



Evaluation of Supported Employment Programmes

Year One Report

November 2010

GEN

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A handwritten signature in black ink, appearing to be "P. Reid", is centered below the text.

Date: September 2010

1 Introduction

Overview

“This is a valuable project, which helps young people from difficult backgrounds fulfil their potential”-

Kenny MacAskill, Justice Minister (February 2010)

1.1 In July 2009, Action for Children commissioned GEN to evaluate its employability programmes. Through a structured programme of training, work experience and supported employment, the programmes help young people aged 16-19¹ in Scotland to find and sustain employment, predominantly in the construction industry², as well as helping them develop wider life skills.

1.2 The evaluation has two main aims. These are to:

- assess the effectiveness of Youthbuild projects in preparing young people who are not in employment, education or training (known as young people in need of more choices and more chances, or the MCMC group, in Scotland, or NEET in the rest of the UK) for the world of work
- assess the effectiveness of Action for Children’s overall package of support in preparing NEET/MCMC young people for the world of work.

1.3 The evaluation runs over three years and this report details the findings from the first year. It is structured as follows:

- Chapter 2 sets out the scale of youth unemployment in Scotland and the UK and the policy response to it at both devolved and UK level. It also discusses the structure of the Youthbuild programme and its various components.
- Chapter 3 details the method that the evaluation has employed.
- Chapter 4 looks at the numbers and demographic profile of Youthbuild participants, and assesses the effectiveness of the recruitment process.
- Chapter 5 examines the effectiveness of project delivery.
- Chapter 6 assesses the extent to which Youthbuild is having an impact on young people.
- Chapter 7 sets out the conclusions from the evaluation.

¹ The age group was recently lowered from 16-24

² The project in Rockbank Street has recently offered trainees training and placements in the leisure industry

2 Youth Employability – A Policy Priority

Introduction

2.1 Young people who are in the NEET or MCMC group have been at the forefront of government policy across the UK for a number of years. There are a number of drivers behind this. These include the continued need for the UK to up-skill its workforce to compete in global markets and, in the current economic climate, the need to maintain and maximise employment levels. In this context employability is also high on the agenda. Even before the economic downturn it was recognised that preparing someone for a job is no longer enough, young people need to be equipped with the personal and social skills to prepare them for lifelong employment.

The current situation

2.2 Recent figures show that across England the percentage of young people aged 16-18 who are NEET is 9.2%.³ Across the UK a similar picture is evident:

- in 2009 13.8% of young people aged 16-19 in Scotland were not in employment education or training⁴
- around one in ten 16-19 year olds in Northern Ireland are NEET; slightly below other regions of the UK⁵
- at the end of 2009, 12.0% of 16-18 year olds were NEET in Wales⁶

2.3 International comparisons show that the UK lags behind other nations in relation to increasing the participation of young people in education, employment and training and reducing the percentage of young people who are NEET/MCMC⁷. In 2007, the UK had the third highest reported NEET/MCMC figures of 24 OECD nations which provided data⁸.

2.4 While the current economic downturn has brought the issue of youth unemployment sharply into focus, there is evidence showing that, for young people who lack formal

³ House of Commons Education Committee (2010) Young People Not in Education, Employment or Training: Government Response to the Children's Schools and Families Committee's eight report of sessions 2009-10 available online at

<http://www.publications.parliament.uk/pa/cm201011/cmselect/cmeduc/416/416.pdf>

⁴ Scottish Government Summary Statistics (August 2010) More Choices, More Chances available online at <http://www.scotland.gov.uk/Topics/Statistics/Browse/Labour-Market/TrendNEET>

⁵ Northern Ireland Assembly Research Paper (November 2009) Young People Not in Education, Employment or Training available online at

<http://www.niassembly.gov.uk/researchandlibrary/2009/11009.pdf>

⁶ Statistics for Wales (October 2010), "Statistical Bulletin- Young people not in education, employment or training"

⁷ House of Commons Education Committee (2010) Young People Not in Education, Employment or Training: Government Response to the Children's Schools and Families Committee's eight report of sessions 2009-10 available online at

<http://www.publications.parliament.uk/pa/cm201011/cmselect/cmeduc/416/416.pdf>

⁸ Education at a Glance 2009: OECD Indicators—

http://www.oecd.org/document/24/0,3343,en_2649_39263238_43586328_1_1_1_1,00.html

qualifications, NEET/MCMC is a long term problem with root causes that are largely unconnected to the changing economic climate⁹. The recent Labour Force Survey shows that 36.1% of those who left school with no qualifications are NEET/MCMC and that this percentage has hardly changed since the recession began. This is significantly higher than for those with degrees and Level 3 (A-Level and equivalent) qualifications; where 11.4% and 9.1% respectively are NEET/MCMC (Table 2.1).

Table 2.1: Risk of becoming NEET/MCMC by highest level of qualification, 16–24 year olds

	Q1 2008 (%)	Q1 2010 (%)	PP Change	% Change
Degree	7.5	11.4	3.9	52
HE	7.9	12.9	5	63.3
Level 3	6.4	9.1	2.7	42.2
Level 2	14	16.1	2.1	15
None	34.6	36.1	1.5	4.3

Source: IPPR (2010) available online at <http://www.ippr.org.uk/pressreleases/?id=4106>

Why are policy makers concerned?

2.5 The percentage of young people who are not in education, employment or training is a significant concern for policy makers for a number of reasons. At a basic level a high percentage of young people who are not in education, employment or training represents a significant waste of economic potential in the labour force as well as increased welfare costs for central government.

2.6 More significantly, not being in education, employment or training at age 16-18 is an indicator of underlying problems in a young person's life and a major predictor of negative outcomes and social exclusion in later life. Not being in employment, education or training between the ages of 16-18 is correlated with a range of negative outcomes including: long term unemployment, low income, poor physical health, teenage pregnancy and an increased risk of offending behaviour each of which has a cost for individuals and society as a whole. The average per capita lifetime costs associated with not being in employment, education or training at 16-18 have been estimated at £160,613^{10/11}.

Policy context

2.7 Across the UK, policy and practice supporting the delivery of services to young people is guided by a set of high level outcomes. In England and Wales 'Every Child Matters'

⁹ Institute of Public Policy Research (2010) Prospect of becoming NEET rises by 40% for those with A-Levels available online at <http://www.ippr.org.uk/pressreleases/?id=4106> (18 August 2010)

¹⁰ Per capita total present value costs of over a lifetime: £104,312 resource costs and £56,301 public finance costs.

¹¹ Coles B et al (2010) "Estimating the life-time cost of NEET: 16-18 year olds not in Education, Employment or Training - Research Undertaken for the Audit Commission" available online at http://www.york.ac.uk/depts/spsw/research/neet/NEET_Final_Report_July_2010_York.pdf

(2003) provides the framework for supporting young people. ECM is based on five essential outcomes; for young people to be safe; stay healthy; enjoy and achieve; make a positive contribution, and achieve economic well being. ECM was further developed by 'Youth Matters' (2005) which embedded early intervention and a preventative approach across young people's services in England and Wales. Similarly, in Scotland the aims of 'Getting It Right for Every Child' (GIRFEC) should be reflected in policy and practice affecting young people and services provided to them. GIRFEC promotes an approach that:

- builds solutions with and around children and families
- enables young people to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working together to make things better.

2.8 By working with NEET/MCMC young people who face multiple and complex barriers to employment, supporting them to move towards a positive destination and working with them to develop their employability, personal and social skills, Youthbuild is in a strong position to support government strategy and contribute to key policy areas for young people.

2.9 The following section sets out some key issues facing NEET/MCMC young people, the government response to these issues and potential contribution that Youthbuild can make.

Education and training

2.10 As previously discussed, education and training is a priority across the UK. In 2006 the Leitch Review of Skills launched a comprehensive reform of UK skills policy with ambitious targets stretching to 2020. Reform is based on the principles of shared responsibility, with government, employers, intermediary agencies and individuals working together to target resources where they are most needed and deliver economically valuable, demand led skills. Key targets for the Leitch review include 95% of adults achieving basic levels of functional literacy and numeracy and increasing adult skills at all levels¹².

2.11 Although it is the responsibility of devolved administrations to set policy which delivers on the Leitch Review, across the UK priorities are broadly similar. Both 'Investing in Potential'¹³ (the previous UK Government's strategy to increase the proportion of 16-24 year olds in employment, education or training) and More Choices, More Chances (Scotland's strategy to reduce the proportion of young people not in education, employment or training) prioritise education and training outcomes and recognise the importance of supported transitions and sustained opportunities for young people, particularly amongst those groups dealing with complex personal problems.

¹² The Leitch Review of Skills (2006) Department of Employment and Learning available online at <http://www.delni.gov.uk/index/publications/pubs-further-education/the-leitch-review-of-skills.htm>

¹³ Investing in Potential: Our Strategy for Increasing the Proportion of Young People in Education, Employment or Training (2009) Department of Children, Schools and Families available online at <http://www.dcsf.gov.uk/14-19/documents/8537-DCSF-Investing%20in%20Potential-WEB.pdf>

2.12 In May 2010 a new coalition government took office in the UK. It is not yet clear the extent to which existing policy to address NEET will change. To date the emphasis of reform appears to focus on the education system, rather than on the NEET agenda specifically. These changes began with the Department for Children, Schools and Families being renamed as the Department for Education, suggesting a shift in emphasis towards statutory services.

2.13 In Scotland More Choices, More Chances remains central to the government's agenda and is a priority area within Skills for Scotland: A Lifelong Skills Strategy (2007). This strategy promotes equal access to and participation in, skills and learning. It recognises the different needs, situations and goals of individuals and aims to remove the barriers that limit what people can achieve.

2.14 By providing certified learning opportunities and working holistically with young people to remove barriers to achieving, Youthbuild is supporting these policies.

Vocational skills

2.15 Improving quality and increasing access to vocational education and skills is an ongoing priority across the UK. In the Coalition Programme for Government, agreed by the new Conservative and Liberal Democrat administration in May 2010¹⁴, the coalition pledged to support the development of apprenticeships, work pairing and work place training, to improve the quality of vocational education and skills and increase flexibility for 14-19 year olds.

2.16 Likewise, the Curriculum for Excellence, which underpins the approach to learning in Scotland, makes reference to the need for a better balance between 'academic' and 'vocational' subjects, and to equipping young people with skills for work as a means of reducing the number of young people moving into negative destinations.

2.17 As policy develops across the UK, established programmes such as Youthbuild are likely to have a role to play contributing to the achievement of Government targets for vocational skills.

Personal and social development and risk management

2.18 Ensuring the long term employability of young people is more complex than achieving qualifications or simply getting a job. Fast tracking young people into low skilled, low paid jobs without appropriate support is likely to see them churning back into the not in employment, education or training group¹⁵.

