LIVERPOOL HOPE UNIVERSITY

175 YEARS OF ACADEMIC EXCELLENCE

Everton in the Community

Developing Communities

EitC Working Futures & Premier League Works

Social Return on Investment Report

October 2018

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SEARCH

THE PEOPLE'S CLUB

ACKNOWLEDGEMENTS

EITC WORKING FUTURES & PREMIER LEAGUE WORKS

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EXECUTIVE SUMMARY

Everton in the Community (EitC) is a charity located in Liverpool in an area rated to be in the bottom 10% on the Index of Mass Deprivation.

They have two programmes within the Employability and Education strand of their work: Premier League Works and Working Futures. Both programmes have the aim of working with NEET young people to progress them into employment or further training opportunities.

The success rates are as follows:

Premier League Works	**Employment:**	**32%**
	Training:	**29%**
Working Futures	**Employment:**	**23%**
	Training:	**14%**

All participants interviewed as part of the study reported an increase in self-confidence, a better understanding of the job market and the attainment of key employability skills (such as cv construction, work experience, interview techniques).

Partner organisations report very high levels of trust in Everton in the Community and the work they are doing with young people. This in turn is reflected in more positive attitudes towards NEET young people.

The overall SROI ratios are calculated to be:

Premier League Works	–	1 : 4.19
Working Futures	–	1 : 3.98
Combined Programme	–	1 : 4.03

The two programmes have similar aims but with different funding profiles and have been successfully coordinated to work together in reaching NEET young people with different levels of 'work readiness'.

The participants benefit from EitC's other engagement programmes in providing opportunities that may be more suitable than or as a progression route from the employability programmes examined in this report.

The young people with whom the projects engage have a range of needs from a lack of qualifications, good qualifications but a lack of confidence and/or realistic ambitions to complex family backgrounds and biographies that create a number of barriers to progress in terms of employability.

It is recommended that EitC continue to run the two programmes in a similar way so as to complement one another but seek to develop and embed employability training approaches within the PL Works programme that are even more informal than they are currently with appropriate monitoring of such an approach. They should also increase the focus on NEETs in the immediate area alongside the existing citywide approach.

1. INTRODUCTION – SCOPE OF ANALYSIS

Everton in the Community (EitC) is a charity based in Liverpool. The organisation has close links to Everton Football Club but is run independently, relying for the most part on grant funding from various sources, charitable donations and a relatively small input, both in direct funds and in kind from the business side of the football club.
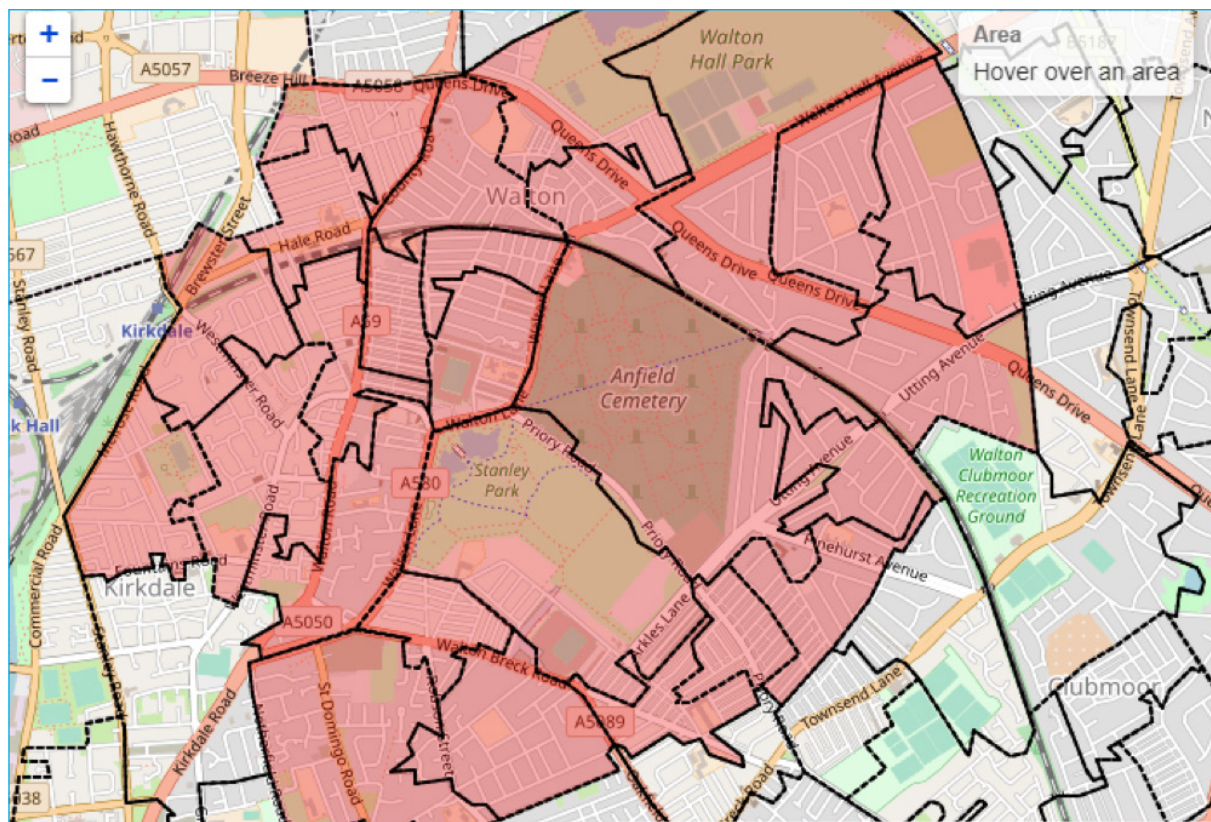
Figure 1: LSOAs most relevant to EitC

The organisation operates programmes under four pillars of engagement within the local community and across the city more widely; Employment & Education, Health, Sport Development and Youth Engagement. This report is based upon two programmes within the area of Employment & Education, namely Premier League Works and Working Futures which provide support for young people not in education, employment or training (NEET).

Both programmes are delivered at the The EitC Hub on Spellow Lane, Liverpool L4 which is located 200 metres from the football club's home stadium Goodison Park. Participants come from across the city and beyond with a significant number from the immediate area surrounding the stadium, the social context of which can be seen through census data at the level of lower super output area[1].

[1] There are 32,844 Lower Super Output Areas (LSOA) in England and represent between 400-1200 households, providing the most detailed geographical analysis of census data.

The 26 areas shown in Figure 1 approximate to the 'Blue Mile', a zone in which Everton Football Club and EitC define as most crucial to their local identity and civic responsibility. The Goodison Park stadium is located in area 10 and the EitC Hub nearby in area 7. The railway to the west marks a useful delineation just under a mile from Goodison.

The eastern boundary is a little over a mile because of the larger areas in that direction that are sparsely populated due to Stanley Park and Anfield Cemetery. All but two of the areas fall in the bottom 10% on the Index of Multiple Deprivation with seven being in the bottom 1%. Areas 18 and 19 are ranked in the bottom 50 in the country for multiple indices of deprivation.

Liverpool has the highest proportion of NEET figures for the country at 11.7%[2]. The table below gives an approximation of the current levels of employment and educational attainment for 16-24 year olds in the area around Goodison compared with the city of Liverpool more widely and with national statistics[3]:

	Shaded Map Area	Liverpool (LA)	England
Economically active – in employment	44%	40%	51%
Economically active – unemployed	19%	14%	12%
No qualifications	18%	10%	10%
Highest qualification – Level 1[4]	21%	13%	17%
Highest qualification – Level 2[5]	29%	21%	27%

Figure 2: Local Employment and Educational Attainment

As can be seen, in the area immediate to EitC there are significantly higher numbers with no qualifications or who have not progressed to advanced levels of education. It is also above average in levels of unemployment.

The proportion of participants on the PL Works and Working Futures programmes who come from this area are 32% and 24% respectively.

[2] Based on latest figures from the Department for Education (2017) https://www.gov.uk/government/publications/neet-data-by-local-authority-2012-16-to-18-year-olds-not-in-education-employment-or-training#history

[3] Based upon the 2011 Census Data available from Nomis (2018)

[4] Level 1: 1-4 O Levels/CSE/GCSEs (any grades), Entry Level, Foundation Diploma, NVQ Level 1, Foundation GNVQ, Basic/Essential Skills;

[5] Level 2: 5+ O Level (Passes)/CSEs (Grade 1)/GCSEs (Grades A*-C), School Certificate, 1 A Level/ 2-3 AS Levels/VCEs, Intermediate/Higher Diploma, Welsh Baccalaureate Intermediate Diploma, NVQ level 2, Intermediate GNVQ, City and Guilds Craft, BTEC First/General Diploma, RSA Diploma;

Premier League Works

PL Works is a 12-week programme supporting the progression of 16-25 year olds who are not in education, employment or training (commonly abbreviated to NEET young people) into the workplace or further learning. The programme, funded by the Premier League[6] as part of their Corporate Social Responsibility, offers qualifications and core employability training alongside personal and social development.

The structure of the programme is based on recruiting up to 12 individuals for each 12-week programme, of which three run per year. Ostensibly, the programme content is shown below, however, the nature of the young people targeted for this programme means that to some extent the content will be adapted to meet the needs of those that are in attendance.

Premier League Works – Programme Schedule (indicative)					
Wednesday 10 – 3pm	Activity	Thursday 10 – 3pm	Activity	Friday 10 – 12pm	Activity
17/01/18	Personal Goals & Hydration	18/01/18	Communication & Teamwork	19/01/18	Maths & English
24/01/18	Work Experience & CV Preparation	25/01/18	Dragons Den Idea	26/01/18	Maths & English
31/01/18	Team Work – Treasure Hunt	01/02/18	City Photo Walk (Apple Shop)	02/02/18	Maths & English
07/02/18	CV Preparation	08/02/18	Interview Techniques	09/02/18	Maths & English
14/02/18	Job Search / Career Connect	15/02/18	Photo Editing (Apple Shop)	16/02/18	Maths & English
21/02/18	Healthy Eating & Role of a Citizen	22/02/18	Dragons Den Research	23/02/18	Maths & English
28/02/18	Community Action Prep	01/03/18	Community Action Prep	02/13/18	Maths & English
07/03/18	Dragons Den Research/ Practice	08/03/17	Decision Making & Work Experience	09/03/18	Maths & English
14/03/18	Understanding Stress & Anxiety	15/03/18	Community Action	16/03/18	Maths & English
21/03/18	Self-Employment & Catch Up	22/03/18	Dragons Den Activity	23/03/18	Maths & English
28/03/18	Drugs & Alcohol Workshop	29/03/18	Exit Paperwork & Work Experience	30/03/18	Maths & English

Figure 3: PL Works Programme Schedule

[6] The Premier League is the organisation responsible for the management and governance of the top tier of professional football in England and Wales. It earns money through selling television broadcast rights to media companies, the current deal for which was worth £5.136 billion for the football seasons 2016/17-2018/19. Their Corporate Social Responsibility (CSR) investment to support various educational and social engagement programmes amounts to approximately 1.6% of this sum (Stone, 2018).

Working Futures

Working Futures is a Liverpool City Region programme, which offers a personalised, flexible package of support to help young people, aged 16 to 29 who are currently not in education, employment or training (NEET), to move towards a better future. EitC are one of twenty providers in the region and deliver a 12-week programme that provides specialist support in developing employability skills and practices. The programme aims to support 30% of learners into employment and more than 40% into alternative progressions such as Traineeships, Apprenticeships or Further Education. The two-year programme is part-funded by the European Social Fund and Youth Employment Initiative as part of the wider 2014-20 European Structural Investment Funds.

The structure of the programme is on a rolling basis with a maximum of 12 participants in attendance at any one time. This means that rather than individual courses that start and end for a particular group, individuals join the programme at whatever stage, complete 12 successive weeks and progress elsewhere. The programme is structured so that each week offers a discrete module that does not necessarily rely on the previous week's input. This makes it more flexible and means more young people can be engaged as and when others progress. It also makes it much more challenging for the mentor to maintain consistent group dynamics within the participating cohort as individuals come and go each week. The table shows the indicative content for two days a week attendance.

Working Futures – Course Content (indicative)	
Week 1	First Aid course; Healthy Living
Week 2	Communication
Week 3	Teamwork
Week 4	Leadership
Week 5	'My Bank' qualification
Week 6	Dragon's Den Preparation
Week 7	Dragon's Den Role Play
Week 8	Volunteering
Week 9	The Job Market; Job Fair
Week 10	CV Preparation
Week 11	Mock Interviews
Week 12	1:1 Progression interviews

Figure 4: Working Futures Course Content

The two programmes have similar aims and objectives with reporting mechanisms for funders that set specific targets for providers to meet. There is, however, enough flexibility for local contexts to be taken into consideration. So, although similar in many ways, EitC has designed the two programmes to compliment one another within the overall aims of the Employment & Education strand of their work. Thus, Working Futures is targeted at young people who are deemed 'work ready' in terms of their maturity, personal situations and commitment to apply themselves but who are often lacking vital employment experience, generic interpersonal skills, self belief and local knowledge of the particular sector in which they want to work.

Those enrolled on the PL Works programme, however, tend to have more complex needs alongside the barriers facing more 'work ready' individuals. This may include a combination of mental health issues, difficult home lives, learning difficulties, as well as a lack of formal qualifications. As a consequence, the figures for this programme are quite small because although the aim is 12 individuals per course the reality is that only half that number end up attending regularly. What this means is that those who do attend get very personalised attention that leads to a good success rate for participants who are able to maintain attendance for the duration of the programme. It is to the credit of EitC and the staff running these programmes that those who are unable to attend regularly are supported where possible into alternative provision that is more suitable to their current needs.

Whilst the Working Futures programme includes young people with some similar disadvantages and equally complex needs it also includes university graduates who have become disillusioned following graduation due to extended periods of unemployment resulting in anxiety, low self esteem and unproductive daily routines. As a consequence this particular programme covers young people with an enormous disparity in educational attainment, from Bachelors degree level to minimal GCSEs. Nonetheless, the commonalities are such that whilst their aspirations may differ, their work readiness is similarly incomplete. What should be highlighted about young people on both programmes is that they are highly disengaged from actively seeking work. Many are living unstructured daily lives, distracted by various recreational pursuits that lead to sleep deprivation and further demotivation. Initial engagements with the participants is as much about convincing them about the need to be proactive in seeking work, that there is purpose in doing so in order to get something more positive out of their lives and that the possibility of doing so can only emerge through changes in their attitudes and lifestyle choices. Suffice to say, this has to be done in a considerate, meaningful and positive environment.

The advantage of running these two programmes alongside each other is that if someone is recruited for one and upon commencement is found not to be suitable, they can be easily moved to the other programme. An extension to this is that the close connections between staff working across different areas of youth engagement means that young people also can be signposted to and recruited from other programmes such as Safe Hands, Breathing Space, Kicks, Sports Coaching, Volunteering, Duke of Edinburgh Award scheme and National Citizenship Service[7].

This research provides an evaluative analysis and was carried out during the period September 2017 – April 2018. All figures and calculations are based on numbers for this period and adjusted to provide an annual return for the equivalent period of 12 months from May 2017 – April 2018.

[7] More information about these programmes and others that EitC deliver can be found on their website: http://www.evertonfc.com/community

IT'S THE **LITTLE THINGS** THAT **MATTER**

Jack left school at the age of 17 with few qualifications and no idea what he wanted to do next with his life. He had no work experience and lacked social skills.

It took him a while to integrate into the group but he was encouraged to give his opinions and once he felt comfortable he made friends.

