Learning Report

London Youth

All Programmes

2014 - 2015

LY London Youth

Contents

Acknowledgements

Foreword

London Youth has a long and proud history of supporting and challenging young people to become the best they can be; ensuring they grow up healthy, able to navigate a fulfilling career and make a positive contribution in their communities. We do this through our network of quality assured and diverse member youth clubs who are found in communities across every London borough and support a network of 75,000 young people to develop their confidence, resilience and relationship skills in a place they've chosen to go, with an adult they trust in a place they've chosen to be.

We call this youth work – a simple but often misunderstood concept - and we believe it works. Three years into our learning journey we can begin to say with some confidence that we know it works. This is important because while London's schools have made great progress in building young people's academic attainment over the past five years, everyone who works with young people – and employers who want to offer them opportunities and careers in the future – agrees that for many, there is still a need to help them build the basic building blocks of confidence, resilience, networks and teamwork that will complement what they achieve in school and help them go on to fulfilling lives and careers.

Back in 2012, London Youth committed to becoming a learning organisation by developing an evaluation methodology and outcomes framework to help us understand our impact. Three years into this learning journey we now have statistically significant data across a breadth of our work, enabling us to understand our impact, improve the quality of our delivery and hold ourselves accountable for the difference we make. Most importantly we have been able to bring our member youth clubs along with us and have now secured funding to support 20 clubs over the next two years to develop their own robust evaluation designs.

Now with a full two years of data at our disposal, with process and impact evaluation forms collected from nearly 11,000 beneficiaries, we have built an emerging evidence base about the impact that effective youth work has on young people's social and emotional capabilities.

- All of our programmes and work through our residential centres delivers moderate to strong change for young people's confidence, resilience and relationship skills
- Young people's experience of our programmes and the way they engage with staff seem to be the critical factors in ensuring the strength of the impact on these capabilities
- Finally, by ensuring quality reflection time is built in and facilitated well, we can better strengthen the extent to which young people learn through our work – and this is particularly the case for disabled young people

And as an organisation and network we have also seen a number of transformational shifts in how we do things as a direct result of our learning journey:

- Delivery staff are more engaged and understand how their roles fit with broader objectives
- Planning is evidence-based as we have more relevant data to inform decisions, with Senior Team discussions more focused on impact and how we make more of it
- Facilitation skills have improved to support young people to be aware of what they are learning

- We can show, with confidence, our funder stakeholders and policy makers the aggregated impact of youth work

So writing the foreword for our second annual learning report there is clearly lots to be proud of and against a backdrop of cuts to services to youth work in the capital this work seems more important than ever. If we are to change the narrative around youth work and if we want to strive for the best outcomes for young people then proving our collective impact, whilst helping our members to do the same, is going to be critical. But we also need to continue to act in line with our principles and be honest about what works – and what doesn't – and be committed to improve. If we have learnt anything this last year it is that.

Phillip Kerry
Programmes Director

1. Learning loop

London Youth's mission is to support and challenge young people to become the best they can be. Our vision is that all young Londoners access a wide range of high quality opportunities for learning and fun, beyond family and formal education, building strong trusted relationships with adults and their peers; leading to broadened networks and increased confidence, character and skills. London Youth delivers its mission through four strategic objectives - Opportunity, Membership Development, Voice and Best We Can Be. Each objective is delivered by a separate strand of operations. Our Learning function is part of Best we can be.

In 12-13 we took our first structured learning steps by engaging practitioners and supporting them to develop theories of change and evaluation designs for all our programmes. In 13-14 we implemented our evaluation plans, collected data, and published our first Learning report[1]. That was an important step in our learning journey because it helped us understand - for the first time - the quality of process, and nature of change in our interventions. We used a hypothesis to explain our observations. Our hypothesis stated that the quality of process in our interventions was correlated to impact achieved as a result of same interventions.

Figure 1

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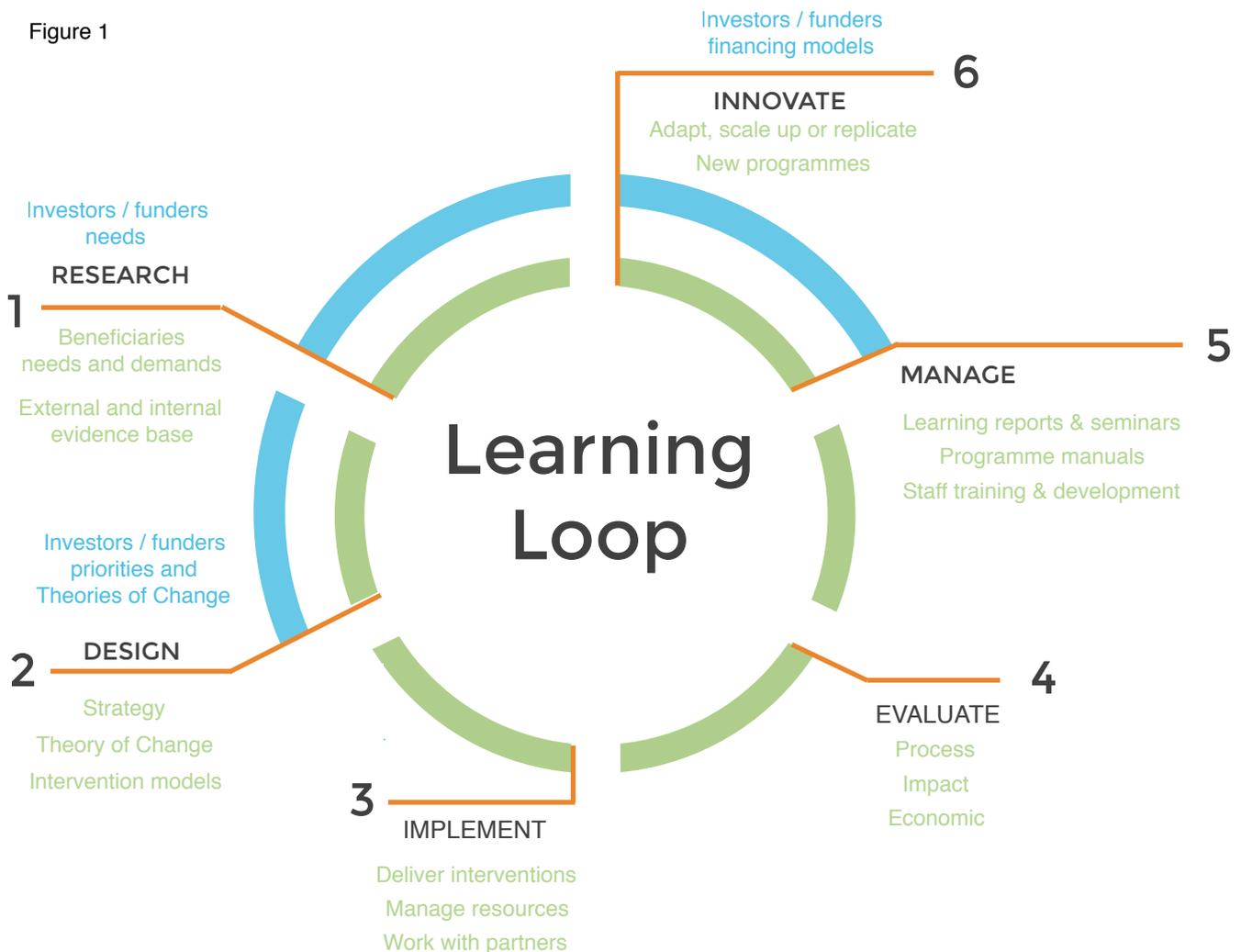
[1] London Youth (2014) Learning report

This year (14-15), we enhanced our learning methodology - see figure 1 - by introducing the learning loop. By building on our previous steps (creating new or revising existing theories of change - programme design, and collecting and analysing data - programme evaluation), we introduced new components (research, knowledge management, innovation), and linked it to existing ones (implementation).

The Learning loop is the foundation of our organisational learning[2]; a series of key steps to help us structure our learning and deliver better outcomes for young people. It is an iterative process that applies equally to new or existing programmes. The loop begins with researching needs, assets and demands. It continues with programme design, implementation, and programme evaluation. It ends with knowledge management and innovation.

Good research helps us to recruit and engage the right beneficiaries, to understand their needs, assets and demand, to predict what success looks like (outcomes), to plan the distribution of resources, and to design our evaluation properly. Good design allows us to think critically about what is needed to bring about the desired change in beneficiaries' lives. It is our opportunity to predict what success looks like. Good implementation means that the programme is delivered as we designed it. We think of how to quality assure our delivery and ensure resources and partnerships are managed efficiently. Good evaluation helps us to understand whether the changes we predicted in our theory of change have been achieved. When we evaluate our youth programmes we aim to explore its value, improve it and draw in re-investment. Good knowledge management allows everyone (staff and key stakeholders) to access, review and feedback on our learning. Based on evaluation findings, staff identify gaps in their skills, and devise professional development plans to ensure that they can continue delivering good outcomes for our beneficiaries. The final step in the loop - innovation - will allow us to test or scale up promising programmes based on our learning.

This document reports on learning generated by our process and impact evaluations of our Opportunity (Hindleap Warren, Woodrow High House, Getting Ready, Dare, Athan 31) and Membership Development (Learning Networks, Quality Mark) programmes.

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[2] Our Learning loop builds on Argyris (1977) concept of 'double loop learning'

2. Key learning

In 14-15, 25,040 young people and children took part in our Opportunity programmes (Hindleap Warren, Woodrow High House and Swim School, Getting Ready, Athan 31, Dare, Talent Match London, Build-it). We also engaged 240 youth workers in our Learning Networks and 86 members in the Quality Mark (Membership Development programmes).

In summary, we learned that London Youth programmes sufficiently satisfied children, young people, youth workers, members and youth professionals. Young people reported statistically significant changes in their emotional and social capabilities. In addition, we also found out that every £1.00 spent on Athan 31 has delivered a notional return to participants of £1.79.

Our programmes work because beneficiaries enjoy high quality relationships with our staff; have a safe and enjoyable experience; learn new skills and develop their goals. We need to get better at ensuring youth participation, enhancing support and removing barriers across all our programmes. We are very pleased with the results and consider them as good evidence that good youth work works.

Quality of process

Our process evaluations asked whether participants and professionals are satisfied with the quality of process of our youth programmes.

Children, young people, youth workers, members and youth professionals Net Satisfaction Scores (NSS) ranged from 30% to 67.46%. We consider these scores to indicate strong satisfaction levels. When compared to last year, young people and youth professionals slightly reduced their Overall NSSs, while children reported an increase in the same measure. It is worth noting that youth professionals' Overall NSS was decreased by approximately 21%[3].

Our analysis revealed that male young people are slightly more satisfied compared to females. When compared to 13-14, we observe an increase in male young people's NSS, and a decrease in female young people's NSS. The opposite is observed when looking at children's responses this year. Female children are slightly more satisfied than males. Broadly speaking, both genders have similar satisfaction levels across our programmes.

This year, once again we found that younger participants are more satisfied by our programmes. This is an interesting trend and may well be because it is easier to satisfy children compared to adolescents. Nevertheless, we still need to raise satisfaction levels of older participants. When compared to 13-14, we observe an increased NSS for 5 to 7s, and decreased NSSs for the remaining groups (8 to 11, 12 to 16, and 17 to 25).

Finally, young people with disabilities were more satisfied compared to the ones without, while the opposite is true for children. We are very pleased to discover that our work on creating inclusive opportunities for young people with disabilities is yielding positive results. When compared to young people without disabilities, participants with disabilities

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[3] The changes in young people and youth professionals Overall NSSs can be explained by the fact that this year (14-15) we collected responses from a wider range of programmes (Athan 31, Getting Ready and Talent Match London). We consider this year's Net Satisfaction Scores to be more representative of the breath of our work. As we incorporate populations from more programmes - such as Talent Match London young people - we expect further adjustments to Overall Net Satisfaction Scores.

reported much higher Net Satisfaction Scores for Development (by 28%) and Removing barriers (by 25%).

Hindleap is the London Youth programme with the highest Overall NSS as reported by its main beneficiaries (70.4% Children's Overall NSS). Hindleap also reported impressive increases in male young people's NSS (by 30%), and in the 17 to 25's NSS (by 23%) - bucking the organisational trend. It is quite evident that practitioners and managers at Hindleap took on board learning from 13-14 and worked very hard to improve the quality of process at the centre.

Hindleap is followed closely by Woodrow, Learning Networks, Quality Mark and Getting Ready. Woodrow and Getting Ready had the highest net scores from young people with disabilities. It is worth noting that Athan 31 had the smallest Net Satisfaction Score.

Reaffirming last year's trends, the main beneficiaries of our programmes (young people, children, members and youth workers) unanimously agree that the quality of relationships with practitioners (Engagement) is the process dimension that satisfies them the most. However, this year females and the 5 to 7s reported a decrease of approximately 17% and 20% respectively in their satisfaction for Engagement.

They [programme staff] show interest and they approach us if they feel something is wrong, like we don't actually have to ask for help which is good because sometimes it can be hard to approach others with your own problems.
Male, 17 years old, Getting Ready participant

We have one to one talks to encourage them and ask about feelings, we also make them feel happy if we can
Getting Ready youth worker

London Youth are very helpful and supportive
Member, London Youth Quality Mark holder

Experience, Learning, and Development also reported high Net Satisfaction Scores. It is worth noting that males reported an increase of 8% for Experience and an impressive 29% for Learning while females decreased their Experience NSS by 21%. The 5 to 7s reported a 17% increase in their NSS for Learning while young people with disabilities gave Learning their highest NSS. In 13-14 all programmes worked hard to improve facilitation skills and ensure that participants are aware of developing and learning new skills when taking part in our programmes. The improved Net Satisfaction Scores for Learning and Development is testament to the effectiveness of their efforts.

My interest is kept alive because I get to exercise, everyone joins in and there is no negativity and you can choose what you want to do
Male, 11 years old, Getting Ready participant

It helped me become more social and develop my communication skills
Female, 16 years old, Athan 31 participant

When looking across programmes, we observe that young people had mixed views on Participation, Support and Barriers. Their mixed views is evidence of how difficult it is to ensure meaningful participation, provide support and remove barriers across diverse contexts. It is worth noting the impressive increase - by 49% - in females' NSS for Support.

Male young people also reported an increase of 9% in their NSS for Barriers. On the other hand, the 17 to 25s reduced their NSS for Development (by 32%) and Support (by 63.99%)[4]. When looking at Barriers and Development, we observe that net scores of young people with disabilities are larger by an average of 26% compared to the net scores of young people without disabilities.

I liked that everyone is involved
Female, 12 years old, Athan 31 participant

Another great opportunity for young people to be forefront of the work we do
Athan 31 youth worker

Youth professionals that support young people and children across our Opportunity programmes were mostly satisfied with Learning, and responded with positive scores across all dimensions.