¹⁴ The Coalition: Our Programme for Government (2010) available online at http://www.conservatives.com/News/News_stories/2010/05/The_Coalitions_Programme_for_Governme nt.aspx

¹⁵ Scottish Executive (2006), "More Choices, More Chances: A Strategy to Reduce the Proportion of Young People not in Education, Employment or Training in Scotland", p23

2.19 The Scottish Government's publication of the 16+ Learning Choices Policy and Practice Framework (2010) highlights the importance of positive destinations for young people aged 15-18 years. While employment is clearly a valuable outcome for young people, the Framework also recognises the importance that personal development and skills development can play in gaining and maintaining employment.

2.20 Youthbuild's focus on personal and social development, risk management and training alongside employment is clearly a good fit with this ethos. Youthbuild is working with young people to address the multiple and complex barriers that they face in accessing employment opportunities. These barriers may be a contributing to them not being in employment, education or training, or they may be compounded by it. Key issues include anti-social and offending behaviour, substance misuse, physical and mental health and well being.

Anti-social and offending behaviour

2.21 There is a wealth of research highlighting the link between being in the NEET or MCMC group and anti social or offending behaviour. For example, a youth survey by MORI¹⁶ suggests that young people excluded from mainstream education (a predictor of not being in employment, education or training) commit double the amount of crimes as their non-excluded peers.

2.22 Preventing young people from offending, and addressing the root cause of such behaviours will inevitably bring about economic and social benefits. According to the Audit Commission's 2004 Youth Justice Report¹⁷ early intervention to engage young people in positive activities and prevent offending behaviour could save public services more than £80million per year.

2.23 Across the UK a multi agency approach to youth justice is promoted. Every Child Matters takes a three strand approach with a focus on enforcement where behaviour is unacceptable; support to properly address the underlying causes of poor behaviour and; better prevention to tackle emerging problems before they become serious and entrenched¹⁸.

2.24 Similarly, in Preventing Offending by Young People: A Framework for Action, the Scottish Government focus on the themes of early and effective intervention and multi agency support. Their response strives to relate directly to the needs and behaviour of the young person; take account of impact on others, and make reparation and restoration where appropriate; support parental and child responsibility; be appropriate, proportionate, timely and fair.

¹⁶ MORI Youth Survey (2004), cited in Youth Justice Board, (2006) "Barriers to Engagement in Education, Training and Employment".

¹⁷ The Audit Commission (2004), "Youth Justice 2004: A review of the reformed youth justice system" http://www.auditcommission.gov.uk/SiteCollectionDocuments/AuditCommissionReports/NationalStudies/Youth%20Justice_report_web.pdf

¹⁸ Every Child Matters Youth Task Force available online at <http://www.dcsf.gov.uk/everychildmatters/Youth/youthmatters/youthtaskforce/ytf/>

2.25 Significantly, the Youthbuild programme can act as a diversion for the young people engaged, as activities provided provide a direct alternative to situations which potentially can lead to dangerous or anti-social behaviour. The work and learning environment helps build responsibility and provides structure and routine to what can otherwise be chaotic lifestyles.

2.26 Several of the areas targeted by the Youthbuild pilot are known to generate gang culture. Youthbuild enables social bonding to occur in an environment where positive behaviours are encouraged and young people can work together to achieve.

2.27 Furthermore, evidence also indicates that education, employment and training have a positive effect on reducing re-offending and anti-social behaviour (a meta-analytic study by Lispey, 1992) found that employment was the most effective intervention programme to reduce re offending.

2.28 Ultimately, Youthbuild can act as a catalyst to increase the social capital of the young people involved, encouraging their investment in society and reducing anti-social behaviours.

Social mobility

2.29 By working with young people to help them find employment, Youthbuild can make a contribution to improving their social mobility (that is, it can help them to increase their earning power and their job status, thereby giving them the chance to make improvements in other areas of their lives.) Some of the biggest barriers to young people's social mobility are related to unhealthy lifestyles and issues around mental ill-health. Therefore it is important for policy makers to consider the health consequences associated with not being in employment, education or training. This is an issue that is increasingly high on the political agenda.

2.30 While data regarding the physical and mental health of young people is difficult to obtain, there is evidence that young people who are not in education, employment or training are more likely to be living unhealthy lifestyles as compared to their non-NEET counterparts. Those who are not engaging in employment, education or training have a higher propensity to substance misuse; they are more likely to drink, smoke and take illegal drugs all of which can impact negatively their lives. Young people who abuse substances will find it more difficult to hold down a job; they are more likely to be absent due to illness, have lower productivity and therefore higher job turnover¹⁹. Young people who are not in employment, education or training also have a higher chance of getting caught up in violence (sometimes as a consequence of substance misuse).

¹⁹ Godfrey C et al (2002) "Estimating the Cost of Being Not in Employment Education or Training at age 16-18, Department for Education and Skills, June 2002 available online at <http://www.education.gov.uk/research/data/uploadfiles/RR346.pdf>

2.31 There is no conclusive evidence to link not being in employment, education or training to depression or other mental illness. However, unemployment is associated with depression and mental ill health in the medium to longer term²⁰.

2.32 Government policy recognises that physical and mental health and well being are positively linked to achievement and learning and that poor mental health is associated with increased risk taking. Reducing health inequalities is a central theme in health policy across the UK, as is the development of adolescent health services to support young people in the transition to adulthood.

2.33 In Scotland, Equally Well²¹; the Scottish Government strategy to reduce health inequalities highlights the “*large and increasing relative inequalities in deaths amongst young adults due to drugs, alcohol, assault and suicide*” as a significant issue to be tackled.

2.34 Meanwhile, in Healthy Lives, Brighter Futures: the Strategy for Children and Young People’s Health (2009) the previous UK administration raised the need for dedicated young people’s health and support services in and outside of schools²².

2.35 Through Youthbuild, Action for Children are engaging with vulnerable and ‘hard to reach’ young people. These young people may be less likely to make use of statutory services. The personal and social development aspect of the Youthbuild programme may represent an important route by which health promotion messages, information and support can reach this group of young people.

How does Youthbuild work?

2.36 Youthbuild operates in seven locations in Scotland’s Central Belt. There are two projects in Glasgow, and one each in Clackmannanshire, East Ayrshire, Edinburgh, Inverclyde, and West Dunbartonshire. Youthbuild targets young people who may be facing multiple barriers²³ (or who have faced such barriers previously) which hinder their chances of gaining and sustaining employment. Young people can be referred onto the programme from a number of sources such as the careers service (part of Skills Development Scotland), local regeneration agencies, social work, youth justice and probation services, and other employability support programmes for young people.

²⁰ Godfrey C et al (2002) “Estimating the Cost of Being Not in Employment Education or Training at age 16-18, Department for Education and Skills, June 2002 available online at <http://www.education.gov.uk/research/data/uploadfiles/RR346.pdf>

²¹ Equally Well: the Report of the Ministerial Taskforce on Health Inequalities (2008) available online at <http://www.scotland.gov.uk/Resource/Doc/229649/0062206.pdf>

²² Healthy Lives Brighter Futures: The Strategy for Children and Young People’s Health (2009) available online at

http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/documents/digitalasset/dh_094397.pdf

²³ Such as Alcohol/Drug Issues; Care Leaver; Ex-Offender; Literacy/Numeracy; Lack of Qualifications; Social Work Involvement; Long-term unemployed (6 months); Health or Medical Problems; Chaotic Family Background/Lack of Support

2.37 Once a young person is referred, Youthbuild guarantees them an interview with the project to assess whether the programme would be suitable for them. Following acceptance onto Youthbuild, the young person begins the programme which consists of:

- six weeks training at one of the seven locations, during which they receive £55 per week. This training includes practical, industry related skills development. For young people on a construction course for example the training includes plastering, bricklaying, and joinery. The young people also learn softer skills such as teamwork and communication and they engage in information sessions on matters such as sexual health, money management, and reducing stress. The 6 weeks programme is designed to not only give them the job-related skills that will give them a foot in the door, but also to establish them in a routine, build their confidence and enhance their life skills.
- following successful completion of the six week training period, each young person undertakes a work experience placement. They are placed with a construction company for a period of 6 weeks. During this period they continue to receive payment of £55 per week plus a travel pass to assist them in their journey to work.
- after this initial 12 week period, the young person will enter the final six months of the programme, which consists of a six months supported employment placement. During this time they receive the standard rate of pay for the industry and their age. Action for Children pays 50% of the young person's wages during this period, while the employer pays the remainder. The hope is that during this period the young person will demonstrate their capability to do the job and the employer will be in a position to retain them as an employee at the end of their supported employment period.

Funding received

2.38 Action for Children supplied Youthbuild funding information for the period 2008-09 to tie in with its ESF reporting period. In total, the programme received funding of £947,907. The majority of this came from ESF (37%), with the remainder coming from Link Housing Association (29%) and Skills Development Scotland (34%). In addition, funding is provided by the participating local authorities to cover the cost of the young people's wages. This equates to an average of £4000 per young person.

Table 2.2: Funding Received 2008/09

Source	£	% of Total
ESF	£215,000	37%
Link Housing Association Wider Role Grant	£170,000	29%
Skills Development Scotland	£195,878	34%
TOTAL	£580,878	100%

3 Evaluation Method

3.1 The research and fieldwork for the evaluation has comprised three elements: case study visits to the seven Youthbuild projects during which we consulted with managers, staff and young people; interviews with stakeholders; and analysis of management information recorded in Action for Children's e-Aspire system and data held by the Youthbuild programme manager.

Interviews with project staff

3.2 At each of the visits to the seven Youthbuild projects, semi-structured interviews were conducted with the staff who were available on the day. This ranged from 1 to 3 staff members at each project, and totalled 14 staff.

3.3 During the interviews we explored process issues such as the effectiveness of the recruitment process, partnership working, the strengths of the training and supported employment model and if there are areas for improvement (topic guide available at Appendix 1). The interviews also focused on the impact on young people and the extent to which Youthbuild makes a difference to their lives, from the perspective of staff.

Focus groups and one-to-one interviews with young people

3.4 We conducted a facilitated focus group with young people in each of the seven projects during their six week training period. This involved between five and 12 young people in each group, a total of 60 young people. Young people were invited to discuss their reasons for joining Youthbuild, their opinions on the content of the programme, what they would be doing without Youthbuild and what difference it has made to them so far (topic guide available at Appendix 2). The group setting was used to help generate discussion and to allow young people to interact with their peer group whilst discussing the programme.

3.5 We conducted 11 one-to-one interviews with young people at various stages of involvement with the programme. These focused on the impact that Youthbuild has had on the young people, focussing primarily on the outcomes that Youthbuild aims to achieve, whilst offering young people the opportunity to identify unexpected outcomes (questionnaire available at Appendix 3). Our researchers gathered in depth information about the impact that Youthbuild has had on aspects such as money management, stress reduction, aspirations, and risk management.

