

# HALL AITKEN

January 2016

## Social and economic value of youth work in Scotland: initial assessment Report

# Contents

<b>Summary</b>	<b>4</b>
<b>Purpose and approach</b>	<b>11</b>
Research objectives	11
Approach and limitations	12
<b>Conceptual framework and challenges</b>	<b>14</b>
Defining youth work	14
Outcomes of youth work	17
Developing a 'Theory of Change'	18
Key challenges	20
<b>Short term outcomes – key capabilities (capacities)</b>	<b>23</b>
Key capabilities	23
<b>Linking shorter to longer term outcomes</b>	<b>26</b>
Policy and wider linkages	26
General evidence of linkages	28
Linking individual capabilities to outcomes	30
Bundling capabilities	34
Theory of Change in practice	37
Conclusions – linking capabilities to outcomes	38
<b>Valuing youth work</b>	<b>40</b>
Costs of youth work in Scotland	40
Existing value estimates	41
Cost savings and economic benefits	44
Valuing life influences	46
What youth work contributes	50
Soft outcomes versus qualifications	52
<b>Next steps</b>	<b>55</b>
Key research questions	55
Multi-method research design proposed	56
<b>Appendix 1 Outcomes for youth work in Scotland</b>	<b>57</b>
<b>Appendix 2 Population survey: background and questionnaire</b>	<b>58</b>
<b>Appendix 3 Population survey data</b>	<b>62</b>
<b>Appendix 4 Survey of youth work volunteers: background &amp; questionnaire</b>	<b>69</b>
<b>Appendix 5 Survey of youth work volunteers: survey results</b>	<b>70</b>
<b>Appendix 6 Reviewed reports including value statements</b>	<b>74</b>
<b>Appendix 7 Summary impact model</b>	<b>77</b>
<b>Appendix 8 Bibliography</b>	<b>78</b>

We estimate that youth work in Scotland delivers at least £7 in value for every £1 it costs

Youth work has made a *major* difference to the lives of over 450,000 people in Scotland today (over 13% of the Scottish population)

The confidence and motivation that youth work develops is rated by 85% of employers as very important compared with 27% rating qualifications this way

## Summary

### Purpose

YouthLink Scotland commissioned this report in order to demonstrate the value of youth work so that:

- Allocations of resources to youth work are made recognising its true impact relative to other public and voluntary interventions;
- Volunteer and professional workers receive feedback on the value of their work; and
- Further steps can be taken to identify what particular youth work practices lead to long-term impact – so that impact can gradually be improved.

### Scope, constraints and approach

The field and activity of youth work in Scotland is broad ranging and is still relatively under-researched. This is a modest study, which has involved drawing on existing research as well as some, limited, new survey work. It aims to map out the general position rather than providing a fully in-depth and robust assessment. We believe that within these constraints it provides a significant body of evidence but there are some significant challenges we have encountered, in particular:

- The impact of youth work on individuals varies substantially depending on their wider experience – so youth work does not have a universal and similar impact on every participant (quite the opposite).
- Defining youth work is difficult – not in a policy sense, but in terms of what individuals experience.
- Youth work provision has changed over time so it may be that the impact on adults today of youth work 5, 10, 20 or 30 years ago could be very different to the impact of today's youth work on young people in 5, 10 or 20 years' time.

To counter these challenges we have used a range of different approaches to estimating the value of youth work. These include: a survey of adults about their historic experience of youth work; a review of others' research into the Social Return on Investment of youth work; a survey of volunteer youth workers; desk research; and modelling potential impacts using robust published data.

