self-report measures of mental skills about once a year).
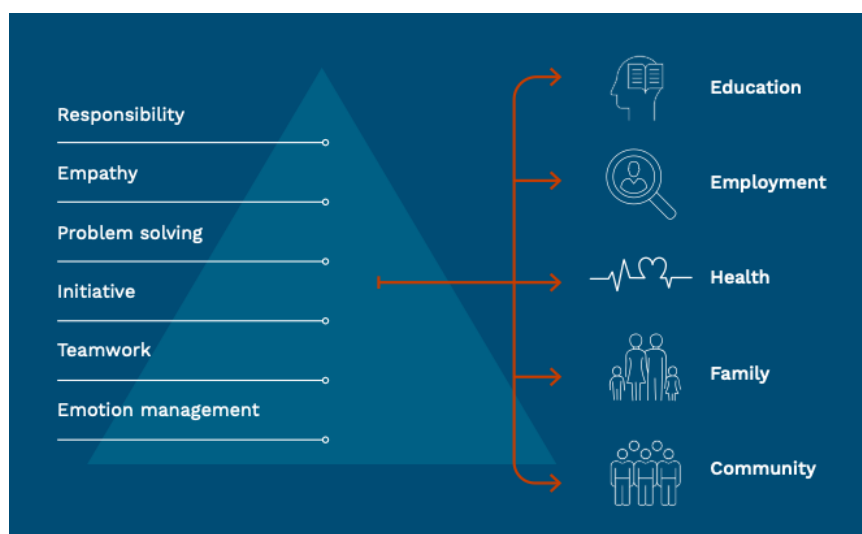
The research states that one aspect of youth work is neuroscience and trauma or stress. The mental skills, or 'neuro person' are therefore important. Socio-emotional mental skills are therefore measured. The framework measures six domains: Emotion Management, Empathy, Initiative, Problem Solving, Responsibility, and Teamwork. This is reflected in the diagram above. The academic research finds that measuring socio-emotional mental skills has practical and ethical challenges, but that socio-emotional *behavioural* skills, which are influenced by their mental skills, can be observed by practitioners over hours and weeks as part of the relationships that are naturally built. We advise YMCABC to consider this through their data collection that uses the outcomes stars.

The framework connects focus, behaviour and emotions together as emotional management. The neuroperson model involves mental skills that then influence behaviour, seen in the diagram below.

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[11] Bethia McNeil and Kaz Stuart (March 2022), A Framework of Outcomes for Young People 2.1. Socio-emotional skills updates for informal and non-formal learning

The Neuroperson Model
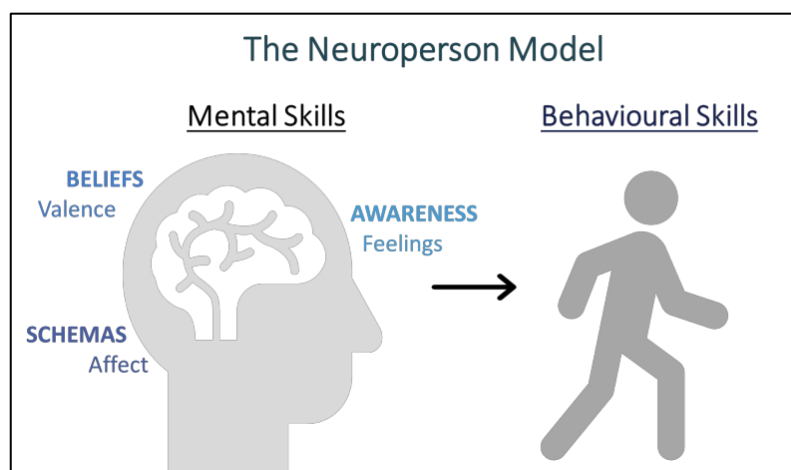
Our quantitative research found a clear link between learning new skills, being better able to focus (mental skills) and behaviour. New skills is therefore the well-defined outcome for mental skills. Seven children increased their skills, of these two children improved their focus. We have connected behaviour to this pathway to measure in year two, and counted/ valued the number of children that learnt new skills and were more 'focused'. New skills was valued and set as the well-defined outcome to measure.

The academic research refers to 'optimal' skill levels, that being the 'best' a young person can do when experiencing the highest quality provision. It is recommended that optimal skills are measured at two different points. Observational measures of young people's optimal skills during provision, at two or more points in time, can be particularly helpful. It is recommended that YMCABC measure optimal skills.

Six children reported that they felt a sense of safety and trust. Of these all but one experienced more social interactions (two) and a sense of belonging (four). The one child that did not report social interactions or belonging did not report any other outcomes. Feeling a sense of trust and safety leads to other outcomes and therefore has not been valued.

Two children reported that their social interactions improved and four reported that they felt a greater sense of belonging. Only one child reported that they felt less anxious. Several parents, during the qualitative research, identified that having somewhere to go, off the streets and away from screens was important and some reported that this made them happier, less anxious and sleep better. We have therefore valued both the sense of belonging and the stress/ anxiety outcome.

One child reported that their physical health improved.

Two children reported that they felt listened to and understood, but this did not result in the taking up of more opportunities (as was reported during the qualitative research). There were no outcomes trends for both of these children.

One child reported that they were better behaved, they felt listened to and understood and that their focus improved. This did not lead to a take up of support or opportunities. We have therefore valued better behaved.

Preventing and reducing anti-social behaviour is a key outcome of the project. Research finds that anti-social behaviour is due to behaviour disorders, emotional health, anxiety and parent-child attachment[12]. However we could not see any trends in the data relating to behaviour and anxiety,

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[12] https://core.ac.uk/download/pdf/82508029.pdf

or a sense of belonging. This could be because of a low response rate and we would like to test this in year two.

One child took up more opportunities – they also increased their skills and but not their focus, and felt proud of their achievements. We do not have enough data to make a judgement on this and therefore the take up of opportunities will be measured more closely in Year two. This is the well-defined outcome that will be valued in this research.

Final Theory of Change

Following an analysis of external research to identify where there was double counting (see previous section), we developed a final theory of change that was based on the well-defined outcomes (see previous section), was used for the social impact valuation (see next section) and that will be used to measure change (the outcomes) in the following years. The green boxes are the outcomes that were valued and that will be measured in future years.