Nature of change

Our impact evaluations asked whether participants changed their emotional and social capabilities and to what extent (Hindleap, Woodrow, Getting Ready, Dare, Athan 31)

All programmes (Hindleap, Woodrow, Getting Ready, Athan 31, Dare) reported above the benchmark - effect sizes greater than 0.2 - changes in overall emotional and social capabilities.

Getting Ready and Woodrow reported strong to very strong changes in each of the six emotional and social capabilities (Confidence & agency, Resilience & determination, Relationships & leadership, Managing feelings, Creativity, Planning & problem solving).

It has affected me because it has kept me out of trouble, it has made me happier because I am doing something I like and enjoy. I do get on with the people I play sports with. I have made friends since joining this club. I now have something productive to do with my time and I am not looking for something fun to do or getting into trouble
Male, 14 years old, Getting Ready participant

Being at this club has affected me in different ways such as learning new skills to work with others and working as a team effectively as well as it has taught me to be more calm and being patient
Male, 18 years old, Getting Ready participant

I learnt that everything is worth a try and that I can accomplish most of the challenges presented to me if I put my mind to it
Female, 18 years old, Woodrow participants

Hindleap reported strong changes in two emotional and social capabilities (Managing feelings and Planning and problem solving), and moderate to small changes in remaining

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[4] It is worth noting that in 13-14 we included Support net scores from Urban Nature and VIY, whilst in 14-15 Support net scores originated from Athan 31

ones (Confidence & agency, Resilience & determination, Relationships & leadership, Creativity)

Hindleap gave people a chance to mix with people with disabilities, people made a really good impression on different people. It also made me more tolerant
Female, 12 years old, Hindleap participant

I learnt that I can always push myself more than I think. And that I can look forward even though it may seem scary now but will be a lot easier to do in the future
Female, 11 years old, Hindleap participant

Dare reported strong to very strong changes in three emotional and social capabilities (Resilience & determination, Creativity, Managing feelings), and moderate to very small changes in remaining ones (Planning and problem solving, Relationships & leadership, Confidence & agency)

Athan 31 reported small to moderate changes in Confidence & agency, Resilience & determination, Relationships & leadership, and creativity[5]. It was the only programme that used matched control groups[6]. Our analysis showed that changes in emotional and social skills amongst Athan 31 participants was higher than amongst matched controls. However, whilst the difference is in the predicted direction, it just failed to reach statistical significance. The non-significant comparison means we cannot reasonably attribute all observed changes in participants' self-esteem to the Athan 31 programme.

It's improved my confidence; I now have the confidence to take on leadership roles; before Athan 31, I wouldn't have had that confidence
Female, 14 years old, Athan 31 participant

When compared to 13-14, Getting Ready and Dare reported impressive increases in overall effect sizes while Woodrow and Hindleap reported smaller increases.

Our Quality Mark impact evaluation[7] asked whether members holding the London Youth Quality Mark changed against five outcomes, as a result of their engagement. Overall 78% of clubs have shown a positive change against at least one of the outcomes.

As a result of the Quality Mark:

- 81% of clubs now have some formal continuous improvement process in place
- The proportion of clubs who have a range of methods to promote what they do and/or are well known has increased from 54% to 73% of clubs
- 84% of clubs now have a robust, regularly reviewed set of policies in place
- High level involvement of young people has shifted from something that only half of clubs did before engaging in the Quality Mark, to something that 69% of clubs do now

I think it will encourage a culture of continuous improvement, improve our ability to generate funding, help young people take more pride in their club, help us network/share good practice and improve our

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[5] We did not measure Managing feelings and Planning and problem solving because we used a survey developed by The Cabinet Office

[6] Due to funding provided by The Cabinet Office

[7] See Shephard & Moyes (2015), London Youth: Quality Mark evaluation report

We secured £38k in funding and then had to submit a 9 page due diligence spreadsheet. We had the best rating amongst any groups applying and some groups had to turn down the funding as they couldn't meet the criteria. We were only in this position due to having recently completed the Bronze award
Member, London Youth Quality Mark holder

Cost and Benefits

Athan 31's Impact Evaluation conducted by the RTK included a cost-benefits analysis. The non-significant comparison means we cannot reasonably attribute all observed changes to the Athan 31 programme. Consequently, we need to interpret the findings of our cost-benefit analyses with caution. We estimated that in relation to impact on self-esteem, every £1.00 spent on Athan 31 has delivered a notional return to participants of £1.79.

RTK calculated the financial value of volunteering undertaken by Athan 31 participants to be approximately £168.50 a month, providing a total value of voluntary work over the 12 months of the Athan 31 programme to be around £238,000. That compares with a total cost of providing the programme of around £366,882.

3. Learning questions

The previous section outlined our current evidence base, and forms our key learning for 2014-2015. In 2015-2016 we aim to further improve our learning by implementing the steps of our Learning loop. We identified two key priorities in future work:

- Researching needs, assets and demand

We are developing a research framework to help us respond to unmet need, understand young people's assets and explore demand. It focuses on a set of fundamental questions across a series of themes. We will use a number of research methods to answer the questions. The list of themes is dynamic[8] and can grow based on the shifting needs and demands of young people, members, funders, and policymakers.

- Test our hypothesis and understand attribution

We will continue collecting more and better data to test our hypothesis and enhance our understanding of the correlation between process and impact. We want to improve the London Youth Process Survey, our main tool for measuring process. We want to understand better the relations between the survey's dimensions by applying correlation and factor analysis. Furthermore, we would like to improve our sampling methodology and reduce the risk of measuring error. We realise the importance of developing reliable and valid measuring tools and we will encourage our member youth clubs to use them.

In 14-15 we acknowledged the importance of qualitative data when testing our hypothesis. We will continue doing focus groups, more interviews, and apply other qualitative methods to help us understand why young people are satisfied, and why do they change? How do we do it? What works best, and what is challenging?

Moreover, we want to address the question of attribution. We learned from Athan 31's quasi-experimental design and we aim to apply a similar design to other programmes where it is appropriate and feasible.

Finally, we will include learning from two significant programmes for young people, Talent Match London (TML), and Build-it. Sheffield Hallam University developed an evaluation design and plan for Talent Match across the regions - national level - while London Youth has developed a local evaluation approach for its work in London. We will also administer the London Youth Process Survey and Life Effectiveness Questionnaire to Build it's beneficiaries.

When possible, we will also aim to monitor outcomes in the long-term.

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[8] Young people who are not in education, employment or training, young people with disabilities, girls, young people and members in outer London boroughs, young people who are vulnerable to radicalisation, members collaborating with schools

4. Programmes overview

In 14-15 we engaged 20246 beneficiaries (young people and children) in our Opportunity programmes.

Hindleap Warren
young people and children

9642

Woodrow High House
young people and children

7210

Athan 31
Young people

651

Getting Ready
Young people

3929

Build-it
Young people

304

Talent Match London
Young people

680

Dare London
young people

13

Learning Networks
youth workers

240

Quality Mark
members

86

Hindleap

Hindleap Warren Outdoor Education Centre is owned and run by London Youth. The Centre is located high in the Ashdown Forest - East Sussex, and set in 300 acres of woodland and wilderness just over an hour from London. Hindleap Warren's goal is that young people from all backgrounds that come to Hindleap are stimulated and stretched and cope better with challenges. The programme also delivers the following shorter outcomes - emotional and social capabilities: resilience and determination, confidence and agency, leadership and positive relationships, and creativity. Hindleap also strives to achieve process outcomes - accessing high quality opportunities, and achieving and having fun beyond family and formal education.

Woodrow

Woodrow High House is owned and managed by London Youth. The residential centre is located on the edge of the Chiltern Hills. It is a Grade 1 listed manor house with 350 years of history (17th c) and 24 acres of grounds. Woodrow's goal is that all young people leave the centre feeling they can make a positive change in their lives. The programme also delivers the following shorter outcomes - emotional and social capabilities: Resilience and Determination, Confidence and Agency, Leadership and Relationships, and Communication. Woodrow also strives to achieve process outcomes - accessing high quality opportunities, and achieving and having fun beyond family and formal education.

Getting Ready

London Youth has been organising sporting events and competitions at the grassroots level for young Londoners for over 100 years. Getting Ready is London Youth's sports development programme, and it was launched in June 2009. The programme is delivered in East and Central and West London. In 2014/15, 94 London Youth member youth clubs took part in Getting Ready. The programme exceeded its participation targets. It engaged 3929 young people in a 10 weeks long sports programme, and 1750 young people in the one day Jack Petchey sports events. 328 participants gained coaching and leadership qualifications with many going on to support delivery in their clubs. It is also worth noting that 44 female participants attended Getting Ready's first dance residential. This initiative lead to the development of new 2-year dance programme with the aim of increasing participation of girls. Getting Ready's goal is that young people develop a life long love of sport and continue playing sport. The programme aims to deliver the following short-term outcomes - emotional and social capabilities: improved resilience and determination, increased confidence and agency, improved leadership and relationships, and increased communication. Getting Ready also strives to achieve process outcomes - accessing high quality opportunities, and achieving and having fun beyond family and formal education.

Athan 31

Athan 31 is part of London Youth's youth action programmes. The programme offers young people a framework and resources to design, lead and learn from their own social action projects. We take groups of young people through three progressive stages - 'My Team', 'My Club' and 'My Community' – starting where they are at, and challenging them to further their skills at each level. Project sessions take place in local youth organisations, at a time chosen by the young people, and delivered by local volunteers with support and training from London Youth. London Youth rolled out the programme across 40 youth clubs in the London area between March 2014 to March 2015. Athan 31's goal is that young people feel empowered to effect change in their own lives and in their communities and continue volunteering and progress into other leadership opportunities The programme aims to deliver the following short-term outcomes - emotional and social capabilities: improved resilience and determination, increased confidence and agency, improved leadership and relationships, and increased creativity. Athan 31 also strives to achieve process outcomes - accessing high quality opportunities, and achieving and having fun beyond family and formal education.

Build-it

Since April 2013, London Youth have been delivering Build-it, which combines youth work support with a focus on positive employability outcomes to give young people furthest away from employment, the experience, training, skills and support they need to progress into construction careers. As well as measuring longer term outcomes around education and employment we also measure the extent to which young people have developed confidence, resilience and relationship skills as a direct result of their involvement on the programme.

Dare London

Dare London, our Youth Advisory Board, exists to ensure everything we do is relevant and responsive to the needs of young people by volunteering their time to support and guide

our work at all levels. The board is made up of young people recruited from our member clubs and having regularly attended a youth club in London, or participated in one of London Youth's programmes they act as spokespeople for their peers and good youth work. We want Dare Londoners to develop their leadership skills through the experience of leading London Youth and also expect them to develop their confidence, resilience and creativity.

Learning Networks

Membership Development is a core strategic aim for London Youth. Our members have always been central to how we support young people and, in 2013-14 in response to their changing needs, we reshaped the way that we work with them. We identified three core needs that will underpin our Membership Development strategy going forwards

- Developing the capacity of clubs to deliver the highest quality youth work
- Supporting them to become financially sustainable and robustly managed; and
- Enabling them to become embedded in their community, and part of the local ecology of services to young people
- Our learning networks are a fundamental part of us successfully achieving these aims.

Through the learning networks we are working with hundreds of youth professionals in order to support them to develop holistically as youth workers and leaders. In 2014-2015 we have focused on the following themes: 'tackling youth violence', 'leadership and management in a youth work context', and 'engaging girls aged 13 and over through youth work', as well as a range of other more responsive areas to include; Inclusion, the arts, employability, safety & safeguarding. These themes were defined and shaped by our members using a mix of focus group data and feedback from our delivery teams as well as feedback through the Quality Mark process.

Quality Mark

The aim of the London Youth Quality Mark is to help our members provide the highest standards of service and activities that are needed and wanted by young people in their community. It provides clubs with a badge of excellence that they can show to local authorities, funders and young people to prove they are doing the most they can to transform lives. The Quality Mark is designed to be straightforward, ideal for all kinds of community-based youth work. London Youth worked in partnership with Ambition to produce the framework, which is endorsed by both UK Youth and the National Council for Voluntary Youth Services, and is accredited through City & Guilds.

This year we've nearly doubled the number of members who hold a current (within the last 3 years) Quality Mark at any level from 46 to 86. 59 Individual awards were made this year (Bronze, Silver or Gold) of the Quality Mark with 39 members achieving at least one level of the Quality Mark. Also through City Bridge Trust grants we awarded £113k.

- ·£56k – Eight x Gold awards at £7k
- ·£45k – Nine x Silver awards at £5k
- ·£12k – Four x Gold renewals at £3k

4. Process findings

We administered the London Youth Process Survey to four populations across our programmes. We collected 732 responses from young people, 3,863 from children, and 50 responses from members and youth workers. We also surveyed 612 youth professionals who support young people and children. In total, we collected 5,257 responses from all populations (young people, children, members, youth workers, and youth professionals)[9].

All populations are sufficiently satisfied with London Youth programmes and reported very positive Overall Net Satisfaction Scores. As with last year, children -under 12 years old - are more satisfied compared to young people and youth professionals. For the first time this year, we measured the satisfaction of our members that have the London Youth Quality Mark and youth workers participating in Learning Networks. Both programmes reported very positive Overall Net Satisfaction Scores.

Children
Net Satisfaction Score
67.46%

Young people
Net Satisfaction Score
30.34%

Youth professionals
Net Satisfaction Score
30%

Members
Net Satisfaction Score
44.94%

Youth workers
Net Satisfaction Score
46.3%

Graph 1 compares the Overall Net Satisfaction Scores of all populations (young people, children, clubs, youth workers and youth professionals) between the 14-15 and 13-14 operational years. When compared to last year, young people and youth professionals reported a decrease in their Overall Net Satisfaction Scores while children reported an increase in the same measure. It is worth noting that youth professionals' Overall NSS was decreased by approximately 21%.