Stakeholder interviews

3.6 GEN consulted with stakeholders from Capital City Partners, Careers Scotland, and Linkwide Limited to assess Youthbuild's strategic fit. These consultations explored (topic guide available at Appendix 4):

- Youthbuild's achievements and the aspects of the programme that contribute to these

- if there are any aspects of Youthbuild that could be improved
- Youthbuild's fit with the aims and activities of their own organisation
- the current socio-economic climate and policy context and Youthbuild's fit with these.

Data analysis

3.7 GEN analysed the demographic and outcomes information generated by the Action for Children e-Aspire system and the completion and retention data held by Youthbuild to examine achievement of outputs and outcomes.

Longitudinal tracking

3.8 Questionnaires have been developed to assess the impact the programme on young people over time, against the programme outcomes (see Appendix 5). These longitudinal questionnaires were distributed to Youthbuild staff in Spring 2010 and were refined in May 2010. These are now being used by staff at key points in the young person's Youthbuild journey to capture outcomes at specific points in time. In Years Two and Three of the evaluation, the questionnaires will be gathered and analysed. The results will provide valuable evidence of the progress that young people have made since joining the programme.

4 Recruitment of young people

4.1 This chapter describes the demographic characteristics of Youthbuild participants. It also considers the recruitment process, in particular the effectiveness of links with referral organisations.

Demographic profile

4.2 In 2009/10, there were a total of 279 young people recorded at a Youthbuild project on the e-Aspire system.²⁴ Analysing the demographic characteristics of this group provides a useful overview of the young people that Youthbuild projects are working with.

4.3 Reflecting the focus that the programme has had to date on the construction sector, the vast majority of participants (97%) are male. Females account for 8% of participants in Clackmannanshire and East Ayrshire, 4% in Glasgow and 2% in Edinburgh. No females were recorded on the e-Aspire system for West Dunbartonshire or Inverclyde.

4.4 While this gender bias may appear significant, the percentage of female Youthbuild participants is in fact slightly higher than that for the Scottish construction sector as a whole. In Scotland approximately 98% of process, plant and machine operatives, and those in skilled trade and elementary positions, are male²⁵.

4.5 That Youthbuild has to date worked predominantly with young males is not necessarily a concern. Unemployment figures show that youth unemployment is a particular issue for young males. Quarterly figures between May - July 2008 and May - July 2010 consistently show that around 60% of unemployed 16 to 24 year olds are male²⁶.

4.6 However, youth unemployment is also an issue for females and Youthbuild staff are keen to maximise their engagement with this group. Where females do engage with Youthbuild, staff report that their outcomes often exceed those of their male counterparts. There is currently no hard data to evidence this but it is something we will consider in the second year of the evaluation. Youthbuild should continue their work to maximise the number of female participants on the programme and consider alternative mechanisms for achieving this.

4.7 Almost three quarters of Youthbuild participants are aged 16 to 18 years. The age profile is younger in the newly established projects in Clackmannanshire and East Ayrshire, where all participants to date are aged between 15 and 17.

24 This does not mean that 279 young people joined Youthbuild during this period, rather that 279 were registered as an open case on the e-Aspire system.

25 Annual Population Survey (Oct 2008- Sept 2009) available online from NOMIS Web

26 Office for National Statistics Statistical Bulletin: Labour Market Statistics September 2010, taken from the Labour Force Survey

Issues faced by young people

4.8 Youthbuild works with young people that face a number of barriers to employment. As part of its ESF funding conditions, Youthbuild records the barriers that each young person is facing. In 2008/09, the five most common barriers were:

- criminal record (65%, 68 of 104 young people recorded in ESF Progress Report)
- history of substance abuse (57%, 59 young people)
- history of alcohol abuse (33%, 34 young people)
- no qualifications (33%, 34 young people)
- low levels of literacy and/or numeracy (26%, 27 young people).

Links with referral organisations

4.9 Youthbuild has developed wide links with partner organisations in the public and voluntary sectors to raise awareness of the programme and generate referrals for eligible young people. Key partners include Skills Development Scotland's careers service, social work, the probation service and Youth Justice, local regeneration agencies, voluntary organisations supporting young people with complex needs, such as homelessness, drug and alcohol misuse and youth sector organisations such as Rathbone which supports young people into employment. The evaluation team did not consult with these partner agencies in year one as it was outside the scope for this first year of the study. However we will explore the possibility of interviewing them in Years two and three.

4.10 The evidence indicates that the referral process is working well in so much as there are good links and a significant number of referrals from partners, though these are not always appropriate. Project workers are satisfied that partnerships with referral organisations are effective and strategic stakeholders reported that Youthbuild has established good links with relevant referral agencies and that these are developing well.

4.11 The programme has been oversubscribed in all seven locations, highlighting that it is well known and well respected among organisations supporting vulnerable young people (those facing the barriers set out in Appendix 6). The study identified that Youthbuild is filling a gap in provision in the local areas where it is operational and the focus on gaining employment makes the programme an attractive opportunity for referral organisations.

4.12 While it is a positive finding that Youthbuild is generating a high number of referrals, this can in itself create issues. Local projects highlighted issues around inappropriate referral, where young people are referred to Youthbuild even if they are not eligible, or their needs are not appropriate to the programme. In part this may reflect the severity of the economic recession, which has led to fewer opportunities and greater pressure on referral agencies to secure positive destinations for young people. And given that all referral agencies are working to achieve the best outcomes for young people, it is likely that Youthbuild is seen as a good choice as it is a 'final stage' service which has employment as a realistic and achievable final outcome. We have not been able to test this from referral agents' perspective however.

4.13 Project staff highlighted some of the challenges they face at the recruitment stage. These include:

- often young people are referred who do not face the multiple and complex barriers that Youthbuild aims to address. For example young people who are unemployed but do not face the barriers outlined in Appendix 6
- young people may fall into the 'benefits trap'. In some cases Youthbuild applicants can be financially worse off if they take up a place on Youthbuild. This is most likely to affect young people under the age of 18, who are not eligible for Job Seekers Allowance but may be in receipt of benefits associated with housing and council tax relief. It also affects those young people on benefits that are looked after by the state. In such cases Youthbuild ensures that the young person is fully aware of this issue, along with the longer term benefits of Youthbuild, so that they can make an informed decision.
- the young people may be in a position at the moment where their lives are too chaotic to enable them to succeed, bearing in mind that they need to demonstrate to real employers that they are committed and ready for work. Youthbuild wants to ensure that young people are not set up to fail. For example, if young people are facing court appearances during the training period, and it seems likely that this will interfere significantly with their employment placements, then Youthbuild may recommend that they defer entry. However there are many cases where Youthbuild participants are involved in the criminal justice system and so this is assessed on a case by case basis.
- young people may have physical impairments that may restrict their ability to work in the construction sector. While Youthbuild has an inclusive policy, some disabled young people may find it difficult to get and sustain employment in the construction sector. For example, for health and safety reasons many construction companies could not employ people with hearing difficulties in site specific roles, and so Youthbuild has to assess the suitability of each candidate in accordance with the health and safety restrictions of the industry they would be working in.

4.14 Issues around 'inappropriate referral' are not directly within Youthbuild's control, and can be challenging to address. However it is an important issue that Youthbuild is trying to tackle and should continue to address to avoid raising the expectations of young people who may not be able to benefit from the programme. Youthbuild should continue to take steps to ensure that partners are clear about referral criteria, undertake awareness raising activities, and provide feedback on inappropriate referrals. Clear written guidelines for referral are important in ensuring that partners have a reference document to hand when making a decision about whether a young person is appropriate. These measures will not stop inappropriate referrals, but will help to keep the volumes to a minimum.

The Recruitment Process

Recruitment

4.15 The staged recruitment process employed by Youthbuild is a positive feature of the programme, reported on favourably by stakeholders, project workers and beneficiaries.

4.16 Young people are supported by a referral agent to complete an initial application and following submission of that, they are invited for an interview.

4.17 Youthbuild operates a universal interview system to give all eligible young people the opportunity to express in their own words why they feel Youthbuild is suitable for them and what benefit they think it will bring to them. By offering an interview to all, the programme does not favour those with greater experience, aptitude or support to complete a written application. The downside of this approach is that staff are often required to complete a large number of interviews for a very limited number of Youthbuild training places. This requires a lot of staff time and may raise the expectations of the young people.

4.18 In order to address this, the Inverclyde project operates with an extra layer to their recruitment process. Young people and the agencies supporting them are invited to an open day to learn about Youthbuild. The open day provides information on the structure and content of the programme. If young people feel it is an appropriate option they can submit an application and will be invited for interview. This means that they are basing their application on more detailed knowledge of Youthbuild and some young people may decide not to apply, following the open day. Project workers in Inverclyde are very positive about this approach, although no data is available to show whether the approach does in fact reduce inappropriate referrals. The workers feel that young people are often told by external support workers what to apply for and they want to ensure that they are interviewing young people who want to work in the sector and want make a change for themselves.

4.19 This is an approach that could be considered by other Youthbuild projects in the future. However this approach may not be as appropriate or effective in other areas where the numbers of young people are greater or the population is more geographically dispersed.

Selection

4.20 Youthbuild has a structured interview process which focuses on the strengths and challenges facing the individual young person. Interviewees are encouraged to be open and honest at all stages and are reassured that revealing the issues they face will not adversely affect their prospects for recruitment, so long as they can demonstrate a commitment to overcoming these issues.

4.21 Throughout the process, interviewers are looking for evidence that the young people have a genuine interest in construction, are motivated and are ready to make a positive change. The interview process is open and informative, ensuring that young people are clear about the commitment and level of work required to successfully complete the programme.

4.22 Young people reported that the interview was different from other interviews that they had been through as it was less formal and more of a discussion. They felt at ease in the interview, were encouraged to think positively about their skills and were confident that they could be open about their lives and any particular challenges or issues they face.

4.23 Project workers report that the interview process is a key factor in achieving the high retention rates that Youthbuild achieves. This careful recruitment is crucial in identifying young people for each programme. This involves selecting:

- the appropriate mix of young people to engender a stable group learning environment.
- young people who face multiple barriers to employment, but are in a position to commit to the structured and disciplined programme and maintain a high level of attendance. This may exclude young people facing serious issues such as court appearances or immediate homelessness.
- young people who can demonstrate that they are ready to make a change in their lives.

4.24 In cases where young people face barriers that may preclude them from the programme, Youthbuild is developing processes for onward referral, directing young people to programmes that are more suited to their needs at the time. Young people may need help with alcohol or substance abuse, or they may have multiple court appearances that would make their involvement in Youthbuild difficult. The programmes may be both internal (such as the Challenge programme) or a programme that is not run by Action for Children. In some cases it may be a preparatory programme that will equip them with the personal and social skills required to move onto Youthbuild. They can then reapply for Youthbuild once they are in a position to do so.