Adult's theory of change
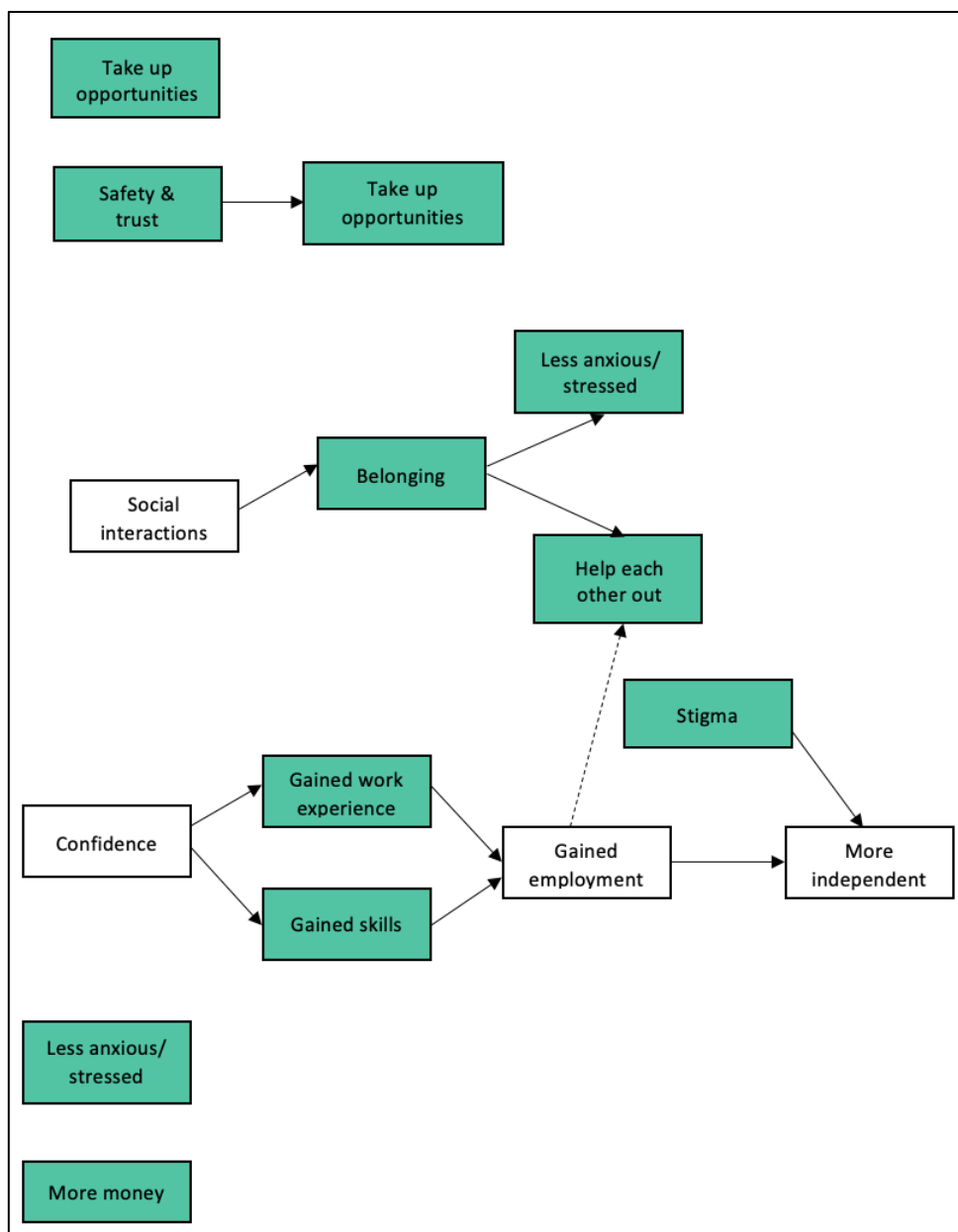
Children and young people theory of change

```
More social          Less isolated
interactions   →     belonging
    │                    │
    │                    ↓
    └──→  Improved    Less anxious
          health
```

```
Learnt        →   More      →   Improved
new skills        focused       behaviour
    │
    └──→  Take up more      →   Proud of
          opportunities &       achievements
          support
```
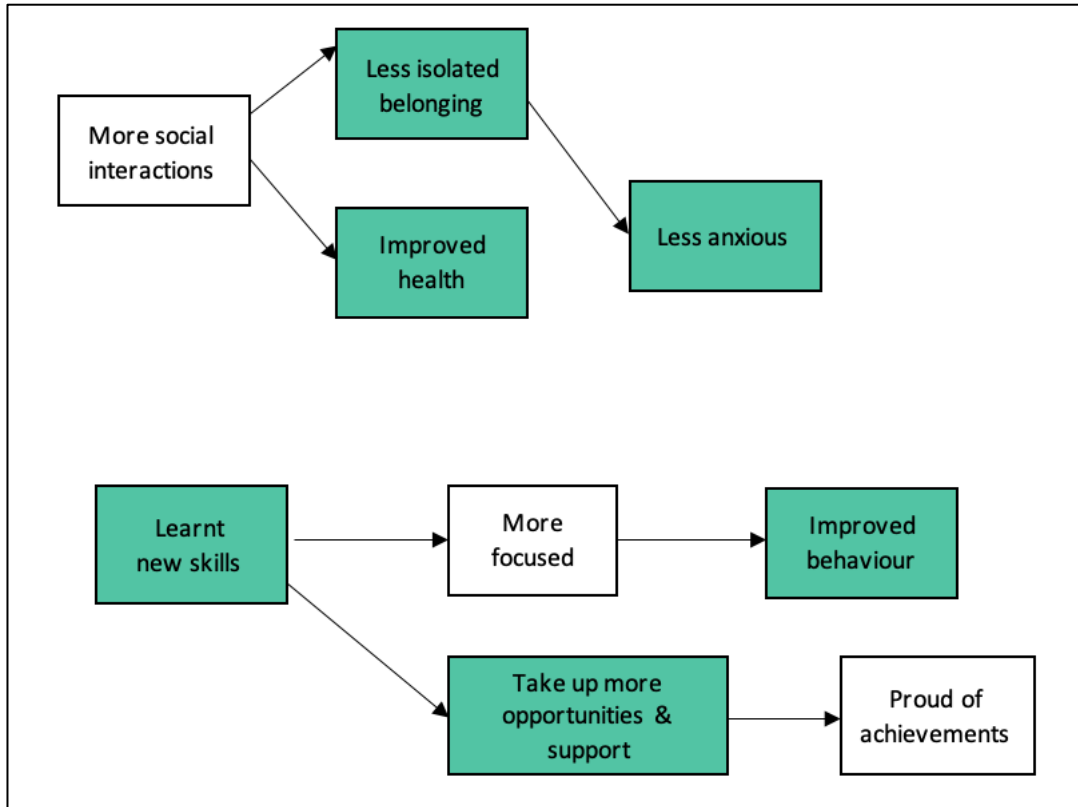
Volunteers' theory of change

```
              Sense of
              belonging

Confidence  →  Proud & happy
    │
    └──→  Gain skills  →  Secure      →  More
                          employment     Independent
```
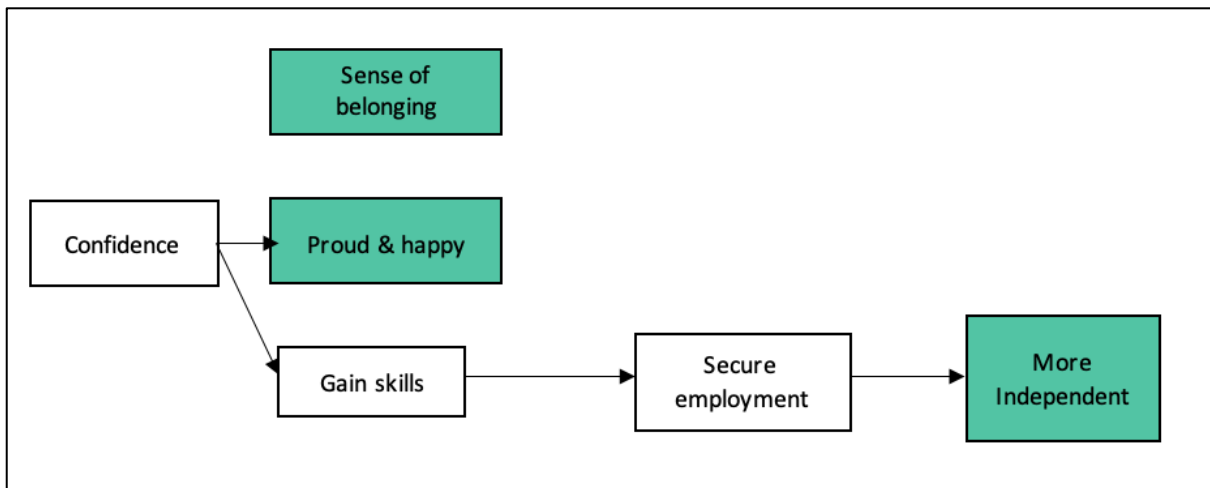
Valuing the outcomes

The final well-defined outcomes as set out in the previous section 'final theory of change' were valued.