On one occasion, Jack was clearly upset and requested a one-to-one chat. Having found a comfortably quiet place to talk, he began to break down to the course mentor. He was worried that he couldn't do anything practical, that his learning difficulties would prevent him from getting a job. He was worried that if he could not do the little things, how could he achieve anything bigger. It was explained to him that he was still very young and not to put too much pressure on himself; at his age it is hard to figure out your long-term career goal.

He was encouraged to take time to think of and write down at least one positive thing that he had done each day. More pertinently, he was asked to give examples of the little things he could not do that he felt were holding him back. He said he had never been able to tie his shoelaces. So, for 25 minutes he sat with the mentor while she taught him how to tie his laces until he felt confident enough to do it on his own. With his consent, a referral was made for him to see a counselling service to help work through some of the challenges he felt he was facing at a more professional level.

He was also found a 2-week work placement at a local plumbing merchants where he gained valuable transferable skills as well as an up to date reference. Following completion of the Working Futures programme, he went on to complete a logistics course.

EMOTIONAL MANAGEMENT

The structure of the Working Futures programme leads to an ever-changing group dynamic in terms of interpersonal interactions and relationship building. Mike is midway through the programme and has gradually built enough confidence to participate in group discussions. Recruited from the local Free School, Jade is in her first week and appears confident in expressing her opinions but her bolshiness belies a belittled fragility for which she often overcompensates.

The group are sitting at tables arranged in a wide horseshoe, Jade at one end brushing her immaculately kempt long dark hair. Mike is slumped in his chair at the other end of the row, elbows pointedly leaning on the table, undernourished body disappearing into the plump Parker overcoat that engulfs him.

"What about you Mike? What do you think?"

He raises his pale face towards the source of the question. Never one to immediately volunteer his thoughts, Mike usually contributes a considered response when called upon by the mentor but today is not so productive.

"Dunno… nu'int." A slight shrug and his shoulders sink even further into the shapeless jacket.

Jade is restless. An over audible sigh is accompanied by cursed mutterings that draw the group's attention in her direction. Mike is challenged more directly: "Come on lad, sort y'self out…"

The mentor, maintaining a cautiously cheerful but quizzical expression, turns towards Jade.

"Well, why is he always so miserable… CHEER UP!"

Mike stands forcefully, the plastic chair clattering backwards onto the floor, and strides towards the door behind him. The mentor, aware of his vulnerabilities calls him back before following him. As she does, her expression changes from the usual bright smile to a scornful glare but she says nothing to Jade.

"Oh that's right… it's always my f*cking fault."

Jade storms off across the room towards the door still closing on Mike's exit.

At once the mentor attempts to reinstate peace between the two parties, whilst also discouraging Mike from leaving the programme and simultaneously managing Jade's volatile behaviour. The rest of the group are trusted to continue with the next exercise planned for the afternoon session.

Over the course of the next half hour the resolution sees Mike returning to his seat and joining in with the rest of the group activity and Jade, having discussed her behaviour with the mentor, spending time writing a letter of apology to Mike before leaving for the rest of the day and returning to the programme the following week. Her apologetic and heartfelt prose showed great insight into her own anger management issues and sincerity in her desire not to degrade other members of the group. Stemming from neglectful relationships in her past her desire to impose herself on what she perceived to be the weakest member of an established group manifests itself in the form of bullying that has seen her excluded from mainstream education in the past.

Mike, despite facing his own emotional problems related to family issues showed great maturity and magnanimity in accepting Jade's apology in order to continue the programme without costing another participant their place.

2. METHODOLOGY – SOCIAL RETURN ON INVESTMENT

In a report such as this, aimed at multiple audiences, it is necessary to briefly explain the purpose of undertaking a Social Return on Investment (SROI) analysis and make readers aware of the limitations and critiques of such an approach alongside the advantages, as discussed in multiple sources of literature[8].

SROI aims to evaluate in monetary terms the value of the social, economic and environmental impact made by an organisation, programme or intervention by comparing the investment and costs involved with the outputs and outcomes provided. It goes beyond cost benefit analysis (CBA) from which it was developed to include within the calculations comparative monetary values for social outcomes and outputs that do not necessarily create immediate and direct financial gain.

Fundamental to the principles of the SROI methodology is the involvement of stakeholders in assessing what actually changes as a consequence of any given social intervention. Once it has been established what changes have occurred, financial proxies are used in order to estimate the social value of non-traded, non-market goods which is then expressed as a ratio in comparison to the investment made by an organisation or external funder.

Qualitative processes

Focus Group with staff → Observation of sessions → Interviews with participants → Interviews with other stakeholders → Establish what changes

Measurement of changes → Completion of questionnaires → Calculation of degree of change → Identify financial proxies → Calculation of SROI ratio
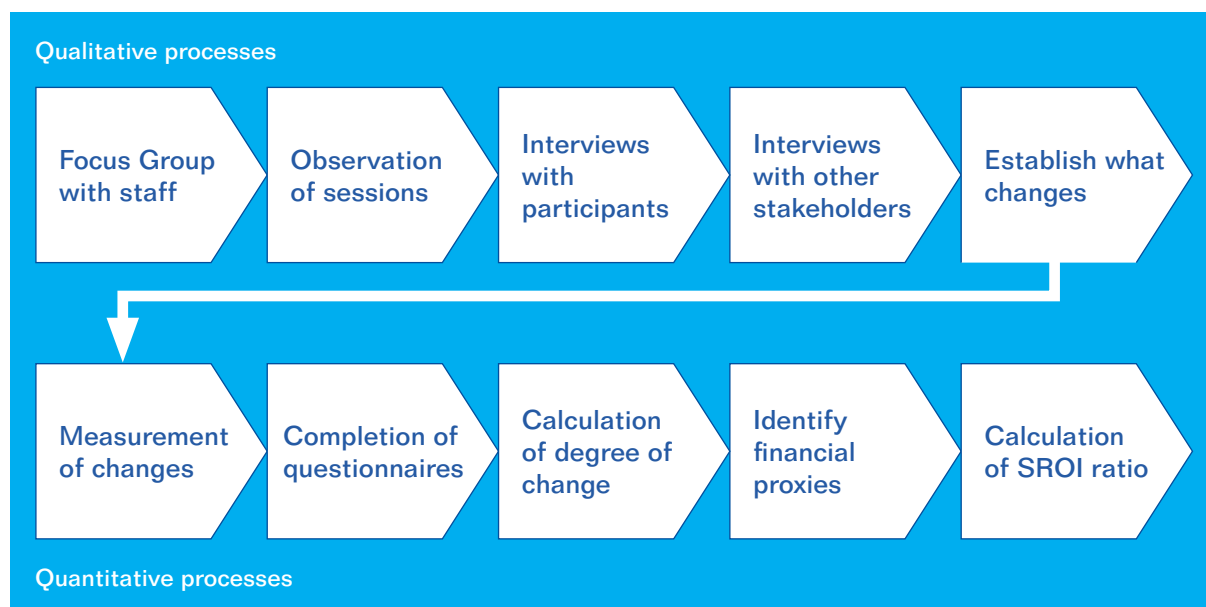
Quantitative processes

Figure 5: Methodological Process for SROI of EitC Employability Programmes

[8] See, for example: Arvidson *et al*, 2013; Krlev *et al*, 2013; Lingane & Olsen, 2004; Maier *et al*, 2015; Nicholls et al, 2012; Pathak & Dattani, 2014; Social Value UK, 2016

Caution must however be exercised in the use of SROI values. They are presently most useful in providing a point of comparison for on-going programmes over time and the final ratio must be understood in the context of the calculations that are made at each stage of the process. SROI should be used by organisations to direct resources to areas with greatest impact due to the internal consistency that can be achieved within a single study. For this reason, each outcome identified within this particular SROI report is given a value showing its proportion of the overall ratio (see Figures 13 and 14 - pages 29-30).

It must be further acknowledged that there is an argument suggesting that this approach devalues the social context so intrinsic to the kinds of softer outcomes that organisations to which SROI is being promoted are trying to achieve. The marketisation of the non-profit sector that increasingly places voluntary and community organisations in competition with one another runs the risk of challenging the credibility of SROI methods as ratios become inflated in an attempt to show better value. Bearing this in mind, financial proxies have been used that err on the conservative side meaning that the final ratio should be seen as a minimum return and the qualitative reporting included in this report should be valued as an essential element of the SROI ratio.

Moreover, unlike many evaluations that are conducted for self-monitoring and public relations purposes which tend to highlight the shining lights of success, the purpose here is to focus on more representative examples of the issues faced by those undertaking these programmes. That is not, however, to ignore the fact that many of the young people have faced, and continue to face, a combination of challenges related to lack of parental guidance, local environments dominated by recreational drug use and associated criminal activity, long term multi-generational unemployment, unrealistic aspirations, abusive upbringings, primary care responsibilities for other family members and generally poor living conditions.

Thus, through the principles of SROI this analysis aims to provide EitC with a baseline social value for their Employability programmes, a replication of which can be calculated in successive years in order to evaluate progress and make adjustments to their delivery of activities within these programmes. The principles of Social Value are:

1. **Involve stakeholders** – Inform what gets measured and how this is measured and valued in an account of social value by involving stakeholders.

2. **Understand what changes** – Articulate how change is created and evaluate this through evidence gathered, recognising positive and negative changes as well as those that are intended and unintended.

3. **Value the things that matter** – Making decisions about allocating resources between different options needs to recognise the values of stakeholders. Value refers to the relative importance of different outcomes. It is informed by stakeholders' preferences.

4. **Only include what is material** – Determine what information and evidence must be included in the accounts to give a true and fair picture, such that stakeholders can draw reasonable conclusions about impact.

5. **Do not over-claim** – Only claim the value that activities are responsible for creating.

6. **Be transparent** – Demonstrate the basis on which the analysis may be considered accurate and honest, and show that it will be reported to and discussed with stakeholders.

7. **Verify the result** – Ensure appropriate independent assurance.

The Stages in SROI

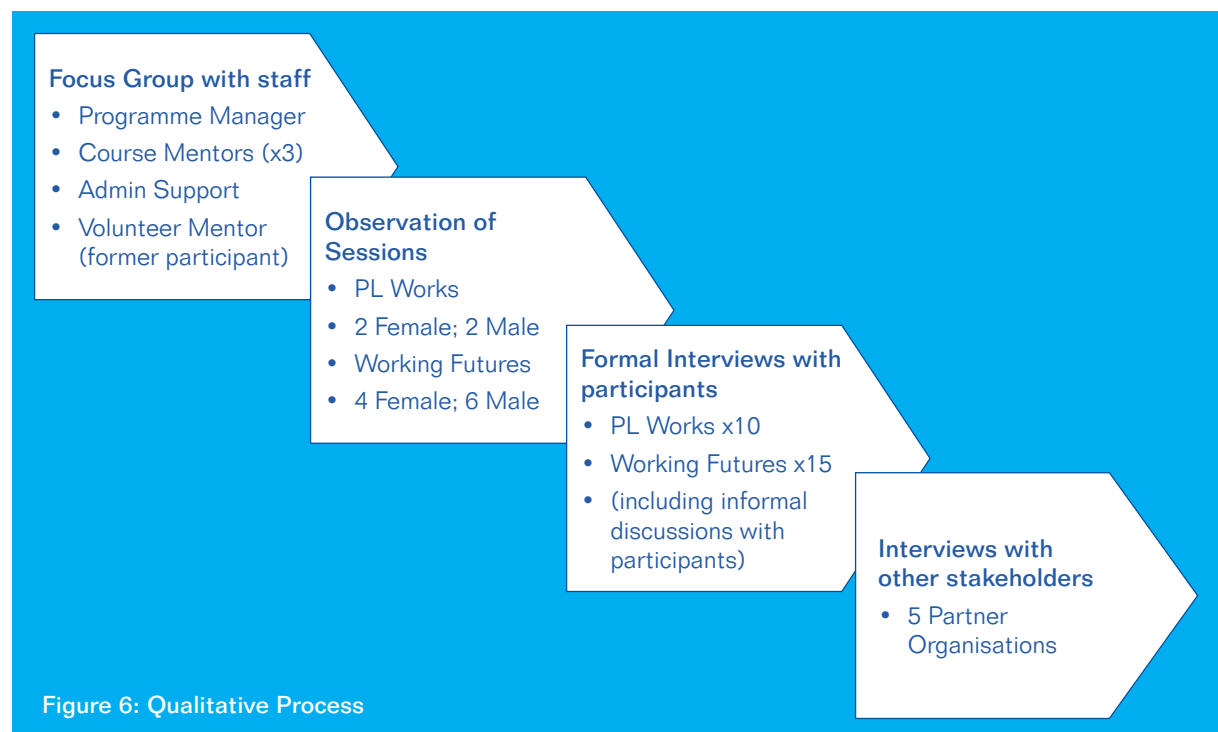The guidelines set out six stages for carrying out an SROI analysis[9]:

1. **Establishing scope and identifying key stakeholders** – It is important to have clear boundaries about what your SROI analysis will cover, who will be involved in the process and how.

2. **Mapping outcomes** – Through engaging with your stakeholders you will develop an impact map, or theory of change, which shows the relationship between inputs, outputs and outcomes.

3. **Evidencing outcomes and giving them a value** – This stage involves finding data to show whether outcomes have happened and then valuing them.

4. **Establishing impact** – Having collected evidence on outcomes and monetised them, those aspects of change that would have happened anyway or are a result of other factors are eliminated from consideration.

5. **Calculating the SROI** – This stage involves adding up all the benefits, subtracting any negatives and comparing the result to the investment. This is also where the sensitivity of the results can be tested.

6. **Reporting, using and embedding** – Easily forgotten, this vital last step involves sharing findings with stakeholders and responding to them, embedding good outcomes processes and verification of the report.

Stakeholder Engagement

Social Value International define stakeholders as people who affect the activity under analysis and those that are affected by it[10]. A full list of stakeholders relevant to the employability programmes under consideration is shown in Figure 7 on page 15. This was compiled through initial discussions with frontline staff at EitC and extended when other stakeholders were identified during the research process, either as a result of direct questioning or informal discussions as part of the qualitative fieldwork.

Focus Group with staff
- Programme Manager
- Course Mentors (x3)
- Admin Support
- Volunteer Mentor (former participant)

Observation of Sessions
- PL Works
- 2 Female; 2 Male
- Working Futures
- 4 Female; 6 Male

Formal Interviews with participants
- PL Works x10
- Working Futures x15
- (including informal discussions with participants)

Interviews with other stakeholders
- 5 Partner Organisations

Figure 6: Qualitative Process

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[9] See Nicholls et al (2012)

[10] Social Value International (SVI) is a global support network working to change the way society accounts for value. Through continuing collective development of Social Return on Investment, standardised understandings of the core principles guide the process. This part of the research was informed by the 'Standard on Applying Principle 1: Involve Stakeholders' (SVI, 2018).