4.25 The Challenge programme is a good example of a programme that has helped support young people towards being ready for Youthbuild (although the Challenge programme is not designed specifically to prepare young people for Youthbuild). The Challenge Programme introduces young people to construction but the focus of the programme is very much on the development of personal and social employability skills. Unlike Youthbuild, where young people take up placements with external employers, the Challenge Programme is wholly contained within the Action for Children structure.

4.26 Strategic stakeholders commented that the Challenge Programme is a useful preparatory step to enhance the motivation and skills of young people prior to joining Youthbuild. This was reinforced by two young people in Clackmannanshire who were motivated to achieve in the Challenge Programme as they had been told that if they achieved certain goals (mainly around attendance), they would be offered a place in Youthbuild on completion of Challenge. By the time they joined Youthbuild they had proved to themselves that they could maintain the routine required to be successful in Youthbuild, and so their successes are continuing there.

4.27 For young people who are not suitable for Youthbuild, there are also alternative programmes provided by other organisations. Project staff aim to refer young people on however there is a lack of capacity in alternative local programmes and so it is not always possible for young people to get places elsewhere. Some Youthbuild staff would also like

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more support and more robust processes and procedures for onward referral. At the moment some believe that while the programme and individual staff are well intentioned in this regard, competing priorities mean that this aspect of their commitment to young people may not always receive as much attention as it should.

5 Effectiveness of Delivery

5.1 This chapter considers the effectiveness of Youthbuild's delivery structures. It also looks at the achievement of its targets, and extent to which young people progress through the different stages of the programme.

The structure of the Youthbuild programme

5.2 The structure of the Youthbuild programme seems to be effective in preparing young people for employment. The three stage progression route (training, work experience, supported employment) and the concept behind Youthbuild is supported by staff and stakeholders. Staff reported that because employment is built into the programme (whereas on other training programmes it often is not) it can help keep young people motivated and with a clear goal to aim for. This is clearly reflected in the focus groups and interviews with young people, who cite the employment aspect as a key reason for engagement and a distinct benefit over other programmes they have engaged with. Youthbuild does not train young people 'for training's sake.' However, the chance of employment cannot be guaranteed as this requires real employers to make a real offer. Young people sometimes have to wait for several weeks after finishing their training before they can find a placement. However Youthbuild has developed strong links with sufficient employers, that in the main young people can be offered a supported employment place.

5.3 Young people frequently reported that the clearly identified progression route from training to paid employment was a major factor in their decision to apply. For example in one project, all trainees reported that they had been finding it very difficult to get a job and had been on other training and employability courses. The attraction of Youthbuild is that it is linked to employment, and in an industry they specifically wanted to work in. Most young people are on a construction training programme with Youthbuild however a leisure²⁷ course has also been delivered and young people on both types of course report an attraction to the industry they are being trained to work in.

5.4 Young people were clear about what Youthbuild consisted of and offered. This clear articulation of the programme means that their expectations of the programme's structure are met. Youthbuild is promoting its service accurately to young people, and this is not an area that needs attention. The consensus across the focus groups with young people was that the project matched their expectations well.

5.5 The programme is flexible enough that teaching methods can change depending on the feedback from trainees. All of the projects use evaluation forms to record feedback from trainees at the end of the six week training period. This is useful in shaping delivery and may contribute to the low attrition rates.

²⁷ Leisure has been used by the project in Rockbank Street partly because of the downturn in the construction industry but also to capitalise on the Commonwealth Games and the associated increase in leisure industry employment opportunities

5.6 Projects have the flexibility and support from Action for Children to introduce new courses and teaching methods where this will enhance provision. For example, one project introduced role-play to allow trainees to act out situations that they would encounter in their personal lives and on a construction site. This project has tried to move away from classroom based activities to help maintain trainees' interest. In another project, staff have reduced the number of educational/training DVDs that they show in succession which helps maintain concentration and interest.

Relationships with employers

5.7 For Youthbuild to work effectively, it must develop and maintain positive relationships with employers. Action for Children employs a National Employment Liaison Manager who will be consulted in year two of the evaluation. This individual's role is to take a strategic approach to developing relationships with employers. This supports the equally important role of project staff in developing effective links with employers at the local level. Staff will also encourage the young people themselves to identify potential employers that they would like to work with and the young people will be supported to follow these leads up.

5.8 Staff report that companies are generally receptive to the aims of Youthbuild, interested in participating and attracted by the subsidy of the trainees' wages. Other organisations have committed to the aims of Youthbuild even if they are not currently in a position to offer traineeships, for example housing associations have written the employment of Youthbuild trainees into tender specifications. However the evidence from the evaluation so far has focused mainly on the perceptions of project staff. In Year Two of the evaluation, we will explore in more detail the overlap between Action for Children's National Employment Liaison function and employer liaison at a local level.

Achievement of Outputs

Progress against ESF Targets

5.9 Action for Children provided the study team with figures for Youthbuild's performance against its ESF target measures for the ESF period 1 October 2008 to 30 September 2009. The data shows that it has performed well against ESF output and outcome targets (Table 5.1). First stage employment in this case means young people have entered the supported employment phase of the Youthbuild programme.

Table 5.1: Youthbuild Progress Against ESF Target Measures 2008-09

	Indicator	Target	Achieved	% Achieved
Outputs	Participants receiving support	120	177	148%
	Participants with multiple deprivations	120	177	148%
	Participants in NEET group	82	117	143%
Outcomes	Participants entering first stage employment	96	90	94%
	Participants entering education/training	6	7	117%
	Participants gaining partial/full qualification	120	165	138%

Retention and Completion Rates

5.10 Action for Children provided data on retention and completion rates for 288 young people, split into two cohorts (January 2009-November 2009 and December 2009-August 2010). As the first group has had enough time to go through the full 45 weeks of the programme, GEN analysed the proportion of young people that have completed each stage. For the second group, not enough time has passed therefore figures are only representative of those who were eligible to complete at the point data was collected. The data is set out in Table 5.2.

Table 5.2: Retention and Completion Rates

	Cohort 1 (Jan 2009-Nov 2009)		Cohort 2 (Dec 2009-Aug 2010)	
	No.	%	No.	%
Total Number Starting	184	-	104	-
Completed 6 Week Training	171	93%	85*	92%*
Complete Work Experience	133	72%	55*	81%*
Completed Subsidised Pay Period	116	63%	7*	58%*
Started Full Time Job	99	54%	6*	50%*
Maintained FT Job after 3 months	87	47%	-	N/A
Other Destination	10	1%	2	2%*

* As intake 2 is still ongoing, full data is not available for completion rates, therefore figures for intake 2 are only representative of those who were eligible to complete at the point data was collected.

Six week training period

5.11 The vast majority of young people complete the six week training programme, between 92% and 93%. Projects report that they rarely lose trainees during the six week training stage. This is an extremely successful component of the programme.

Work experience and subsidised pay period

5.12 Around three quarters of young people (72% of Cohort 1) complete the work experience period which means that they have engaged with the programme for three to four months. Following the training period and work experience placement, young people progress into a supported employment placement which lasts around six months. Between 58% and 63% of the young people who start the programme complete the subsidised pay period, which means they have engaged with the programme for around nine months.

5.13 Completing the work experience placement, and even more so the supported employment placement, is a considerable achievement for the young people, whose lives have often been chaotic. During the time they are engaged in positive activities, developing skills, gaining certification and experience, and all are in paid employment as a result of the programme rather than drawing support from the state benefits system.

5.14 Clearly the attrition rate increases over the duration of the programme, as would be expected. Project staff report that it is more challenging to keep young people engaged with the work experience placement and supported employment phases. Although project staff are in regular contact, young people are often not used to getting to work on time every day and can frequently be late. Some are also not used to the realities of a working day, particularly one that is spent outside in good and bad weather. This has an impact on retention and progression, with some trainees dropping out of the programme because they cannot sustain the motivation to go to work every day. Others find that their employers terminate the agreement because of poor punctuality or performance. This is a challenge faced by all programmes working with this client group.

Encouraging young people to complete the programme

5.15 Project staff use a variety of methods to maximise young people's chances of completing the programme. For example, trainees are given Zonecards to allow them to use multiple modes of transport to travel to their placement. Sometimes project staff accompany trainees on their journey to work initially so that the young people can get used to the journey. Project staff visit all trainees on site at least once per week during the placement phase and around once per fortnight during supported employment.

Progression to employment

5.16 The vast majority of young people who enter the subsidised pay period, retain that employment opportunity for its 6 months duration. Most of those young people then secure un-subsidised employment, and the majority of them sustain that employment for 3 months. If we consider on the data for cohort one, as this is the only group that has had sufficient time to complete the full programme, we find that:

- 87% of young people that completed their period of work experience went on to complete their period of subsidised paid employment
- 85% of young people that completed their period of subsidised paid employment then continued in that job on a full time un-subsidised basis

- 88% of young people that started their full time job were in that job three months later.

5.17 These figures are extremely positive, especially given the current economic climate. If we are to consider how many of the young people who enrol on the programme are expected to complete all stages and secure employment, we find that:

- Almost two thirds of the initial 184 (63%) completed the subsidised pay period (that is, they were in the training programme for 6 weeks, work experience for 6 weeks and then subsidised paid employment for six months); and
- 87 (47%) of the 184 who started the programme completed it and then sustained full time employment for at least three months (that is they were in the training programme for 6 weeks, work experience for 6 weeks, subsidised paid employment for 6 months, and they sustained paid employment for at least 3 months beyond the subsidised pay period) .

5.18 These are positive figures given the complexity of issues faced by the Youthbuild client group. The economic climate has undoubtedly contributed to some young people not securing sustained employment. There are a range of reasons why young people do not secure sustained employment, including:

- seven young people were unable to secure full time positions on a more permanent basis as there was a lack of work available. Many young people were paid off and were looking to secure alternative placements.
- two young people were not offered full time employment on completion of their six-month subsidised employment period.
- three young people could no longer continue with the programme as a result of receiving custodial sentences or being held on remand.
- two young people were unable to continue due to illness
- one young person was unable to take on full time employment having become a full time carer.
- one young person progressed to access further training.

Challenges

Lowering of the age group

5.19 As a condition of its funding, Inspiring Scotland requested that the target age group be lowered from 16-24 to 16-19. The lowering of the age group of Youthbuild participants to 16-19 has presented challenges because under-18s are not permitted to be unsupervised on construction sites. This means that placement companies need to allocate another employee to be with the trainee at all times which can deter them from offering a placement or a permanent position. To maximise the chances of young people being offered a permanent position, Youthbuild has begun to focus more on recruiting 17 and 18 year olds.

5.20 Anecdotal evidence suggests that younger people tend to be more optimistic about their future employment chances and may be less likely to fully commit to Youthbuild. Older young people have perhaps faced more challenges since leaving school and are more likely

to view Youthbuild as a final chance. In summary, project staff believe this lowering of the age group will present a significant challenge for the programme in the future.