Graph1: All Populations NSS (Overall)

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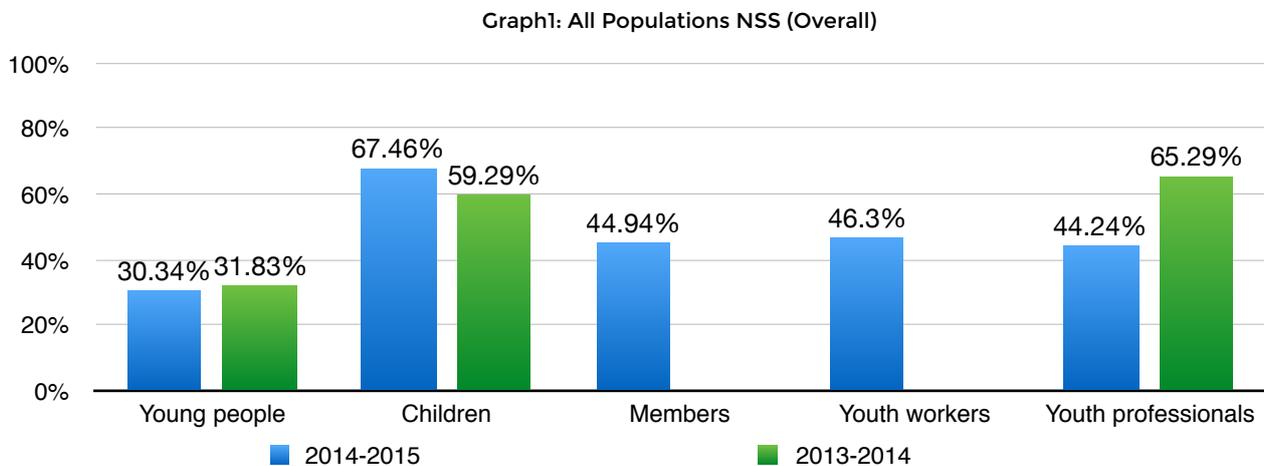
[9] Table 28 (Appendix) presents means, standard deviations, sample size and margins of errors for our process surveys

The changes in young people and youth professionals Overall Net Satisfaction Scores can be explained by the fact that this year (14-15) we collected responses from a wider range of programmes (Athan 31, Getting Ready and Talent Match London). We consider this year's scores to be more representative of the breath of our work.

Graph 2 illustrates the changes in young people, children and youth professionals' Overall Net Satisfaction Scores across four Opportunity programmes (Hindleap, Woodrow, Getting Ready, Athan 31 and TML- youth professionals only). Overall NSSs for our Membership Development programmes (Quality Mark and Learning Networks are included in Graph 1).

Graph 2: All Opportunity Programmes NSS (Overall)

The London Youth programme with the highest Overall NSS as reported by its main beneficiaries is Hindleap (70.4% Children's Overall NSS). Hindleap is followed closely by Woodrow (64.52% Children's Overall NSS). Learning Networks (Youth worker's 46.3% Overall NSS), Quality Mark (44.94% Me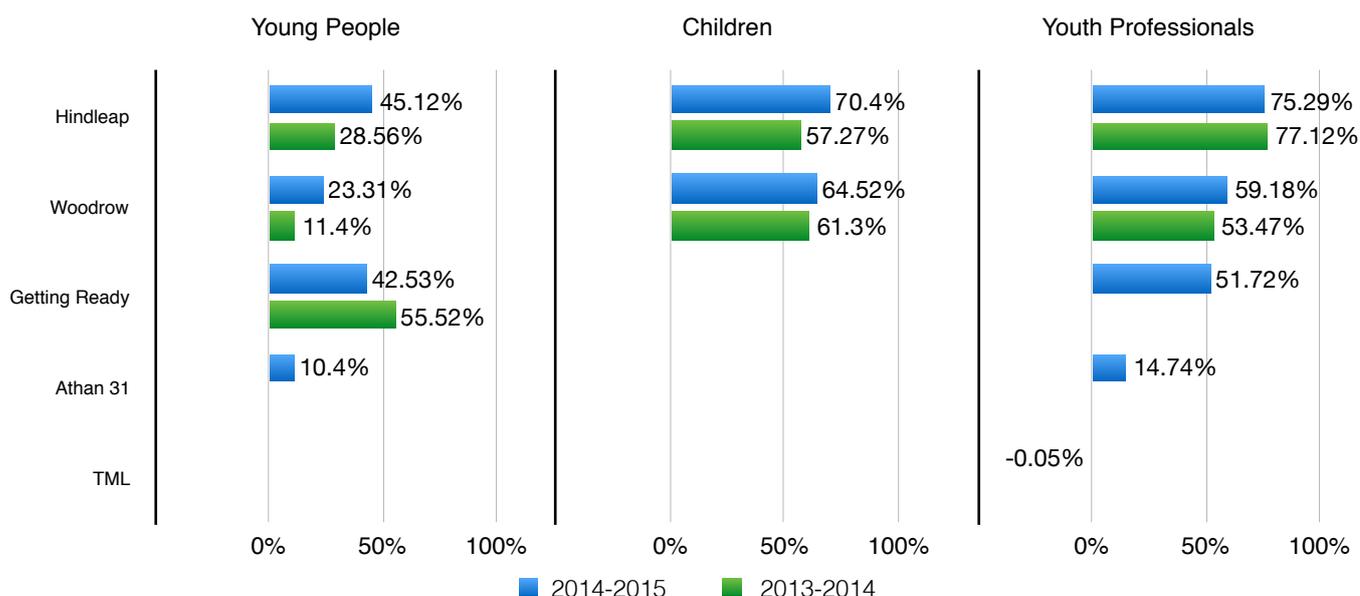mber's Overall NSS) and Getting Ready (42.53% Young people's Overall NSS) are also enjoying quite high satisfaction rates by their main beneficiaries. It is worth noting that Athan 31 had the smallest Net Satisfaction Score.

Our two outdoor education centres (Hindleap and Woodrow) increased satisfaction levels of young people by an average of approximately 13%, and children's by an average of approximately 8% across both centres. It is worth noting that our centres reported slight reductions in youth professionals satisfaction by an average of approximately 4% across both sites.

Getting Ready decreased its Overall Net Satisfaction Score due to the fact that this year (14-15) we measured satisfaction levels at the end of the 10 week programme rather than during the one day events; we also introduced additional dimensions in our survey (Barriers). We consider this year's findings more representative of the programme's quality. Nevertheless, Getting Ready is still enjoying one of the highest scores reported by young people, alongside Hindleap.

This year we also surveyed for the first time youth professionals that support Talent Match London participants. Respondents reported a negative NSS. It is worth mentioning that London Youth is not directly involved in the delivery of this particular programme. We are managing a consortium of 24 organisations and therefore we can not directly influence quality of process. Nevertheless, this finding has already yielded important insights for the programme team, and we are already working with partners to improve quality.

Process dimensions

Graphs 3 and 4 illustrate the changes in beneficiaries and youth professionals dimensions-specific Net Satisfaction Scores (NSS)[10] across our opportunity and membership development programmes.

The main beneficiaries of our programmes (young people, children, members and youth workers) unanimously agree that the quality of relationships with practitioners is the process dimension that satisfies them the most. Engagement is the dimension that achieved the highest Net Satisfaction Scores across all four types of beneficiaries.

Youth professionals that support young people and children across our Opportunity programmes were mostly satisfied with Learning, and responded with positive scores across all dimensions.

The highest Engagement NSS was reported by youth workers participating in Learning Networks (88.89%), and the lowest by young people (49.16%). It is worth noting that children at our residential centres returned a 76.3% Engagement NSS, and members engaged in Quality Mark responded with a 47.37%. Youth professionals mirror our beneficiaries views by giving Engagement a score of 50.1%

Graph 3: All Opportunity Programmes NSS (Dimensions)
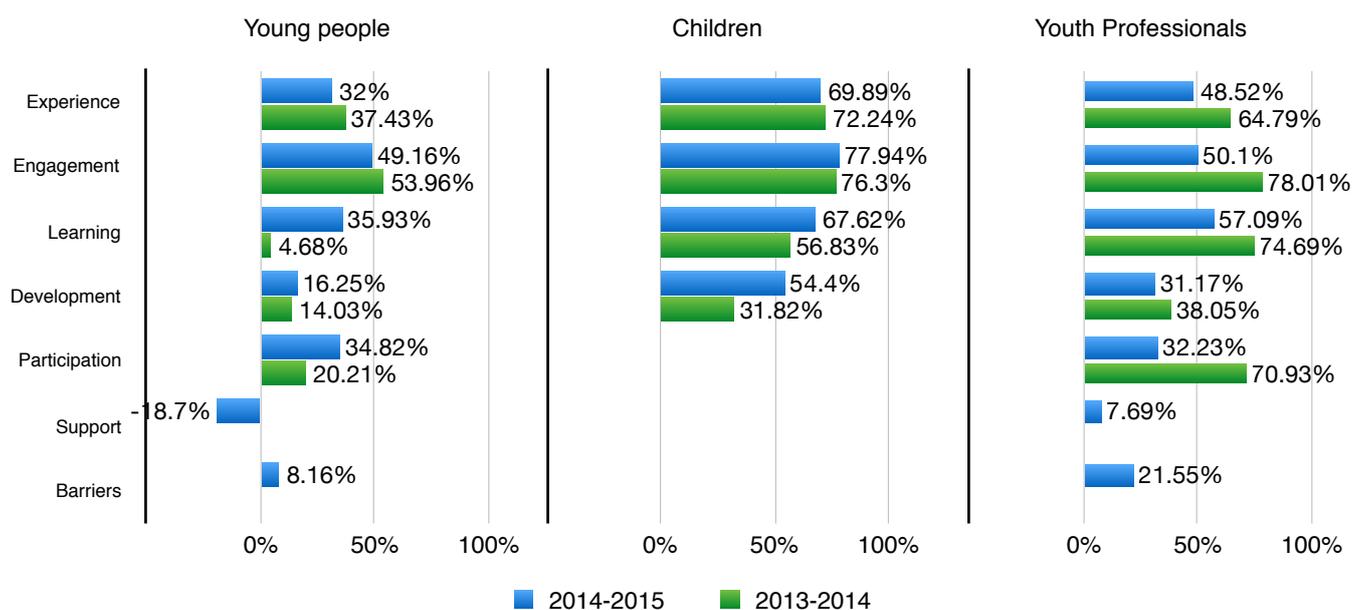
Graph 4: All Membership Development Programmes NSS (Dimensions)
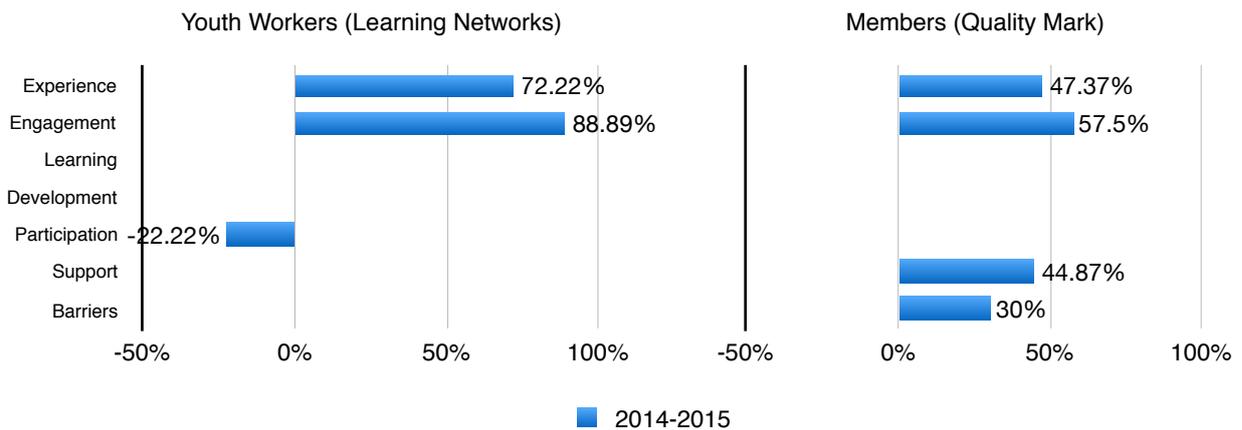
After Engagement, Experience and Learning were the second most popular process dimensions.

The highest Experience NSS was reported - once again - by youth workers participating in Learning Networks (72.22%), and the lowest by young people (32%). Children (69.89%), members (47.37%) and youth professionals (48.52%) reported very positive Experience NSSs.

As with last year, the highest Learning NSS was reported by children (67.62%). Graph 3 illustrates the remarkable increase in young people's Learning NSS - by approximately 31%. Children also increased their satisfaction with Learning by almost 11%.

This year our residential centres also increased children's satisfaction levels on Development by approximately 23%. In 14-15, children had the highest Development NSS (54.4%) and young people the lowest (16.25%). Participation is a process dimension that split our main beneficiaries. Young people gave it their third highest NSS (34.82%), and youth workers taking part in Learning Networks were overwhelmingly dissatisfied (-22.22%). This mixed finding is evidence of how difficult it is to ensure meaningful participation across diverse programmes and contexts.

In 14-15 and for the first time, we measured satisfaction with the ways we enhance support across two programmes (Athan 31 and Quality Mark). We came up with results similar to Participation. Members engaged in the Quality Mark were sufficiently satisfied (44.87% Support NSS), while young people taking part in Athan 31 were not (-18.7%). As with Support, this year we also measured for the first time the ways we remove barriers in three programmes (Athan 31, Getting Ready and Quality Mark). Members - once again - were sufficiently satisfied (30% Barriers NSS), and young people less so (8.16% Barriers NSS)

Tables 1,2,3,4,5,6 and 7 summarise Net Satisfaction Scores for all programmes (Opportunity and Membership Development) and across all process dimensions.