Stakeholders		Reasons for non/inclusion
Programme Beneficiaries	Participants	Included as the primary beneficiaries experiencing material change
	Participants' significant others	Thought to experience some sort of material change but not significant enough for the investment of time required to overcome the difficulties in gaining access needed to measure it sufficiently
Local Businesses	Employers	Included as a consequence of consultation revealing a change in attitudes towards EitC and the (kinds of) young people who are participating on the programmes
	Placement providers	
	Local shops and businesses (not employers or placement providers)	Not included because the amount of business as a consequence of the programmes was not significant
Partners / Competitors	Funders	Not included as significant
	Other NEET Employability providers	Whilst other providers could experience negative change as a consequence of EitC's direct competition it was assumed that such provision does not overlap in such a significant way
	External training providers (partners)	Not included as their outputs, whilst potentially effected by the partnership with EitC, are not within the scope of this study and would be part of a separate SROI
Everton Football Club	EitC Staff Tutors	Whilst staff working on the programmes are effected both positively and negatively by their involvement, they are paid employees who it is assumed would get similar affects working elsewhere
	The Football Club as a business	At present, the evidence suggesting the business side of the football club materially benefits from their association with EitC is negligible and undertaking such an investigation is beyond the scope of this study
	Volunteer Centre	Some participants are recruited as volunteers on other EitC programmes but the effect overall is negligible
	Playing Staff at Everton FC	Players are contracted to contribute time to community work but it would be impossible to access and measure the effect of their contributions and any material change is likely to be irrelevant
	Fans	There is anecdotal evidence that EitC has a reinforcing effect on fan loyalty but is under-researched and beyond the scope of this study
	EitC (as a brand overall and other individual schemes)	These programmes contribute positively to the overall brand of EitC and is indirectly measured through the relationship with local businesses and placement providers (as mentioned above) however beyond that EitC's material change as a consequence of the different programmes is too complicated to measure
(Non) Statutory Services	Youth Offending Team	Not included as it would be impossible to show any relevant correlation between the programmes and the on-going work of these services. There may be anecdotal evidence of a change in anti-social behaviour, reduced mental health risks, greater social responsibility, etc. but not to the degree that it would have a profound effect on the wider delivery of these services.
	Probation Service	
	Benefits Agency	
	Connexions	
	(NHS) Mental Health Support	
	Social Services	
	Housing Associations	
	Drug & Alcohol Service	
	Police	

Figure 7: List of Stakeholders

The guidance available on identifying stakeholders warns that some groups may not be able to answer questions or there may be sensitivities. Key stakeholders in this case are the NEET young people who participate in the programmes. The nature of these young people mean that formal interviews make for difficult encounters and do not necessarily reveal relevant information – suspicious as they are of authority, highly disengaged and in many cases unskilled in self-reflection enough to assess the nuances of their own actions and the structural forces and individual responsibilities leading to their situation. That said, it became clear through participant observation that some of these issues were reduced during the course of the programme and were reinforced by informal discussions with young people involved as part of the participant observation part of the research.

Corroboration about what participants had gained from undertaking the programme was gained from semi-structured interviews with a sample of these stakeholders once trust and rapport had been achieved through the participatory approach to the research – see Appendix 8 for details.

Interviews and participant observation was supplemented by a focus group with six staff involved in the delivery of the programme who have knowledge and experience of the young people's lives and how attitudes change in subtle ways as participants progress through the programmes.

The risks related to relying on information from those responsible for the activities[11] were alleviated through the triangulation of the focus group, interviews with participants and observation by researchers leading to a complex chain of events shown in Figure 8.

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[11]As detailed in the 'Standard on Applying Principle 1: Involve Stakeholders' (SVI, 2018).

OVERCOMING BARRIERS

John is 29 years old and joined the programme after being unemployed for six months. He was tired of working on short-term contracts, wanting more job security and stability. He was unsure about starting the programme at first but after a few meetings with EitC staff he decided to 'give it a go'. John is self-educated with a good level of intelligence but personal circumstances prevented him from gaining any qualifications. Having a poor relationship with his mum he left home at 16 to live on his own before completing school and spent most of the time socialising with friends. He gained employment but his behaviour in the work place meant he often got dismissed and a subsequent criminal record narrowed his options.

Although John attended the group sessions it was important to work with him on a 1:1 basis. He needed a lot of help with his CV and job applications as he would often go off on a tangent and fail to include relevant information. Conversations between John and the programme staff revealed that he would like to get a job in the construction industry. Due to some strong personal relationships with a few well-known companies a two-week work placement was organised by EitC.

Before attending, John had to complete the Construction Site Certification Scheme and have Asbestos Awareness training for which EitC were able to find funding. He turned up to the placement on time every day and worked hard so that at the end of the placement a sub-contractor at the firm offered him a 12-month paid contract with the option of extending it. John was really excited and extremely grateful for all the support and opportunities he had been offered. Follow-up conversations have revealed that he is enjoying the work and making good progress.

Establishing what changes have occurred

the changes reported by participants and frontline staff are many and varied. Some are quite subtle, others more fundamental. Some changes cause, or are the result of, other changes. The aim of the qualitative process is to establish clearly defined outcomes that can be measured and identify in collaboration with stakeholders those that are most important.

Whilst a number of outcomes were identified by participants and staff, supported by observation, placing them in a linear chain of events is not so straightforward.The processes involved are complex. Figure 8 illustrates just how one participant's outcomes are interrelated and influential on one another.

Inputs:
- Staff attention
- Practical sessions
- Group reinforcement

Change Mindset

Recognise Exisitng Skills

More Focused

Goal Setting

Self Awareness

Personal Development

Ability to self-reflect

More confident
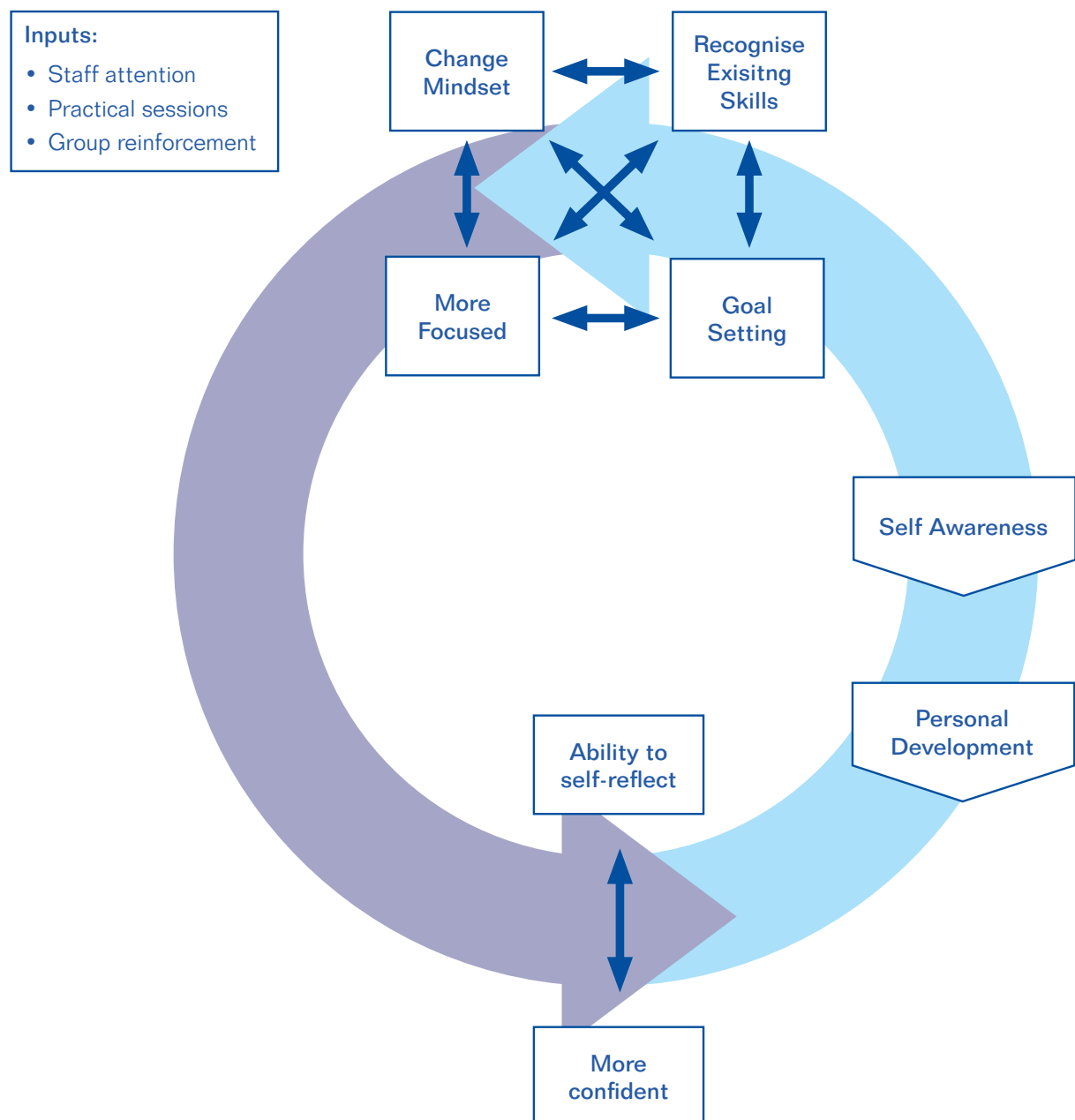
Figure 8: Example of outcome complexity

Another participant's journey through the programme might be illustrated differently (Figure 9). There is no specific route map that can be applied to all participants. It may be more linear in some cases but it commonly involves a reflexive process which is difficult for young people involved to translate explicitly enough for the benefit of a researcher.

The inputs also work in combination with one another to provide the outcomes. It may be easy to make a clear connection between running an activity session about writing a cv and a participant possessing a better written cv but that outcome does not, by itself, produce a material change (unless it can be shown directly that the improved cv leads to an offer of employment, which is not possible

Inputs:
- Staff attention
- Practical sessions
- Group reinforcement

Develop New Habits

Better Timekeeping

Better Planning

Ability to set achievable goals

Self Awareness

Personal Development

More confident

Figure 9: Example of Participant's Journey through programme

within this research. Such a situation would be incorporated though anyway as part of the calculation for the hard output of gaining employment).

Stakeholder consultations consistently revealed that the change that it contributes to is improved self-confidence as part of an overall portfolio of employability knowledge and skills that are developed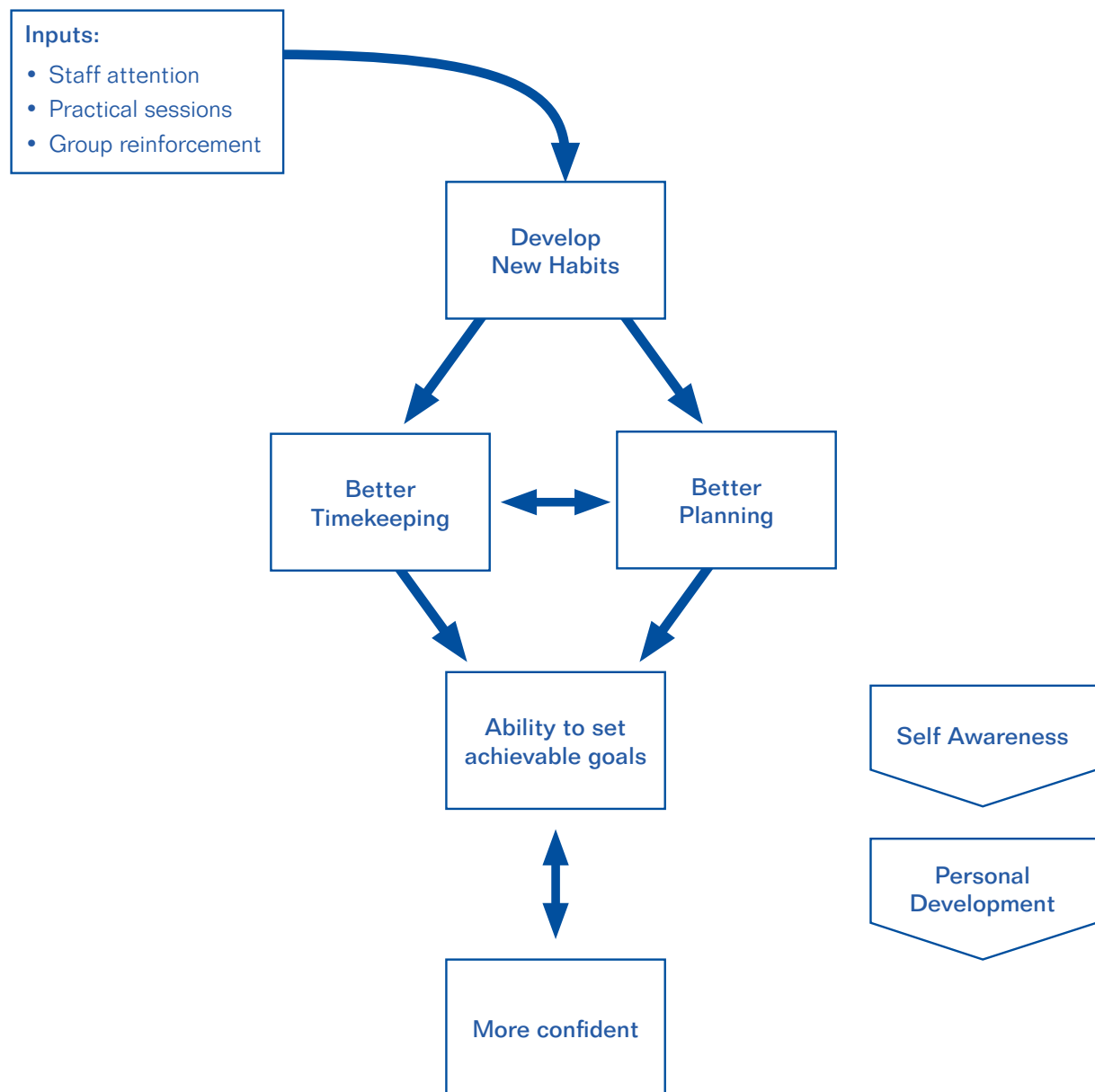 over time. Likewise, the activity session is only useful if prior work has been done and is consistently reinforced around building positive attitudes towards seeking work, changing existing habits and setting achievable goals. Group reinforcement, for example, is an input that is improved as the participants themselves develop their social skills and teamwork capabilities. Each participant's journey through the programme varies slightly. Figure 11 shows participants' journeys, as observed by researchers and explained by stakeholders themselves, distilled into a more linear chain of events – the crucial outcomes being identified as a change in self-confidence and in self-efficacy.

Participants identified a number of practical activities and outcomes during the programmes that helped achieve the changes that have been used to calculate the SROI value. These are listed as medium term impacts that take place at different points during the programmes and are related to specific activities during the sessions (see indicative programme schedules on pp7-8). It was pointed out by programme staff that the first stage in achieving any of these aims and objectives was to work on participants' attitudes towards becoming independent. This was supported by the primary stakeholders during interviews but such pre-reflective and somewhat sub-conscious changes are difficult for interviewees themselves to articulate.

Researcher: What's the worst thing about the course?

Participant: You have to get up so early…

Researcher: What time do you normally get up?

Participant: About midday…

Researcher: What time do you go to bed?

Participant: I probably stay up 'til 2 or 3… it depends…

Researcher: Do you go out, stay in, what do you do in the evenings?

Participant: Xbox…

Researcher: Do you think that's a problem?

Participant: I guess… Dunno…

Researcher: So, when you have to come in here [to EitC], is that difficult?

Participant: No, not really. You get used to it…

Researcher: Do you feel different on days that you don't have to get up?

Participant: Well, I am getting up earlier since I started this. It helps… because I like coming here. I know it will help me…

Here, the interview data starts with what seems a negative attitude towards the sessions but by probing further, the participant articulated a positive change ("I am getting up earlier… I know it will help…") as a consequence of attendance leading to new habits with regard to getting up in the morning. That is not to say that some participants were not able to articulate in more detail the way things have changed.

Researcher: Why do you think you are feeling more positive…? Is there anything in particular…?

Participant: It's been really good, the group like… I've met different people. They've got different problems, but we're all the same.

Researcher: Can you tell me what you mean…?