The practice of Social Return on Investment analysis includes the value of outcomes to participants to see which outcomes are most important to them.

In this analysis we aimed to prioritise the SROI principle of stakeholder involvement in valuation. This empowers participants directly to tell us how much they valued their outcomes using a consistent comparable quantitative scale. Values for participants in this report are, therefore, all from primary data.

Another benefit of this approach to valuation was that there was no method bias between any outcome valuation for participants, enabling confident comparison and conclusion about the most important outcomes.

Relative Valuation

The relative importance of outcomes was established through a weighting question. *'Some changes are not important to us; whilst others, even if only small, can be very important! For each of the changes you have selected, please think about how important that change is to you.*

- *not important to me*
- *not very important to me*
- *important to me*
- *very important to me*
- *really important to me'*

Weighting was the preferred valuation method as it uses primary data and provides more opportunities for a fair evaluation (fairer than tradition financial proxies from different sources for each outcome).

Monetary Valuation

Putting a price or monetary value on a change in someone's life has many challenges, including technical and moral. However, without it, there is a risk that changes in peoples' lives do not get counted equally with things that are valued in monetary terms (costs of delivery, or economic productivity). For this reason, then, a monetary valuation reference was derived to anchor the relative values (weights) against.

The Standard on Applying Principle 3: Value the Things that Matter explains the concept of anchoring[13]. It explains that anchoring requires one of the changes to be monetised and then this can act as an anchor to calculate the monetary values to the other changes based on non-monetary evidence you have. This explicitly requires the use of unequal weightings (a scale of one to ten for example). Examples can be found in Principle 3.

The valuation technique used is based on a statistical analysis of life satisfaction data from the British Household Panel Survey (ONS, 1991, 2014) and Understanding Society (University of Essex, Institute for Social and Economic Research. (2022). Understanding Society: Waves 1-11, 2009-2020 and Harmonised BHPS: Waves 1-18, 1991-2009) under licence from the UK Data Service. The analysis

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[13] https://socialvalueuk.org/wp-content/uploads/2021/04/Standard-for-applying-Principle-3.pdf

uses the Wellbeing Valuation technique (Fujiwara, 2011). The method followed for this valuation has been popularised by the HACT Social Value Bank and is described in detail in their method paper (Trotter, 2014). A shorter explanation follows.

Wellbeing Valuation

Wellbeing valuation is a way of showing what a change in an individual's life (an outcome) is worth to them (in terms of their income). It uses statistical analysis of a dataset to look at 2 things:

1. What happens to an individual's wellbeing if they experience the outcome?
2. What happens to an individual's wellbeing if their income changes?

The valuation combines the answers to these 2 questions:

3. If we know what happens to an individual's wellbeing as their income changes, then we can calculate how much income they would need to get the same amount of wellbeing as they have from achieving the outcome!

This is what a wellbeing valuation tells us – the equivalent amount of income required, to get the same change in wellbeing, that results from experiencing the outcome.

This can be done with any data that has the appropriate variables in it:

a) subjective wellbeing
b) income
c) the outcome you wish to know the value of

A study can collect this data from survey respondents (primary data) or look for existing data that might be adequate (secondary data).

At higher levels of rigour, where confidence is required in the results, sample sizes of 500+ are required to achieve statistical significance. This often means secondary data is used.

In this example, the outcome we are trying to value is improved confidence. This was selected as:

1. confidence or self-esteem was an outcome reported by all 3 groups
2. values from the HACT Social Value Bank was available for both adults and young people

Primary data for the valuation of this outcome (as a national average) is found in Understanding Society together with the other ingredients we need: Income; and a question about Life Satisfaction that we will use for subjective wellbeing – '*Would you say that you are more satisfied with life, less satisfied or feel about the same as you did a year ago?*'

The Derived Value

The value was based on data for improved confidence. Understanding Society surveys (w1-9) ask *'Have you recently been losing confidence in yourself?'*
- *Not at all*
- *No more than usual*
- *Rather more than usual*
- *Much more than usual*

12,818 people answered this question (in wave 9).

If we can see in this data (using statistical methods to compare variables) that

1. Life satisfaction goes up by 2 when improved confidence is achieved and unrelated, we can also see that
2. Life satisfaction goes up by 2 when income increases by around £10,000 then
3. the value of improved confidence is £10,000.

There is a little more to it than this, for example, we know that wellbeing does not go up linearly with income: if you have low income, a little more makes a difference; if you have high income, a little more makes little difference! So the statistical model that results in the value of improved confidence takes this and many other things in to account. (These technicalities are not all discussed here).

This value of improved confidence was then modified with 2 further variables to apply it and transfer the value to the situation of this analysis.

4. To account for the typical attendance of participants at sessions (rather than assuming that 100% of the population (section 1) attended all events, every week. The figures provided were from before the summer (as a baseline).
5. According to the magnitude of change experienced by participants. Respondents were asked *'For each change you have selected, how big has/would the change be for you?*

   - *No change*
   - *Very small*
   - *small*
   - *some*
   - *big*
   - *very big'*

The resulting monetary values are sensitive to the selection and appropriate adjustment of the valuation, and care should be taken with any conclusions about the absolute monetary values stated.

However, this approach is a good fit for the purpose of the calculation of a social return and provides a baseline to improve on if the method is repeated. The resulting monetary values are very robust as relative values, anchored on primary data from participants.

The priority order of outcomes for participants, according to value, is shown in the following table. (These are mean values per user who achieved each outcome, or unit values).

Adults. Please think about how important that change is to you	Weighting	Monetary Valuation
Feeling trust and safe	3.9	£10,797
Less stressed/anxious	3.7	£10,357
Improved feeling of belonging/community	3.2	£8,828
Helping each other out	3.1	£8,613
More able to take up opportunities and support	3.0	£8,397
More money	3.0	£8,397
Improved skills	3.0	£8,397
Improved work experience	3.0	£8,397
Less stigma I feel about Wren's Nest	2.0	£5,598

Under-16s Please think about how important that change is to you		
	Weighting	Monetary Valuation
Improved health	4.0	£8,976
Improved feeling of belonging/community	3.5	£7,854
Improved skills	3.1	£7,052
More able to take up opportunities and support	2.0	£4,488
Less stressed/anxious	2.0	£4,488

Volunteers Please think about how important that change is to you		
	Weighting	Monetary Valuation
Feeling more proud and happy to help out	3.0	£5,049
Improved feeling of belonging	3.0	£5,049
Increased independence	n/a	n/a

Outcomes causality

One of the aims of the research was to identify causalities between the different activities and operational aspects of the activities and the outcomes to identify where the most value was being created. This was important because there were several different activities being delivered and we wanted to find out which ones were valued the most by the stakeholders to inform the project planning and design of future activities. This was also in line with the new Social Value UK Be Responsive Principle 8.