Table 1: Hindleap - NSS (All Dimensions)

	Young People		Children		Youth Professionals	
	2014-2015	**2013-2014**	**2014-2015**	**2013-2014**	**2014-2015**	**2013-2014**
Experience	32.56%	41.47%	68.83%	71.28%	75.72%	80.03%
Engagement	53.96%	59.88%	76.23%	74.71%	88.03%	88.36%
Learning	50.86%	5.36%	76.66%	56.57%	87.35%	85.41%
Development	22.57%	10.27%	59.88%	26.54%	55.08%	49.80%
Participation	65.68%	25.82%			70.26%	81.99%
Support						
Barriers						
All Dimensions	**45.12%**	**28.56%**	**70.40%**	**57.27%**	**75.29%**	**77.12%**
N	324	522	1166	1331	208	241

Table 2: Woodrow - NSS (All Dimensions)

	Young People		Children		Youth Professionals	
	2014-2015	**2013-2014**	**2014-2015**	**2013-2014**	**2014-2015**	**2013-2014**
Experience	15.53%	25.40%	70.94%	73.20%	59.92%	49.55%
Engagement	30.75%	50.20%	79.65%	77.90%	67.79%	67.66%
Learning	35.08%	4.00%	58.59%	57.10%	67.53%	63.96%
Development	0.24%	-37.50%	48.92%	37.10%	39.65%	26.29%
Participation	34.95%	14.60%			61.01%	59.88%
Support						
Barriers						
All Dimensions	**23.31%**	**11.40%**	**64.52%**	**61.30%**	**59.18%**	**53.47%**
N	192	322	2697	1616	351	303

Table 3: Getting Ready - NSS (All Dimensions)

	Young People		Youth Professionals	
	2014-2015	2013-2014*	2014-2015	2013-2014*
Experience	51.29%	45.43%	54.51%	
Engagement	51.72%	51.79%	42.31%	
Learning	65.79%		68.00%	
Development	35.40%	69.33%	54.00%	
Participation	24.56%		37.50%	
Support				
Barriers	26.43%		54.00%	
All Dimensions	**42.53%**	**55.52%**	**51.72%**	
N	116	227	26	

(*) In 2013-2014, we measured process dimensions only in One-day sport events and we did not get responses from youth professionals

Table 4: Athan 31 - NSS (All Dimensions)

	Young People	Youth Professionals
	2014-2015	2014-2015
Experience	28.60%	42.31%
Engagement	60.20%	30.77%
Learning	-8.00%	-5.77%
Development	6.80%	21.79%
Participation	14.10%	45.45%
Support	-18.70%	-23.08%
Barriers	-10.10%	-8.33%
All Dimensions	**10.40%**	**14.74%**
N	100	13

Table 5: TML - NSS (All Dimensions)

	Youth Professionals
	2014-2015
Experience	7.14%
Engagement	-7.14%
Learning	7.69%
Development	-5.45%
Participation	-26.92%
Support	7.69%
Barriers	16.67%
All Dimensions	**-0.05%**
N	14

Table 6: Quality Mark - NSS (All Dimensions)

	Members
	2014-2015
Experience	47.37%
Engagement	57.50%
Learning	
Development	
Participation	
Support	44.87%
Barriers	30%
All Dimensions	**44.94%**
N	41

Table 7: Learning Networks - NSS (All Dimensions)

	Members
	2014-2015
Experience	72.22%
Engagement	88.89%
Learning	
Development	
Participation	-22.22%
Support	
Barriers	
All Dimensions	**46.30%**
N	9

Gender

Analysis of responses to our 14-15 process surveys reveals that male young people are slightly more satisfied compared to females. When compared to 13-14, we observe an increase in Net Satisfaction Scores of male young people (28.83% Overall NSS in 13-14), and a decrease in Net Satisfaction Scores of female young people (40.91% Overall NSS in 13-14).
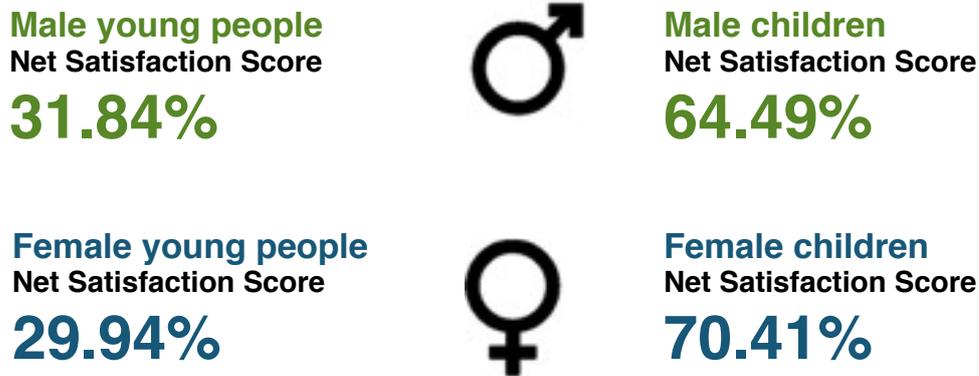
Male young people
Net Satisfaction Score
31.84%

Male children
Net Satisfaction Score
64.49%

Female young people
Net Satisfaction Score
29.94%

Female children
Net Satisfaction Score
70.41%

The opposite is observed when looking at children's responses this year. Female children are slightly more satisfied than males. But when compared to 13-14 we observe the same trend as in young people, an increase in Net Satisfaction Scores of male children (58.64% Overall NSS in 13-14), and a decrease in Net Satisfaction Scores of female young people (60.30% Overall NSS in 13-14).

Graphs 5 illustrates Net Satisfaction Scores of male and female young people across all Opportunity programmes, and compare them to 13-14. Hindleap reported significant increases in both genders, especially in the case of male young people (an increase of approximately 30%). Woodrow also managed to increase female young people's satisfaction by almost 10%. Getting Ready's 13-14 results refer to one-day events and therefore we cannot draw meaningful comparisons.
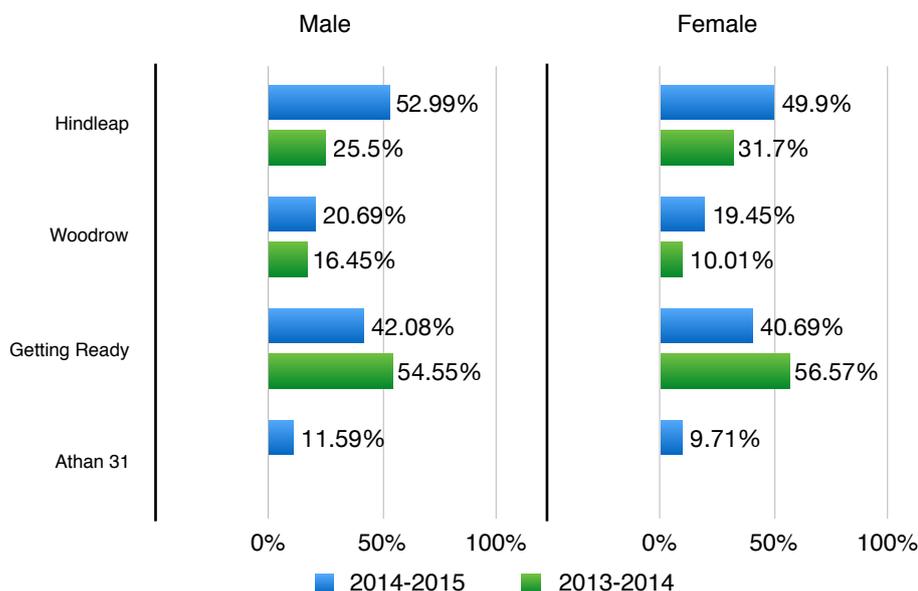
Graph 5: GENDER - Young people - All Opportunity Programmes NSS (Overall)

Male / Female

	Male	Female
Hindleap	52.99% (2014-2015) / 25.5% (2013-2014)	49.9% (2014-2015) / 31.7% (2013-2014)
Woodrow	20.69% (2014-2015) / 16.45% (2013-2014)	19.45% (2014-2015) / 10.01% (2013-2014)
Getting Ready	42.08% (2014-2015) / 54.55% (2013-2014)	40.69% (2014-2015) / 56.57% (2013-2014)
Athan 31	11.59% (2014-2015)	9.71% (2014-2015)

■ 2014-2015   ■ 2013-2014

Graphs 6 illustrates Net Satisfaction Scores of male and female children at our residential centres. As with young people, Hindleap reported increased scores compared to last year, female children increased their satisfaction by approximately 17%. In addition, female children at Hindleap were more satisfied compared to Woodrow.

Graph 6: GENDER - Children - All Opportunity Programmes NSS (Overall)

Male / Female

Hindleap: 64.26% (2014-2015), 59.21% (2013-2014) | 72.5% (2014-2015), 55.79% (2013-2014)
Woodrow: 64.72% (2014-2015), 58.06% (2013-2014) | 68.32% (2014-2015), 64.8% (2013-2014)

2014-2015   2013-2014
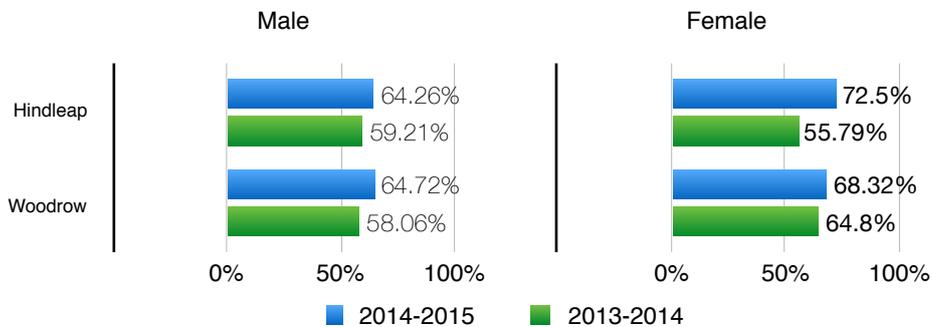
Graph 7 demonstrates young people's Net Satisfaction Scores for each dimension and compare them to 13-14. Both male and female young people were mostly satisfied by Engagement. It is worth noting that females reported a decrease of approximately 17% in their satisfaction for Engagement. Females also decreased their Experience scores by 21%. On the other hand, males reported an increase of 8% for Experience and an impressive 29% for Learning. Satisfaction rates for Development, Participation moved slightly in both directions.

It is worth noting an impressive increase of 49% in females' net score for Support. Male young people also reported an increase of 9% in their net scores for Barriers.

Graph 7: GENDER - Young people - All Opportunity Programmes NSS (Dimensions)

Male / Female

Experience: 40.74% / 32.52% | 27.79% / 48.96%
Engagement: 53.11% / 59.47% | 45.59% / 62.31%
Learning: 35.97% / 8.09% | 34.36% / 33.28%
Development: 17.21% / 22.74% | 18.05% / 26.97%
Participation: 29.58% / 25.04% | 35.82% / 38.65%
Support: -8.89% / -14.2% | -22% / 26.95%
Barriers: 8.16% / -1.05% | 17.18% / 14.49%

2014-2015   2013-2014
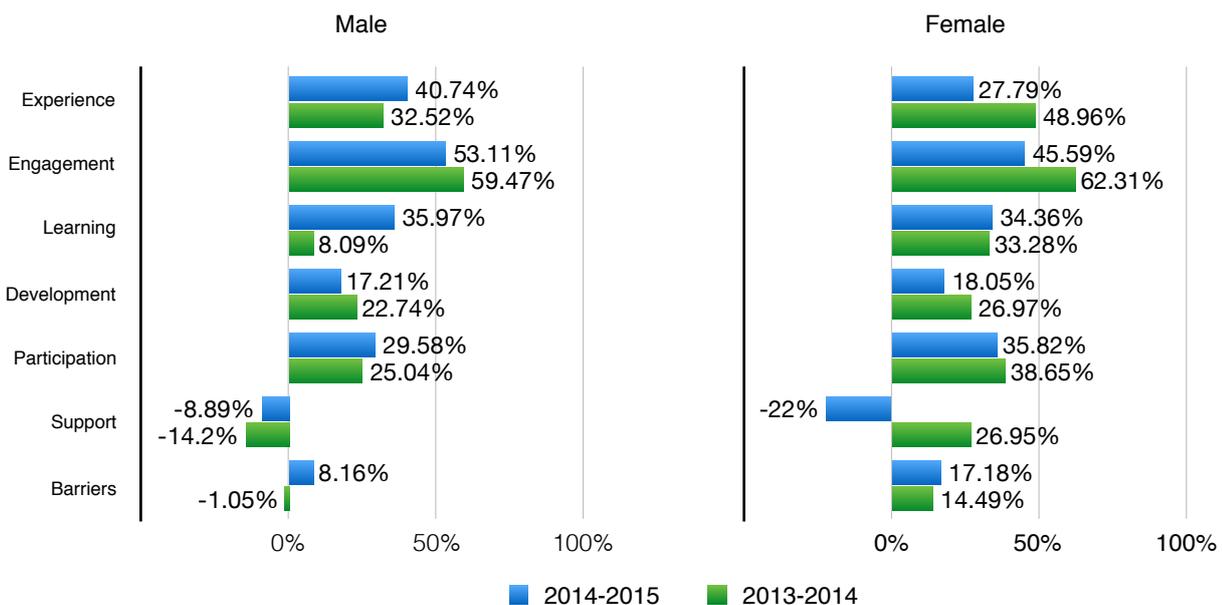
Graph 8 demonstrates children's Net Satisfaction Scores for each dimension and compare them to 13-14

Graph 8: GENDER - Children- All Opportunities NSS (Overall & Dimensions)
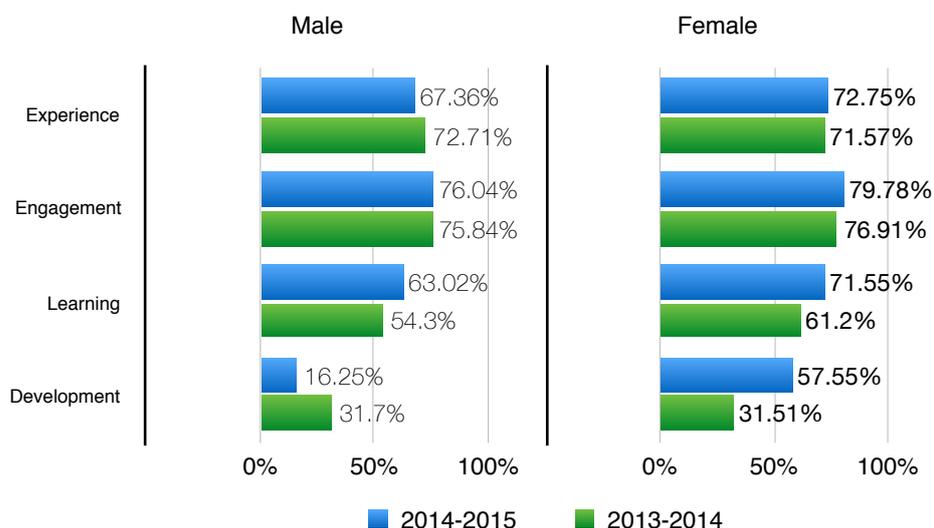
As with young people, both male and female children were mostly satisfied by Engagement, with slightly increased scores. Experience and Learning also reported high scores. It is worth noting that both genders increase their satisfaction of Learning by approximately 9%. Development presents a mixed message. Male children decreased their satisfaction by almost 15% and female children increased it by an impressive 26%.

Age

As with last year, analysis of responses to our 14-15 process surveys reveals that younger participants are more satisfied by our programmes. When compared to 13-14, we observe an increase in Net Satisfaction Scores of 5 to 7s (63.23% Overall NSS in 13-14), and decrease in the remaining groups, 8 to 11s (58.35% Overall NSS in 13-14), 12 to 16s (42.26% Overall NSS in 13-14), and 17 to 25s (36.97% Overall NSS in 13-14).