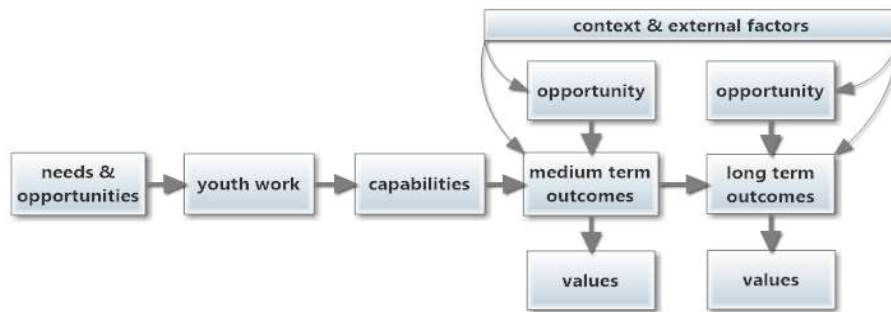
While none of the individual estimates of impact have sufficient data to be robust in themselves, in combination they provide a range of estimates that are of similar orders of magnitude – and we have taken the lowest estimate as our finding. At each stage of the value assessment we used a rather conservative approach to avoid over-claiming. Where estimates had to be made we applied lower rather than higher

ones throughout. Our findings therefore probably significantly understate the value of youth work in Scotland.

### Theory of change and capabilities

Before attempting to value youth work, we have explored how youth work might create impact and value. Creating a hypothesis of causal linkages from input through to outcome is commonly referred to as developing a 'Theory of Change'. Figure 1 illustrates, in a simplified format, how youth work might develop skills or capabilities, which themselves may allow young people to achieve outcomes (depending on the availability of opportunities and other factors in their lives).

Figure 1 Theory of change structure



There are policy commitments and agreed priorities for the outcomes of youth work in Scotland, but a theory of change should go beyond policy to establish what actually happens. We have used a recent study by the Young Foundation<sup>1</sup> as the main basis for this part of our exploration. It identified a range

of research that suggests that the main results of youth work are the development of seven capabilities, which we have summarised as in Figure 2 below.

The recently published National Youth Work strategy 2014-19 for Scotland, The Curriculum for Excellence, and the results of our consultations and wider desk research can all be related to these research based capabilities. So we have used them as the main starting point for our investigations of value.

Figure 2 Capabilities developed by youth work

Social/ emotional capability	Outcomes for young person
Confidence & agency	I am more able to overcome barriers
	I am more confident
Managing feelings	I am feeling better about myself
	I am more in control of my emotions
	I have a greater sense of belonging
Creativity	I am more open to new experiences
	I am able to apply learning to new contexts
Resilience & determination	I have a greater sense of purpose
	I am more able to stick at things
Planning & problem-solving	I can set goals
	I am more able to organise tasks
	I can evaluate risks
Communication	I can express myself better

<sup>1</sup> A framework of outcomes for young people. Young Foundation, July 2012

	I am more able to understand other people
Relationships	I have made new friends
	I have greater empathy
	I can work with others more effectively

### The social return on investment of youth work is *at least* 3:1

Using the theory of change and capabilities outlined above, it is possible to explore both the value of these capabilities and the extent to which youth work leads to them. Social Return on Investment (SROI) is one approach to doing this.

SROI aims to capture all the costs of the inputs to an intervention and to value of all the benefits. The key question it asks is “what is the impact of this” rather than “did it meet its goals”. Inputs include cash spend and other resources, with volunteer time being particularly relevant to youth work. The results or outcomes are explored from the perspectives of all stakeholders – including beneficiaries *and* anyone who could experience negative outcomes (such as the neighbours of a new noisy youth music venue).

This study is too limited to use original research to explore this so we have relied on reviewing existing studies. We reviewed over 20 impact evaluation reports using return on investment methodology. Having rejected some that we judged not relevant and others that were not recent or robust enough in

our view, we found a range of social return on investment value of between 2:1 and 15:1.

This would mean that, for every £1 of resource spent (including volunteer time), between £2 and £15 of value was created. The value created includes savings to public spend and economic gains. Critically ‘social value’ also includes an estimate of how important outcomes are to each of the stakeholders. This is most easily seen as placing a value on the improvements to the quality of life or wellbeing experienced.

Taken together, we conclude that these studies show a core range of 3:1 to 6:1 in studies that are likely to be relevant to youth work in Scotland.

This means that for every £1 of effort invested in youth work, there is a return of *at least* £3 of value.

### The total value of youth work in Scotland is probably *at least* £656 million – a return of £7 for every £1 of public cash

Using this SROI approach we have calculated the likely overall minimum value of youth work in Scotland. Our approach is most easily explained in a simple example.