The impact of recession

5.21 The recession has had a negative impact on the construction industry, with businesses experiencing a fall in demand for their services, which affects their need for labour. This is particularly acute in Glasgow, where the majority of trainees are located. Projects in East Ayrshire and Clackmannanshire reported particular difficulties due to a low employer base in these areas. Ultimately, across the Youthbuild areas construction companies are less able to offer trainees placements that will lead to permanent jobs. Project staff report that they are finding it increasingly difficult to source appropriate placements for their trainees. However despite this, the effective partnerships that Youthbuild has with a wide range of employers has allowed them to continue finding vacancies for all of the young people they engage, although the placement choices are more limited. Despite the challenges that staff have faced, they have successfully scaled up the number of placements from 50 in 2007/8 to 200 in 2008/9.

5.22 At the local level, some specific factors have made it more difficult to get young people into placements. In Inverclyde, a Single Point of Contact has been introduced which means that all construction sector vacancies are advertised through one portal and employers use the portal if they are looking for skilled staff. This means that the Youthbuild project in Inverclyde find it very difficult to approach employers directly to enquire about placements or permanent jobs. However there may be an opportunity to work with the system and to combine their efforts with other local construction related employability programmes.

Satisfaction with Delivery

5.23 The commitment and expertise of Youthbuild staff is a strength of the programme. Young people in the evaluation were very positive about staff, reporting that they treat them with respect and make them feel welcome. The difference between a school environment (one in which relationships between young people and teachers are more formal) and Youthbuild is viewed very positively by young people. Although it is a structured learning environment, and one in which young people are expected to behave well and progress, young people report that the relationship between them and staff feels more equal than they have previously experienced in formal education settings. A quote from a trainee at Rockbank Street in Glasgow's East End helps to illustrate the point.

“I learned more in 6 weeks at Youthbuild than I ever did at school. I really like all the staff.”

Youthbuild trainee, Rockbank Street

5.24 Young people had mixed opinions on the six week training programme. All enjoyed the practical classes and training for safety certificates. The opportunity to try different trades such as plumbing, roofing and joinery helps young people to decide which one to focus on.

5.25 Some elements of the PSD element of the six weeks were considered to be less useful and some young people in the focus groups did not value them greatly. Other elements such as sexual health awareness and money management were considered more useful. In interviews, young people were less negative about these aspects which may reflect the fact that young people are reluctant to admit they found aspects of the PSD useful in front of their peers. For example, one project worker reported that following a sexual health awareness session, young people had arranged to have STI tests of their own accord. This type of session is important given the rising prevalence of STIs amongst young people aged under 20.²⁸ They help to dispel inaccurate information that young people may have.

“What makes the difference is the amount of training and support the guys get to make them work-ready. They take on the kind of people employers would never have considered otherwise.”

Rachel Cowper, Riverside Inverclyde

(cited in the Sunday Times, December 4, 2008)

²⁸ The number of STIs diagnosed at Scottish GUM clinics rose from 1,913 in 1996 to 6,170 in 2008. Source: ISD Scotland (2009), *“Sexually Transmitted Infections diagnosed at Scottish GUM clinics by diagnostic group, age group and gender”*

6 Impact on Young People

6.1 For Youthbuild to have been successful it is crucial that it has made a difference to the lives of the young people that it engages. We have already shown that around half of young people engaging with the programme move into sustained employment. However Youthbuild aims to impact more widely on a young person's life than simply helping them to get a job. This chapter presents our findings on the wider impacts of the Youthbuild programme.

Youthbuild outcomes

6.2 There are 16 Action for Children Outcomes that Youthbuild has identified as being its focus. Ten of these are primary outcomes for Youthbuild and six are secondary outcomes. These are set out in Table 6.1. The outcomes shown in yellow are the primary outcomes, while the ones in red are secondary.

Table 6.1: Youthbuild Primary and Secondary Outcomes

National Outcomes	Safe	Nurtured	Healthy	Achieving	Active	Respected & Responsible	Included
Action for Children Indicators	09 The risks to the child or young person are known and protective factors are in place	16 The quality of family life is enhanced	01 The health and development needs of a child or young person are identified	19 Achieves satisfactory attendance at school, further education, training or in employment	30 The child or young person's social skills improve	28 The child or young person makes informed choices	37 The family income is maximised
	10 The child or young person knows about the risks to their safety and how to deal with them	17 The child or young person maintains a supportive relationship with significant other/s	07 A child or young person attends essential appointments	21 There is an improvement in the child or young person's educational achievement		36 The young person does not offend (or re-offend)	43 There is an improvement in the child or young person's practical life skills
	18 The young person has suitable accommodation	29 The child or young person manages a change in their life		42 A young person remains in education, employment or training after 16			

6.3 We have gathered and analysed the available e-Aspire data for 1 July 2009 to 30 June 2010 which shows what outcomes young people are working towards and what progress if any, they have made against them. However while baseline data has been captured for the majority of individuals involved in the programme, the system currently only holds data on whether or not progress has been made against outcomes for a minority of young people. Of the 281 young people who registered with the programme in the last 12 months, data is held on initial assessments for 233 young people (83%), and follow up assessments for 53 (19% of the total number of young people and 23% of those who had an initial assessment).

6.4 Some of the young people involved in the programme will not have been on then programme for a sufficient length of time to have had a follow up assessment, and there may be a short delay between data being gathered and entered on the system which might account for some of this shortfall. In addition some young people will have dropped out of the programme before a follow up assessment can take place.

6.5 However there are currently a number of gaps that can only be due to the fact that follow-on assessments are not taking place, or the data from the assessments is not being entered onto the system. Recent revisions to the e-Aspire process should minimise this in future, however it is important for Youthbuild staff to ensure that this process is followed to enable the impact of the programme to be captured and demonstrated.

Achievement of outcomes

6.6 The evaluation team has analysed the progress made by the 53 young people for whom data is available from the e-Aspire system. The analysis shows that the vast majority of young people who received a follow up assessment had shown an improvement on one or more outcomes. This is an extremely positive finding, however should be treated with caution at this stage given the low number for whom follow up assessment data is available. Of the 53 young people who had a follow up assessment:

- 50 (94%) had improved on one or more outcomes
- 39 (74%) had shown no change against one or more outcomes
- 16 (30%) had deteriorated on one or more outcomes.

6.7 Analysis of the data on improved outcomes shows that most improvements have been around the health and safety of the young person, their attendance at essential appointments, and educational achievement. The primary research carried out with the young people supports the findings in relation to health and safety, and educational achievement in particular. In addition, the young people we spoke to during the primary research reported improvements to their relationships and to their income as a result of engagement with Youthbuild. This section explores each of these in turn.

Educational achievement

6.8 Educational achievement, more specifically gaining skills and qualifications that make them more employable, is the outcome immediately identified by the young people when they are asked what they get out of Youthbuild. It is an outcome they place significant value on and for most, it is the reason why they decided to participate and continue to engage with the programme.

6.9 It is clear from discussion with young people, project staff and analysis of e-Aspire data that the range of activities provided during the six week training period is broad and supports a number of the outcomes identified above. Most notably projects are providing sessions on job related skills and qualifications, the health and development needs of the young people, risks to their safety, income maximisation, making informed choices, and practical life skills. The Table in Appendix 7 illustrates the sessions that are recorded on the e-Aspire system.

6.10 The data also shows that young people engage in large numbers of certified courses during their 6 week training programme. A total of 2,189 courses were undertaken by 113 young people, an average of 19 per young person. However this data is incomplete and so these numbers are likely to be larger.

6.11 The e-Aspire data shows that 58% of young people with a second assessment have improved in terms of educational achievement.

6.12 The informal learning environment is appealing to young people, and most notably the varied and practical nature of the job specific training keeps their interest and focuses them on the ultimate goal, which is securing employment using the skills they are learning.

6.13 Many of the young people spoke of how they had achieved a certificate in abrasive wheels, plastering, tiling and a host of others since joining Youthbuild and ultimately they aim to achieve their CSCS card, which is their passport to working on a building site. They were proud of their achievements and knew that these would be valued by employers which in turn made them feel more confident about their employability. The achievement of the CSCS card is viewed by the young people as the most important part of the programme, as this, in their view, is what gets them a job.

“I would definitely recommend it to a friend. It gives you more than other training. It gives you certificates and a job”

Youthbuild participant, West Dunbartonshire

6.14 The expectation that completion of Youthbuild training will lead to a supported employment placement is key to engagement and retention on the programme. As such, the job specific training and offer of a supported employment placement are strong contributors to the achievement of all other outcomes.

Risk management

6.15 A significant impact of the programme has been in helping young people to reduce risk in their lives. The e-Aspire data shows that improvements are made among two thirds of young people between their first and second assessments.

6.16 Some of the impacts in this area are generated by the content of the health and wellbeing elements of the programme's PSD sessions. Illustrating this, one young person gave an example of how he reduced his smoking from 40 to 60 cigarettes per day to 10 following the smoking cessation and income maximisation/money advice sessions.

6.17 A significant number of the young people involved in the primary research reported that Youthbuild is helping them to keep out of trouble with the police and leave their involvement in gangs behind. Others have reduced or stopped their use of alcohol and drugs.

“I used to drink every day. I would be sick and pass out – I couldn't handle it. The challenge programme helped me drink less and get onto Youthbuild. Now Youthbuild is helping me to get a job. I only drink once or twice a month now. I'd rather have a better life. ”

Youthbuild participant, Clackmannanshire

6.18 Young people express the reasons for this in two ways. Some are leaving their negative behaviours behind for fear of losing the chance to get a job and have a more positive future. Others are motivated to make positive changes in their lives because Youthbuild is helping them to think more positively about themselves and their future.

“Now I would just walk away from a fight – I know I have something to lose now!”

Youthbuild participant, Edinburgh

6.19 The young people who report these changes in their lives have a focus on the future. Youthbuild has given them hope for the future and they do not want to lose that. As one young person said:

“My dad lost all his chances. I don't want to be like him. I want to be a plumber with my own business and I want a wife and kids”

Youthbuild participant, Clackmannanshire

6.20 By diverting young people away from crime, alcohol and drugs the programme has the potential to lead to fiscal savings for the public purse. In year 2 of the evaluation, once the new projects have had a chance to support young people through the entire programme, it will be possible to assess this more fully. However the example below gives an indication of the types of costs that the programme could have a positive impact on.

Anti-social Behaviour

Each young offender costs society £300,000 over a lifetime. Prolific young offenders cost services and society £80,000 per year. Preventing one in 10 young offenders from ending up in custody could save society over £100m a year. The crimes committed by young adults are at a cost of up to £19bn every year. The annual cost in England and Wales was estimated to be £60bn in 2000.