Participant: Like [mentions another participant]… he's got a baby, he's my age… And then [another participant], he finds it difficult to… he's got like literacy problems and he finds it hard to concentrate – he makes me laugh – but like you help each other out…

Researcher: And that helps challenge the negativity that you were feeling before…?

Participant: Yeah… you realise… I guess I like having something to do with my days and it's easy to just not do anything and this is a bit like being back at uni… it's different but it's the feeling of being with other people, getting things done…

In this case, a university graduate had become disillusioned by not being able to find work immediately after graduation. His expectations, and those of his parents, were perhaps not aligned with the reality of the job market. This, along with the presence of a peer group focused around educational achievement giving way to individualised aims and objectives around his career aspirations, quickly led to a negative, though in no way critical, attitude towards job seeking. For this participant, the social aspects of being part of a group changed his mindset.

Such attributes are listed as short-term impacts and for the majority take place in the first couple of weeks of the programmes. For some participants, these are the only impacts that are achieved and have to be reinforced throughout the course. Nonetheless, from interview and observational evidence, these achievements alone will lead to changes in self-confidence. For the majority, these changes will lead to better engagement with the activities provided, leading to personal development opportunities and acquisition of employability skills that further, according to feedback throughout the research, increase self-confidence.
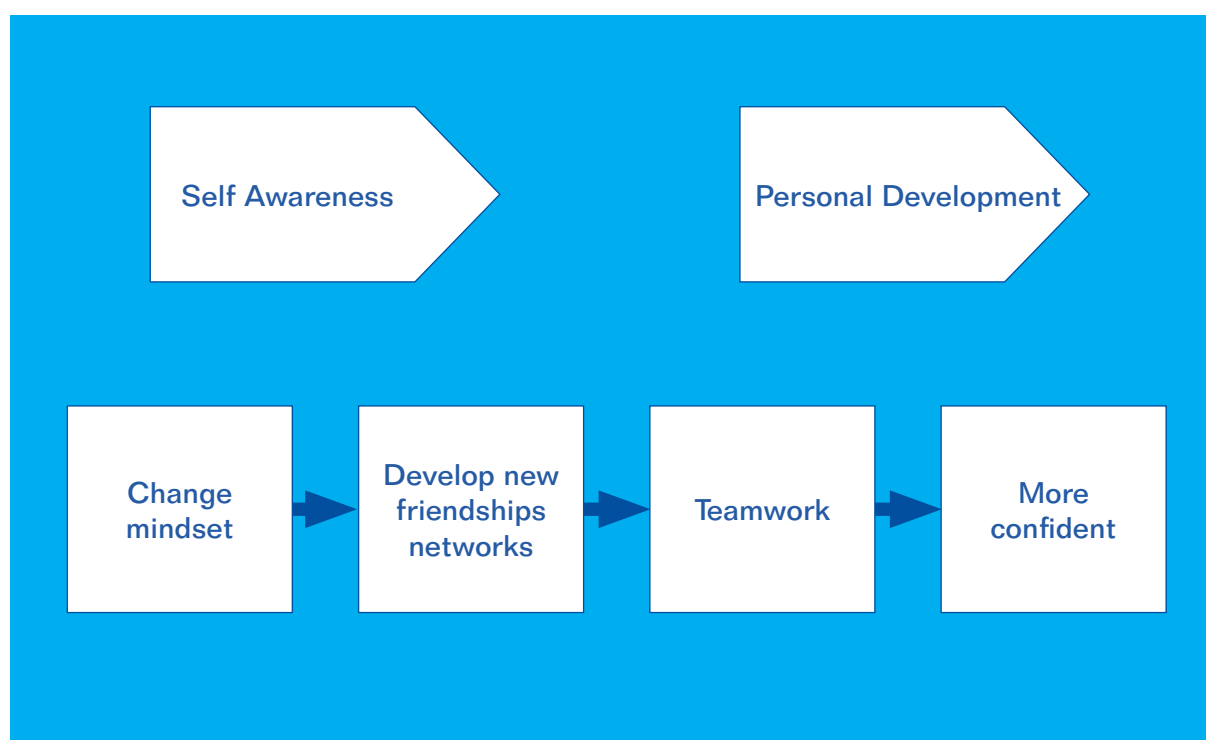

Figure 10: Example of more linear progression

This is all summarised in the top level as a move from raising self-awareness to the ability for personal development. Practical skills feed into this and there is a feedback loop such that as individuals develop themselves they become more self-aware which is also part of their development. It was reported that at some points during the programmes, the participants might lose confidence as they realise the task ahead of them. Potentially negative outcomes such as this must be included in the assessment.

Negative Outcomes

Participant: I thought it was going to be just another course, do you know what I mean…? It was different. [The mentor] really got us thinking… not like at school; it's fun… but also it helps… like… give you focus. The thing is… I thought I knew what I wanted but… it isn't easy…

Researcher: No, no… what was difficult?

Participant: You know, you have plans in your head… then you find out, oh, that's what you've got to do… well, you think, how am I going to do that… I had a bit of a, sort of, erm, panic… but [the mentor] was so supportive and helped me believe in myself… showed me the steps to get what I wanted… but not straightaway like. I have to do some more training. I have to get some other work first.

Researcher: How do you feel about that?

Participant: Ok… Better than before. Before, it was like, I'm going to do this… Now, it is like, I do this but will aim to end up doing that…

It is important to assess any negative outcomes of the programme. In this case, the participant is echoing other's views that self-

realisation can increase self-doubt and further dent any existing self-confidence. However, the support offered by the programme helped to change the individual's mind-set about how to achieve their ultimate ambitions.

Other potentially negative changes that were raised by participants were that the consequence of attending the programme means that in some cases they do not see their friends as frequently.

Researcher: What other things have changed?

Participant: Umm….

Researcher: I'm thinking about your earlier comment about having less time…

Participant: Yeah, yeah… Well, like, there's a couple of friends that I don't really see any more.

Researcher: That's a shame…

Participant: Well… we used to… you know [hesitation]…

Researcher: Yeah…?

Participant: You know, smoke and that… it's like [the mentor] says… I have to have a more positive attitude…

Researcher: So do you not see them any more?

Participant: We're still mates… but, you know, [the mentor] helped me… maybe, like I need to… be more responsible for myself…

The programme staff argue that changing the social situation for participants like this is part of the way in which attitudes are changed leading to personal development and progress. This is generally done through encouragement and highlighting the positives of such changes rather than admonishing them and judging their behaviour. Though as one mentor explained, "Some of them just need a bit of a kick up the… you know what! A reality check… you can't do everything for them… even though I can't help myself."

Inevitably, some participants reject such advice whilst others react more positively. For a true representation of value, the SROI guidelines point out the importance of including unintended outcomes. In this case, there are individuals who do not complete the programme. The reason given for this is that they are not ready for such a programme. It was not possible to obtain direct feedback during the research period from any individuals who had dropped out before completion, but observation supports this rationale. During the research period a total of four participants started courses but failed to complete. Reasons for doing so are related to the following:

1. Severe mental health issues – needed intervention from mental health services

2. On-going family problems – encouraged to defer completion and return for next course

3. Lacking English language skills – remained for literacy part of programme and supported into TESOL provision

4. Mental wellbeing – signposted towards Child and Adolescent Mental Health Services (CAMHS) and encouraged to defer completion and return for next course

In each case, participants were given appropriate support into alternative provision that would, where possible, bridge the gap between being unready and ready for an employability programme such as PL Works or Working Futures. In some cases, the distance to be travelled is still enormous, especially when severe mental health issues are part of the barrier in moving forward. In such cases, the material change may still be positive in that participants are supported into more appropriate provision or that contact is simply maintained in order to encourage young people to return to the programme when they are ready. Such change was not significant within the scope of this study.

So, through a combination of participant observation of delivery sessions and semi-structured interviews with participants it was established that the significant

material change that the primary beneficiaries experienced was an increase in self-confidence and the acquisition of employability related skills.

Researcher: Thinking back to how you were 12 weeks ago, what do you feel has changed?

Participant 1: My confidence and communication…

Researcher: Can you tell me how…?

Participant 1: Well, erm… like, before [starting the course] I'd never 'ave been able to do this… sit here and talk to you…

Researcher: What do you feel you have got from the course?

Participant 2: I've got a proper cv now… and I'm more confident about going to interviews. I didn't have any experience but now… I can show with this [programme] that I have teamwork skills, leadership. And because we helped people [bag packing]… that was really good, it felt good.

The chain of events illustrated in Figure 11 is the consequence of more complex individualised relationships between events that interact with one another through the delivery of the programmes as exemplified in Figures 8, 9 and 10.

The combinations of short term to mid-term impacts vary across participants. For some, the changes happen rapidly as a consequence of task-based activities that provide useful knowledge and the rediscovery of extant skills that had been lost due to disillusionment. For others, it is built by having attentive tutors and a supportive environment whereby all participants find themselves on an equal footing regardless of previous experience, background and aspirations. All NEET young people involved showed evidence of changes in self-confidence by the end of the programmes. How they get there, however, is complex.

Practical Skills

Need	Self Awareness	⟷	Personal Development	Aims
• Local Youth				• Economically Active
• Employability				• Socially Productive

Short Term Impacts	Additional Medium Term Impacts	Further Long Term Impacts
Raise aspirations	Employability Awareness	Improved Self Confidence
Change Mindset	Learn how to job search	Improved Self Esteem
New Habits	Filling in Applications	Better Presentation skills
Recognise existing skills and attributes	Ability to self reflect	Better Interview skills
Timekeeping	CV writing	Numeracy and Literacy Skills
Planning	Understand application process	
Better Social Skills (reduced aggression)	Understand tax, N.I. benefits, etc.	
Goal setting	Develop new friendships/ networks	
Become more open minded	Team work	
More focused	Responsibility	

Low levels of formal education

Differing abilities and personal aspirations impacting on development
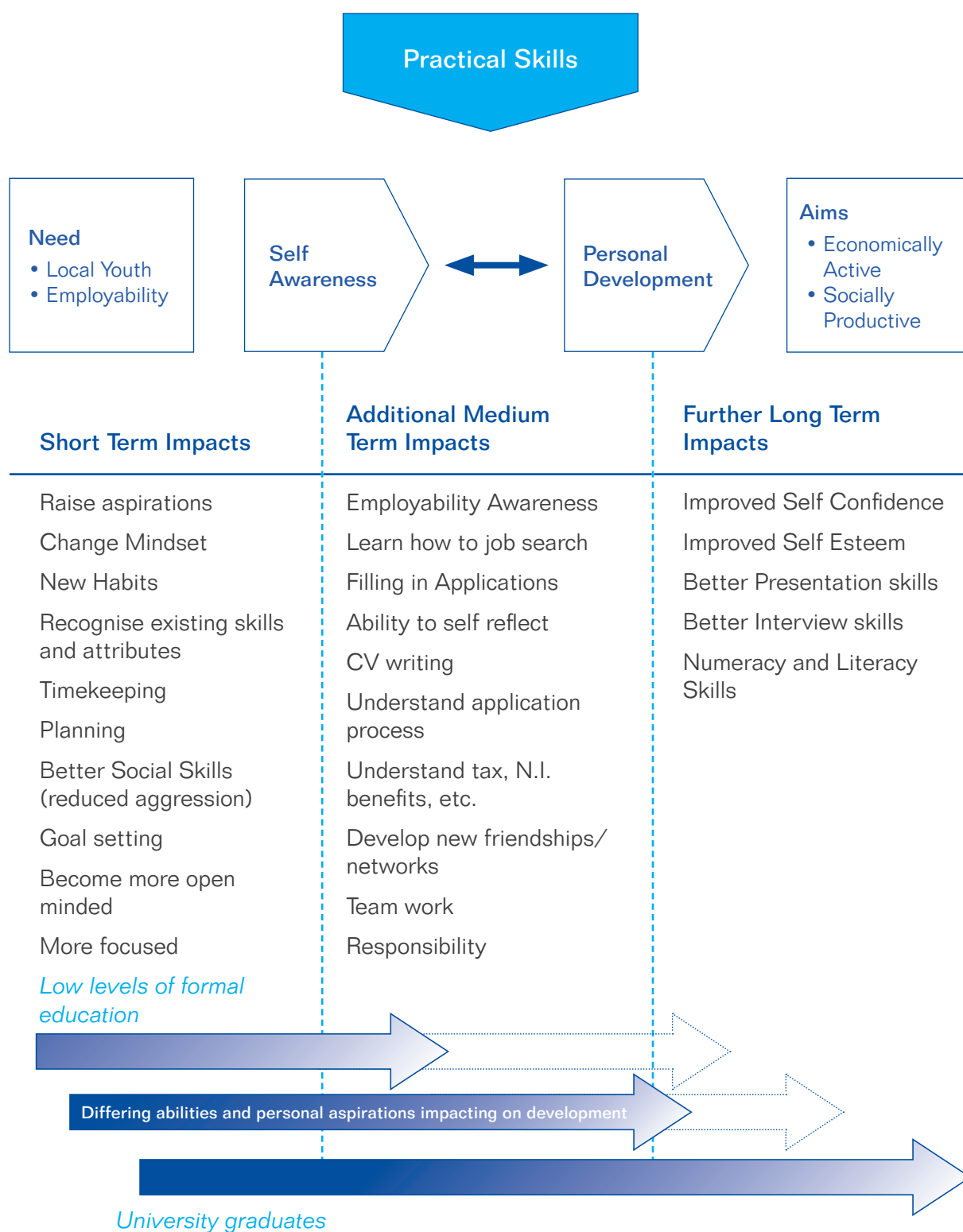
University graduates

Figure 11: Outcome chain for Programme Participants

The top level of the outcome chain shows the rationale for the programmes from the perspective of the organisation and the funding agencies. As discussed in the introduction, youth unemployment and under achievement is an issue in the local area with Liverpool having the highest proportion of NEET young people in the country. The ultimate aim of the programmes is for participants to become economically active and socially productive.

The outcome chain summarises this as a move from disengagement through self-awareness to personal development with the ultimate aim of employment or further training. Self-awareness comes as the result of a number of factors identified in the first column as short-term impacts. Different combinations of these impacts lead to personal development through becoming more engaged with the various activities provided by the programmes (as illustrated in Figures 8, 9 and 10). These are listed as medium term impacts and again combine in different ways for different individuals.

Within this group of stakeholders, there are differences in terms of educational attainment and individualised constraints that could potentially create sub-groups but as described in the section on material change (p27) the interviews and participant observation revealed similar barriers to employability across all NEET participants. Whether it is a school leaver with four GCSEs or a university graduate with a BSc in Accounting and Finance, the primary barrier was identified as a lack of experience. The former, unable to get an opportunity to hold down a long term position within retail, the latter, unable to get an interview for a finance post or more general administrative role.

Both participants had been signposted to EitC by the Department of Work and Pensions, where they have a regular presence to engage NEET young people when they attend signing-on sessions.

The story of being disillusioned, often reinforced by peers who are also out of work, family members for whom unemployment is either a way of life or at the other extreme, so unfamiliar that there is little understanding of the difficulties facing young people without the prerequisite combination of qualifications, experience and determination or self-motivation in a depressed and competitive job market.

Secondary beneficiaries were identified as local businesses and organisations which provide either employment or volunteer placements for participants on the programmes.

Partner Organisation:

Before meeting [EitC] I didn't know anything about what they do... And there's the perception that young people like these [with whom they engage] are lazy, you know, that they don't want to work. That's not true… they do a lot with them to get them ready for work and it's good to be able to give them a chance.

Semi-structured interviews were carried out with partner organisations that have supported the programmes by offering work or volunteer placements and employment opportunities to participants. The major significant material change reported by those interviewed was summed up as a better understanding of the kinds of young people undertaking the courses provided by EitC and by extension greater trust in EitC's impact on the young people with whom they engage and the organisation more widely. The outcome chain, shown in Figure 12, shows a more straightforward process for these stakeholders.