We therefore questioned whether there was any strong causality between individual activities and individual outcomes and whether the outcomes were only as a result of a powerful blend of inter-dependent activities. We tried to test which activities caused which outcomes with a question for residents:

For each of the outcomes that were down to Wren's Nest Navigators, please think about what aspects of the project caused these changes for you. Was it specific activities or how they were delivered?

Please tell us the main reasons why you think these things changed for you. Please select the aspect of Wren's Nest Navigators that had the MOST to do with each change for you.

Volunteers

	MODE: ONLINE/GROUP/1:1	LOCATION	AGE RANGE CATERED FOR	VOLUNTEERS FROM ESTATE OR WITH LIVED EXPERIENCE	MOTHER, BABY TODDLER GROUP	AFTER SCHOOL CLUBS (ALL AGES)	COOK, EAT, CRAFT ACTIVITIES (ALL AGE)	SPORT/ PHYSICAL ACTIVITIES	JOB CLUBS (ADULTS)	YOUTH CLUB ACTIVITIES	NONE OF THESE ASPECTS
Feeling more or less proud and happy to help out			Numbering					1			
My confidence			1					1			
My skills			1					1			
My employment								1			
Feeling of belonging more or less								1			

It can be seen that the sports and physical activities affected the outcomes for the volunteers the most.

Adults

-	MODE: ONLINE/GROUP/1:1	LOCATION	AGE RANGE CATERED FOR	VOLUNTEERS FROM ESTATE OR WITH LIVED EXPERIENCE	MOTHER, BABY TODDLER GROUP	AFTER SCHOOL CLUBS (ALL AGES)	COOK, EAT, CRAFT ACTIVITIES (ALL AGE)	SPORT/ PHYSICAL ACTIVITIES	JOB CLUBS (ADULTS)	YOUTH CLUB ACTIVITIES	NONE OF THESE ASPECTS
The stigma I feel about Wren's Nest			1		2		1			2	
more or less able to take up opportunities and support	1	2			1	1	2		1	1	
Feeling of belonging/community		1			9			1		2	
More or less stressed/anxious	2	1			4		1		1		1
My employment									1		
My confidence	2	2	1		8				2		1
Helping each other out	1	1		1	8		1		1		
My independence	1				5	1					
Feeling more or less positive and optimistic	2	1			5			1	1	1	1
More or less money		1				1					
Feeling trust and safe	2	1		1	1		1				1
My skills	1				1						
My social interactions	2	3			12	2		1	2	1	1
My work experience										1	
[Insert text from Other]					1						

It can be seen that the mother, baby and toddler group affected the outcomes for the adults the most.

Children and young people

	MODE: ONLINE/ GROUP/ 1:1	LOCATION	AGE RANGE CATERED FOR	VOLUNTEERS FROM ESTATE OR WITH LIVED EXPERIENCE	MOTHER, BABY TODDLER GROUP	AFTER SCHOOL CLUBS (ALL AGES)	COOK, EAT, CRAFT ACTIVITIES (ALL AGE)	SPORT/ PHYSICAL ACTIVITIES	JOB CLUBS (ADULTS)	YOUTH CLUB ACTIVITIES	NONE OF THESE ASPECTS
more or less able to take up opportunities and support										1	
Feeling of belonging/community							2	1		1	
More or less stressed/anxious						1					
My resilience											
My self-esteem						1	2			1	
Feeling trust and safe		1	2				2			2	
My skills							3	1		4	
My social interactions							1			1	
My health										2	
My behaviour at school and home										1	
Feeling more or less understood and listened to							1			2	
My focus						1	1			3	
Feeling more or less proud of my achievements							2			2	
[Insert text from Other]											

It can be seen that the cook, eat, craft and the youth club activities affected the outcomes the most for children and young people.

All outcomes were also been considered for causality – would they have happened anyway if no one did anything with these clients? Are the outcomes down to someone else? Often, the answer to these questions is that they are not wholly down to YMCBC on and so an estimate of how much is not down to YMCABC is included.

> **Causality Impact SROI Definition**: The difference between the outcomes for participants, taking into account what would have happened anyway, the contribution of others and the length of time the outcomes last.

Deadweight

The simplest way to assess deadweight is to look at the trend in the indicator over time to see if there is a difference between the trend before the activity started and the trend after the activity started. Any increase or decrease in the trend after the activity started provides an indication of how much the outcome was the result of the activity.

> **Deadweight SROI Definition**: A measure of the amount of outcome that would have happened even if the activity had not taken place.

The survey questionnaire asked the following question to assess deadweight:

> * 6. For each of the changes you have selected, could it be down to something else or someone else, or could it have happened anyway during the period you attended or is it all down to Wren's Nest Navigators – what do you think?

Whilst it is felt that the survey data is suffice to assess deadweight for the purposes of this report, in the following years a more detailed analysis of up-to-date trends will complement the survey results to assess deadweight. Examples are set out below:

Outcomes	Trends to consider
Trust and safe Stigma	Levels of crime
Belonging, helping each other out Proud and happy	Investments in the social economy Volunteering trends
Stress anxiety	IAPT recovery rate, spend on mental health
Able to take up opportunities	Local authority access to family support and other preventative services
Work experience, skills, jobs	Employment, education, training trends School performance
Health	Health inequalities trends

Attribution

The level of attribution was identified through the survey and this was felt to be suffice for the purposes of this report.

> **Attribution SROI Definition**: An assessment of how much of the outcome was caused by other organisations or people.

* 6. For each of the changes you have selected, could it be down to something else or someone else, or could it have happened anyway during the period you attended or is it all down to Wren's Nest Navigators – what do you think?

Future attribution analysis will identify more detailed sources of attribution to add additional rigour to the quantitative research such as the following local activities:

Boxing Clubs
Family Centres
School activities
Chadd Family Support
Youth Centres
St Francis Parish Church

Drop off

In future years, the amount of outcome is likely to be less, or if the same maybe influenced by other factors. The drop-off accounts for this.

> **Drop-off SROI Definition**: The deterioration of an outcome over time.

Drop off is less relevant to the Wren's Nest Navigator project in Year one because it is a five-year project and this social value account is for year one activities only. We will review the outcomes star data collected by YMCABC to identify trends in the outcomes over time and the survey will include a question to identify the potential drop off of the outcomes.

Most important outcomes

When combined quantity, duration, value and causality of the outcomes was calculated the total value of each outcome for all the participants who achieved it can be derived. We used the Social Value UK social accounting impact map to identify the results below.

In order of magnitude, by stakeholder group, the most important outcomes were derived:

Adults	Total Value
Improved feeling of belonging/community	£59,397
Helping each other out	£47,280

Less stressed/anxious	£47,277
Feeling trust and safe	£45,643
More able to take up opportunities and support	£22,359
Less stigma I feel about Wren's Nest	£16,248
More money	£7,168
Improved work experience	£5,188
Improved skills	£2,884
TOTAL VALUE FOR ADULTS	**£253,443**

There are two outcomes valued very similarly near the top of the table, these should be considered equally important. However, there is a clearer distinction overall from the top to the bottom of the table showing a strong contrast in total value.