Source: New Philanthropy Capital. Trial and Error: Children and Young People in Trouble with the Law, a guide for Charities and Funders. Matthew va Poorvliet, Iano Joy and Camilla Nevill. February 2010

6.21 The case study example below shows the extent to which Youthbuild can turn a young person's life around by supporting them to leave their previous life of anti-social behaviour behind.

John's Story (the name has been changed to preserve anonymity)

John was introduced to Youthbuild through the careers service. He joined the programme in 2007. He has an interest in the construction sector and was keen to get involved in a programme that was differed from other training programmes that he had been involved in.

During his time on the Youthbuild programme John was taken into custody. Throughout this period the Youthbuild team continued to support him and made regular visits to him in prison. On his release the team worked with him and got him back into the Youthbuild programme.

John feels that Youthbuild have been instrumental for him in recognising and facing the risks he faced in his life and in helping him to move away from negative influences.

Prior to his involvement in Youthbuild, he was part of a group where he was exposed to drugs, alcohol and crime. When he started on the programme he was drinking everyday and would regularly come to the centre and building site under the influence of alcohol. John's attitude changed completely during his time in prison as he had time to think about where is life was going; "(in prison) its just you and your thoughts". He attended anger management sessions and engaged with the Youthbuild team while he was in prison. As a result of the opportunity provided by Youthbuild and the support of the team he has moved away from this group and does not now speak with the friends he had before he went to prison. He has also established much more positive relationships.

John said "I used to hate the world and think that the world hated me, I feel different now and will get my head down and work hard". His place on Youthbuild has introduced structure to his life and "gives him something to get out of bed for". He is really enjoying is placement and especially the fact that he gets to work outside. On completion of the Youthbuild programme he hopes to get a permanent job and continue to progress in the construction trade.

Without Youthbuild David believes he would be unemployed or working in a minimum wage job. Youth build has helped him to get a job, and build confidence and security. He can provide for his girlfriend and his daughter and his homelife is better as a result.

Improved relationships

6.22 Young people commonly cited improved relationships with their families as a result of Youthbuild. The e-Aspire data shows this to be the case for 32% of the young people who had a follow up assessment.

6.23 Often these improved relationships come about because their parents had been unhappy with them because they were not engaging in employment, education or training, and because of their involvement in anti-social or offending activities. In these cases, when

the young people began engaging with Youthbuild, their parents changed their attitudes towards them. Instead of being disappointed in their child and expressing that, they are proud and pleased with the effort they are making, and so the communication between child and parent is becoming more positive.

“I feel like my mum respects me more. For the first time in my life she said she’s proud of me”

Youthbuild participant, Clackmannanshire

“My mum hated me dossing, I spoke to her 2 weeks ago for the first time in 3 months. This shows her I’m doing something with my life”

Youthbuild participant, West Dunbartonshire

6.24 Some young people on Youthbuild have seemingly irreparable relationships with family members, however by taking control of their lives through involvement in Youthbuild they feel better about themselves and are more able to deal with these challenging circumstances. One young person said:

“I was in a home when I was younger and before this course life wasn’t worth living. I was always stressed because of my family. This gets me out of bed every day. Just coming here is the most helpful thing. But I need the promise of the job to keep me focussed. ”

Youthbuild participant, West Dunbartonshire

6.25 However young people not only spoke of improved relationships. They reported that they are also leaving behind negative relationships. For young people who are part of a group of friends who are involved in offending behaviour or substance abuse, it is crucial that they move away from individuals and situations that encourage them to become involved in these activities. The young people who discussed this said their reasons are that they know that they cannot have a positive future if they continue with relationships that encourage and support negative behaviours.

Improved income

6.26 When the young people join Youthbuild they receive a training allowance of £55 per week, and when they enter the period of supported employment this increases to an agreed wage with their employer. Young people in the training period spoke of increased independence through having their own income, even though many were receiving benefits

before joining Youthbuild and so their income has not significantly changed. The income maximisation/money management sessions are often referred to by the young people.

“When I was on the bru I would just spend. I’m now managing my money much better since the talk on money management”

Youthbuild participant, Edinburgh

6.27 However this outcome is most notable for the young people who are on their supported employment placement, as the case study example below shows:

David’s Story (the name has been changed to preserve anonymity)

David heard about Youthbuild through Glasgow East Regeneration Agency. He wanted to become employed in construction, however he had a serious offending history and needed help to get a “foot in the door” to show what he could do.

Before successfully applying to Youthbuild, David was unemployed and had been in and out of work, and in and out of jail. However his girlfriend became pregnant and so he needed a steady job.

At the project David was involved in monoblocking, and he acquired practical skills and teambuilding skills. He liked the “taster” aspect of the project, doing things like plumbing, roofing, joinery. The mix of practical and theory broke the day up well. It was a chance to get proper training and not just waste time.

David has been on lots of different schemes and projects , but none of them were like this. They just thought getting you a job was enough, no matter what the job was.

David’s income is much higher now, and he is on a career path. This wouldn’t have happened without Youthbuild. He is no longer offending, although this is not due to Youthbuild. But Youthbuild has raised his career aspirations. Now he know he can make good progress and has the confidence to do it.

7 Conclusions and Issues for Consideration

7.1 By offering a holistic programme that provides vocational training, access to real jobs, and support to overcome barriers to gaining skills and employment, Youthbuild supports a range of policy priorities across the UK. It not only has a crucial role to play in supporting skills and employment policies such as Investing in Potential, and More Choices, More Chances, but it can support wider policy areas including reducing anti-social behaviour, and improving the health and wellbeing of young people. This holistic and multi-faceted approach means that Youthbuild is part of the process of equipping young people who have multiple and complex needs with the tools they need to improve their life chances, and as such has a role to play in reducing poverty and disadvantage.

7.2 Youthbuild is supporting young people into employment, but crucially the data shows that the young people are sustaining that employment. Around half (54%) of those who start the programme secure full time employment and three months later 88% have retained that opportunity. This means that almost half (47%) of the 184 young people who started on the Youthbuild programme in 2009 completed the nine month programme, secured full time employment and were still in full time employment three months later. This is a significant achievement given the complexity of the issues that many of the clients are facing, and given that in 2009 the economy was in decline and unemployment figures were rising.

7.3 This is testament to the design of the programme, which maximises retention by providing attractive and engaging practical training and employment opportunities; and maximises sustainability of outcomes by offering a holistic package of support. This support provides young people with the tools and self-confidence they need to deal with challenges, overcome barriers, and make positive and lasting changes in their lives.

7.4 The holistic package of support means that the impacts of the programme go far beyond moving young people into sustained employment. The balance of practical skills training, PSD, supported employment, and the flexible approach taken by staff has proved a successful formula in achieving transformational change in the lives of some very vulnerable young people. In particular young people are motivated and supported to leave behind anti-social behaviour activities. They report breaking their links with gangs and they establish more positive relationships with the new people they meet through the programme. They also report reducing their use of drugs, consumption of alcohol and smoking. This not only helps them to secure and maintain employment, but it impacts positively on their lives more widely, including improved physical and mental health and wellbeing, better relationships and increased hope and aspirations for the future.

7.5 The major strength and distinguishing feature of Youthbuild is its link to real work experience and employment opportunities. There is a clear focus on moving young people into real and sustainable jobs, and having well established links with employers makes this feasible. Yet, this strength also means that the model can only work in sectors and in geographical areas where employers have a high demand for labour and are willing to

provide placements for young people. The model is vulnerable to fluctuations in labour demand and so it has to be responsive to mitigate against any such threats.

7.6 The programme staff are aware of this and in response to a decline in construction sector employment they ran a leisure course in one area during 2009/10 as a pilot. Rolling the model out into other sectors is extremely positive as it can help to reduce the threats associated with fluctuations in demand in particular sectors, and can offer opportunities to a wider group of young people. However, the challenges associated with this should not be underestimated. Youthbuild's success in the construction sector is due the sector's ability to provide appropriate placement and employment opportunities for young people; the sector's appeal to young people; and Youthbuild's investment in developing employer relationships, its skills and expertise in training young people to work in the sector, and its training facilities which in some areas are designed specifically for the provision of construction skills training. Any decisions to expand into other sectors should take careful consideration of what those sectors can offer young people, and how the necessary levels of skill, expertise and employer relationships can be created in Youthbuild.

7.7 The evaluation has found no major issues with the processes involved in delivering Youthbuild. Minor aspects that may require examination include reducing the number of inappropriate referrals, providing more support to Youthbuild staff with onward referral processes, and ensuring that all data is entered onto the e-Aspire system. As with any programme there is always scope to refine processes and this is something that is happening on an ongoing basis. In particular, projects are refining the content of their programmes and delivery styles at a local level in response to ongoing feedback from the young people. The recruitment process is working well, although the number of potential candidates and commitment to providing all applicants with an interview can be challenging. There can sometimes be inappropriate referrals however it is important that any refinements to the process only screen out ineligible candidates. Limiting the pool of appropriate candidates may exclude someone who Youthbuild staff would deem to be an ideal candidate.

7.8 Overall the evaluation has found that Youthbuild is working well and achieving positive "soft" outcomes, as well as achieving "hard" outcomes and moving young people into employment, which most are sustaining. In a time when unemployment is high and youth unemployment is an important issue, it is crucial that we learn from the mistakes of the previous recession. The success that Youthbuild is having can make a significant contribution to preventing the creation of a "lost generation" of young people who remain workless through the recession and beyond. This is a challenging time for employability projects, however this evaluation will provide Youthbuild with ongoing learning over the next two years that can support it to take the appropriate decisions to address these challenges.

Appendix 1: Project Staff Topic Guide

Evaluation of Action for Children Supported Employment Programmes (Youthbuild)

Delivery Staff Topic Guide

Interview Reference Number:

SECTION A: Background

1. Name of individual(s):
2. Job title of individual(s)
3. Location of project:
4. Can you briefly describe the aims and activities of the project?
5. Can you briefly describe your role in the development and delivery of the project?

SECTION B: Referral and recruitment

In this section we are trying to find out more about the main beneficiaries of project activity. We are interested in the groups targeted by the project, the ways in which you recruit young people to the project and any difficulties you have faced in recruiting young people.

1. Please describe the ways that young people are recruited to the project? Which organisations refer young people to you?
2. What types of issues are the young people referred to you facing?
3. Please describe the processes you use to assess the needs of young people? How effective are these processes? Could these processes be improved?
4. After young people are referred to you how do you encourage them to engage with the project? What information is provided? What form is it in?
5. In your experience, what works well/ less well in the recruitment/ initial engagement of young people into the project? (please provide examples)
6. Has the project experienced any difficulties recruiting/ engaging young people in the project?
7. (If yes) What difficulties has the project faced? Why do you think this is the case?
8. How have these difficulties been overcome? Did you get support from other projects, or any other organisation?

SECTION C: Delivery of project activity

9. Has the project achieved its target outputs to date? e.g. numbers of young people participating, completing the programmes, young people achieving certificated/ accredited training, employers providing work placements?
10. (If no) What challenges has the project faced in achieving target outputs? Why has this been the case?