5 to 7 years old
Net Satisfaction Score
65.49%

8 to 11 years old
Net Satisfaction Score
50.50%

12 to 16 years old
Net Satisfaction Score
35.25%

17 to 25 years old
Net Satisfaction Score
23.04%
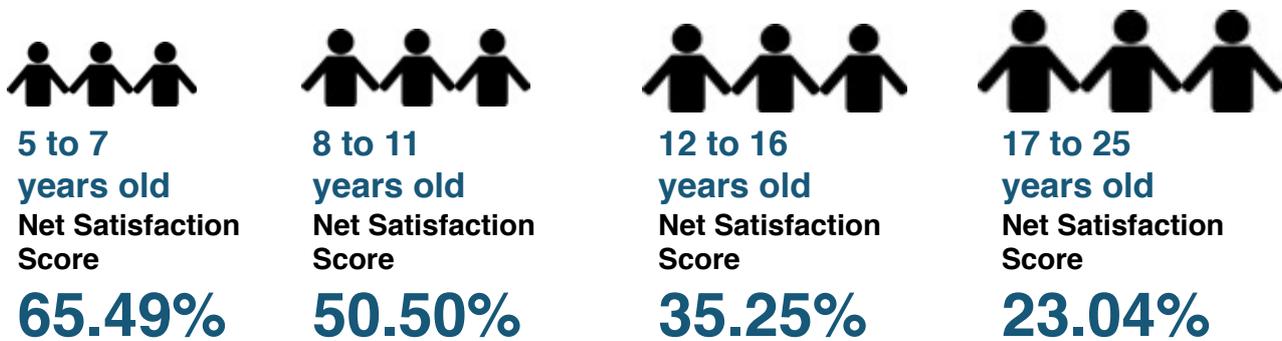
Graph 9 illustrates Net Satisfaction Scores of 8 to 11, 12 to 16 and 17 to 25 groups across all Opportunity programmes, and compares them to 13-14. Hindleap increased its net satisfaction across all groups - the 17 to 25's increased their score by an impressive 23%. Woodrow increased net scores in 8 to 11s and 12 to 16s by an average of 9%, but did not man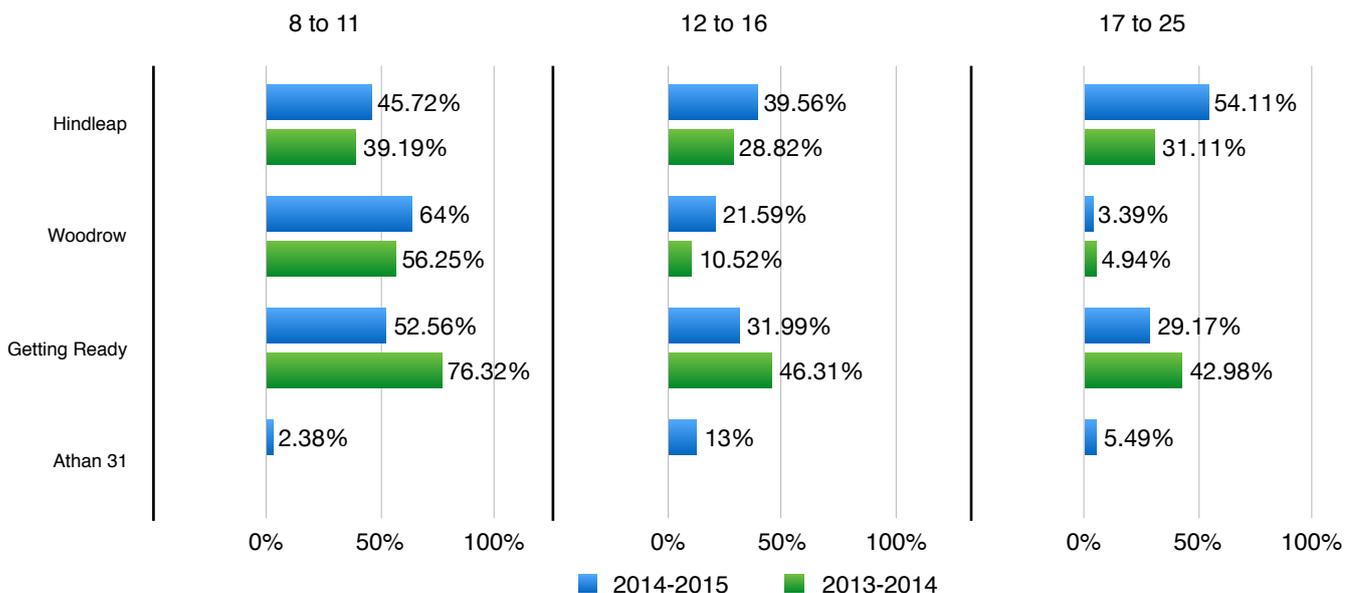age to achieve the same with 17 to 25s, their net score was slightly decreased. Getting Ready's 13-14 net scores refer to one day events and therefore not directly comparable to 14-15.

Graph 9: AGE - Young people - All Opportunity Programmes NSS (Overall)

	8 to 11	12 to 16	17 to 25
Hindleap 2014-2015	45.72%	39.56%	54.11%
Hindleap 2013-2014	39.19%	28.82%	31.11%
Woodrow 2014-2015	64%	21.59%	3.39%
Woodrow 2013-2014	56.25%	10.52%	4.94%
Getting Ready 2014-2015	52.56%	31.99%	29.17%
Getting Ready 2013-2014	76.32%	46.31%	42.98%
Athan 31 2014-2015	2.38%	13%	5.49%

■ 2014-2015   ■ 2013-2014

This year, the 8 to 11s were satisfied more by Woodrow, the 12 to 16s by Hindleap, and the 17 to 25s by Hindleap. It is worth noting that Athan 31 had significant smaller net scores when compared to other programmes.
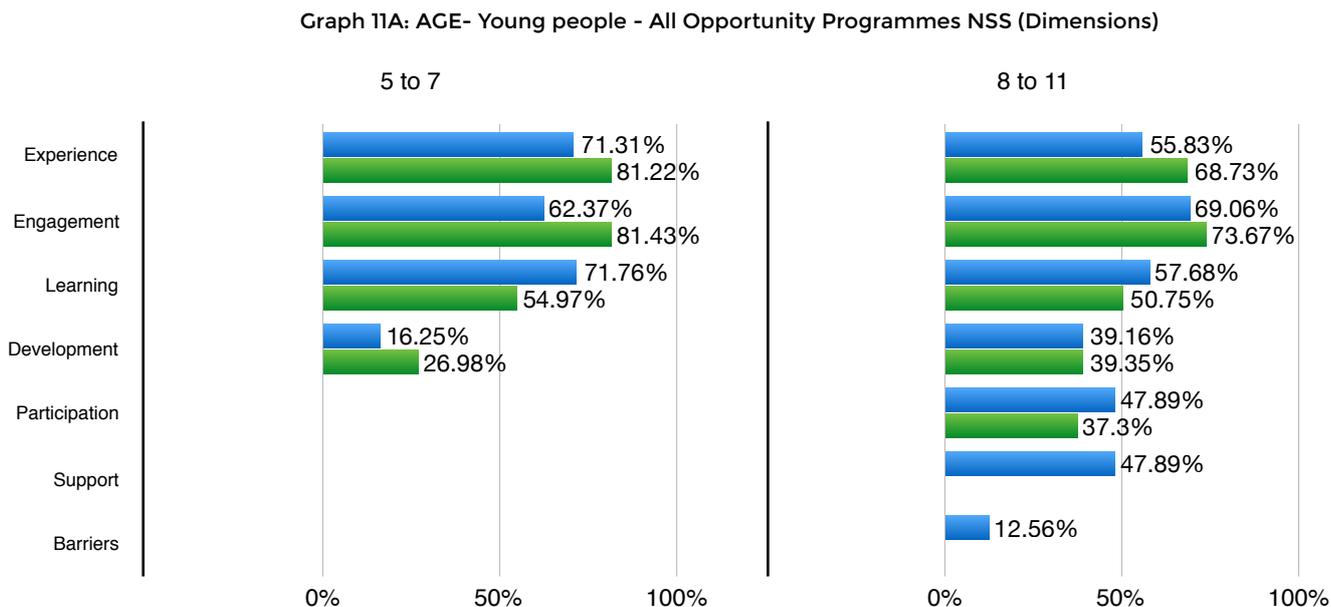
Graph 10 illustrates Net Satisfaction Scores of 5 to 7, 8 to 11, and 12 to 16 children[11] from our residential centres, and compares them to 13-14. Children and young people that filled in our LYP1_Ch survey confirm the findings from LYP1 (see graph 9). Hindleap reports increases across all groups, with the 12 to 16s increasing their net score by 16%. Woodrow reported a decrease of almost 40% in the same group, and smaller net score reductions in the other groups.

Graph 10: AGE - Children- All Opportunity Programmes NSS (Overall)

	5 to 7	8 to 11	12 to 16
Hindleap (2014-2015)	71.21%	70.82%	47.99%
Hindleap (2013-2014)	66.09%	59.66%	32.92%
Woodrow (2014-2015)	59.77%	48.84%	39.93%
Woodrow (2013-2014)	60.37%	60.44%	79.72%

■ 2014-2015   ■ 2013-2014
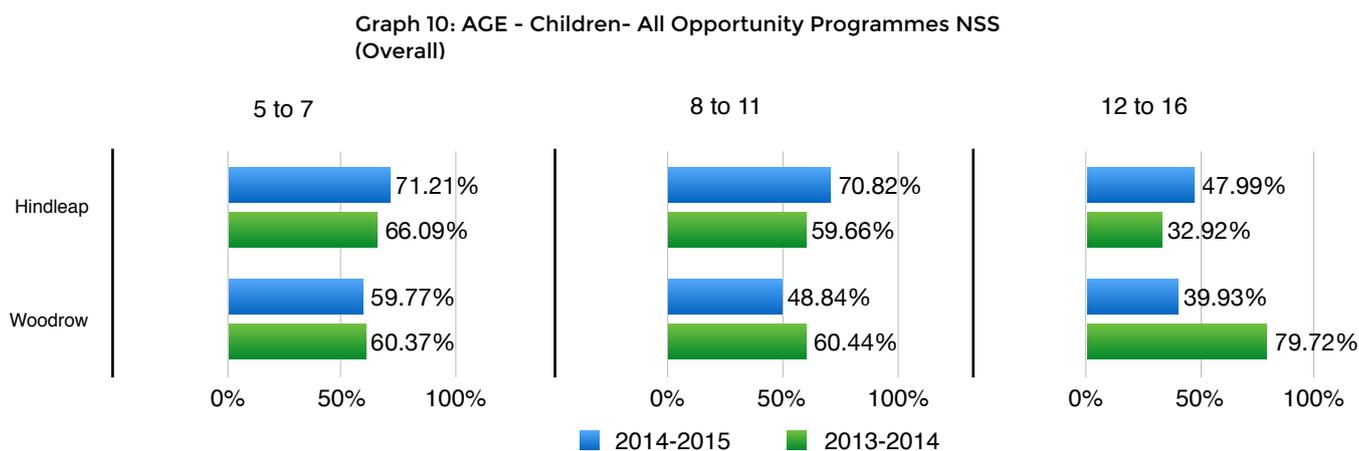
Graphs 11A and 11B illustrate Net Satisfaction Scores of all age groups for each dimension, and compare them to 13-14. The 5 to 7s reported a 17% increase in their net score for Learning. Satisfaction for all other dimensions was decreased - Development and Experience by 10% and Engagement by almost 20%.

Graph 11A: AGE- Young people - All Opportunity Programmes NSS (Dimensions)

	5 to 7		8 to 11	
	2014-2015	2013-2014	2014-2015	2013-2014
Experience	71.31%	81.22%	55.83%	68.73%
Engagement	62.37%	81.43%	69.06%	73.67%
Learning	71.76%	54.97%	57.68%	50.75%
Development	16.25%	26.98%	39.16%	39.35%
Participation			47.89%	37.3%
Support			47.89%	
Barriers			12.56%	

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[11] In our centres we are using two process surveys. LYP-01 targets young people older than 8 and LYP-01_Ch targets children and young people older than 5. There are instances where young people up to the age of 16 may fill the LYP-01_Ch

The 8 to 11s reported increases in their net scores for Learning (by 7%) and Participation (by 10%). Experience's net score was decreased by almost 13%, and Engagement by 4%. Development net scores remained stable.

The 12 to 16s reported smaller net scores across all dimensions with the exception of Participation - an increase of 11%. It is worth noting that net score for Support was reduced by almost 23%. Experience, Engagement, Learning, Development and Barriers reported an average decrease of 8%.

The 17 to 25s reported changes in their net scores similar to 12 to 16s, with the exception of Barriers - they reported an increase of approximately 8%. The 17 to 25s increased their Participation net score by 6%. It is worth noting the reduction of net scores for Development (by 32%) and Support by 63.99%. Net scores for Experience, Engagement, Learning changed by an average of approximately 7%.

It is worth noting that in 13-14 we included Support net scores from Urban Nature and VIY, whilst in 14-15 Support net scores originated from Athan 31.

Graph 11B: AGE- Young people - All Opportunity Programmes NSS (Dimensions)
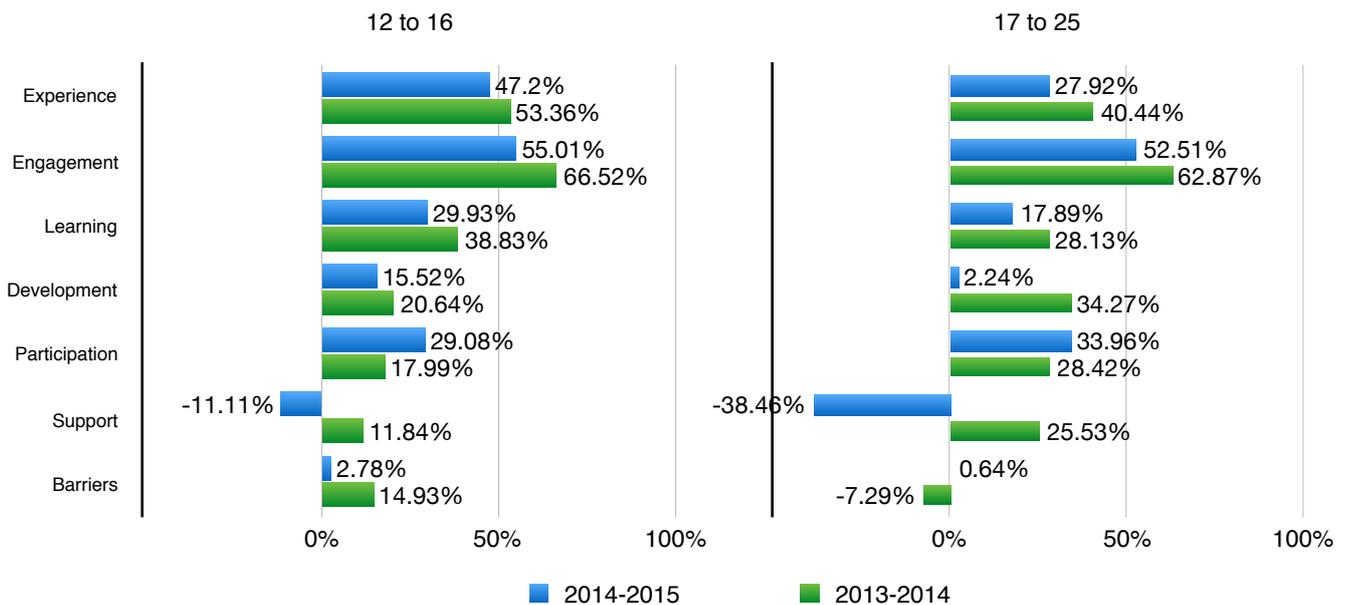
Inclusion

This year for the first time we measured Net Satisfaction Scores of children and young people with disabilities. Analysis of our findings shows that young people and children with disabilities reported high Net Satisfaction Scores. In particular, young people with disabilities were more satisfied compared to the ones without, while the opposite is true for children.