Under-16s	Total Value
Improved feeling of belonging/community	£29,774
Improved skills	£27,605
Improved health	£5,210
Less stressed/anxious	£1,737
More able to take up opportunities and support	£1,280
TOTAL VALUE FOR UNDER-16s	**£65,605**

Volunteers	Total Value
Feeling more proud and happy to help out	£43,187
Improved feeling of belonging	£43,187
Increased independence	n/a
TOTAL VALUE FOR VOLUNTEERS	**£86,373**

Social return calculation

Finally, if the total value is considered in the context of the inputs, a ratio of the total value on the inputs (or social return on the investment) can be calculated.

Social Return	
TOTAL VALUE FOR ADULTS	* £253,443
TOTAL VALUE FOR UNDER-16s	* £65,605
TOTAL VALUE FOR VOLUNTEERS	* £86,373
TOTAL SOCIAL RETURN	**£405,421**
Investment	£132,910
Social Return on Investment	£3.05
	* discounted values

In other words, for every £1 invested in the Wren's Nest Navigator Project, there is £3 of social value returned so far.

Sensitivity analysis

The limitations of data and judgements create variables in the analysis. A sensitivity analysis was conducted to assess which judgements might be having a significant effect on the return.
In a sensitivity analysis, the first step is to find the judgements that, if wrong, change the result, all other things being equal.

> **Sensitivity Analysis Definition**: Process by which sensitivity of an SROI model to changes in different variables.

The following aspects of the analysis will impact on the return and conclusions but they have not been included:

Quantitatively, the most sensitive part of the model is the small sample size which is not representative of the whole project yet (neither all users nor all activities). Quantities of outcomes have been projected (pro-rata) into the total population to give an indication of the likely total value of activities that have begun so far. However, quantities have not been projected in to new activities that have not begun yet. In this way, the quantitative analysis deliberately underestimates the total value as the sample is not representative yet and too early to draw conclusions on the social value and specifically the most important outcomes on which to inform decisions to optimise value. Future annual measurements (all planned and budgeted for) will provide actual data for the quantities, duration, value and causality of change once the project is established.

To illustrate the sensitivity, the quantities of the top 3 outcomes were varied to see how sensitive they were with the data collected to the conclusion of the most important outcomes.

BASE CASE

| Description | Quantity (Frequency) | | | total all yrs. |
	Sample	survey result	Pro-rata	Discounted
Improved feeling of belonging/community	37	13	2.7	£59,397
Helping each other out		13	2.7	£47,280
Less stressed/anxious		10	2.0	£47,277

CASE B

Improved feeling of belonging/community	37	13	2.7	£59,397
Helping each other out		13	2.7	£47,280
Less stressed/anxious		13	2.7	£62,405

CASE C

Improved feeling of belonging/community	37	10	2.0	£44,998
Helping each other out		13	2.7	£47,280
Less stressed/anxious		10	2.0	£47,277

The base case shows that 'belonging' is the most important outcome on which to start a conversation about optimising value. However, in cases B and C, varying quantities of outcomes by three more/fewer people shows how the order of these outcomes can be reversed, and the risk with concluding which outcome is most important at this stage.

Therefore, the purpose of this analysis, as stated above, is to produce a robust measurement framework for future years based on stakeholder involvement in outcomes and indicators. The data collected for this forecast, however, is too small a sample size to draw conclusions on the social value and specifically the most important outcomes on which to inform decisions to optimise value. This report is therefore not a complete social value account but an evaluation framework with initial data that was collected before the project was fully established.

Conclusions

It is too early on in the project to make concrete conclusions due to four main reasons:

- The project started late due to the pandemic and therefore only six months of activities were evaluated
- The take up (attendance rates) were low during the period
- The project was disrupted due to a security threat that resulted in the closure of some activities and therefore the take up rates
- The sample of data was too small, partly due to the low take up of the activities

This evaluation of the Wren's Nest Navigator Project can therefore be seen as a framework through which to measure the outcomes in years 2,3,4 & 5.

Nevertheless, the data has provided some initial insights that should inform the development of any new initiatives and activities:

- The adults valued 'feeling trust and safe' closely followed by feeling a sense of belonging the most, and this was largely caused by the mother and toddler group. This was closely followed by helping each other out (mutual aid) and being less stressed/ anxious. These outcomes can therefore be seen as important outcomes to be achieved during the early stages of an adults' participation in the project. YMCABC should seek to increase the value of these outcomes for new participants to the project.
- The children and young people sample was very small, but showed that they too valued the feeling of belonging the most with gaining skills not far behind. This was largely due to the cook, eat craft and youth club activities.
- The volunteers also valued feeling a sense of belonging highly jointly with feeling more proud and happy to help out.

This potentially indicates the important role that social capital and community development is playing in the project. It will be interesting to see if and how this changes in the following years. The Social Value of the Wren's Nest Navigator Project service is average which we would argue is due to the small sample size and low take up of the activities. In other words, increasing the take up of the activities will significantly positively impact on the social value of the project.

The initial data indicates that YMCABC is providing the foundations and base through which to enable families to feel comfortable and safe and part of something. This will then, hopefully, result in them moving further along the pathway and achieving other outcomes such as taking up opportunities, skills development, health and mental wellbeing.

Next steps

A further meeting with the YMCABC team was held on 8th November 2022 where the SROI forecast process and results were discussed and feedback was received. The team includes a resident who lives on the Wren's Nest estate. The results of the forecast were verified and will be developed into an infographic and be reported back to the resident stakeholders at the project activities so that they fully participate in the evaluation process in the following years.

The SROI evaluation has provided a measurement framework through which to measure the outcomes in the following years. This is set out below:

Stakeholder	Outcomes	Indicators
Parents	Improved social interactions	Whether the outcomes got better or worse by a lot or a little
	Improved confidence	
	Improved feeling belonging	
	Helping each other out	The level of importance to each of the stakeholders
	Feeling more positive and optimistic	
	Less stressed/ anxious	
	Able to take up opportunities& support	Which aspect of the project delivered the most change:
	Improved independence	• Mode (online, group, 1:1)
	Feeling trust & safe	• Location
	Less stigma about the estate	• Age range
	More money	• Volunteers with lived experience
	Improved skills	• Toddler group
	Improved employment	• Arts, craft & cooking activity
	Improved work experience	• Sports/ physical activity
Children & young people	Improved skills	• Job clubs
	Feel trust & safe	• Youth clubs
	Improved feeling belonging	
	Improved self-esteem	
	Better focus	
	Feeling proud of achievements	
	Feeling more understood & listened to	
	More able to take up opportunities & support	
	Less stressed/ anxious	
	Improved health	
	Improved behaviour at school & home	
	Improved resilience	
Volunteers	Improved confidence	
	Proud & happy	
	Improved skills	
	Sense of belonging	
	Improved employment	
	Increased independence	

We also make the following recommendations in terms of evaluation questions to strengthen the evaluation and provide increased credence for any improvement activities:

1. How important is it that residents feel safety and trust in order to take up opportunities?
2. Do people need to feel a sense of belonging to the community before they help each other out?
3. Which outcomes influence self-help and mutual aid the most?
4. To what extent does mental wellbeing impact on the outcomes?
5. Which activities impact on the outcomes confidence and optimism the most?
6. Does this project improve the stigma associated with the housing estate?
7. Does the quality of housing impact on mental wellbeing?
8. Does improving mental skills improve behaviour and therefore influence anti-social behaviour?
9. Are children and young people optimising their skill levels (being the best they can possibly be)?