#### Example

Take a youth work initiative with two staff and overheads costing in total £50,000 a year. In addition there are 10

volunteers devoting on average 10 hours a week for 50 weeks of the year – or 500 volunteer hours. Costing this input of volunteer time at £10 per hour (as used by YouthLink Scotland<sup>2</sup>) gives a cost of the volunteer input as £50,000 – so the full resources used are £100,000.

1. Using the SROI ratio above of 3:1 suggests the return would be £300,000.
2. Considering the return on the cash spend only the return would be 6:1 (£300,000 divided by £50,000).

Changes in the delivery and funding of youth work mean that is not easy to clarify the resources spent on youth work in Scotland at present. We have used three sources to arrive at reasonable estimates<sup>3</sup>:

- The cash cost of Local Authority and voluntary sector youth work in Scotland is approximately £90,000,000 per year.
- This supports and adds to at least £128,000,000 of effort by volunteers.
- The total resource input is therefore £218,000,000.

Using the same approach as in the example above provides an estimated return of:

- At least £656,000,000 (at 3:1); and

— Up to £1,312,000,000 (at 6:1)

Comparing the minimum return of £656,000,000 with estimated cash cost of £90,000,000 gives a return on cash spend of 7.28:1, which we prefer to round down to 7:1.

The direct benefit to volunteers' own wellbeing is almost certainly substantial but we have omitted this from our calculations. So the true return is likely be significantly greater.

## Modelling the value of youth work

In order to check the results from our review of SROI studies, we considered existing research into the values of a series of longer-term outcomes that youth work may affect, show in Figure 3 below. The values we used are all drawn from published research and/or Government reports – although some are for England or the UK rather than Scotland.

Figure 3 Costs and values of longer term outcomes

Better literacy, numeracy & language	Reduced costs to education system
Attaining qualifications	Personal earnings from better qualifications
Engaged in education	Reduced costs to education system

<sup>2</sup> National Voluntary Youth Work Organisations (Scotland) survey, 2012, YouthLink Scotland

<sup>3,3</sup> Youthlink Scotland (2012) *National Voluntary Youth Work Organisations (Scotland) Survey*

<sup>3</sup> Education Scotland Working with Scotland's communities – a survey of who does community learning and development, August 2015

<sup>3</sup> Source: Local Authority youth Work Survey Edited Highlights via YouthLink Scotland

In employment or training	Personal earnings from being in employment
	Reduced wage scar from youth unemployment
Positive health behaviours	Reduced incidence of Depression
	Reduced incidence of Obesity
	Reduced incidence of STIs
	Greater productivity due to reduced absences
Less offending	Reduced costs of criminal justice interventions
Less dependent on welfare	Savings on welfare payments
Positive parenting	Reduced risk of children going into care

Each of the potential outcomes in the table is associated with a cost or value per head.

Working from these measures, we have used existing data to provide the prevalence of each element among the Scottish population – varying from 33.78% for those with Standard Grade but no degree through to 0.03% being those with juvenile custodial sentences.

In turn we have taken the total numbers of young people engaged in youth work each year, according to YouthLink Scotland, of 386,795. And then applied the prevalence to estimate how many in the youth work ‘population’ might

experience the lack of the outcome if they follow the patterns of the population at large.

The final element in the model then estimates what the value in savings might be for any reduction in the negative effect. In this way we can estimate that just 0.1% impact of youth work across these factors for those engaged in youth work would deliver £125 million per year in savings.

So the return of £656,000,000 identified above would require an effect of just over 0.5% – half a percent. In other words the effect of youth work on all those engaged would need to be only a 0.5% reduction in prevalence of these key (largely negative) outcomes to deliver the £665,000,000 of value suggested above - which seems very plausible.

Again this gives us further comfort that our estimates of the value of youth work from SROI studies are likely to be understated rather than overstated.

### **Confidence and motivation are more important than qualifications**

Despite limited resources we undertook some original research to understand how people in Scotland have experienced youth work and to test the validity of our other findings. This involved a robust population survey of three key questions (as part of an “Omnibus” survey).