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11. Do you feel the mix of activities/ support within the project meets the needs of young people? (examples/ evidence)
12. Which activities/ types of support work particularly well in meeting the needs of young people? (examples/ evidence)
13. Why do these activities work well in meeting the needs of young people?
14. Are there any activities/ types of support that have not worked well in meeting the needs of young people? Which ones? Why do you think this is the case and what adjustments have been made?
15. Has the content and scope of the project changed/ evolved over the course of the project? How has it changed? Why has it changed?

Retaining/ maintaining engagement

16. What proportion of young people do not complete the project? Why do these young people leave the project? How can these difficulties be addressed?
17. Is there anything that could be done differently to help you retain/ maintain the engagement of young people? Are there any barriers to doing this?
18. Have you experienced any difficulties in delivery of the programme at key transition points e.g. the transition from training to work placement/ the transition from work placement to supported employment. Why do you think this has been the case? How can these difficulties be addressed?

Involvement of young people

19. Are young people involved in the ongoing design, development and evaluation of project activities e.g.
 - do they influence where the focus of activity lies
 - do they have the opportunity to provide feedback
 - does feedback influence the delivery of project activity
20. Please describe the processes you have in place to involve young people in the ongoing design and development of project activity?
21. Please describe the processes you have in place to involve young people in the evaluation of project activity?
22. What are the benefits of involving young people in this way?
23. Do you face barriers to involving young people? How can these be overcome?
24. Are there any plans to involve young people further in future?

SECTION E: Meeting the outcomes

25. Please describe the main ways activities are contributing to the outcomes of the project e.g. what features of project activity contribute to what outcomes:
 - the risks to young people are known and protective factors in place
 - young people know the risks to their safety/ how to deal with them
 - young people have sustainable accommodation
 - the quality of family life is enhanced

- young people maintain supportive relationships
- young people manage change in their lives
- young people attend essential appointments
- young people maintain satisfactory attendance at school/ college etc
- improved educational achievement
- young people remaining in education, employment, training post-16
- improved social skills
- young people make informed choices
- young people do not re offend
- family income is maximised
- improved life skills

SECTION D: Partnership working

26. Have you worked in partnership with other organisations in the development and delivery of the project?
27. Which are the main organisations that you have worked in partnership with? e.g. referral organisations, organisations providing other support to young people, employers.
28. What do you think has worked particularly well in developing effective partnership working?
29. Have there been any challenges in developing effective partnership working? What are the challenges? How can these challenges be overcome?
30. Is there any other support/ partnerships that may be useful to you in developing and delivering the project in future?

SECTION E: Outcomes and impacts of project activity

31. What processes and procedures do you have in place to capture and monitor the outcomes and impacts of project activity for young people?
32. How appropriate are these processes and systems?
33. Could these processes and systems be improved? If so, in what ways could these processes and systems be improved?
34. What do you think are the main impacts and benefits of project activity for young people?

Prompts (if necessary)

- the risks to young people are known and protective factors in place
- young people know the risks to their safety/ how to deal with them
- young people have sustainable accommodation
- the quality of family life is enhanced
- young people maintain supportive relationships
- young people manage change in their lives
- young people attend essential appointments
- young people maintain satisfactory attendance at school/ college etc
- improved educational achievement
- young people remain in education, employment, training post-16
- improved social skills
- (increased self esteem, confidence in social situations, positive social networks)
- young people make informed choices
- (increased aspirations, confidence to make life choices)
- young people do not re offend
- family income is maximised
(*move to employment, wage subsidy*)

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- improved life skills
 - (reduced stress, confidence to manage finances, knowledge and ability to apply for a job, awareness of sources of help and support)
35. How sustainable do you think the outcomes and impacts of project activity will be?
36. What are the key factors influencing the sustainability of outcomes?

SECTION F: Conclusions

37. What do you think could be done to improve the project in future (e.g. improved processes and systems, different activities, enhanced resources, better partnerships, provision of more wrap round support)?
38. Do you foresee any difficulties/ barriers in the future delivery of project activity? What are the difficulties? How can they be overcome?
39. Overall what do you think are the key successes of the project to date?

Appendix 2: Young People Focus Group Topic Guide

Evaluation of Action for Children Supported Employment Programmes (Youthbuild)

Focus Group Topic Guide

Introduction

Monitoring forms and sign in on arrival

Why we are here?

- Evaluation for Action for Children to look at the Youthbuild project;
- We are speaking to people who have been involved with the projects in different parts of Scotland to find out what they think
- We want to see what is working well, what you like about the project, anything you don't like about the project and any changes that you think will make it better – don't worry about saying anything bad about the project – it can be useful and we want your honest opinions.
- Anything said in the focus group is private and confidential

Ground rules

- Everyone's point of view is equally important
- Only one person to speak at a time
- You are here voluntarily and can leave at any time

Introductions (ice breaker)

Facilitator: Hand out name plates and get everyone to write their name.

6. Before we start, I would like you to go into pairs and find out from your partner a few pieces of information, then we'll come back together and you will introduce your partner and what you have found out about them. I would like you to find out from your partner their name, age, where they live, why they came to Youthbuild and what has been their favourite part of Youthbuild so far.

Recruitment

Ok, you've told me a bit about why you came to Youthbuild.

7. Can you remember when you first heard about Youthbuild? How did you hear about it and how to you end up coming here?
8. What information did you get before you came here? Did you know enough or could you have been told more?
9. What was it about Youthbuild that made you want to be involved?
10. What did you think about the recruitment process? Was it good or bad? Do you think anything about it should be changed?
11. At the start, what did you hope the Youthbuild programme would help you with? e.g. a qualification, a job, learn new things, something to do!

What were your first impressions of the programme?

12. When you first came along to Youthbuild, what were your first impressions of the.....?
- People (staff, trainers)
 - Place
 - Activities
13. At the beginning, what were you told you were going to be doing? Was it enough to give you a good picture? (If no) What other information would have been good?
14. Did the staff and other people here make you feel welcome? How did they do this?
15. At the beginning, did you want to stay on the programme? (If yes) Why did you want to stay? (If no) Why did you not want to stay? What made you change your mind?

What are the good bits of the programme? Are there any bad bits?

Activity:

We are going to break into pairs to discuss the good things about the programme and the things that you think are not so useful and why you feel like this? I would like you to come up with five good things and five not so good things? Can you write these on the post-it notes and then we can talk about them when you are finished.

Feedback to group – facilitator identify where there is repetition between pairs and probe any interesting points.

What difference has the programme made to your life?

Activity:

Short group discussion around the differences the programme has made to their employment chances and to their personal and social skills.

Facilitator should have cards relating to outcomes/ impacts from M&E Framework. Add any additional suggestions to the cards. In pairs/ small groups young people think about the differences the programme has made to their employment chances and to their personal and social skills

What difference do you think the programme has made to your employment chances?
Prompts: working in a team, CVs, skills, qualification/ certificate, links with employers, time keeping etc

What difference do you think the project has made to your personal and social skills?
Prompts: Confidence, self esteem, aspirations, social skills, new friends etc

I would like you rate the extent to which project has helped you with each of these things. If the project has made no difference please place the card to the side!

I would now like you the rank the benefits you have got from being involved in the project. Please put the most important benefit at the top of the ladder and the least important at the bottom. If the project has made no difference please place the card to the side!

Group - discuss rating/ ranking – look for examples of things they are doing differently now and the activities that are contributing to outcomes/ impacts and why

Are there any areas for improvement?

16. What, if any, improvements could be made to the activities that you are doing with the project so that it is more useful to you?
17. What, if any, improvements could be made to the way you are treated in the project e.g. do you have enough opportunities to feedback your views etc?

What are your plans for the future?

18. What do you hope to be doing in
 - In 3 months?
 - In 6 months?
 - 2yrs from now?
19. What do you think you would have been doing now if you were not part of the programme?
20. Do you think that programmes like this reduce the likelihood of young people getting into trouble? How do they do that?
21. Has being on the programme changed your plans for the future? How has being on the programme changed your plans for the future?
22. Has being on the programme changed your chances of getting and keeping a good job? How has it changed your chances of getting and keeping a good job?

Would you recommend the programme to a friend?

23. Would you recommend this programme to a friend?
 - Who might you recommend it to?
 - Why might you recommend it to them?
 - What advice would you give them about the programme?

Thank you for your time

Appendix 3: Young People Individual Interview Questionnaire

Evaluation of Action for Children Supported Employment Programmes (Youthbuild)

Individual Interviews Topic Guide – Case Studies of young people

Background

1. How did you hear about the project?

2. What made you want to join?

3. What were you doing before getting involved with the project?

Opinions on the project

4. Can you tell me a little bit about what you do here at the project?

5. What do you like about the project?

6. Is there anything you think could be done better/ differently? Are there any gaps?

Meeting the outcomes

7. This project is trying to help you and the other young people in a number of different ways. I would like to ask you about the ways the project has helped you and how it will help you in the future. I would like you to think about how much your knowledge, skills and attitudes have changed since you got involved with the project.

If you don't think the project has had an influence on some of these issues that is fine...we would like you to be honest.

We are going to use a rating scale. In each case I'd like us to talk about some of the issues faced by young people and then I would like you to rate how much you think the project has helped you with that issue and tell me a bit about why you have chosen that rating.

- 1=No effect, coming to the project has made **no difference**
- 2=Slight effect, coming to the project has made a **small difference**
- 3=Medium effect, coming to the project has made a **moderate difference**
- 4=Major effect, coming to the project has made a **big difference**
- N/A = **Not applicable**

Risk management

- **Thinking about your personal and social life**, what kind of risks do you think you face e.g. debt, drugs, crime, peer pressure

- Do you think that the project has raised your awareness of the risks you face?

1	2	3	4	N/A

- Do you think the project has made you more able to deal with the risks you face?

1	2	3	4	N/A

- How has it done that?

Change management

- **Thinking about your personal and social life**, do you feel confident to manage changes in your life? e.g. a new job, moving house, a change in a relationship.

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- Can you give me an example from the past few months of a situation where there has been a change in your life and how you managed/ dealt with it?

- Do you think that being part of the project helped you to deal with this change/ will help you to deal with change in future?

1	2	3	4	N/A

- How has it done that?

Making choices

- **Thinking about your personal and social life**, do you think you have all the information you need to make informed choices about your life e.g. getting help with particular issues, what jobs to apply for, what further learning and training you might want to do?

- (If no) what other information would you like?

- Do you know where to find it? Do you feel confident about finding it/ asking for it?

- Do you feel confident making choices about your life?

- Do you think that the project has helped you to feel more confident in making choices about your life

1	2	3	4	N/A

- How has it done that?