Partner Organisation:

Once you get to know the young people, you realise the difficulties they face. We were able to offer some work because we knew what a good job Everton (in the Community) were doing.

Translating this into what actually changes for partners, the final outcome can be identified as a more trusting outlook on what takes place during programmes such as these, the potential of the participants and the role that EitC and their staff play in the process.

Partner Organisation:

I don't know much about what else they do… but I've got to know [the employability staff]… I'm sure we could get involved in other things… now we've built a relationship with them… I'd be happy to get more involved… I think they do such a good job, and I'm sure that's the same for all of [the different programmes].

Outcome Chain:

Need
Local Youth Employability

Aims
Economically Active
Socially Productive

EitC approach stakeholder → **Develop Partnership** → **Provide Opportunities** → **Get to know participants** → **Change of Attitudes** → **Stakeholder more trusting**
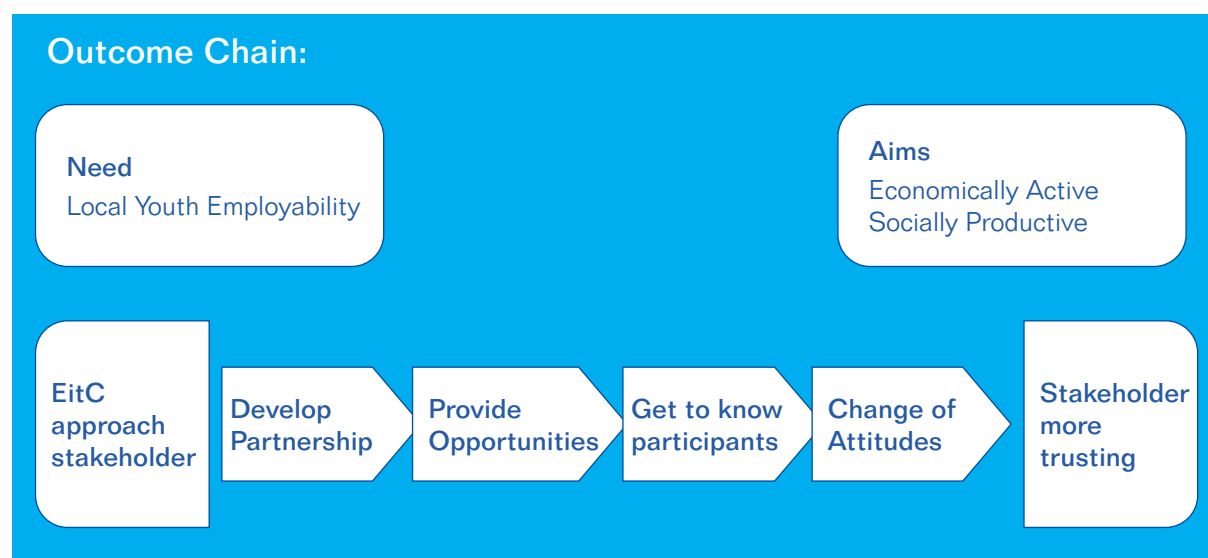
Figure 12: Outcome Chain for Programme Partners

Material Change

The outcomes of the two programmes can be summarised as follows:

• Participants gaining employment

• Participants undertaking further training

• Participants reporting an increase in self-confidence

• Participants reporting greater self-efficacy

• Partner organisations reporting an increase in trust with EitC and their engagement work with young people

The assumptions, justifications and calculations undertaken to obtain a monetary value for each of the above are outlined in the appendices (see Appendix 1 – Appendix 5).

Values were calculated for participants who achieved one of the primary substantive aims of the programme by entering the workplace or undertaking further training – and thus no longer qualifying as NEET.

Self-confidence is closely linked with self-esteem and self-efficacy[12] so measurement

[12]See Judge & Bono, 2001; Perry, 2011

tools were combined into a single questionnaire measuring these two concepts. For the purposes of quantifying the degree of change, two established measurement tools were adapted and combined into a questionnaire that was completed by participants before starting the programme and again after finishing it (see appendix 6).

In order to quantify the level of trust, established measurement tools were adapted and combined to produce a questionnaire that was sent out to partner organisations that have (had) any involvement with these two programmes (see appendix 7). Measurements were taken of their perceived levels of trust prior to engagement with EitC and current levels at the time of the research.

Calculating the value

For the period of May 2017 – April 2018, 31 participants were engaged through the PL Works programme and 106 through Working Futures. The appendices provide detail about the calculations undertaken that provide the figures on the following pages.

3. Premier League Works – May 2017-April 2018

	Employment	Training	Self-Esteem	Self-Efficacy	Trust
Total Number of Beneficiaries		31			8
Outcome Description	Proportion entering employment within 4 weeks of finishing programme	Proportion entering further training within 4 weeks of finishing programme	Proportion reporting increased self-esteem and level of increase	Proportion reporting increased self-efficacy and level of increase	Proportion reporting increased trust and level of increase
Outcome Quantification	0.32	0.29	0.26	0.47	0.28
Outcome Incidence	10	9	8.2	14.6	2.3
Externalities[13]	0.79	0.74	0	0	0
Financial Proxy Description	Economic & health benefits from workless claimant entering work	Average cost of NEET plus avg. benefit of level 2 training	Average cost of service provision for adults suffering depression / anxiety	Average cost of service provision for adults suffering depression / anxiety	Reputation as proportion of value
Financial Proxy Value	£10,612	£5,330	£1,005	£1,005	£10,575
Total Value[14]	£97,689	£43,998	£8,236	£14,711	£23,794

Total annual benefits	£188,427.16
Total annual inputs	£45,000.00
SROI Ratio	1 : 4.19

- Employment
- Training
- Improved Self-Esteem
- Improved Self-Efficacy
- Trust

Figure 13: Proportion of value attributed to each outcome

[13]Externalities are calculated using figures representing a combination of deadweight, attribution and displacement (details of which can be found in the appendices) multiplied by the number of beneficiaries.

[14]The total value is calculated by subtracting the externalities from the outcome incidence and multiplying the result by the amount given as a financial proxy.

4. Working Futures – May 2017–April 2018

	Employment	Training	Self-Esteem	Self-Efficacy	Trust
Total Number of Beneficiaries	31				8
Outcome Description	Proportion entering employment within 4 weeks of finishing programme	Proportion entering further training within 4 weeks of finishing programme	Proportion reporting increased self-esteem and level of increase	Proportion reporting increased self-efficacy and level of increase	Proportion reporting increased trust and level of increase
Outcome Quantification	0.23	0.14	0.47	0.62	0.28
Outcome Incidence	24	15	50.0	65.3	2.3
Externalities[15]	2.21	1.76	0	0	0
Financial Proxy Description	Economic & health benefits from workless claimant entering work	Average cost of NEET plus avg. benefit of level 3 training	Average cost of service provision for adults suffering depression / anxiety	Average cost of service provision for adults suffering depression / anxiety	Reputation as proportion of value
Financial Proxy Value	£10,612	£5,700	£1,005	£1,005	£28,778
Total Value[16]	£231,267	£75,482	£50,204	£65,637	£64,751

Total annual benefits	£487,341.16
Total annual inputs	£122,460.88
SROI Ratio	1 : 3.98

- Employment
- Training
- Improved Self-Esteem
- Improved Self-Efficacy
- Trust
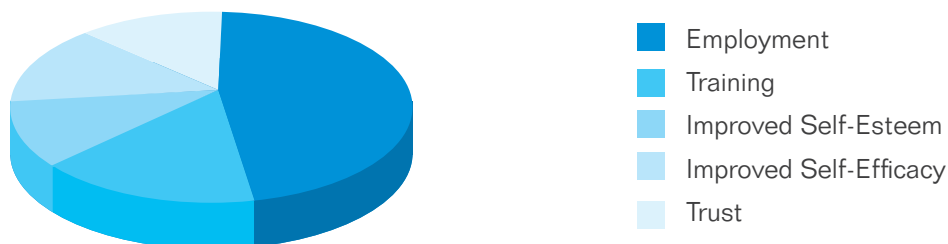
Figure 14: Proportion of value attributed to each outcome

[15]Externalities are calculated using figures representing a combination of deadweight, attribution and displacement (details of which can be found in the appendices) multiplied by the number of beneficiaries.

[16]The total value is calculated by subtracting the externalities from the outcome incidence and multiplying the result by the amount given as a financial proxy.

Sensitivity and Accuracy

SROI sensitivity analysis is a way of checking the validity of various assumptions made during the calculation of the final ratio. SROI guidelines recommend that following the calculation it is important to assess the extent to which results would change if some of the assumptions were to change and which have the greatest effects[17].

The information that follows shows firstly a simple breakdown of how the key measurements would effect the final ratio if only certain outputs or outcomes of the programmes were included, followed by an analysis of how sensitive the ratio is to changes in the externalities.

	Premier League Works		Working Futures		Combined Programme	
	Total Annual Benefits	SROI Ratio	Total Annual Benefits	SROI Ratio	Total Annual Benefits	SROI Ratio
Total	188,427	1:4.19	487,341	1:3.98	675,768	1:4.04
Excluding Trust	164,633	1:3.66	422,590	1:3.45	587,223	1:3.51
Hard Outcomes Only	141,687	1:3.15	306,749	1:2.50	472,037	1:2.68
Soft Outcomes Only	22,947	1:0.51	115,841	1:0.95	138,788	1:0.83

Figure 15: Sensitivity of SROI related to inclusion of various outcomes

The table above breaks down the elements of the programmes in simple terms in order to show what the ratios would be if only some outcomes were factored in – namely if we were to only include outcomes directly effecting the primary stakeholders (i.e. programme participants) and ignore the estimation based on the value of increasing trust amongst local partners; if we were only to include the hard outcomes (i.e. the easily measured outputs of participants gaining employment or further training); and, if we were only to include soft outcomes (i.e. the self-reporting measures that are less reliable but nonetheless crucial in estimating a global figure within SROI analyses).

A key assumption in the calculation of the effect of externalities is that all outcomes are 100% attributable to the programme, after adjusting for a 1% deadweight (see appendices 1 & 2). The reasons are explained

in the appendices showing confidence in such an attribution figure. However, if such an assumption was incorrect the ratio would remain positive unless the overall attribution of the programme was reduced to less than 25%, for both PL Works and Working Futures respectively, at which point the SROI ratio would reach 1:1. In other words, small changes to the estimation of attribution would make little difference to the overall result.

Other assumptions that are open to question are the calculation of financial proxies and the quantity of the outcome. The financial proxies are widely accepted, quality assured figures based upon extensive research by New Economy (2018) and are felt to be the best estimation available as a measurement of economic value associated with the outcomes being reported. However, if for the sake of argument, the financial proxies are over estimations, it stands to reason that the

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[17]According to Nicholls et al (2012), "The standard requirement is to check changes to: estimates of deadweight, attribution and drop-off; financial proxies; the quantity of the outcome; and the value of inputs, where you have valued non-financial inputs."

most sensitive would be those attached to employment and training. The total values respectively represent 52% and 24% of the total value for PL Works and 48% and 16% of the total value for Working Futures. Adjusting these figures to be more conservative amounts to the following:

Premier League Works:

- For every £1000 the employment or training proxies are reduced the value created is lessened by approximately 20p. For the ratio to reach 1:1, the financial proxies for each would need to be nothing. Consequently, the final result is not hugely sensitive to a change in the way in which the financial proxies for these criteria are calculated.

Working Futures:

- For every £1000 the training proxy is reduced the value created is lessened by approximately 10p. For every £1000 the employment proxy is reduced the value created is lessened by approximately 20p. If the proxies were reduced to nothing, the ratio would still be positive (1 : 1.47). Therefore, the final result is again not hugely sensitive to a change in the way in which the financial proxies for these criteria are calculated.

The measurement tools used to calculate the outcome incidence for change in self-esteem and self-efficacy were adapted questionnaires and as detailed in appendices 3 and 4 are subject to a margin of error equating to approximately 38%. To some extent this makes these figures somewhat spurious. However, if this margin for error is taken into account it would have the following effects:

Self-esteem

- Participants are under estimating their levels before the programme and over estimating levels at the end of the programme by 38% respectively (or one measure on the scale – each measure being the equivalent of 0.33). If the figures are adjusted appropriately in this scenario it could be that no change in self-esteem is measured and the indicator would be set to 0 for both PL Works and Working Futures.

- Alternatively, participants are over estimating prior levels and under estimating post levels of self-esteem. If the figures are adjusted to show a maximum change it significantly increases the results for the outcome quantification for this indicator (from 0.26 to 0.94 for PL Works and from 0.47 to 0.88 for Working Futures).

Self-efficacy

- Similarly, participants are under estimating their levels before the programme and over estimating levels at the end of the programme by 38% respectively. If the figures are adjusted appropriately in this scenario it could be that no change in self-efficacy is measured and the indicator would be set to 0 for both PL Works and Working Futures.

- Again, it might be that participants are over estimating prior levels and under estimating post levels of self-efficacy. If the figures are adjusted to show a maximum change it significantly increases the results for the outcome quantification for this indicator (from 0.47 to 0.99 for PL Works and from 0.62 to 1.00 for Working Futures).

Thus, for accurate reporting purposes that take into account the question of representativeness of the sample of participants compared with the total population of those involved with the programmes, the SROI ratios could ideally be reported as:

Premier League Works
= between **1 : 3.68 − 1 : 5.01**

Working Futures
= between **1 : 3.03 − 1 : 4.67**

Combined Programme
= between **1 : 3.21 − 1 : 4.76**

Any future SROI analyses should aim for much higher representational samples that will reduce the margin of error. This should be possible if such an analysis is embedded within the recruitment, feedback and evaluation processes of the programmes.

5. Discussion – NEETs and the Social Value of their support

The largest contribution for both programmes is the relative value of young people progressing into employment as a consequence of being on the programme. Externalities remain small due to the design of the programmes deliberately seeking out opportunities through contacts that EitC staff have developed and continue to develop.

Caution should be exercised because there is little information to accurately establish the length of employment. Anecdotal support from frontline staff suggests a positive reaction from those who do gain employment retain their position, at least for a number of months. However, some of the employment is part time and short term or seasonal. EitC try to make follow up phone calls for reporting purposes but the nature of young people's lives means that unless a personal connection can be maintained continued contact is difficult to achieve, especially a few months later. These difficulties are understood and acknowledged but, nonetheless, it is an area that needs to be improved.

Alternative methods for maintaining contact could be trialled, whether it is through the use of digital technology or incentives for former participants to keep in touch. It is recommended that funding is sought for EitC to develop an 'aftercare' package. This recommendation is aimed as much at the funding agencies as the service provider. NEET young people are vulnerable as a consequence of the precarity of the job market, the environment through which they are entering it and the insecurity they feel as a consequence. Programmes such as PL Works and Working Futures provide respite for 12 weeks and in many cases lead to short term resilience through a boost in self-confidence and progression into employment or further training. Continuing support beyond the duration of this period would improve the social value of these programmes and help in understanding their effectiveness.

The different approach across the two programmes should also be reiterated. With smaller numbers on the PL works programme it is possible to develop a far more intense relationship between mentor and participant, focusing on individual needs and more personalised support. As structured as programmes are, they inevitably reflect the individual personalities of those leading them. In the case of PL Works, a 'motherly' attitude leads to determined efforts to place the young people into employment in an attempt to break unproductive and occasionally destructive habits.