This survey confirmed the broad evidence that youth work builds a range of soft skills and capabilities including, in particular, confidence and motivation.

There is good evidence that these soft skills are very important in all walks of life. The adult Scottish population see confidence and motivation as more important in enabling them to meet life goals than qualifications, with 85% rating confidence as very important compared to 53% rating qualifications as very important.

Some other studies show that employers view confidence and motivation as even more important in relative terms than qualifications, with 85% rating them as very important compared to 27% rating qualifications the same.

## **Youth work has changed the life of more than 1 in 10 of the Scottish population**

Again drawing on our population survey, it is clear that, for most people family and friends have the greatest influence on their ability to meet their life goals. Many people accept that youth work also has a generally positive impact. But our research suggests that for a *significant* minority of more than 1 in 10 adults in Scotland, youth work has been critical. In our survey of over 1,000 adults, 13% identified youth workers as *very important* in achieving their life goals. This is a fairly significant proportion, given the relatively small amount of time likely to have been spent with these people. The survey was limited to a multiple-choice response and we have not investigated the reasoning behind respondents' choices

further, but this is at least interesting evidence for the place youth work has in the wider life of Scotland.

## **Stories of change**

In addition to our wider survey, we secured responses to a similar set of questions from a self-selected group of around 250 youth work volunteers. Their responses echoed the wider population but in addition we were able to ask for more explanation of the influence of the youth work they experienced as a teenager.

Typical accounts were:

*"My participation in youth groups had a fundamentally positive impact on my development - outwith my immediate family, my participation in organised youth activities was the most powerful influence in my teenage life."*

*"I was able to develop new skills both socially and practically from a young age in a safe place where I could make mistakes and learn from them. As a result of being in youth group environments I was able to meet youth leaders/workers that inspired me and gave me the confidence to try new things and enable me to be the best version of myself. It was amazing to know that there were people in my life that truly believed in me."*

*"Enabled me to gain confidence and feel better about myself and be more comfortable in myself. Gain a load of new skills and qualities. I'm able to identify my strengths."*

Many others ascribe even more importance to youth work:

*"Before I went to the youth club I had very low self-esteem, no confidence and I didn't have close friends... The friends I have now are the friends I built close relationships with at the youth project. They encouraged me to go to college... I now have a degree in business management and bags of confidence..."*

*"The youth group I attended were essentially my family after they had thrown me out. They were the ones to support me through my teenage years and, after leaving, I continued to work in the sector before recently returning to work for the group I went to when I was a teenager. My life would not be the same without the youth workers who supported me. I might even say I'm not even sure I'd be alive today if it wasn't for the youth workers and the youth group I attended."*

*"I gained friendship, positive feedback from the leaders which gave me confidence in my own abilities. I learned that it was good to give back to society and have volunteered for most of my adult life and that has helped me through the hard times in life, for example when my husband recently passed away."*

### **Confidence and motivation developed through youth work *may* deliver over £2,200 million in economic value**

The highest estimate for the value of youth work in Scotland comes from considering: the number of people who may have been significantly influenced by youth work; the key outcomes of youth work as confidence and motivation; and estimates for the contribution of confidence and motivation to economic

success. Taking all these together suggests a value of at least £2,200 million:

- 13.3% of adults in our representative survey claimed that youth work was very important in achieving their life goals.
- 13.3% working age people across Scotland is 453,800.
- We have estimated the increased earnings range attributable to soft outcomes as between £4,906 and £6,091 (which is lower than some estimates).
- This would provide an annual value (based on earnings alone) of between £2,200 and £3,000 million.

### **Youth work is worth its investment – and deserves more research**

We have concluded that there is good evidence that youth work does, as many claim on the basis of anecdotal evidence, deliver considerable value. A return of £7 of value for every £1 of cash spend seems a reasonable minimum. The actual impact could be much greater.

The current youth work research base is limited, particularly in Scotland – we have had to draw on data across the UK and beyond. So determining a more accurate estimate is not possible.