The original plan was to run a Business Improvement Workshop to review and discuss the data from this report, identify any gaps and to discuss and agree how to increase the social value through using

the new Be Responsive Principle 8. However as can be seen from this report the data was not sufficient to make accurate judgements that could inform future project plans and activities.

The next stage of the process is therefore to undertake quantitative research in early 2023 to measure the outcomes using this SROI forecast and measurement framework. A Business Improvement Workshop will review this forecast report as well as the quantitative data which will be used to inform decision-making.

An annual social value account will be prepared in 2023 and 2024 using this evaluation framework that will set out the actual results against the forecast and a final, fully quality assured SROI report will be completed in 2025 (the evaluation and business improvement activities are included in the Wren's Nest Project Plan and will be supported by the current evaluators).

These reports will be reported to the stakeholder steering group meetings and the business improvement workshops where stakeholders will have an opportunity to identify any data gaps and how to optimise social value through making tactical and operational decisions.
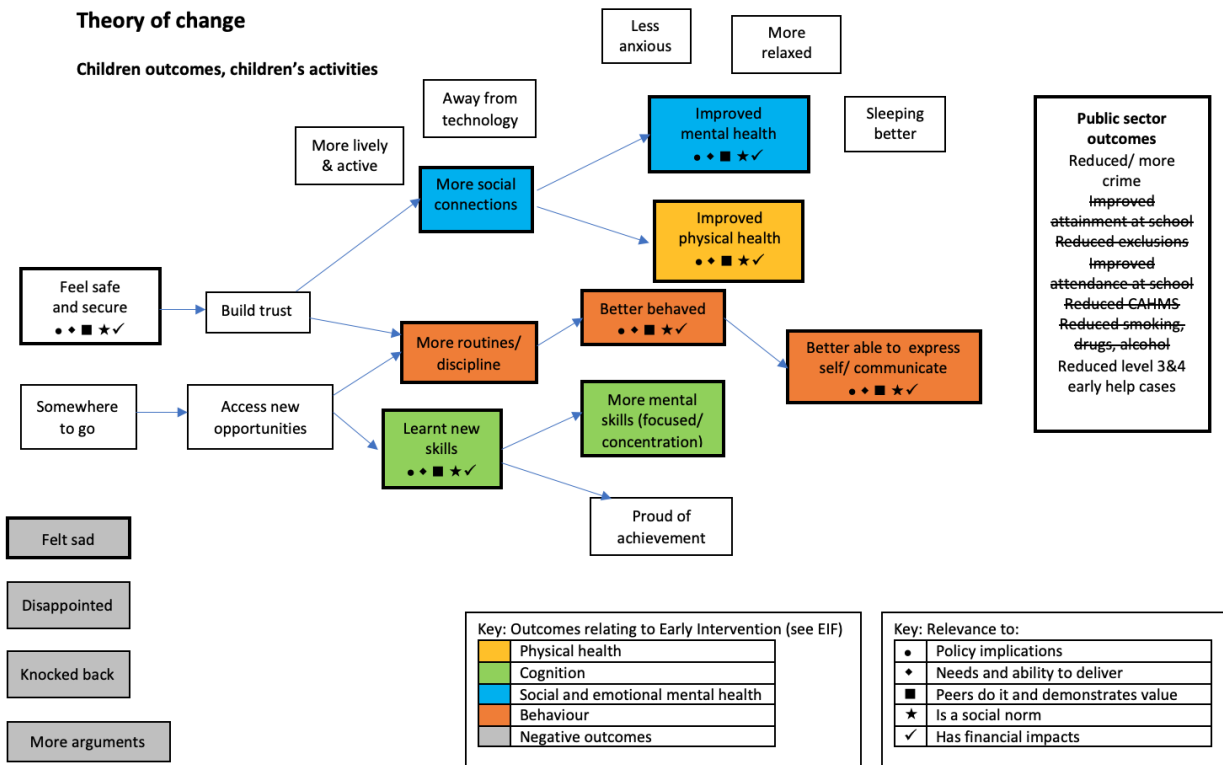
It is recommended that representatives from each of the stakeholders attend the business improvement workshops which will be facilitated by the evaluators. It is recommended that these sessions are used to support decision-making about what activities to deliver and that adjustments are made to the project so that social value is maximised for all stakeholders.
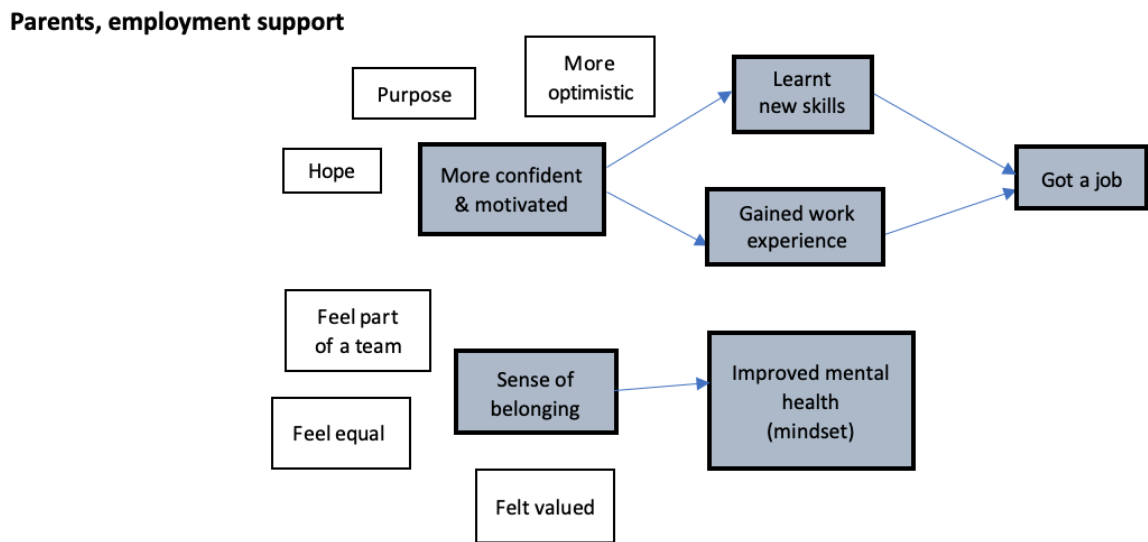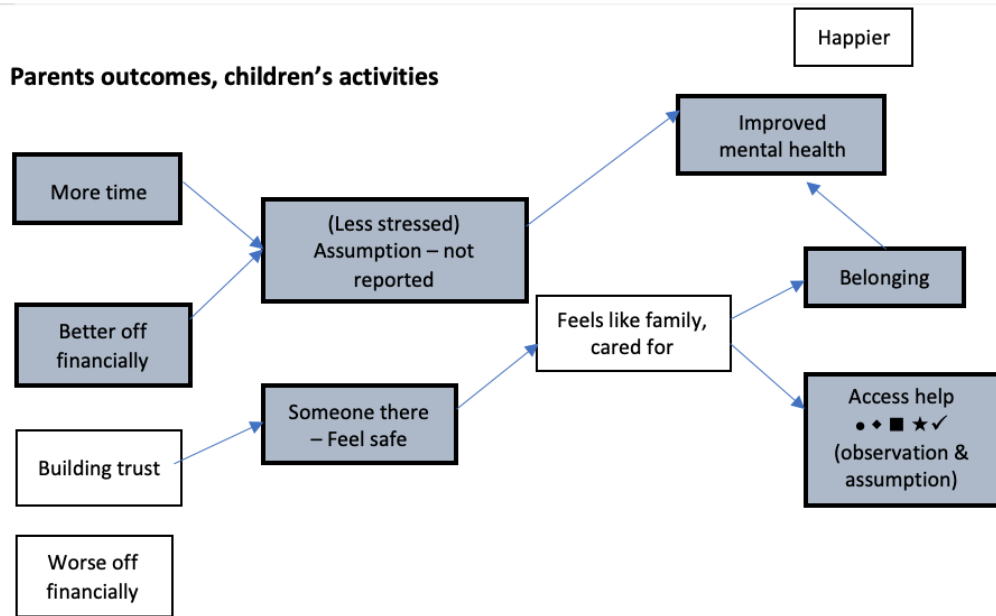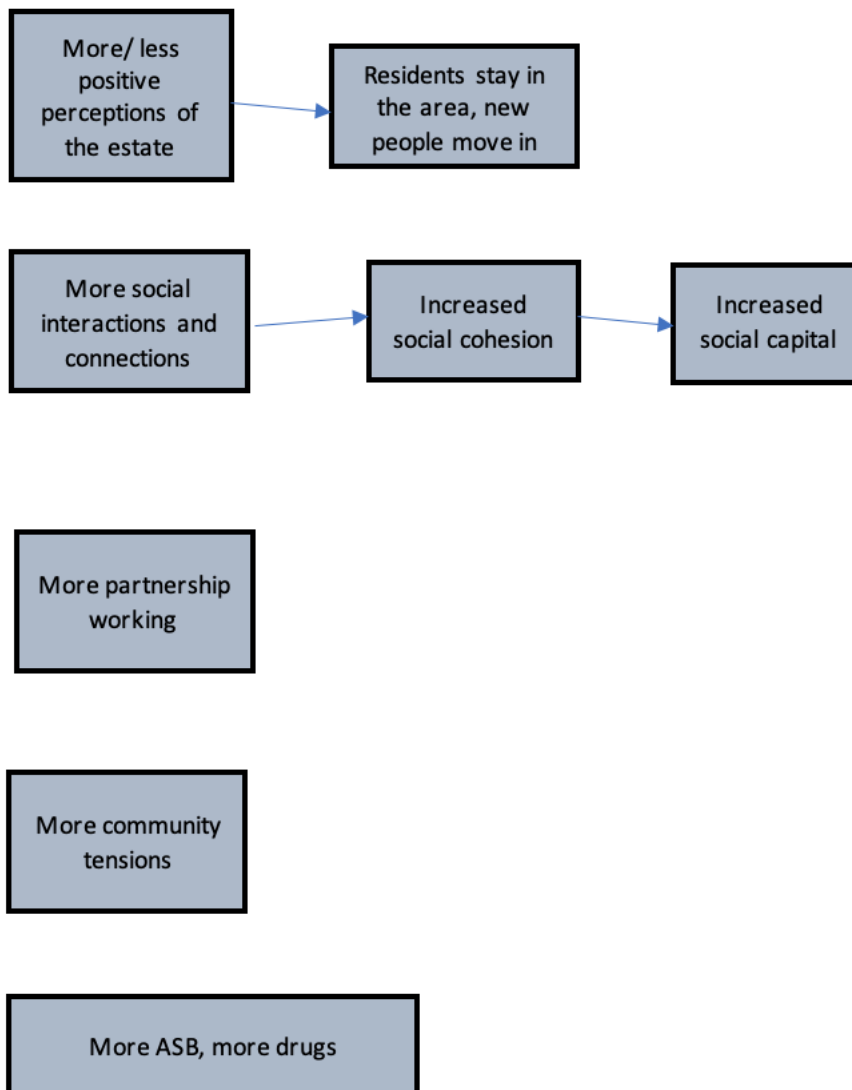
Annex 1: YMCABC Theory of Change