Coincidentally, the softer outcomes achieved by PL Works seem less significant. This is likely to be due to various reasons. The kinds of young people with whom the programme engages have far more complex needs, are generally less responsive to formal tuition, and are less likely to produce reliable self-reflective analysis of their situations for the benefit of the measuring tools used. This is in some ways a limitation of the quantitative approach used within this SROI but in countenance of that, this discussion has the strength of robust qualitative research to evidence the reasoning behind any potential over or under valuing elements contributing to the final ratios.

In contrast, whilst the overall SROI ratio for Working Futures is very slightly lower, the proportion of participants gaining employment is similar but the reporting of greater levels of self-confidence is evidenced by the values produced as a consequence of self-reported rises in self-esteem and self-efficacy. Taking these two elements alone would almost

produce a 1:1 return on investment (1:0.95), which is in itself a significant achievement. This reflects the slightly more formal delivery approach for Working Futures, designed as it is for young people who are more ready for the working environment.

There are certain criteria required by the funding programmes for delivery agents such as EitC to fulfil. Whilst there is a degree of flexibility in the design of the programmes, as shown by the courses on offer here, it is recommended that the strengths of each programme are in their differences. For EitC, the PL Works programme is aimed at young people far less 'work-ready' and less able to engage with formal 'learning'. Observation of sessions highlighted the effectiveness of activity-based engagement and the ineffectiveness of more conventional classroom based interaction (see Box on p31 – 'Not a Bad Apple'). For these young people, a curriculum designed around practical and active engagement would be useful. The learning outcomes can remain the same, however, worksheets and folders do not provide the stimulus for engagement. It is acknowledged that participants are often deeply suspicious and/or cynical about some of these programmes, especially those that are disengaged and repeatedly required to attend various job seeker related interventions.

As noted in the introduction, the area immediately surrounding Everton in the Community registers extremely low scores on the Index of Multiple Deprivation. Whilst a significant proportion of participants on both programmes live in this area it would seem EitC are only reaching a fraction of the local unemployed youth[18]. This is perhaps an area where improvement could be made by the adoption of extra-local targeting approaches.

The advantage of using rigorous qualitative methods such as participant observation as the basis for undertaking this study is

that it reveals the subtleties of the process of creating material change and the social values that are so nuanced that to attempt to include them in the final calculation would be unfeasible. Nonetheless, it is felt that this report benefits from examples of the kinds of difficulties such programmes face on a daily basis in order to give further context to the SROI ratio.

The boxes offer specific examples but more generally the two programmes are engaging with young people who face various challenges to reaching their aims of self-sufficiency through direct employment or further training as a form of self-investment in their future job prospects. There is a generation of young people in Liverpool who are directly feeling the effects of the 'managed decline' of their city. Multiple generations of long-term unemployed and the connected mental health issues result in participants having care responsibilities and a lack of hope in achieving their ambitions. Ambitions that are rooted in the consumption of popular cultural memes and their changing relationship with working class traditions. Young people whose formal education is experienced as unrelated to the challenges they face in the working world. The programmes include streetwise young people looking for more legitimate futures, well qualified individuals who lack confidence as a consequence of mass educational processes, under qualified youths who need a cv for the most junior of positions in a competitive job market as previously reliable connections and kinship based social capital has been diminished by continued deindustrialising processes.

NOT A BAD APPLE

Large sheets of flip chart paper, felt tip pens and work sheets are strewn across the desks contending with half empty plastic bottles of brightly coloured fizzy drinks and blinking smart phones. Kneeling forward on her chair, body flat against the worktop, Ellie sprawls across the desks as she stretches into the middle for a different colour, straining the tips of her fingers to reach the green marker.

The faintest of touches from her fingertip and it rejects her advances, rolling further away. She falls back onto her heels with a humph, picking up her phone and purposefully swiping left and right, up and down. The Samsung is far more accommodating to her touch than the Stabilo. Fidgeting, she rocks slightly on her haunches, as the mentor requests her attention and desistance of social media induced disruptions. Momentarily, her body becomes calm, thoughtful even, a loose bundle of sullen contemplation.

Suddenly, ADHD getting the better of her, Ellie leaps off her chair and bounds over to the folding glass doors extending across one end of the room, outside which the muffled shouts from an artificial football pitch offer further distraction. She rests, staring out at the erratic movement of inexperienced footballers

"Why can't we be doing dat?"

In the city centre, the streets are busy with people going about their business. A brisk, bright Spring morning has the young people seeing the city anew. Ignoring the gaze of inquisitive shoppers, Ellie is once again sprawled out, contorting her body on the ground. She has her Samsung close to the cobbles of the pedestrian walkway, pressing her head against the cold stone to see the image in the screen. K-chk-chk. The curious image is captured. Others in the group point their attention towards the sky or close in on an odd artefact in the corner of the street. Some are less committed, finding it more interesting to take an image of Ellie's prone pose.

"What'yer doin'?"

Her good humoured reposte follows a dynamic return to her feet, simultaneously dusting herself down and self-consciously adjusting her clothing.

"Look at dis…?"

She proudly displays her photographic portfolio. And then she is off, hurrying after the tour guides to see what else they have to engage her newly discovered artistic sensibilities.

Organised by the Liverpool Apple Store in partnership with EitC two customer service agents lead a walking tour of the city centre (part of their alternative tactics to promote the camera capabilities of the latest iPhone) pointing out historical and visually stimulating aspects of the urban environment. The small statuettes high up on a roof-top, an angular architectural addition in the modernist style, a creative use of graffiti in a doorway, a window constructed of glass bottles. The young people are encouraged to use their phones to take images of hidden highlights from unusual angles.

They will be returning to the store next week to upload the images and curate their compositions into an entertaining slideshow.

"I'M **JUST AVERAGE..."**

In her words, Hannah was not one of the 'naughty' ones at school; neither was she an 'A* student'. She was just average. And, as a result, she did not receive the support she needed – that was reserved for those that either excel at school or cause problems. Nonetheless, she left school with a plan but unfortunately without the necessary attributes and experience.

Her intention was not to go to university following sixth form because having seen her sister go through it she felt she, 'just wouldn't be able to cope.' She liked the idea of an apprenticeship, 'as you get to learn on the job and also earn some pennies.' Following a number of failed applications and interviews with accountancy firms, which took a huge toll on Hannah's confidence leaving her feeling 'worthless and fed up,' she was given the opportunity to undertake a short course in business. Unfortunately, what she learnt was that she hated accountancy and having had that as her career goal for so long it left her depressed and directionless: 'I was so lost and felt so down I felt like I was going nowhere with my life.'

The Working Futures programme provided an opportunity to build confidence through activities like the Dragon's Den role-play as well as excellent support from programme mentors who were always available for one-to-one meetings but presented a course with practical benefits in seeking work and developing employability skills.

"We would always get an interview question to answer at the end of a session. This helped me in particular because interviews are the scariest things ever to do and any question can be asked. So, in doing these questions day in day out in a more fun environment definitely helped. I feel a lot more confident for interviews now."

Hannah is now an apprentice at a city centre hotel and enjoys going to work somewhere she can be proud of what she has achieved. There is a lot more to look forward to than before undertaking the programme.

"I'm so much happier with my life… I now also have a voice in a team. I was always that quiet girl that will just go with it. Now, however, I know that I can lead a team to success."

What EitC has the potential to offer on a smaller but no less crucial scale is a contemporary replacement for a localised working and training culture that saw local people gain local employment, previously at the nearby dockyards or factories, to nurture integration amongst increasingly individualised members of local communities across generations. Generations that are now measured in school years rather than decades as the speed of change and security of institutionalised employment has been replaced by a neo-liberal enterprise culture dominated by the marketisation of the self and the gig economy.

Figure 11 (p34) shows the flows of engagement amongst key stakeholders involved with EitC's employability programmes. A huge amount of energy is directed towards the participants from the staff involved with the programmes. This begins with the Employment and Enterprise Manager within the organisation who offers support for the mentors and engages as much as he can with the participants themselves as well as nurturing positive relationships with project partners. The maintenance of these relationships is also through the mentors and other support staff within the organisation as well as the programme participants themselves. The latter then benefit from the positive

relationships that are developed through volunteer placements and other programme related activities. Other departments within EitC also offer and benefit from the provision of opportunities to participants, whether as volunteers or in terms of follow-on training or in some cases employment.

Recommendations

Moving forward, it is recommended that questionnaires used for this study are introduced as part of EitC's on-going monitoring and evaluation of such work so that comparisons can continue to be made. Furthermore, in doing so a more representative sample of participants can be captured providing greater accuracy in the valuation. It will also enable comparative

SROI studies to be carried out more readily in the future.

The complementary strengths of each programme should be celebrated and conveyed to the funding bodies. The PL Works programme could be further developed to increase the level of informal learning and monitored appropriately. In other words, formal classroom activities should be kept to a minimum, including the self-reflection with which participants at this level (or any level) often struggle. Self-reflection and development occurs in extremely informal ways, understandings of which can be more naturally embedded within activities. Trust should be placed in the mentor to work intensively with individuals and support sought in developing more sophisticated ways of productively engaging with participants at this level and in evidencing progression that occurs as a consequence that goes beyond the usual formal processes. Identification of needs should inform appropriate engagement techniques that achieve outcomes necessary for useful progression.

With this in mind, and in partnership with other programmes provided by EitC, the employability programmes should develop an approach for targeting more NEET young people from the immediate area, particularly with the prospective growth of the organisation in mind. As EitC expands, the potential is enormous for them to provide community employment, and the associated benefits previously provided by large industrial institutions, but within a post-industrial context. This must be based on a stratified understanding of the very differing needs of the local (NEET) population, achievable goals and clearly defined trajectories into employment or further training through continuing to develop strong links with other employers and within the organisation itself.

Monitoring and evaluation of the work needs to be self-critical and mindful of the context in which such programmes are operating. It is important to celebrate the successes and positive contribution that EitC are having but also be instructive in terms of informing the development of such programmes and the

requirements defined by the funding agencies. To this end, funders should seek to invest in the development of programmes and the frontline staff delivering them in order to explore new pedagogical approaches that respond to young people with complex needs.

Furthermore, in order to really evaluate the value of such programmes, it is recommended that more is invested in maintaining contact with participants once they have finished.

This is not easy but EitC should explore various ways in which such young people would be willing to keep in touch, whether through technology, incentives or the creation of a specific role within the organisation for tracking progress. This has the advantage of long term monitoring as well as providing continuing support for young people.
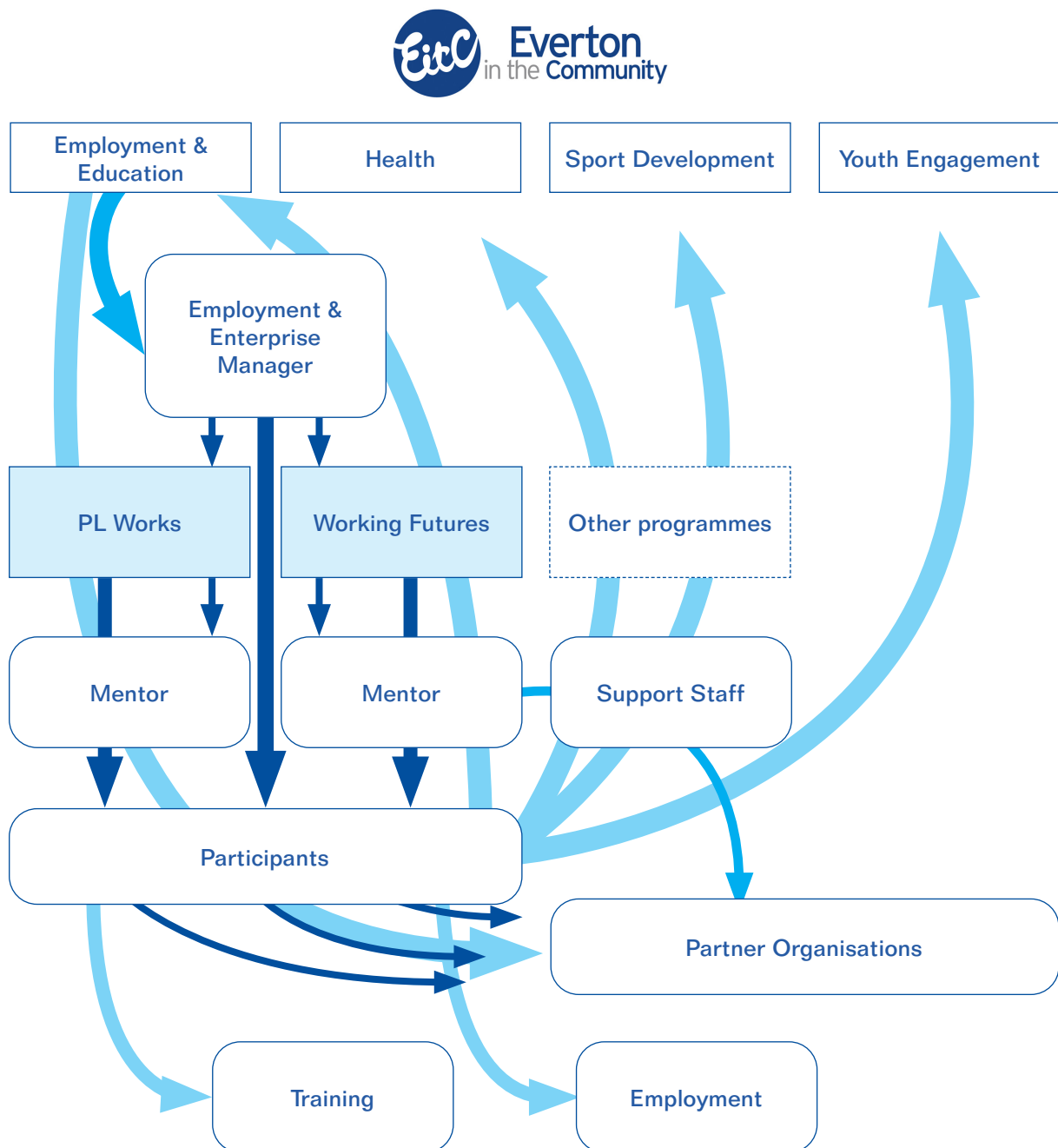

Figure 16: EitC's Employability Programme flows of engagement

APPENDIX 1: PARTICIPANTS GAINING EMPLOYMENT

Figures were provided by EitC based on their own monitoring of participants' post-programme progress. This is a funding requirement for both programmes and data is obtained by way of end of programme interviews and follow-up phone calls. The proportion of participants progressing into employment for each programme during the research period is as follows:

PL Works   10/31   =   32%

Working Futures   24/106   =   23%

The externalities to be considered are deadweight, displacement and attribution. The deadweight was calculated as the number of NEET young people who enter the workforce anyway (1%)[19] and was deducted from the calculation. The outcomes of this programme potentially displace outcomes from elsewhere in terms of programme participants taking a job that someone else might have had. It has been decided not to include such displacement based on the argument that, in a competitive job market, gaining employment will always be at the expense of someone else not getting the post. Those that progress into employment following this programme are still doing so due to the appropriateness of their application and performance at interview. All the programme is doing is enhancing their potential for success in these areas that other applicants may gain from other sources. It was assumed that this outcome was predominantly attributable to participating in the programme because during the observation period and through interviews with participants the overwhelming majority of job opportunities came as a result of participation or achieving a successful application was seen as a consequence of the skills and support gained on the programme. To avoid accusations of over-claiming, however, it was assumed that only 95% of all opportunities were attributable to the programme, based on the kinds of jobs being obtained.