More importantly, linking particular approaches to youth work to different levels of impact is not possible in any general sense using the evidence available. So no real research basis for continual improvement exists yet.

## Purpose and approach

This section summarises the background and purpose of this study, with an outline of our approach and the structure of the rest of the report.

Demonstrating the value of a publicly funded activity is always a legitimate focus for concern. But in times of financial constraints, when choices between different types of public investment may have to be made, demonstrating value becomes particularly important. The new *National Youth Work Strategy 2014-2019*<sup>4</sup> identified establishing a robust evidence base to demonstrate the impact of youth work as a key action.

If it can be demonstrated that investment in youth work and young people has considerable long-term, indeed lifetime, benefits then it may be possible to argue for continued investment in the area.

### Research objectives

Few argue that youth work has no impact, simply that the hard evidence of impact is limited. But some data does exist, such as that from a YouthLink Scotland survey which showed that the replacement value of volunteers working with young

people through National Voluntary Youth Work Organisations Scotland (NVYWOS) organisations alone would cost £128m<sup>5</sup>.

This figure in itself does not constitute evidence for the impact of youth work, but it does contribute to the case. The particular challenge within the youth work setting is to identify the value of “universal” youth work as opposed to targeted intervention.

Against this background, YouthLink Scotland commissioned this work to provide:

- An initial assessment of the social and economic value of youth work in Scotland;
- Robust research findings that are suitable for public consumption.

In addition, the work was to engage with, and secure backing from, key stakeholders for both the process and outcome.

<sup>4</sup> *Our ambitions for improving the life chances of young people in Scotland: National Youth Work Strategy 2014-2019*

<sup>5</sup> *YouthLink Scotland 2012 National Voluntary Youth Work Organisations (Scotland) Survey*

## Approach and limitations

This study builds on an investigation we carried out in 2013 to explore how the value of youth work might be determined and to scope out a larger research exercise<sup>6</sup>. At that stage we developed a series of research questions for such an in depth study, which are still valid. To address these we proposed a multi-method approach involving a combination of research methods).

The resource available for this current study is much less than would be needed to address all these research questions in detail. So we designed a methodology that could produce a reasonably reliable result but involving only limited resource. The focus was on constructing a robust and evidence-based Theory of Change so the claims we propose for the value of youth work can be seen to relate to the actual outcomes that youth work delivers.

Our approach included:

- **Theory of Change workshop** session with partners to review and clarify the Theory of Change for youth work;
- **Desk-based review** and analysis of existing research (SROI and wider research) and data to demonstrate causal linkages in the Theory of Change and provide evidence of economic, fiscal and social values of outcomes;
- **Modelling potential value** for youth work on a small set of robust outcome values;

- A small **population survey** (sample size 1,000) to test how youth work has affected adults across the population and
- An **e-survey of youth work volunteers** to explore the role of youth work in achieving their life goals.

At each stage of the value assessment we used a rather conservative approach to avoid over-claiming. Where estimates had to be made we applied lower rather than higher ones throughout. Our findings therefore probably significantly understate the value of youthwork in Scotland

## Report structure

The remainder of the report covers the findings of both the scoping study and the initial value assessment over six sections as indicated below.

<b>Conceptual framework and challenges</b>	The conceptual framework around which we have investigated the evidence for the impacts and outcomes of youth work.
<b>Short-term outcomes: key capabilities (capacities)</b>	Explores short term outcomes, building on work carried out in Scotland and the recent work on capabilities led by the Young Foundation <sup>7</sup> . It also notes the relevance of the Curriculum for Excellence capacities.

<sup>6</sup> Hall Aitken *The value of youth work in Scotland - scoping study*, 2013

<sup>7</sup> A framework of outcomes for young people. Young Foundation, July 2012

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<b>Linking capabilities to tangible outcomes</b>	Explores the evidence to demonstrate linkages from the capabilities, individually and collectively to outcomes that may be recognised and measured to some degree.
<b>Valuing youth work</b>	Notes that the main challenges may lie in the previous section but goes onto look at potential ways of valuing relevant outcomes.
<b>Next steps</b>	Sets out recommendations for future research.