THEORY OF CHANGE						
The Problems Identified	**What needs to Change**	**Who we are aiming to reach**	**What we will deliver**	**Outputs we'll achieve**	**Outcomes we'll achieve**	**Changes that will be achieved**
Increasing levels of Crime and ASB High unemployment and entrenched worklessness Poor levels of educational attainments Low levels of resilience and increased poor mental health Low aspirational standards resulting in poor educational attainment and unemployment.	Increased opportunities for learning and training Improved physical and mental health activities and support Raise engagement and trust with residents to build sustained change Raised aspirations of young people from school age Improved employability skills Increased desire to work and understanding of the benefits of working. Increased activities for young people to divert from ASB and Criminal activity Improved trusted support and advice channels Increased life skills A holistic approach, looking to work with the whole person rather than delivering a cookie cutter approach. Culture of short term projects that make an unsustained impact on the community	Adults 18+ with low educational attainment Adults 18+ who are long-term unemployed Adults 18+ with poor mental and physical health Young people aged 6-17 who are at risk of ASB/Crime/Exploitation Young people with low educational attainment and aspirations Young People who are NEET	Buddying system delivered by Volunteers and Sessional Workers to provide support and signposting to individuals Wide range of online activities to achieve the project outcomes Wide range on face-to-face activities to improve health, wellbeing and life skills Bespoke Individual Development and Action Plans for each participant Employability programmes including job search, CV writing, Interview Skills with potential employers Functional Skills Training to ensure individuals have the skills they need to succeed Work placements, work experience and job opportunities with YMCABCG and local employers In-work support to ensure employment opportunities are sustained Work in local schools to help raise aspirations young people and knowledge of opportunities available	Support provided to 120 individuals per year Online and F2F activities delivered to 120 individuals per year 60% of participants engaging in activities per year 20% of eligible participants will move closer to Employment Opportunities each year 25% of eligible participants engaged in Training and further educational opportunities (including Apprenticeships) per year 120 individuals per annum will have access to an online learning platform Outputs and outcomes will be monitored via Outcome Star and WEMWBS	120 individuals per year will have an increased: • Awareness of opportunities in training, education and employment • Awareness of the benefits of working • Basic and functional skills • Interest in working • Knowledge of job market • Relevant work experience • Confidence, self-esteem and resilience • Aspirations and motivation • Personal Presentation • Life Skills • Health and well-being • Trusted support and advice channels The project will also result in: Reduced ASB, Crime and risk of Child Exploitation as	Individuals participating in the project will increase their : • Job specific skills and experience • Academic attainment • Work readiness • Motivation and aspiration to work • Health and well-being • Life Skills • Confidence, self-esteem and resilience While – • Gaining employment opportunities • Gaining qualifications • Diverting away from negative activities e.g. ASB and Crime We will also support the setting up of a CIC run by the community as a mechanism for sustaining the impact of the project.