Young people with disabilities
Net Satisfaction Score

46.86%

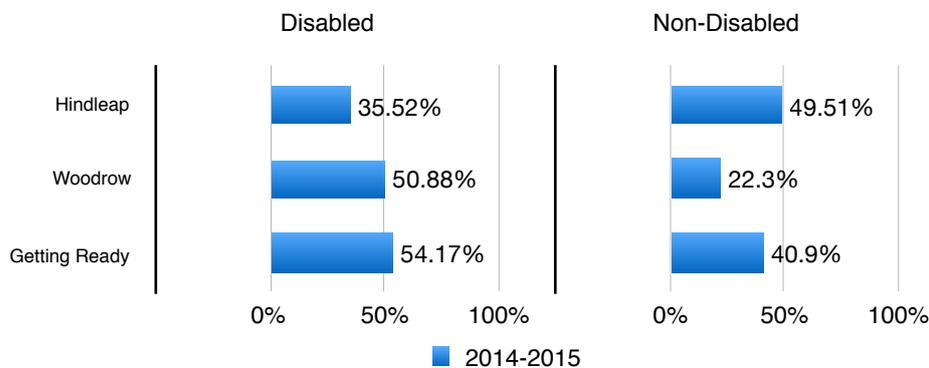**Children with disabilities**
Net Satisfaction Score

58.55%

Young people without disabilities
Net Satisfaction Score

37.57%

Children without disabilities
Net Satisfaction Score

66.81%

Graph 12 illustrates Net Satisfaction Scores of young people with and without disabilities across all Opportunity programmes. Getting Ready and Woodrow had the highest net scores from young people with disabilities.

Graph 12: DISABILITY - Young people - All Opportunity Programmes NSS (Overall)

Disabled

Hindleap	35.52%
Woodrow	50.88%
Getting Ready	54.17%

Non-Disabled

Hindleap	49.51%
Woodrow	22.3%
Getting Ready	40.9%

2014-2015

Graph 13 illustrates Net Satisfaction Scores of children with and without disabilities at our residential centres. Hindleap reported a higher score from children with disabilities compared to Woodrow, the opposite compared to young people's scores.

Graph 13: DISABILITY - Children- All Opportunity Programmes NSS (Overall)

Disabled

| Hindleap | 66.64% |
| Woodrow | 50.45% |

Non-Disabled

| Hindleap | 68.61% |
| Woodrow | 65% |

2014-2015
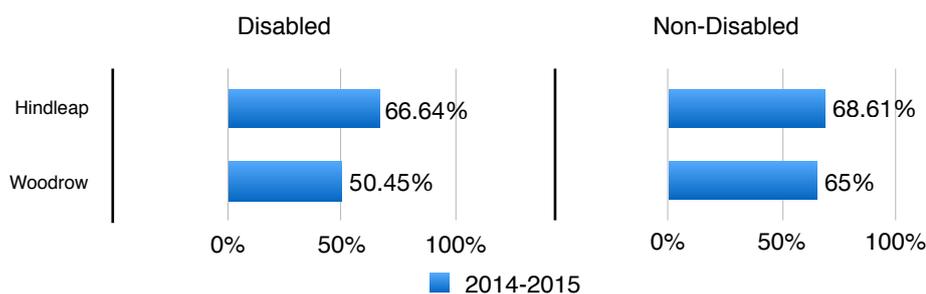
Graph 14 demonstrates Net Satisfaction Scores of young people with and without disabilities for each dimension across all Opportunity programmes. Young people with disabilities were mostly satisfied by Learning. When looking at Barriers and Development, we observe that net scores of young people with disabilities are larger by an average of 26% compared to the net scores of young people without disabilities.

Graph 14: DISABILITY - Young people - All Opportunity Programmes NSS (Dimensions)

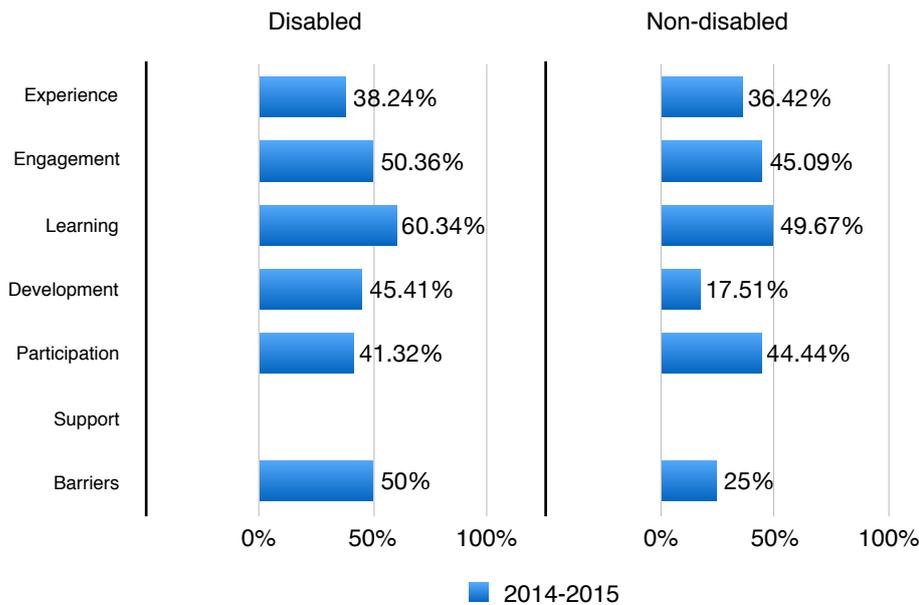Graph 15 demonstrates Net Satisfaction Scores of children with and without disabilities for each dimension at our residential centres. Children with disabilities were mostly satisfied by Engagement. Compared to children without disabilities, they reported smaller net scores on Learning (by 18%) and Development (by 38%).

Graph 15: DISABILITY - Children - All Opportunity Programmes NSS (Dimensions)
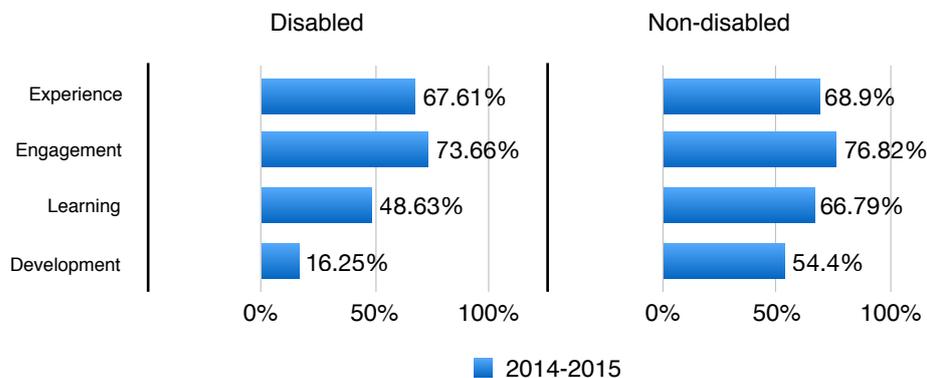
6. Impact findings

We administered the Life Effectiveness Questionnaire to samples of young people taking part in Hindleap, Woodrow, Getting Ready, Dare and Build-it programmes. Data collection took place between September 2014 to August 2015. We also administered a survey developed by The Cabinet Office to a sample of Athan 31 participants[12].

Table 17 shows sample sizes and statistical significance across programmes and compares them to 13-14. This year, we managed to sample a larger number of young people from Hindleap and Getting Ready but not from Woodrow. We collected responses from half of Dare Londoners, and did not manage to collect enough responses from Build-it (this results are not statistically significant).

Table 17: All Programmes - Sample Sizes

	Sample sizes	
	2014-2015	2013-2014
Hindleap	224 (sig.)	78 (sig.)
Woodrow	37 (sig.)	87 (sig.)
Getting Ready	383 (sig.)	195 (sig.)
Dare	5 (sig.)	9 (sig.)
Build-it	9 (ns)	n/a
Athan 31	230 (sig.)	n/a

(*) In 2014-2015, we did not deliver Urban Nature and VIY. In 2013-2014, we did not collect LEQs from Build-it

Graph 16 shows effect sizes[13] from all programmes and compares them to 13-14. All programmes reported above the benchmark changes (from moderate to very strong) in 14-15. It is worth noting that Getting Ready and Dare reported impressive increases in their Life effectiveness effect sizes. Woodrow and Hindleap reported smaller increases.

Graph 16: All Programmes - Effect Size

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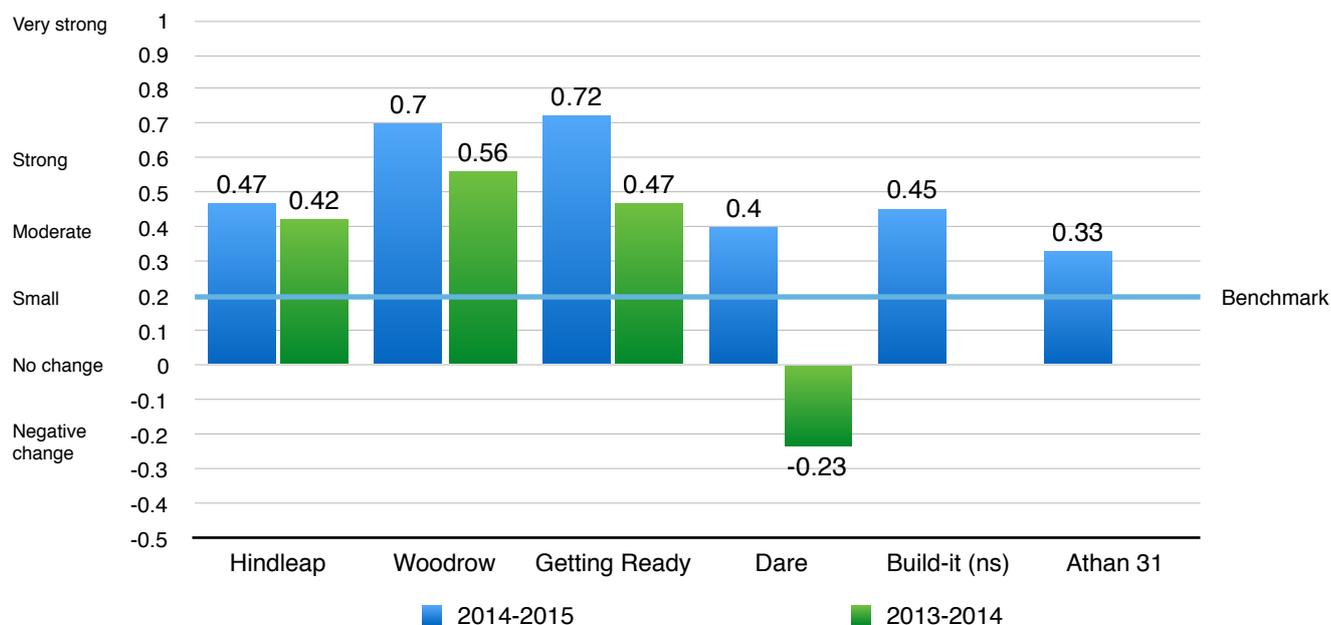
[12] See theRTK (2015), London Youth: Evaluation of the Athan 31 programme

[13] For Hindleap, Woodrow, Getting Ready, Dare and Build-it we report effect sizes (Cohen's d) from Life Effectiveness Questionnaire. For Athan 31 we report effect sizes (Cohen's d) from Cabinet Office Survey.

Athan 31 counterfactual findings

Athan 31's evaluation aimed to provide evidence of the extent to which changes observed across the life of the project can be attributed directly to the programme. To do that, we have sought to establish a 'counterfactual', that is an estimate of what would have happened if the programme had not been delivered. We constructed a matched sample of controls, ensuring that the group is very similar to the programme participants on a key set of characteristics (optimum set of matching criteria). We collected data from matched controls in three youth clubs (57 young people). Each works with young people with similar socio-demographic characteristics to those taking part in the Athan 31 programme.

A key objective for the Athan 31 programme has been to improve the self-esteem (or subjective well-being) of young people taking part in the programme. We know from our analysis of changes[14] in self-esteem scores across the lifetime of the programme that Athan 31 participants have experienced statistically significant improvements in their subjective well-being. To test the extent to which those changes might be attributable to taking part, we compared participants' self-esteem scores with those collected from a sample of matched controls using the same measures. Table 19 reports the results.

Table 19: Ms and SDs for self-esteem measure comparing Athan 31 participants with matched controls

Self-esteem	n	M	SD	t	p
Time 4 Athan 31 participations	263	7.34	1.65	1.44	0.08 (ns)
Matched Controls	57	6.97	2.03		

The analysis shows that mean self-esteem amongst Athan 31 participants is, as predicted, higher than amongst matched controls. However, whilst the difference is in the predicted direction, it just fails to reach statistical significance (p=0.08).

The non-significant comparison means we cannot reasonably attribute all observed changes in participants' self-esteem to the Athan 31 programme.

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[14] See theRTK (2015), London Youth: Evaluation of the Athan 31 programme

Confidence & agency

We matched Self-confidence (LEQ dimension) to Confidence & Agency (Catalyst Framework). We used the relevant dimension of Cabinet Office's survey for Athan 31. Table 18 shows that in 14-15 all programmes reported similar to 13-14 effect sizes (moderate to strong changes) for Self-confidence, with the exception of Dare - reporting a significant increase.

Build-it's findings are not statistically significant.

Table 18

Self-confidence

Strength of Change	ES range	2014-2015	2013-2014
Very strong	1		
	0.9		
	0.8		
	0.7		
Strong	0.6	Woodrow (0.6 ES), Getting Ready (0.68 ES)	Woodrow (0.64 ES)
	0.5	Build-it (0.53 ES) ns	Getting Ready (0.51 ES)
Moderate	0.4	Hindleap (0.48 ES)	Hindleap (0.45 ES)
	0.3	Athan 31 (0.33 ES)	
Small	0.2		
	0.1	Dare (0.18 ES)	
No change	0		
Negative change			Dare (-0.63 ES)

Table 19 shows percentile change, and proportions of participants in each change category across all programmes (Life Effectiveness Questionnaire). Cabinet Office's survey is not normative.