In each case a financial proxy was based upon costs calculated by New Economy as part of their cost database. This unit cost database brings together more than 600 cost estimates, mostly national costs derived from government reports and academic studies. The costs cover crime, education & skills, employment & economy, fire, health, housing and social services. The derivation of the costs and the calculations underpinning them have been quality assured by New Economy in co-operation with HM Government (New Economy, 2018). The most recent database v1.4, an update of the original version, was produced in 2015 with forecasts for successive periods up to 2019/20[20].

Jobseekers Allowance (JSA) is the main benefit for people who are out of work and seeking employment; it is based on either National Insurance (NI) contributions or low income. The fiscal benefit from a JSA claimant entering work is calculated to be £10,612. The given value is an illustrative estimate by the Department of Work and Pensions (DWP) of the costs and benefits that would occur if some hypothetical 'typical' JSA claimant (who would otherwise have remained on benefits) were to move into employment for one additional year. The in-work wages and working hours of 'typical' claimants are assumed to be consistent with those reported by relevant former benefit claimants (see https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/214578/rrep791.pdf. Changes in income tax and NI payments are estimated by applying a simplified model of the tax and NI systems to the relevant in-work wage estimates. Changes in tax credits, indirect tax and benefit payments are estimated using the DWP's Policy Simulation Model.

The cost comprises savings in benefits payments accruing to the DWP's Annually Managed Expenditure, and savings to the NHS related to a reduction in health care costs associated with being out of work. As stated above, monetisation is based on entry into employment for a 12 month period. It is assumed that those gaining employment remain there for a year but the longitudinal data is not available from EitC to verify this.

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[19]Calculated from data provided by Department for Education (2018)

[20]Figures are calculated based upon per cent changes in line with the March 2015 Budget (forecast data are consistent with Office of Budget Responsibility data as at the 18 March 2015 Budget)

APPENDIX 2: PARTICIPANTS UNDERTAKING FURTHER TRAINING

Figures were provided by EitC based on their own monitoring of participants' post-programme progress. This is a funding requirement for both programmes and data is obtained by way of end of programme interviews and follow-up phone calls. The proportion of participants progressing into further training for each programme during the research period is as follows:

PL Works   9/31   =   29%

Working Futures   15/106 =   14%

The externalities to be considered are deadweight, displacement and attribution. The deadweight was calculated as the number of NEET young people who undertake training anyway (1%) and was deducted from the calculation. The outcomes of this programme potentially displace outcomes from elsewhere in terms of programme participants taking a training opportunity that someone else might have had. It has been decided not to include such displacement because from information provided by EitC staff about such opportunities, they are often found specifically for their participants or are on courses that are not over-subscribed and therefore not preventative of others also undertaking the training. It was assumed that this outcome was predominantly attributable to participating in the programme because during the observation period and through interviews with participants most training opportunities came as a result of participation in the programme or through connections made and support provided by frontline staff delivering the programme. To avoid accusations of over-claiming, however, it was assumed that only 95% of all opportunities were attributable to the programme, based on the kinds of training opportunities being obtained.

In each case the financial proxy used is the average cost of being NEET plus the average benefit of undertaking further training, based upon costs calculated by New Economy as part of their cost database. This unit cost database brings together more than 600 cost estimates, mostly national costs derived from government reports and academic studies. The costs cover crime, education & skills, employment & economy, fire, health, housing and social services. The derivation of the costs and the calculations underpinning them have been quality assured by New Economy in co-operation with HM Government (New Economy, 2018). The most recent database v1.4, an update of the original version, was produced in 2015 with forecasts for successive periods up to 2019/20 .

The average cost of being NEET has been calculated from data on the total cost of 18-24 year old NEETs to the national exchequer divided by the number of NEETs nationally. The fiscal value comprises benefit payments (worklessness and housing benefits) falling to the Department of Work and Pensions, and foregone tax and national insurance receipts falling to HM Revenue and Customs (also relevant here is a negative value associated with payment of working tax credits resulting from NEETs moving into low salaried work, and payment of child tax credits). This is the fiscal cost whilst the individual young person is currently NEET and does not take into consideration wider fiscal elements such as costs associated with the health and/or crime impacts of being NEET.

Added to this is the fiscal value of undertaking further training which is calculated using the up-front costs of supporting qualification attainment, and the change in tax revenues (increase in income tax, national insurance contributions and VAT payments) associated with qualification attainment. The source quotes the benefit over an average working lifetime of 40 years, from which an average annual benefit has been calculated by dividing by 40. The figures used differ between programmes because of the likely level of training to which participants progress based upon the responses provided in the questionnaire to current levels of educational attainment. The figure for PL Works is based upon the benefits of level 2 training and the figure for Working Futures is based upon the benefits of level 3 training[22].

[21] Figures are calculated based upon per cent changes in line with the March 2015 Budget (forecast data are consistent with Office of Budget Responsibility data as at the 18 March 2015 Budget)

[22] Level 1: 1-4 O Levels/CSE/GCSEs (any grades), Entry Level, Foundation Diploma, NVQ Level 1, Foundation GNVQ, Basic/Essential Skills; Level 2: 5+ O Level (Passes)/CSEs (Grade 1)/GCSEs (Grades A*-C), School Certificate, 1 A Level/ 2-3 AS Levels/VCEs, Intermediate/Higher Diploma, Welsh Baccalaureate Intermediate Diploma, NVQ level 2, Intermediate GNVQ, City and Guilds Craft, BTEC First/General Diploma, RSA Diploma;

APPENDIX 3: PARTICIPANTS REPORTING AN INCREASE IN SELF-ESTEEM

It has been well established that there is a strong correlation between self-confidence and (global) self esteem (Owens, 1993), especially within children (Harter, 2012). One of the most established and well-used measuring tools for self-esteem is the Rosenberg Self-Esteem Scale (Rosenberg, 1965). Recommendations for its use are the ease of understanding what is required in its administration (Blascovich & Tomaka, 1991) – an important consideration with young people with whom the programmes are engaging. Evidence suggests that results can, however, be susceptible to socially desirable responding (Blascovich & Tomaka, 1991). This limitation was minimised by participants completing the questionnaire with support from mentors who had already undertaken interviews as part of the enrolment process and had established interpretive understandings based on their experience and expertise to guide participants who might respond in an overly positive way.

Advice was also sought from frontline staff concerning the wording used leading to small changes in the phrasing of questions from the original Rosenberg Scale as well as a slight alteration in the order of the questions due to the vulnerability of some of the participants. This did not alter the fundamental reliability of the questionnaire in relation to the part it plays in calculating the overall score.

Questionnaires were administered at the beginning of the PL Works programme that commenced on January 17th 2018 and ran for 12 weeks. They were also completed by any new participants joining the Working Futures programme during a four-week period from the same date. Six questionnaires were returned for each programme respectively, the results from which were applied to a total of 31 PL Works participants and 106 Working Futures participants during the reporting period. The limitation is that this results in a margin of error of between 37-39% for the results of this particular measurement tool but again, whilst not ideal, was seen to be within acceptable limits in calculating the overall score.

Using the pre-programme questionnaire as a baseline, each element was given an average score, weighted appropriately as per the original design of the scale, based upon the four-point response format: strongly agree (1.00), agree (0.66), disagree (0.33), strongly disagree (0.00)[23]. This was then compared to the average score for each element provided by the questionnaires that were completed following participation in the programme with the difference between the scores giving a measure of change for each element (c=A-B). The maximum change indicates the difference between the scores if each element had been scored as 1.00 in the post-programme survey and the original baseline score for each element (M=n*1.00-A). The final aggregate quantification of the change in self-esteem provided by participation in the programme is the actual change as a proportion of the maximum change (c/M). This figure is multiplied by the total number of participants (n) during the reporting period to provide an annual value for the whole programme.

The reason for expressing the final score as a ratio of actual : maximum rather than using the absolute value for change is in an attempt to overcome the positive bias attached to the questionnaire, which seemed particularly noticeable for participants before commencement, being as they are less self-reflective at this point.

Questions to establish self esteem

1. I feel that I have a number of good qualities
2. I do not have much to be proud of at this point in my life*
3. I take a positive attitude toward myself
4. I wish I felt prouder of myself*
5. Sometimes I feel useless*
6. Sometimes I think I am not as good as others*
7. At the moment, I feel like I am a failure*
8. I am able to do things as well as most other people
9. On the whole, I am satisfied with myself
10. I feel that I am a person of worth, at least on an equal basis with others

[23]Questions marked with an asterisk are worded negatively meaning that the weighting is reversed: strongly agree (0.00), agree (0.33), disagree (0.66), strongly disagree (1.00)

PL Works

Question number	Total number (n)	Before					After					Actual Change (c)	Max Change (M)
		Strongly Agree	Agree	Disagree	Strongly Disagree	Average weighted score (B)	Strongly Agree	Agree	Disagree	Strongly Disagree	Average weighted score (A)		
1.	6	0	4	2	0	0.56	0	6	0	0	0.67	0.11	0.44
2.*	6	0	4	2	0	0.44	0	0	6	0	0.67	0.22	0.56
3.	6	0	3	3	0	0.50	1	5	0	0	0.72	0.22	0.50
4.*	6	0	4	2	0	0.44	0	2	4	0	0.56	0.11	0.56
5.*	6	0	3	3	0	0.50	0	2	4	0	0.56	0.06	0.50
6.*	6	0	3	3	0	0.50	0	3	3	0	0.50	0.00	0.50
7.*	6	0	3	3	0	0.50	0	0	5	1	0.72	0.22	0.50
8.	6	1	4	1	0	0.67	0	6	0	0	0.67	0.00	0.33
9.	6	0	4	2	0	0.56	0	6	0	0	0.67	0.11	0.44
10.	6	0	3	3	0	0.50	1	5	0	0	0.72	0.22	0.50
										Average change across all questions		0.13	0.48
									Average actual change as a proportion of average maximum change				**0.26**

Working Futures

Question number	Total number (n)	Before					After					Actual Change (c)	Max Change (M)
		Strongly Agree	Agree	Disagree	Strongly Disagree	Average weighted score (B)	Strongly Agree	Agree	Disagree	Strongly Disagree	Average weighted score (A)		
1.	6	1	3	2	0	0.61	4	2	0	0	0.89	0.28	0.39
2.*	6	0	4	2	0	0.44	1	1	1	3	0.67	0.22	0.56
3.	6	1	2	2	1	0.50	4	2	0	0	0.89	0.39	0.50
4.*	6	1	4	1	0	0.33	1	1	3	1	0.56	0.22	0.67
5.*	6	0	3	3	0	0.50	0	2	1	3	0.72	0.22	0.50
6.*	6	0	4	2	0	0.44	0	3	1	2	0.61	0.17	0.56
7.*	6	0	2	4	0	0.56	0	1	3	2	0.72	0.17	0.44
8.	6	0	5	1	0	0.61	4	1	1	0	0.83	0.22	0.39
9.	6	0	3	3	0	0.50	1	4	1	0	0.67	0.17	0.50
10.	6	1	4	1	0	0.67	4	2	0	0	0.89	0.22	0.33
										Average change across all questions		0.23	0.48
									Average actual change as a proportion of average maximum change				**0.47**

The externalities to be considered are deadweight, displacement and attribution. It is virtually impossible to know how individuals' self-esteem might change without this intervention but the resounding consistency of responses during the consultation period about participants' demotivation by their circumstances prior to the programme suggests that self-esteem would have remained at similarly self-perceived low levels without being part of the programme. Rises in self-esteem as a consequence of participation has no significant effect in the displacement of self-esteem elsewhere. Therefore, it is seen as reasonable to assume that the changes in self-esteem are wholly attributable to the programme.

There is little dispute that low self-esteem is connected with depression and anxiety (Sowislo & Orth, 2013). The financial proxy used was thus the average cost of service provision for adults suffering from depression and/or anxiety disorders, per person per year calculated by New Economy (2018). It is the average annual fiscal cost of service provision per adult suffering from depression and anxiety disorders. The fiscal cost includes the following service areas: prescribed drugs; inpatient care; GP costs; other NHS services; supported accommodation; and social services costs. The cost falls predominantly to the NHS (92%), followed by the local authority (8%). It must be noted that although forecasts have been made using the same calculation as for other figures provided by New Economy, the original data is from 2007-08 (King's Fund, 2008). Furthermore, the source research found that around one third of working age adults with depression and half of those with an anxiety disorder are not in contact with services (i.e. not accessing provision or diagnosed by a GP with a mental health condition) but this cost is calculated as an average across all adults suffering from depression and/or anxiety disorders, regardless of whether they are in contact with services or not.

APPENDIX 4: PARTICIPANTS REPORTING GREATER SELF-EFFICACY

Besides self-esteem, the aspect of self-confidence that participants expressed in qualitative interviews was greater self-efficacy in achieving the appropriate circumstances and abilities needed to more confidently define their career goals and practically move forward in gaining employment and self-sufficiency. This reflects common held assumptions within policy documentation about the concept of 'employability' as primarily concerned with individuals' skills and attributes (McQuaid & Lindsay, 2005) and the psychological connections between self-confidence and self-efficacy (Bandura, 1986).

There is no all-purpose measure of perceived self-efficacy so scales must be tailored to the particular domain of functioning that is the object of interest (Bandura, 2006). Based upon responses from participants to the challenges they have faced in realising their employability goals and in collaboration with frontline staff, a set of questions were developed based upon an example questionnaire aimed at understanding the difficulties faced by young students in an educational environment (Bandura, 2006).

PL Works

		Total number (n)	Avg. Before	Avg. After	Actual Change	Max Change
1.	Get myself to search for Job/Education/Training/Volunteer Opportunities	6	42	75	33	58
2.	Organise my daily routine	6	51	78	27	49
3.	Successfully complete a job (or similar) application form	6	45	68	24	56
4.	Live up to what others expect of me	6	44	64	20	56
5.	Live up to what I expect of myself	6	46	70	24	54
6.	Create a (good) C.V.	6	38	82	44	62
7.	Resist peer pressure to do things that have a negative effect on my life	6	67	78	11	33
8.	Ask for help when I have problems	6	58	83	26	42
9.	Get an interview for a job (or related opportunity)	6	33	73	40	67
10.	Focus on searching for jobs when there are other interesting things to do	6	38	53	16	63
11.	Set goals for my own positive development	6	49	78	29	51
12.	Achieve the positive goals I have set myself	6	47	83	36	53
13.	Communicate effectively with other people (that I don't know very well)	6	39	58	19	61
14.	Perform appropriately at an interview	6	53	72	19	47
15.	Work well in a group	6	51	79	28	49
16.	Improve the skills needed for gaining employment	6	55	76	21	45
17.	Get the job I want	6	40	60	20	60
18.	Express my opinions (appropriately) when others disagree with me	6	43	70	27	57
19.	Make healthy lifestyle choices	6	48	67	19	52
20.	Stay focused on completing tasks	6	63	78	15	38
	Average score for change in self efficacy for all questions				25	53
	Actual change as a proportion of maximum change					0.47

Working Futures

		Total number (n)	Avg. Before	Avg. After	Actual Change	Max Change
1.	Get myself to search for Job/Education/Training/Volunteer Opportunities	6	39	81	42	61
2.	Organise my daily routine	6	53	81	28	48
3.	Successfully complete a job (or similar) application form	6	43	74	32	58
4.	Live up to what others expect of me	6	48	73	24	52
5.	Live up to what I expect of myself	6	50	76	26	50
6.	Create a (good) C.V.	6	46	74	28	54
7.	Resist peer pressure to do things that have a negative effect on my life	6	68	89	21	32
8.	Ask for help when I have problems	6	55	84	29	45
9.	Get an interview for a job (or related opportunity)	6	39	79	40	61
10.	Focus on searching for jobs when there are other interesting things to do	6	43	82	39	58
11.	Set goals for my own positive development	6	42	80	38	58
12.	Achieve the positive goals I have set myself	6	43	78	35	57
13.	Communicate effectively with other people (that I don't know very well)	6	55	79	24	45
14.	Perform appropriately at an interview	6	51	78	27	49
15.	Work well in a group	6	50	88	38	50
16.	Improve the skills needed for gaining employment	6	56	80	24	44
17.	Get the job I want	6	41	80	39	59
18.	Express my opinions (appropriately) when others disagree with me	6	56	88	33	44
19.	Make healthy lifestyle choices	6	50	83	33	50
20.	Stay focused on completing tasks	6	51	81	30	49
	Average score for change in self efficacy for all questions				32	51
	Actual change as a proportion of maximum change				0.62	

Participants were asked to rate the degree of confidence in each statement with a number between 0 to 100 using the scale below:

0	10	20	30	40	50	60	70	80	90	100
Cannot do at all					Moderately can do					Highly certain can do

Scores were obtained at the beginning of the programme and then again from the same participants on completion of the programme in order to quantify the change in self-perceived efficacy across the domain of employability. The tables show the average scores for each question, the difference between which quantifies the degree of change. The overall change is represented by the sum of each element of the questionnaire. The maximum possible change for each question is calculated by subtracting the initial scores from 100 and the overall maximum possible change is calculated as the sum of scores for all questions. The final aggregate quantification of the change in self-efficacy provided by participation in the programme is the actual change as a proportion of the maximum change. This figure is multiplied by the total number of participants (n) during the reporting period to provide an annual value for the whole programme. The reason for expressing the final score as a ratio of actual : maximum rather than using the absolute value for change is in an attempt to overcome the positive bias attached to the questionnaire, particularly for scores before commencement when participants are less self-reflective.