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Attendance

- **Thinking about your personal and social life**, would you say that you are good at keeping important appointments e.g. appointments with a doctor, adviser, an employer

- **(If no)** why do you often miss appointments?

- Do you think that keeping appointments is important? Why?

- Do you think that being part of the project has helped you miss fewer appointments or has it changed the way you feel about keeping appointments?

1	2	3	4	N/A

- How has it done that? e.g. Time keeping has improved/ understand that the appointments are important?

Positive relationships

- **Thinking about your family life**, would you say you have good relationships with your family and friends? Has this changed recently e.g. have some relationships got better or got worse (please give examples)

- Do you think that being part of the project has helped you to improve your relationships with your family and friends?

1	2	3	4	N/A

- How has it done that?

Education and employment

- Before becoming part of the project what did you think about education and training? e.g. did you like school/ college, would you like to go back to school/ college?

- Do you think that being a part of the project has changed the way your think about learning new things?

1	2	3	4	N/A

- How has it done that?

- Before becoming part of the project, did you feel confident and able to apply for jobs?

- Do you think that being a part of the project has made you more confident and able to apply for jobs?

1	2	3	4	N/A

- How has it done that?

Income

- Has your income changed since you become involved in the programme? How has your income changed?

- Do you think that being part of the programme will have an effect on your future income? To what extent?

1	2	3	4	N/A

- How has it done that?

Stress reduction

- Generally speaking, do you feel under stress in your life e.g. do you worry about things, do you feel under pressure from others.
- **(If yes)** what sort of issues are causing you stress?

- Do you feel able to cope with stressful situations?

- Do you think that being part of the project has helped you to cope with stress?

1	2	3	4	N/A

- How has it done that?

Criminal justice

- Have you ever been involved in the criminal justice system?

- Do you think that being a part of the project has changed your attitude towards offending?

1	2	3	4	N/A

- How has it done that?

Aspirations

- What would like to do when you finish at the project and your placement?

- Do you think that being part of the project has helped you decide what you want to do in future?

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1	2	3	4	N/A

- Do you think that being part of the project has raised your aspirations of what you can achieve?

1	2	3	4	N/A

- How has it done that?

Overall

8. Overall, what do you think are the three most important benefits that you have got from the project?

1.

2.

3.

9. What do you think you would be doing now if you weren't part of this programme?

10. Do you have any suggestions to make the programme better?

- The activities that make up the programme
- The way you are treated in the programme e.g. do you have enough opportunities to feedback your views etc?

11. Would you recommend this programme to a friend?

- Who might you recommend it to?
- Why might you recommend it to them?
- What advice would you give them about the programme?

Thank you for your time

Appendix 4: Stakeholder Topic Guide

Evaluation of Action for Children Supported Employment Programmes (Youthbuild)

Stakeholder Topic Guide

- 1. Nature and level of involvement with Youthbuild**
- 2. View on what Youthbuild is achieving**
- 3. View on the most important features of Youthbuild**
- 4. Way in which the currently economic/ policy environment will affect strategic direction of your organisation.**
- 5. In what way could these changes impact on Youthbuild**
- 6. What should Youthbuild be doing in future?**

Appendix 5: Longitudinal Questionnaire

Young Person Progress Record

Administration Details	
Young Person Reference Number:	
Name of project:	
Length of time on project:	
Current status (tick most appropriate option):	Start/of 6 week training period <input type="checkbox"/> Nearing end of supported employment <input type="checkbox"/> 3 months after completing the programme <input type="checkbox"/>

Meeting the outcomes

This project is trying to help you and the other young people in a number of different ways and we want to find out how it is helping you.

We are going to use a rating scale. In each case I'd like us to talk about some of the issues you might face and where you would place yourself on the scale. Please be as honest as possible because it will help the project to know what it is doing well and what it might need to do more of.

Risk management

12. Thinking about your personal and social life, what kind of risks do you think you face, for example:
- debt,
 - drugs,
 - crime,
 - peer pressure

13. Please rate yourself on the scale where 1=No risks at all in my life and 10=A large number of risks in my life

1	2	3	4	5	6	7	8	9	10

14. Has the project helped you to reduce the risks in your life? How? **(INTERVIEWER please note this question may not be applicable for the first interview)**

Change management

15. **Thinking about your personal and social life**, have you had to manage changes in your life recently? What are they? e.g.

- a new job,
- moving house,
- a change in a relationship.

16. Please rate your ability to manage change in your life where 1=Not at all able to manage change in my life and 10=Fully able to manage any changes in my life

1	2	3	4	5	6	7	8	9	10

17. Has the project helped you to manage changes in your life? How? **(INTERVIEWER please note this question may not be applicable for the first interview)**

Making choices

18. If you had a problem with drugs, housing, money or sexual health how confident would you feel in accessing the help that you need?

19. Please rate your confidence in being able to find the help you need where 1=Not at all confident and 10=Completely confident

1	2	3	4	5	6	7	8	9	10

20. Has the project helped you to get more information to help you make choices? How? **(INTERVIEWER please note this question will not be applicable for the first interview)**

Attendance

21. **Thinking about your personal and social life**, how good do you think you are at keeping important appointments e.g. appointments with a doctor, adviser, community service, job interviews

23. Please rate how good you are at keeping appointments where 1=never keep an appointment and 10=I never miss an appointment

1	2	3	4	5	6	7	8	9	10

24. Has the project changed your attitude towards keeping appointments? How? **(INTERVIEWER please note this question may not be applicable for the first interview)**

Positive relationships

25. **Thinking about your family life**, how good would you say your relationships are with your family and friends? Please explain your answer.

26. Please rate your relationships with family and friends where 1=I have really bad relationships with family and friends and 10=I have really good relationships with family and friends

1	2	3	4	5	6	7	8	9	10

27. Has the project helped you to improve these relationships? How? **(INTERVIEWER please note this question may not be applicable for the first interview)**

Education and employment

28. What do you think about learning new things? e.g. did you like learning new things at school/ college, would you like to go back to college to learn new things?

29. Please rate your attitude towards learning new things where 1=I really don't like learning new things 10=I really like learning new things

1	2	3	4	5	6	7	8	9	10

30. Has the project changed your attitude towards learning new things? How? **(INTERVIEWER please note this question may not be applicable for the first interview)**

31. What do you think about work?

32. Please rate your readiness for work where 1=I do not feel at all ready to get and keep a job 10=I feel completely ready to get and keep a job

1	2	3	4	5	6	7	8	9	10

33. Has the project changed how ready you feel for work? How? **(INTERVIEWER please note this question may not be applicable for the first interview)**

Income

34. How would you say your financial situation is at the moment?

Evaluation of Supported Employment Programmes – Year 1 Report

35. Please rate how happy you are with your current income levels where 1=Not at all happy
10=Totally happy

1	2	3	4	5	6	7	8	9	10

36. Has the project helped you to change your income levels? How?

Stress reduction

37. Generally speaking, do you feel under stress in your life e.g. do you worry about things, do you feel under pressure from others. Please explain

38. How able do you feel to cope with stress, where 1=Not at all able to cope with stress and 10= Fully able to cope with stress

1	2	3	4	5	6	7	8	9	10

39. Has the project helped you to deal with stress? How? **(INTERVIEWER please note this question may not be applicable for the first interview)**

Criminal justice

40. Have you been involved in the criminal justice system? Please explain **(INTERVIEWER: If 2nd or 3rd interview please ask if they have been involved since the last time they completed the form)**

41. How vulnerable are you to offending, where 1= I am very likely to offend and 10= I am very unlikely to offend

1	2	3	4	5	6	7	8	9	10

42. Has the project changed your attitude towards offending? How? **(INTERVIEWER please note this question may not be applicable for the first interview)**

Aspirations

43. Thinking about the future, what do you want to do with your life? E.g. do you know what job you want to do?

45. Please rate how you feel about the future, where 1= I feel very bad about the future and 10 = I feel very good about the future

1	2	3	4	5	6	7	8	9	10

46. Has the project changed your attitude towards the future? How? **(INTERVIEWER please note this question may not be applicable for the first interview)**

47. Any other comments on how the project has helped you?

Appendix 6: Characteristics of Vulnerable Young People

7.9 This appendix gives full details of the young people that Youthbuild worked with in 2008/09. It shows the demographic characteristics of the young people according and the number of Youthbuild’s young people that have each one.

7.10 Youthbuild’s primary target is to engage young people in the NEET group. However it also strives to engage those young people that as well as being NEET face other barriers to work. These are listed in the table below, along with the number of each group that Youthbuild proposed it would work with in its ESF application.

Secondary Target Group	Number in ESF application	Number worked with	% achieved
History of alcohol abuse	28	34	121%
Criminal record	23	68	296%
History of substance abuse	19	59	311%
Unemployed	13	10	77%
No qualifications	13	34	262%
Young people leaving care	11	6	55%
Young people at risk of becoming NEET on leaving school	9	4	44%
Literacy and numeracy	8	27	338%
Long term unemployed	8	2	25%
Homeless	6	2	33%
Mental health problems	3	3	100%
Family/caring responsibilities	0	1	N/A
TOTAL	141	250	177%

Appendix 7: Youthbuild Courses Recorded on e-Aspire System

Job Related Skills and Qualifications	
Employment Skills - Construction	Employment Skills - Leisure
CSCS Test	National Pool Lifeguard Qualification (NPLQ)
Measurement Exercise	NOPS - Sports & Leisure Industry
Abrasive Wheels	Child Protection & Safeguarding
Drywall	The Role of the Coach
Small Plant & Tools	UKCC Level 1 - Basketball
Vehicle Reversing Marshall	Coaching Session Planning
Slabbing & Kerbing	Customer Service (Leisure Industry)
Wall & Floor Tiling	Communication - The Art of Coaching
Ames Taping	First Aid (Sports Specific)
CITB Test	Coaching Credentials
PASMA	Coaching Environments
Asbestos Awareness	Football Early Touches - Level 1
Intro to Joinery	Art Workshop
Intro to Bricklaying	Leisure/Outward Bound
Intro to Painting & Decorating	Baseline Personal Fitness Assessment
Intro to Plumbing	Badminton Basics
Intro to Plastering	Swimming Ability Test
Intro to Slating/Roofing	Bones & Muscles
Window Fitting	General
Bosch Power Tools	First Aid
Electrical Safety	Health & Safety
Manual Handling	CV/Interview Techniques Workshop
Health and Development Needs	Employers' Expectations session
Smoking Cessation	Presentation Skills
Drugs/Alcohol Awareness	Safety Awareness
Sexual Health Workshop	Learning Bytes
Offending Behaviour Workshop	Fire Safety
Positive Thinking session	Fire Extinguishers
Mental Health Workshop	Parenting skills workshop
Healthy Eating	Housing workshop
Diet & Nutrition	Anger Management
Income Maximisation	Sectarianism Workshop
Money/Debt Advice	Housing/Tenancy Workshop
Budgeting workshop	