Table 19: All Programmes - Percentile Change and Proportions of Participants - Confidence & Agency

	Self - Confidence (2014-2015)				
	Percentile change	Negative change < 0.2	No change	Positive change > 0.2	N
Hindleap	18.57%	22.32%	12.50%	65.18%	224
Woodrow	22.42%	21.62%	8.11%	67.57%	37
Getting Ready	25.21%	16.19%	16.45%	67.36%	383
Dare	7.09%	20.00%	20.00%	60.00%	5
Build-it	20.16%	11.11%	44.44%	33.33%	9

Resilience & determination

We matched Achievement Motivation and Active Initiative (LEQ dimensions) to Resilience & Determination (Catalyst Framework). We used the relevant dimension of Cabinet Office's survey for Athan 31.

- ### Achievement Motivation

Table 20 shows that in 14-15 programmes reported from small to strong changes. Dare and Woodrow reported significant increases while Hindleap and Getting Ready had similar effect sizes. Build-it's findings are not statistically significant.

- ### Active Initiative

Table 20 shows that in 14-15 programmes reported from moderate to strong changes, with the exception of Dare that reported a negative change. Getting Ready, Hindleap and Woodrow reported significant increases while Dare's effect size remained the same. Woodrow and Build-it's findings are not statistically significant

Table 20

Strength of Change	ES range	Achievement Motivation		Active Initiative		Resilience
		2014-2015	2013-2014	2014-2015	2013-2014	2014-2015
Very strong	1					
	0.9					
	0.8	Dare (0.82 ES)				
	0.7					
Strong	0.6	Getting Ready (0.64 ES) Woodrow (0.6 ES)		Getting Ready (0.6 ES)		
	0.5	Build-it (0.54 ES) ns	Getting Ready (0.5 ES)	Woodrow (0.56 ES) ns Build-it (0.5 ES) ns		
Moderate	0.4			Hindleap (0.47 ES)		Athan 31 (0.42 ES)
	0.3		Hindleap (0.31 ES) ns		Getting Ready (0.35 ES)	
Small	0.2	Hindleap (0.26 ES)	Woodrow (0.21 ES)		Hindleap (0.29 ES) ns Woodrow (0.24 ES) ns	
	0.1					
No change	0					
Negative change			Dare* (-0.23 ES)	Dare (-0.51 ES)	Dare (-0.5 ES)	

Tables 21A and 21B show percentile change, and proportions of participants in each change category across all programmes (Life Effectiveness Questionnaire). Cabinet Office's survey is not normative.

Table 21A: All Programmes - Percentile Change and Proportions of Participants - Resilience & Determination

| | Achievement Motivation | | | | |
	Percentile change	Negative change < 0.2	No change	Positive change > 0.2	N
Hindleap	10.24%	27.23%	21.88%	50.89%	224
Woodrow	22.49%	16.22%	21.62%	62.16%	37
Getting Ready	23.94%	21.15%	19.32%	59.53%	383
Dare	29.28%	20.00%	20.00%	60.00%	5
Build-it	17.49%	22.22%	22.22%	44.44%	9

Table 21B: All Programmes - Percentile Change and Proportions of Participants - Resilience & Determination

| | Active Initiative | | | | |
	Percentile change	Negative change < 0.2	No change	Positive change > 0.2	N
Hindleap	17.92%	19.20%	19.64%	61.16%	224
Woodrow	21.14%	18.92%	16.22%	64.86%	37
Getting Ready	22.72%	20.37%	19.32%	60.05%	383
Dare	-19.44%	40.00%	60.00%	0.00%	5
Build-it	19.22%	11.11%	22.22%	55.56%	9

Relationships & leadership

We matched Social Competence and Task Leadership (LEQ dimensions) to Relationships & Leadership (Catalyst Framework). We used the relevant dimension of Cabinet Office's survey for Athan 31.

- Social Competence

Table 22 shows that in 14-15 programmes reported from moderate to very strong changes. Dare and Hindleap reported big increases and Getting Ready a smaller one. Getting Ready, Woodrow, Hindleap and Build-it's findings are not statistically significant.

- Task Leadership

Table 22 shows that in 14-15 Woodrow and Getting Ready reported from strong to very strong changes, Hindleap moderate to strong, and Dare small to moderate. When compared to 13-14, all programmes reported increased effect sizes. Build-it's findings are not statistically significant.

Table 22

Strength of Change	ES range	Social Competence		Task Leadership		Positive Relationships
		2014-2015	2013-2014	2014-2015	2013-2014	2014-2015
Very strong	1					
	0.9					
	0.8					
	0.7	Getting Ready (0.79 ES)ns		Woodrow (0.77 ES) Getting Ready (0.72 ES)		
Strong	0.6					
	0.5	Dare (0.57 ES) Woodrow (0.57 ES) ns Hindleap (0.56 ES) ns	Getting Ready (0.52 ES)ns Woodrow (0.52 ES)ns	Hindleap (0.52 ES)	Woodrow (0.52 ES)	
Moderate	0.4	Build-it (0.45 ES) ns			Getting Ready (0.47 ES) Hindleap (0.4 ES)	
	0.3			Dare (0.27 ES) Build-it (0.21 ES) ns	Dare (0.24 ES)	Athan 31 (0.38 ES)
Small	0.2					
	0.1		Hindleap (0.19 ES) ns			
No change	0					
Negative change			Dare (-0.16 ES)			

Tables 22A and 22B show percentile change, and proportions of participants in each change category across all programmes (Life Effectiveness Questionnaire). Cabinet Office's survey is not normative.

Table 22A: All Programmes - Percentile Change and Proportions of Participants - Relationships & Leadership

	Social Competence				
	Percentile change	Negative change < 0.2	No change	Positive change > 0.2	N
Hindleap	21.07%	17.41%	14.73%	67.41%	224
Woodrow	21.73%	21.62%	10.81%	64.86%	37
Getting Ready	28.47%	17.75%	12.01%	70.23%	383
Dare	21.73%	40.00%	0.00%	60.00%	5
Build-it	17.26%	11.11%	33.33%	44.44%	9

Table 22B: All Programmes - Percentile Change and Proportions of Participants - Relationships & Leadership

	Task Leadership				
	Percentile change	Negative change < 0.2	No change	Positive change > 0.2	N
Hindleap	19.92%	18.75%	12.50%	68.75%	224
Woodrow	27.94%	18.92%	10.81%	70.27%	37
Getting Ready	26.54%	17.49%	14.88%	67.62%	383
Dare	10.6%	20.00%	0.00%	80.00%	5
Build-it	8.28%	11.11%	33.33%	55.56%	9

Managing feelings

We matched Emotional Control (LEQ dimension) to Managing Feelings (Catalyst Framework). Table 23 shows that in 14-15 all programmes reported moderate to strong changes for Emotional Control. The 14-15 findings are similar to 13-14 effect sizes, with the exception of Dare - reporting a significant increase, and Getting Ready.

Build-it's findings are not statistically significant.

Table 23

Emotional Control

Strength of Change	ES range	2014-2015	2013-2014
Very strong	1		
	0.9		
	0.8		
	0.7	Woodrow (0.78 ES) Build-it (0.78 ES) ns Getting Ready (0.75 ES)	Woodrow (0.7 ES)
Strong	0.6		
	0.5	Dare (0.59 ES) Hindleap (0.52 ES)	Hindleap (0.54 ES) Getting Ready (0.43 ES)
Moderate	0.4		
	0.3		
Small	0.2		
	0.1		
No change	0		
Negative change			Dare (-0.3 ES)

Table 24 shows percentile change, and proportions of participants in each change category across all programmes.

Table 24: All Programmes - Percentile Change and Proportions of Participants - Managing Feelings

	Emotional Control				
	Percentile change	Negative change < 0.2	No change	Positive change > 0.2	N
Hindleap	19.96%	22.32%	15.18%	62.50%	224
Woodrow	28.15%	5.41%	13.51%	81.08%	37
Getting Ready	27.2%	19.06%	12.79%	68.15%	383
Dare	22.29%	20.00%	20.00%	60.00%	5
Build-it	28.13%	0.00%	0.00%	100.00%	9

Creativity

We matched Intellectual Flexibility (LEQ dimension) to Creativity (Catalyst Framework). We used the relevant dimension of Cabinet Office's survey for Athan 31. Table 25 shows that in 14-15 Dare, Getting Ready and Woodrow reported strong to very strong changes for Intellectual Flexibility, while Hindleap reported small to moderate changes.

When compared to 13-14, we observe that Dare and Getting Ready report significant increases, Woodrow remains stable, and Hindleap reports a smaller changes.

Build-it's findings are not statistically significant.

Table 25

Intellectual Flexibility

Strength of Change	ES range	2014-2015	2013-2014
Very strong	1		
	0.9	Dare (0.96 ES)	
	0.8	Getting Ready (0.89 ES)	
	0.7	Woodrow (0.73 ES)	Woodrow (0.74 ES)
Strong	0.6		
	0.5		Hindleap (0.55 ES)
Moderate	0.4		Getting Ready (0.43 ES)
	0.3	Hindleap (0.37 ES) Build-it (0.31 ES) ns Athan 31 (0.30 ES)	
Small	0.2		Dare (0.23 ES)
	0.1		
No change	0		
Negative change			

Table 26 shows percentile change, and proportions of participants in each change category across all programmes (Life Effectiveness Questionnaire). Cabinet Office's survey is not normative.

Table 26: All Programmes - Percentile Change and Proportions of Participants - Creativity

	Intellectual Flexibility				
	Percentile change	Negative change < 0.2	No change	Positive change > 0.2	N
Hindleap	14.59%	28.13%	17.41%	54.46%	224
Woodrow	26.84%	21.62%	8.11%	67.57%	37
Getting Ready	31.34%	16.19%	14.62%	69.19%	383
Dare	33.2%	20.00%	0.00%	80.00%	5
Build-it	12%	11.11%	33.33%	44.44%	9

Planning & problem solving

We matched Time Management (LEQ dimension) to Planning & Problem Solving (Catalyst Framework). Table 27 shows that in 14-15 Getting Ready and Woodrow reported strong to very strong changes for Time Management, Hindleap reported moderate to strong changes, and Dare reported small to moderate changes.

When compared to 13-14, we observe that Dare reports significant increases while Getting Ready and Hindleap report smaller increases. Woodrow remains stable.

Build-it's findings are not statistically significant.

Table 27

Time Management

Strength of Change	ES range	2014-2015	2013-2014
Very strong	1		
	0.9	Woodrow (0.98 ES)	Woodrow (0.9 ES)
	0.8		
	0.7	Getting Ready (0.71 ES)	
Strong	0.6		Hindleap (0.62 ES)
	0.5	Hindleap (0.58 ES)	Getting Ready (0.51 ES)
Moderate	0.4		
	0.3	Build-it (0.36 ES) ns Dare (0.32 ES)	
Small	0.2		
	0.1		
No change	0		
Negative change			Dare (-0.47 ES)

Table 28 shows percentile change, and proportions of participants in each change category across all programmes.

Table 28: All Programmes - Percentile Change and Proportions of Participants - Planning & Problem Solving

	Time Management				
	Percentile change	Negative change < 0.2	No change	Positive change > 0.2	N
Hindleap	22.02%	19.20%	12.95%	67.86%	224
Woodrow	33.65%	13.51%	10.81%	72.97%	37
Getting Ready	26.12%	16.19%	13.58%	70.23%	383
Dare	12.55%	40.00%	0.00%	60.00%	5
Build-it	13.89%	22.22%	22.22%	44.44%	9

7. Cost and benefits analysis

Athan 31's Impact Evaluation conducted by the RTK included a cost-benefits analysis[15]. The evaluator used an approach to cost-benefit analysis developed for the Department for Culture, Media and Sport by the London School of Economics. RTK produced estimates of the likely financial benefits associated with two potentially important impacts of the Athan 31 programme: short-term effects on the subjective well-being of programme participants, and the long-term economic value to society of participation in community activities or volunteering[16].

The non-significant comparison means we cannot reasonably attribute all observed changes in participants' self-esteem to the Athan 31 programme. Consequently, we need to interpret the findings of our cost-benefit analyses with caution. Results suggested that self-esteem amongst participants increased by approximately 0.5 of an index point over the course of the programme. According to the LSE analysis, increases in subjective well-being of 0.5 of an index point can be reasonably valued at around £2,500. The cost per participant of the Athan 31 programme was approximately £1,395. We therefore estimated that in relation to impact on self-esteem, every £1.00 spent on Athan 31 has delivered a notional return to participants of £1.79.

RTK calculated the financial value of volunteering undertaken by Athan 31 participants to be approximately £168.50 a month, providing a total value of voluntary work over the 12 months of the Athan 31 programme to be around £238,000. That compares with a total cost of providing the programme of around £366,882.

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[15] See theRTK (2015), London Youth: Evaluation of the Athan 31 programme

[16] Department for Culture Media & Sport (2010). Understanding the value of engagement in culture and sport. DCMS: London and http://www.volunteering.org.uk/component/gpb/is-there-any-way-of-measuring-the-economic-value-of-the-work-our-volunteers-are-doing

8. Evaluation design

The evaluation design follows London Youth's evaluation policy, introduced in September 2013. The policy stipulates that effectiveness evaluation assesses the degree to which our programmes work in real-world settings. We assess effects and change on outcomes and outputs both in the short and long term and our process evaluation assesses the efficiency in implementation and provides rapid structured feedback for improving programmes[17]. Our current impact evaluations followed a non experimental pre-test/post-test design. Internal evaluators surveyed the intervention group at two time points - before and after the intervention. Our process evaluation followed a non experimental post-test design. Internal evaluators surveyed the intervention group at one time point - after the intervention.

Evaluation tools

‣ Life effectiveness questionnaire

London Youth uses the Life Effectiveness Questionnaire (LEQ) to measure the growth in young people's self-perceptions on emotional and social capabilities during its programmes. A number of versions of this tool exist and are adapted to specific client groups. London Youth uses LEQ-H.