Annex 2: Stage One Qualitative Research

Theory of change

Children outcomes, children's activities

| Less anxious | More relaxed |

| Away from technology |

| More lively & active |

| Sleeping better |

| Feel safe and secure ● ◆ ■ ★✓ |

| Build trust |

| Somewhere to go |

| Access new opportunities |

| More social connections |

| Improved mental health ● ◆ ■ ★✓ |

| Improved physical health ● ◆ ■ ★✓ |

| More routines/ discipline |

| Better behaved ● ◆ ■ ★✓ |

| Better able to express self/ communicate ● ◆ ■ ★✓ |

| Learnt new skills ● ◆ ■ ★✓ |

| More mental skills (focused/ concentration) |

| Proud of achievement |

Public sector outcomes
Reduced/ more crime
~~Improved attainment at school~~
~~Reduced exclusions~~
~~Improved attendance at school~~
~~Reduced CAHMS~~
~~Reduced smoking, drugs, alcohol~~
Reduced level 3&4 early help cases

| Felt sad |

| Disappointed |

| Knocked back |

| More arguments |

Key: Outcomes relating to Early Intervention (see EIF)	
🟧	Physical health
🟩	Cognition
🟦	Social and emotional mental health
🟧	Behaviour
⬜	Negative outcomes

Key: Relevance to:	
●	Policy implications
◆	Needs and ability to deliver
■	Peers do it and demonstrates value
★	Is a social norm
✓	Has financial impacts

Parents outcomes, children's activities

Happier

More time

Better off financially

(Less stressed) Assumption – not reported

Improved mental health

Belonging

Feels like family, cared for

Building trust

Someone there – Feel safe

Access help
● ◆ ■ ★ ✓
(observation & assumption)

Worse off financially

Parents, employment support

Purpose

More optimistic

Learnt new skills

Hope

More confident & motivated

Got a job

Gained work experience

Feel part of a team

Sense of belonging

Improved mental health (mindset)

Feel equal

Felt valued

Community outcomes

```
┌─────────────────┐        ┌─────────────────┐
│   More/ less    │        │ Residents stay in│
│   positive      │───────▶│  the area, new   │
│ perceptions of  │        │  people move in  │
│   the estate    │        └─────────────────┘
└─────────────────┘

┌─────────────────┐     ┌─────────────┐     ┌─────────────┐
│  More social    │     │  Increased  │     │  Increased  │
│ interactions and│────▶│   social    │────▶│   social    │
│  connections    │     │  cohesion   │     │   capital   │
└─────────────────┘     └─────────────┘     └─────────────┘

┌─────────────────┐
│ More partnership│
│    working      │
└─────────────────┘

┌─────────────────┐
│  More community │
│    tensions     │
└─────────────────┘

┌─────────────────────────┐
│   More ASB, more drugs  │
└─────────────────────────┘
```

Defining the outcomes

Stakeholders	Outputs	Chain of events	Well-defined outcomes
Parents	Job Club	Sort I am more confident and motivated and therefore I have learnt new skills and/ or gained work experience (employment ready). As a result I secured employment.	Confident/motivated -> skills -> employment ready -> Secured employment -> more money -> **increased independence** *Increased independence was chosen as the well-defined outcome because employment and money are financial outcomes.*
			Confident/motivated -> skills -> employment ready -> Secured employment -> **feel like I am providing for family** *Feel like I am providing for family was chosen as the well-defined outcome because this relates to a change for the individual.*
		I feel a sense of belonging to the team and this has given me a positive mindset (improved mental health).	**Sense of belonging** *A sense of belonging was used because mental health is not a very good <u>well defined</u> outcome and it is too big. Everything else will contribute to mental health.*
Parents	Children's activities	I have more time and therefore I am better off financially	**Change in costs (more/ less money)**
		I have more time and therefore I am less stressed	More time and/or feels like family, cared for -> **less stressed/anxious**
		I feel safe and cared for, I therefore trust the project and access help	Feel safe -> access help -> **able to take up opportunities and support**
		I feel safe and cared for and therefore a sense of belonging which improved my mental health	Feel safe -> **improved sense of belonging**

Stakeholders	Outputs	Chain of events	Well-defined outcomes
Children	Children's activities	I feel safe and secure and therefore trust the project. I have more social interactions and this improves my health/ mental health	Feel safe -> More social interactions -> **physical health improved**
			Feel safe -> More social interactions -> **less anxious/stressed**
			Feel safe and/or better able to express myself -> More social interactions -> **less isolated**
		I follow routines and disciplines and I am better behaved. I am therefore better able to express myself.	Feel safe -> More disciplined -> Better behaved -> Better able to communicate needs -> **able to take up opportunities and support** *This well-definedscree/outcome was chosen because behaving and attending school is a policy goal and not what children expressed as an outcome.*
			Feel safe -> More disciplined -> Better behaved -> Better able to communicate needs -> **feel understood and listened to**
		I have somewhere to go with new opportunities. I have therefore learnt new skills and my mental skills have improved	Feel safe -> Learnt new skills -> **concentrating more/ focused**

			Feel safe -> Learnt new skills -> **self-esteem**
		I have somewhere to go but felt sad	**Felt sad/disappointed**
Parents	All activities	There are more interactions between people. The community is therefore stronger and more cohesive.	Social interactions -> **sense of belonging/community and feel proud to be part of it** *These outcomes were selected as outcome for the parents*
		Perceptions of the area improved, more people therefore stay or move into the area and this improves community cohesion.	**Reduced stigma**

Annex 2: Additional anonymised comments

The following are other comments made during the survey process.

If there is any other comment or feedback you would like to give, please use the box below (optional).
Open-Ended Response
I enjoy coming to Wren's Nest navigators , I would like this to continue ,
Unfortunately, they are not very responsive to texts. I haven't received a reply about a group I enquired about so have not been able to participate.
Brilliant group , I would pay for the service
Lovely, friendly group. We love it.
Lovely playgroup really enjoyed and both my children did. 11 months and 2-year-old loved it
I really appreciate all the support received from Alice. To me the job club was what I needed at the time I needed.
I have attended the baby massage group and baby sensory which are both fantastic!
I really enjoy this club
I would like the youth club to continue, I have made friends here and I love coming
since bringing my children to Wren's Nest navigators as a service user, I began volunteering, which has then in turn led to paid employment within Wrens Nest Navigators
I would like to keep coming as it helps me learn somethings for school and at home
I would like to keep coming, I enjoy the workers because they help me a lot too
Amazing group, hope it continues
I would like to say the head mistress and Tracey at Wren's Nest School are also amazing. I was struggling really hard at one stage and it was noticeable. They were very supportive and helped me. I was very grateful. I didn't feel like I could trust many people from past experiences however I have learned to trust again through being listened too and supported
Like to say a big thank you to Jess and the team for helping me becoming more confident in myself and providing after school clubs with different activities, cooking and day trips to help grow confidence in myself and helping me come out of my shell a little and the fun we had and support they give
Thank you for what you have done for Wren's Nest community xx
Thank you for what you're doing for the Wren's Nest community

I feel that the people who run the clubs are very welcoming and make you feel comfortable and relaxed when attending the clubs with my children. They are all very well liked and my kids really look forward to the clubs and really enjoyed the trips they did during half term. There hard work is appreciated by the parents and the children.
Love the baby group has helped me during my maternity
Think perfect and go above and beyond for new mothers to be able to interact with children the same age
I like playing with my friends

Annex 3: References

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