The externalities to be considered are deadweight, displacement and attribution. It is virtually impossible to know how individuals' self-efficacy might change without this intervention but the resounding consistency of responses during the consultation period about participants' inexperience of the job application process prior to the programme suggests that self-efficacy would have remained at similarly self-perceived low levels without being part of the programme. Rises in self-efficacy as a consequence of participation

has no significant effect in the displacement of self-efficacy elsewhere. Therefore, it is seen as reasonable to assume that the changes in self-efficacy are wholly attributable to the programme.

A low sense of self-efficacy is associated with depression, anxiety and helplessness (Bandura, 1993; Schwarzer & Fuchs, 1995). The financial proxy used was thus the average cost of service provision for adults suffering from depression and/or anxiety disorders, per person per year calculated by New Economy (2018). It is the average annual fiscal cost of service provision per adult suffering from depression and anxiety disorders. The fiscal cost includes the following service areas: prescribed drugs; inpatient care; GP costs; other NHS services; supported accommodation; and social services costs. The cost falls predominantly to the NHS (92%), followed by the local authority (8%). It must be noted that although forecasts have been made using the same calculation as for other figures provided by New Economy, the original data is from 2007-08 (King's Fund, 2008). Furthermore, the source research found that around one third of working age adults with depression and half of those with an anxiety disorder are not in contact with services (i.e. not accessing provision or diagnosed by a GP with a mental health condition) but this cost is calculated as an average across all adults suffering from depression and/or anxiety disorders, regardless of whether they are in contact with services or not.

APPENDIX 5: PARTNER ORGANISATIONS REPORTING AN INCREASE IN TRUST

Interviews with partner organisations with which participants obtain voluntary work placements, apprenticeships or employment opportunities revealed that their engagement with the programmes has increased the level of trust that partners have in EitC, the staff and the (kinds of) young people on the programmes.

Organisational trust is a complex, multi-dimensional concept. It operates within organisations (intra-organisational), between organisations (inter-organisational) and throughout the personal relationships of those working for interacting organisations (inter-personal). Despite the seeming lack of clarity across multi-disciplinary studies exploring the concept within business, trust has nonetheless been identified as an important influence with real economic value[24].

For this study, trust clearly operates at the level of the inter-personal interactions and relationships as well as at the reputational level of EitC as an organisation. The following questions were adapted from a combination of existing measurement instruments (Rempel & Holmes, 1986; Young-Ybarra & Wiersema, 1999; Zaheer et al, 1998) and refined for use in this particular instance.

		Average Before (B)	Average After (A)	+ve change (c)
1.	My organisation is familiar with the patterns of behaviour Everton in the Community has established; we can rely on them to behave in particular ways	0.35	0.88	0.52
2.	We have found that Everton in the Community is unusually dependable	0.44	0.94	0.50
3.	Even when circumstances are unpredictable, we are not concerned by working with Everton in the Community	0.48	0.73	0.25
4.	Everton in the Community cannot be trusted at times*	0.85	0.98	0.13
5.	Everton in the Community may use opportunities that arise to benefit their work at our expense*	0.73	0.73	0.00
6.	Everton in the Community has always been fair in its negotiations with us	0.54	0.94	0.40
7.	Based on past experience, we cannot with complete confidence rely on Everton in the Community to keep promises made to us*	0.60	0.73	0.13
8.	We are hesitant to interact with Everton in the Community because their requirements are not clear*	0.73	0.83	0.10
9.	My contact person at Everton in the Community has always been open and honest in discussions with me	0.65	0.98	0.33
10.	I know how my contact person is going to act: they can always be counted on to act as I expect	0.60	0.94	0.33
11.	My contact person is trustworthy	0.60	0.96	0.35
12.	I have faith in my contact person to look out for my interests even when it is not to their advantage to do so	0.60	0.94	0.33
	Average increase in trust levels			**0.28**

[24]For discussions about the complexities involved, ways of measuring trust and its value to organisations, see for example: Blomqvist, 1997; Dyer & Chu, 1997; Rousseau et al, 1998; Seppänen et al, 2007; Young-Ybarra & Wiersema, 1999; Zaheer et al, 1998; Zucker, 1986

A total of eight questionnaires were returned from partner organisations (n=8). Respondents were asked to rate the level of agreement with each statement on a scale of 1-7 (1=strongly disagree; 4=neither agree or disagree; 7=strongly agree) for current feelings and for their perceptions before entering into a professional relationship with EitC through the employability programmes. Scores were converted to give seven levels of agreement from 0-1.0[25] for each statement and the average score calculated across all respondents. The difference between theses scores for current and perceived prior attitudes is averaged out across all statements to provide a score for the level of change in trust.

Studies suggest that trust is an important component of a company's reputation within the market. It is beyond the capacity of this study to carry out a Reputation Value Analysis for EitC or its parent business, Everton Football Club. Consequently, an average figure for Reputation Impact calculated by independent corporate reputation and brand research consultancy, Reputation Dividend (2018), is used as a financial proxy. The reputation impact is the percentage of the market capitalisation attributable to reputation through a two-stage analysis[26]. The average for mid-cap FTSE250 companies was chosen as more representative than the top-performing multi-nationals of the FTSE100. This suggests that

23.5% of the organisation's value is attributable to reputation. It would be unreasonable to attribute all of that to a small element within EitC's overall programme of engagement work. Therefore, each project's financial input as a proportion of EitC's overall income is calculated to be the attribution.

Other externalities to be considered are deadweight and displacement. Deadweight in this case is the amount that an organisation's level of trust in EitC and their work would have risen anyway. Being as the organisations' relationships with EitC have come about as a consequence of the programme it is likely that there would have been no change without that partnership being instigated through the programme and therefore the deadweight is zero. Inter-organisational trust between two specific organisations does not depend upon or preclude the levels of trust that exist with other organisations so there is no displacement to consider.

[25]Intervals of 0.167 are used for each score from strongly disagree (0.00) to strongly agree (1.00). In other words, 1=0.00; 2=0.167; 3=0.333; 4=0.50; 5=0.667; 6=0.833; 7=1.00. Questions marked with an asterisk are worded negatively meaning that the weighting is reversed (1=1.00; 2=0.833; 3=0.667; 4=0.50; 5=0.33; 6=0.167; 7=0.00).

[26]From Reputation Dividend (2018):

First, the factors that most influence the investment community, and thus the market capitalisations, of individual companies are prioritised using statistical regression analysis of hard financial metrics, including shareholder equity, return on assets, forecast and reported dividend, earnings, liquidity and company betas and reputation measures from Management Today's Britain's Most Admired Companies and Fortune's World's Most Admired Companies reports.

From there, a combination of metrics are calculated, including the gross economic benefit shareholders derive from reputation assets, the location of value across the individual components of companies' reputations, the extent to which investment in reputation building is likely to produce returns in value growth, and the relative value potential of individual messaging opportunities.

APPENDIX 6: EMPLOYABILITY QUESTIONNAIRE

Ref. No. _____

This questionnaire is to be completed at the start of the programme and then again at the end in order to measure any change as a consequence of your participation. Please consider each question carefully and answer as honestly as possible based on how you have generally been feeling over the last few weeks.

Your answers will be kept confidential and will not be identified by name.

However we would like some basic information:

Sex: M / F   Home Postcode: _____

Qualifications:

None ☐   GCSEs ☐   A-Levels ☐
BTEC ☐   NVQ ☐   BSc/BA ☐

The first set of questions is designed to assess how you generally feel about yourself. Please circle the statement that is most appropriate to you for each question:

1. I feel that I am a person of worth, at least on an equal basis with others	Strongly Agree	Agree	Disagree	Strongly Disagree
2. I feel that I have a number of good qualities	Strongly Agree	Agree	Disagree	Strongly Disagree
3. All in all, I am inclined to feel that I am a failure	Strongly Agree	Agree	Disagree	Strongly Disagree
4. I am able to do things as well as most other people	Strongly Agree	Agree	Disagree	Strongly Disagree
5. I feel I do not have much to be proud of	Strongly Agree	Agree	Disagree	Strongly Disagree
6. I take a positive attitude toward myself	Strongly Agree	Agree	Disagree	Strongly Disagree
7. On the whole, I am satisfied with myself	Strongly Agree	Agree	Disagree	Strongly Disagree
8. I wish I could have more respect for myself	Strongly Agree	Agree	Disagree	Strongly Disagree
9. I certainly feel useless at times	Strongly Agree	Agree	Disagree	Strongly Disagree
10. At times I think I am no good at all	Strongly Agree	Agree	Disagree	Strongly Disagree

The following questions are more specific to the skills and abilities addressed by the programme. Please rate how certain you are that you can do each of the things described below by writing an appropriate number. Again, please think about how you have been feeling during the last few weeks when scoring yourself.

Rate your degree of confidence by recording a number from 0 to 100:

0	10	20	30	40	50	60	70	80	90	100
Cannot do at all					Moderately can do					Highly certain can do

1. Focus on searching for jobs when there are other interesting things to do _____

2. Organise my daily routine _____

3. Complete an application form well enough to get an interview _____

4. Live up to what my parents expect of me _____

5. Live up to what my peers (or friends) expect of me _____

6. Live up to what I expect of myself _____

7. Write a (good) cv _____

8. Resist peer pressure to do things that have a negative effect on my life _____

9. Work well in a group _____

10. Set goals for my own positive development _____

11. Achieve the positive goals I have set myself _____

12. Perform well in an interview _____

13. Get myself to search for jobs _____

14. Carry on conversations with other people you don't know very well _____

15. Get a job _____

16. Get the job I want _____

17. Get adults to help me when I have social problems _____

18. Get a friend to help me when I have social problems _____

19. Get my parents to help me with a problem _____

20. Learn job related skills _____

21. Express my opinions (appropriately) when others disagree with me _____

22. Get myself to do voluntary work _____

23. Use maths for everyday tasks _____

24. Reading and writing _____

25. Always concentrate on completing necessary tasks _____

APPENDIX 7: PARTNERSHIP QUESTIONNAIRE

In the following statements when we use the term Everton in the Community we are referring to the EitC Brand as a whole as well as the individual young people with whom they work. Your answers should therefore reflect how you feel about the interactions you have with the organisation and with the young people on their programmes for whom you may have provided employment, voluntary placements or referrals. All answers will be kept anonymous and should be returned to Dr Chris Stone at Liverpool Hope University: stonec@hope.ac.uk.

We would like you to score each statement based on the feelings you have at the present moment and for how you perceived Everton in the Community before you started working in partnership with them.
Please use the following scale:

1	2	3	4	5	6	7
Strongly Disagree			Neither Agree or Disagree			Strongly Agree

	Before	Now
1. My organisation is familiar with the patterns of behaviour Everton in the Community has established; we can rely on them to behave in particular ways		
2. We have found that Everton in the Community is unusually dependable		
3. Even when circumstances are unpredictable, we are not concerned by working with Everton in the Community		
4. Everton in the Community cannot be trusted at times		
5. Everton in the Community may use opportunities that arise to benefit their work at our expense		
6. Everton in the Community has always been fair in its negotiations with us		
7. Based on past experience, we cannot with complete confidence rely on Everton in the Community to keep promises made to us		
8. We are hesitant to interact with Everton in the Community because their requirements are not clear		
9. My contact person at Everton in the Community has always been open and honest in discussions with me		
10. I know how my contact person is going to act: they can always be counted on to act as I expect		
11. My contact person is trustworthy		
12. I have faith in my contact person to look out for my interests even when it is not to their advantage to do so		

13. Which of the following represents your organisation's relationship with Everton in the Community:
(Please check appropriate box by placing cursor and clicking)

We provide / have provided employment to their participants ☐   We provide / have provided volunteer placements ☐   We deliver / have delivered sessions on their courses ☐   We refer / have referred people to EitC ☐

14. I am a fan of: Everton FC ☐   Liverpool FC ☐   Other Football Club ☐   No Football Club ☐

APPENDIX 8: INTERVIEW GUIDES

Participants

Semi-structured interviews were conducted by an experienced social researcher with 14 participants about their experience of being part of the employability programmes by which point saturation was reached with no new relevant information being revealed. The following interview guide provided a loose structure for speaking with participants. This was preceded by participatory observation at 25 sessions allowing the researcher to build trust and rapport with those involved and corroborate the responses being given.

1. Can you tell me what has changed for you as a result of being part of the programme?

    a. Think about how you were 12 weeks ago and how you are now.

    b. How are things better?

    c. How are they worse? Have you lost out on anything else while attending?

2. How did you spend your time before you started?

    a. What did you do with your days?

    b. Were you actively seeking work or further training opportunities? How?

3. What have you learned during the programme?

    a. What have you learned about yourself?

    b. What have you learned about others?

    c. What new skills have you developed?

    d. What new knowledge have you acquired?

4. Why did you get involved with the programme?

    a. Was it part of your JSA contract?

    b. How did you find out about the programme?

    c. What did you know about Everton in the Community before?

5. What would you consider to be the best thing about the programme?

6. Is there anything you would change or like to see done better?

7. Are there any other people who have benefited or lost out due to your participation?

Partner Organisations

Semi-structured interviews were carried out with five representatives of partner organisations about their relationship with Everton in the Community and how they were involved with the employability programmes, either by offering training support, volunteering or employment opportunities. The number of interviews was restricted by time constraints but it was felt that consensus about the most significant material change could be established. The following interview guide provided a loose structure for speaking with representatives from partner organisations.

1. How are you involved with Everton in the Community?

2. Why did you get involved?

3. What has changed as a result of your involvement?

    a. How have your working practices changed?

    b. Do you have formal agreements between your organisation and EitC?

    c. How have your opinions about Everton in the Community changed?

    d. How have your opinions about the young people with whom they work changed?

4. Can you tell me about the young people with whom you have come in contact through your partnership with EitC?

5. How much do you know about EitC and their work beyond your specific relationship?

6. How do you think EitC could improve their programme?

APPENDIX 9: REFERENCES

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