The Life Effectiveness Questionnaire was developed by James Neill and Garry Richards[18] of Outward Bound Australia in the 1980's. It is is a short, easy-to-administer, self-report "life effectiveness" instrument with sound psychometric properties (reliability and validity). The theoretical emphasis is to identify and explore psychological and behavioural domains which constitute "life fitness" or "life proficiency" and which are theoretically amenable to developmental change though experience and community-based interventions. The notion of "life effectiveness" is that there are some personal skills that are important components on how effective a person will be in achieving his/her desires/wishes in life. Typically a person's life effectiveness includes how well he/she is functioning at work/school, as well as in personal and social life. Underlying someone's capacity to be effective in the various aspects of life

Time Management	the extent that an individual perceives that he/she makes optimum use of time
Social Competence	the degree of personal confidence and self-perceived ability in social interactions
Achievement Motivation	the extent to which the individual is motivated to achieve excellence and put the required effort into action to attain it
Intellectual Flexibility	the extent to which the individual perceives he/she can adapt his/her thinking and accommodate new information from changing conditions and different perspectives
Task Leadership	the extent to which the individual perceives he/she can lead other people effectively when a task needs to be done and productivity is the primary requirement
Emotional Control	the extent to which the individual perceives he/she maintains emotional control when he/she is faced with potentially stressful situations
Active Initiative	the extent to which the individual likes to initiate action in new situations
Self Confidence	the degree of confidence the individual has in his/her abilities and the success of their actions

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[17] London Youth (2013). Evaluation policy, p1

[18] Neill, J. T., Marsh, H. W., & Richards, G. E. (2003). *The Life Effectiveness Questionnaire: Development and psychometrics*. Unpublished manuscript, University of Western Sydney, Sydney, NSW, Australia. For more references on LEQ visit: http://wilderdom.com/tools/leq/leqreferences.html

there are some core personal effectiveness skills. The LEQ has a unique focus away from measuring a person's thoughts or self-beliefs, and focuses on the extent to which a person's actions, behaviour and feelings are effective in managing and succeeding at life. The table on previous page shows the dimensions measured by the version of LEQ used by London Youth.

The table on the right outlines how the LEQ dimensions are cross-referenced with outcomes in The Catalyst's youth outcomes framework[19] .

The above matching has been developed by looking at key[20], yet limited in number, papers in this field alongside working definitions and concepts used by youth sector practitioners. It is not intended to be academically rigorous.

The LEQ uses effect size (Cohen's d) to report on the effect of interventions. Current analysis provides us with findings on statistical significance, interpretation of change, percentile change against a norm group, and proportions of participants changed.

LEQ	Catalyst Outcomes Framework
Self Confidence	Confidence & Agency
Social Competence	Relationships & Leadership
Task Leadership	Relationships & Leadership
Active Initiative	Resilience & Determination
Achievement Motivation	Resilience & Determination
Time Management	Planning & Problem Solving
Intellectual Flexibility	Creativity
Emotional Control	Managing Feelings

‣ **London Youth process survey (LYP)**

We used the London Youth Process Survey as an indicator to help us measure satisfaction levels on process outcomes. Three versions of this tool exist and are adapted to the three specific client groups, and various London Youth programmes - LYP-1 for young people (12+), LYP-1Ch for children (5 to 11) and LYP-2 for youth professionals (youth workers, teachers, assistants and volunteers).

The London Youth Process survey was developed by London Youth managers and practitioners in 2013. It is a short, easy to administer, self-report satisfaction instrument currently in development. The theoretical emphasis is to identify and explore programme areas relevant to process - experience, engagement, learning, development and participation - which constitute beneficiary satisfaction and which can be improved by incremental change through organisational planning and learning interventions. The notion of "beneficiary satisfaction" helps London Youth to measure how its services meet or surpass children, young people and youth professionals' expectations.

We perceive our beneficiaries as customers of our services. Customer satisfaction is defined as "the number of customers, or percentage of total customers, whose reported experience with an organisation, its services (ratings) exceeds specified satisfaction

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[19] McNeil, B. Reeder, N. & Rich, J. (2012). A framework of outcomes for young people. London: The Young Foundation

[20] Gutman, L. M. & Schoon, I. (2013). The impact of non-cognitive skills on outcomes for young people: Literature Review. London: Educational Endowment Foundation, Tough, P. (2012). How Children Succeed. London: Random House Books, Paterson, C. Tyler, C. & Lexmond, J. (2014). Character and Resilience Manifesto: London: The all-party parliamentary group on Social Mobility.

goals"[21]. Satisfaction of beneficiaries is one of London Youth's key indicators - when working hard to be the best we can be, we see young people, and youth professionals' satisfaction as a key differentiator.

The concept of customer satisfaction has been in a central position in marketing since the 50's until today with an increasing interest and importance. Satisfaction links the processes involved in experiencing, engaging with and participating in our programmes. It also links post-participation phenomena such as attitude change, repeat participation, and brand loyalty[22]. The positioning of the concept in the core of our process evaluation methodology reflects our consideration that social value is also generated through the satisfaction of children, young people and youth professional needs and wants.[23]

In literature (Kucukosmanoglu, 2010 and Best, 2009), customer satisfaction is considered by focusing on two basic constructs: customers expectations prior to use of the service and her/his relative perception of the performance of that service after using it. Expectations of a customer on a service tell us hers/his anticipated performance for that service. Perceived service performance is considered as an important construct due to its ability to allow making comparisons with the expectations.

The three versions of the tool used by London Youth are measuring the following dimensions.

Dimensions	Children	Young People	Youth Professionals
Experience	the extent to which children have an overall sense of positive and safe experience	the extent to which young people have an overall sense of positive and safe experience	the extent to which youth professionals have an overall sense of positive and safe experience
Engagement	the extent to which children are satisfied by the quality of relationships with staff	the extent to which young people are satisfied by the quality of relationships with staff	the extent to which youth professionals are satisfied by the professional conduct of staff
Learning	the extent to which children perceive they are learning and achieving	the extent to which young people perceive they are learning and achieving	the extent to which youth professionals are satisfied with young people and children's learning
Development	the extent to which children perceive they are developing their emotional and social capabilities	the extent to which young people are satisfied with their emotional and social development	the extent to which youth professionals are satisfied with young people and children's emotional and social development
Participation	the extent to which children are satisfied with their participation to the programme	the extent to which young people are satisfied with their participation to the programme	the extent to which youth professionals are satisfied with young people's participation to the programme
Enhancing support	n/a	the extent to which young people are satisfied with the way the programme is enhancing support and resources	the extent to which youth professionals are satisfied with the way the programme is enhancing support and resources
Removing barriers	n/a	the extent to which young people are satisfied with the way the programme is removing barriers	the extent to which youth professionals are satisfied with the way the programme is removing barriers

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[21] See Institute of Customer Service in the UK and The Marketing Accountability Standards Board (MASB) in the US. Both sites include definitions, purposes, and constructs of classes of measures that appear in marketing metrics. Also see Farris, Paul W.; Neil T. Bendle; Phillip E. Pfeifer; David J. Reibstein (2010). Marketing Metrics: The Definitive Guide to Measuring Marketing Performance. Upper Saddle River, New Jersey: Pearson Education, Inc.

[22] London Youth uses the concept of 'brand loyalty' as an approach to build trust and confidence in its interventions and knowhow (good youth work works). We acknowledge that in order to maximise your impact, you need to offer your beneficiaries the opportunity to build trust and confidence in your work.

[23] Researchers alerted to the importance of translating this important marketing concept into daily operational practice have developed tools to measure consumer satisfaction. Consumer satisfaction began to rise up as a legitimate field of inquiry in the early 1970s. See The U.S. Department of Agriculture's Index of Consumer Satisfaction as a pioneering study to report direct information on consumer satisfaction to policy makers. It was followed by the Swedish National Customer satisfaction Barometer in 1989 (Kucukosmanoglu, 2010).

The LYP alongside qualitative tools constitute our process methodology. The table on the right outlines how the LYP dimensions are cross-referenced with outcomes in London Youth's Process Outcomes Framework.

London Youth (Opportunity) Process Outcomes Framework	LYP Questionnaire Dimensions
Young Londoners access high quality opportunities	Experience
	Engagement
	Participation
	Enhancing Resources
	Removing Barriers
Young Londoners achieve and have fun, beyond family and formal education	Learning
	Development

LYP data are analysed based on a methodology that is comparable to the Net Promoter Score[24]. We call it the Net Satisfaction Score (NSS).

The Net Satisfaction Score (NSS) measures the satisfaction that exists between a provider and a consumer. The provider is London Youth, the entity that is asking the questions on the NSS survey. The consumer is the child, young person or youth professional, employee, or respondent to our NSS survey.

The NSS is based on the fundamental perspective that London Youth service users (young people, children and youth professionals) can be divided into three categories: Top Box, Passives, and Detractors.

By tracking these groups, we get a clear measure of the programme's performance through our service users' eyes. We ask them how satisfied they are or how much they like an aspect of their experience, learning and development.

We use a 10-point scale to measure satisfaction. In our interpretation of the scale, and with a deliberate focus on only the highest quality, a score of 9 or 10 is considered as sufficient satisfaction, a score of 1 to 7 is considered as not sufficient satisfaction. Respondents are categorised as follows:

To calculate the programme's Net Satisfaction Score we take the percentage of customers who are Top Box and subtract the percentage who are Detractors.

NET SATISFACTION = **% TOP BOX** - **% DETRACTORS**

For example, we measure satisfaction for Engagement. Amongst young people, 35% of participants are in the Top Box, 37% are Passives, and 28% are Detractors. The Net Satisfaction Score is 7% and it shows the rate of flow between satisfied and non-satisfied

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[24] Net Promoter Score (NPS) is a customer loyalty metric developed by (and a registered trademark of) Fred Reichheld, Bain & Company, and Satmetrix. It was introduced by Reichheld in his 2003 Harvard Business Review article "One Number You Need to Grow". NPS can be as low as –100 (everybody is a detractor) or as high as +100 (everybody is a promoter). An NPS that is positive (i.e., higher than zero) is felt to be good, and an NPS of +50 is excellent.

participants. There are 7% more satisfied than non-satisfied. A negative Net Satisfaction Score means that there are more non-satisfied than satisfied.

The LYP-1 survey uses a series of items (questions) measured at the interval level (1-10 scale), or items on the categorical level, and also includes open-ended items. All items relate to up to 7 factors (LYP dimensions). A composite score is created for each participant by combining (e.g., by averaging) their responses for the items which belong to each factor, at each time. At the moment, we calculate composite scores for each factor using the 'Unit weighted' method - each item is equally weighted, e.g., X = mean (A, B, C, D). The LYP survey is currently under development. In the future, we will use factor and reliability analysis to understand how the variables (items) correlate with each other and with LYP factors (dimensions).

Data collection

Participants would be asked to complete the LEQ survey - see appendices for a sample questionnaire - when starting their programme. After the end of the programme, participants are asked to complete the LEQ survey for the second time.

Participants are asked to complete the LYP survey - see appendix for a sample questionnaire - after completing the programme.

Youth club or Centre staff would distribute paper questionnaires to the young people themselves. Participants would then fill in the survey and take as much time as possible. Staff would explain certain statements if asked to, ensuring that they maintained the integrity of the statement.

Sampling

The methodology is limited by the fact that sampling (LEQ and LYP) was not random. Youth club staff collected completed forms that reflect some variety within the programme.

Evaluation ethics

Every young person taking part in a London Youth programme is asked to agree with London youth's data protection policy that stipulates that all data will be treated in accordance with the Data Protection act and may be used for evaluation and learning purposes. All participants' names are removed and are substituted with numbers, during data analysis.

Methodological limitations

While our internal evaluators observed changes in outcome indicators, they cannot attribute all these changes to the intervention alone. In our non experimental design we did not use a comparison group.

The current analysis of LEQ data uses the standard deviations from the cumulative LEQ database (Neill, Marsh & Richards, 2003), based on approximately 3000 Australian participants aged 13 to 65 years. In the future, we will use standard deviation estimates derived from our own population to ensure better validity.

During the 2013/14 programme year, staff piloted a mainly quantitative approach by administering the London Youth Process (LYP) Questionnaire. Staff also collected some qualitative data, mainly through open-ended questions in the LYP survey.

LYP qualitative data are not included in the present Learning report. In 2014/15, we will have in place a qualitative methodology to analyse the responses. We will also add additional tools to our process methodology (semi-structured interviews and focus groups).

By the end of next year, our evaluation design will expand to better analyse both quantitative and qualitative data.

8. References

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9. Appendix

Table 28: Process Surveys - Confidence Intervals

Confidence Level 95%

Survey	Confidence Interval	Range for the true population mean	Mean	SD	N
Getting Ready LYP01	±0.231	8.575 to 9.039	8.807	1.17	100
Getting Ready LYP02	±0.335	8.216 to 8.881	8.552	0.83	26
Athan31 LYP01	±0.325	7.239 to 7.881	7.564	1.62	99
Athan31 LYP02	±0.719	7.022 to 8.46	7.741	1.19	13
TML LYP02	±0.566	6.763 to 7.895	7.329	0.98	14
Learning Networks LYP1	±0.56	7.727 to 8.865	8.296	0.74	9
Hindleap LYP01 Q1	±0.199	8.302 to 8.7	8.501	1.26	157
Hindleap LYP01 Q2	±0.344	7.285 to 7.973	7.629	1.31	58
Hindleap LYP01 Q3	±0.362	9.109 to 9.833	9.471	0.57	12
Hindleap LYP01 Q4	±0.306	7.919 to 8.531	8.225	1.51	96
Hindleap LYP01_Ch Q1	±0.123	8.959 to 9.205	9.082	0.94	227
Hindleap LYP01_Ch Q2	±0.121	8.948 to 9.19	9.069	1.07	302
Hindleap LYP01_Ch Q3	±0.114	8.945 to 9.173	9.059	1.08	348
Hindleap LYP01_Ch Q4	±0.117	9.089 to 9.323	9.206	1.01	289
Hindleap LYP02 Q1	±0.222	9.116 to 9.56	9.338	0.74	45
Hindleap LYP02 Q2	±0.254	8.836 to 9.344	9.090	0.75	36
Hindleap LYP02 Q3	±0.162	9.162 to 9.486	9.324	0.67	68
Hindleap LYP02 Q4	±0.19	9.054 to 9.434	9.244	0.73	59
Woodrow LYP01 Q1	±0.463	7.175 to 8.101	7.638	1.56	46
Woodrow LYP01 Q2	±0.467	7.823 to 8.757	8.290	1.4	37
Woodrow LYP01 Q3	±0.479	7.123 to 8.081	7.602	1.65	48
Woodrow LYP01 Q4	±0.31	7.754 to 8.374	8.064	1.2	60
Woodrow LYP01_Ch Q1	±0.036	4.611 to 4.683	4.647	0.48	673
Woodrow LYP01_Ch Q2	±0.159	9.037 to 9.355	9.196	0.96	143
Woodrow LYP01_Ch Q3	±0.065	8.888 to 9.018	8.953	1.04	979
Woodrow LYP01_Ch Q4	±0.077	8.675 to 8.829	8.752	1.17	897
Woodrow LYP02 Q1	±0.238	8.521 to 8.997	8.759	1.11	86
Woodrow LYP02 Q2	±0.448	8.086 to 8.982	8.534	1.06	24
Woodrow LYP02 Q3	±0.143	8.815 to 9.101	8.958	0.78	117
Woodrow LYP02 Q4	±0.144	8.846 to 9.134	8.990	0.8	121