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## Conceptual framework and challenges

This section sets out the conceptual framework around which we have investigated the evidence for the impacts and outcomes of youth work.

### Defining youth work

For the purpose of our research we have used YouthLink Scotland's definition of youth work:

*"Youth Work is an educational practice contributing to young people's learning and development. The young person takes part voluntarily and is recognised as an active partner. The relationship and dialogue between the young person and youth worker is central to the learning process. Youth work takes place in a variety of settings including community venues, uniformed groups, schools, youth cafes and on the street."*<sup>8</sup>

The main focus for youth work is on those aged from 11 to 18; although there is a recognition that links to younger and older age groups are necessary.

### National Youth Work Strategy

In April 2014 the National Youth Work Strategy<sup>9</sup> was launched at the *Youth Work Summit*. Developed jointly by the Scottish Government, Education Scotland and YouthLink Scotland, it sets out partners' ambitions for improving the life chances of young people in Scotland. The strategy recognises the contribution that youth work makes towards National Outcomes and emphasises that both universal and more targeted youth work have equal validity and importance.

The strategy calls for a strong commitment by all partners to

- Ensure Scotland is the best place to be young and grow up in;
- Put young people at the heart of policy;
- Recognise the value of youth work;
- Build workforce capacity; and
- Ensure measurement of impact.

<sup>8</sup> Taken from YouthLink Scotland (2009) *Statement on the Nature and Purpose of Youth Work*

<sup>9</sup> *Our ambitions for improving the life chances of young people in Scotland: National Youth Work Strategy 2014-2019*

The document defines clear key actions for implementing these ambitions, which reinforce the need for further research:

- YouthLink Scotland will explore the potential for commissioning research to demonstrate the role and value of youth work;
- Education Scotland, YouthLink Scotland and partners will establish a robust evidence base to demonstrate the impact of youth work.

The Scottish Statutory Instruments<sup>10</sup> also sets out a requirement for local authorities to evidence their assessment of need for CLD.

## Targeted versus universal

A recurring theme through our consultations and research has been the distinction between universal youth work and targeted youth work:

- Universal: where youth workers work with a wide range of young people from a specific area or around a certain activity.
- Targeted: where youth workers work with a specific target group who are usually identified as being 'at-risk' in some respect.

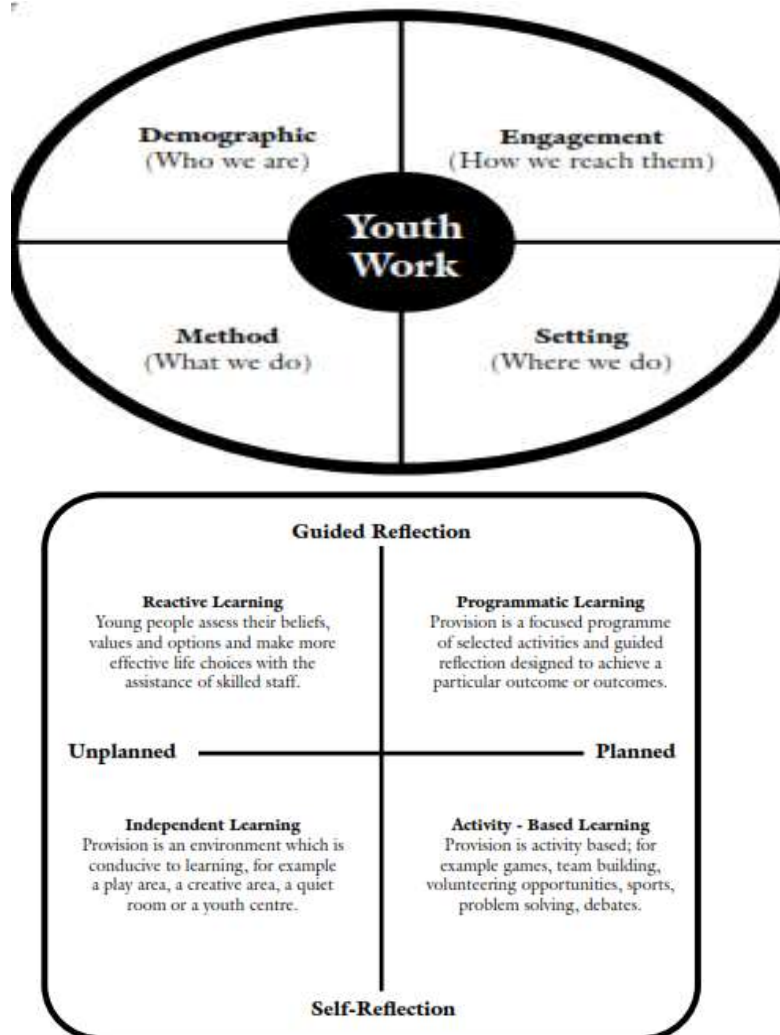
In practice, these boundaries are considerably more blurred than many might suppose. For example:

- Some argue persuasively that targeted youth work takes place best in the context of universal youth work, given that many effective approaches to behaviour change involve helping people to recognise and internalise social and peer group norms.
- For young people who have not had a specific referral to targeted work, self-referral is often the result of participation in universal work.
- In many cases the difference between a targeted intervention and universal intervention is simply a matter of intensity and there is therefore a spectrum of activity rather than a clear separation.

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<sup>10</sup> Scottish Statutory Instruments, 2013 No. 175 Education: The requirements for Community Learning and Development (Scotland) Regulations 2013

Figure 4 Possible ways of classifying youth work interventions



Source: Hunch, a vision for youth work in post austerity Britain, London Youth, 2011 (and Paul Oginsky)

Further complicating the picture are the different contexts within which youth work is delivered. Some youth work is delivered primarily within a sporting context, or within music or drama or dance, or within a uniformed organisation, or within informal drop-in youth clubs, while some universal provision is delivered through street work.

Figure 4 simply illustrates some of the different contexts for and approaches to youth work, although this is a conceptual rather than researched analysis.

There is a wide range of research available that supports the contention that youth work has value. Unfortunately, under examination, such as that carried out by the Edinburgh Youth Work Consortium <sup>11</sup> it is clear that "This study... has not however provided the fully rounded overall picture that might have been hoped for. Instead it has illuminated the many gaps in the peer reviewed evidence base..." Of particular difficulty is the lack of consistent and respected evidence that links any classification of youth work activity to the development of specific capabilities or specific medium and long term outcomes. Any such research will be challenging as it will need to account for variations across different groups of young people according to age, gender, ethnicity, socio-economic and cultural background and so on.

We therefore suggest that this is a focus for future research. Not only might funders and policymakers (and deliverers of

<sup>11</sup> McGregor, C, 2015, Universal Youth Work – a critical review of the literature, Edinburgh Youth Work Consortium and Edinburgh University



youth work) wish to understand the value of youth work in general – but they may also wish to understand the value of different types of youth work interventions and contexts. Certainly some of our interviewees for the 2013 study were interested in this.

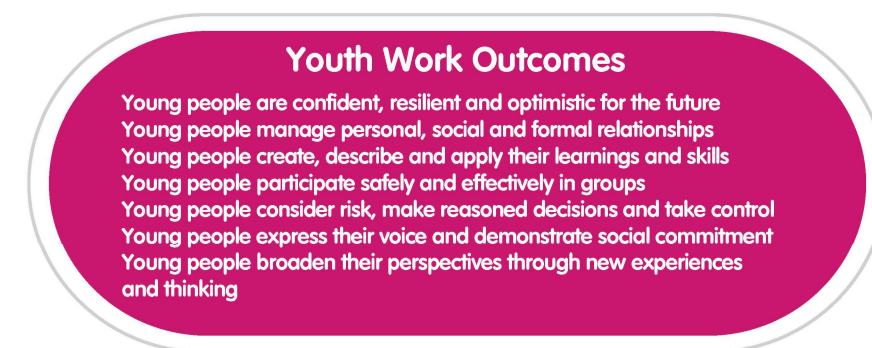
## Outcomes of youth work

The YouthLink Scotland Nature and Purpose Statement of Youth Work set out some of the key outcomes as:

- Building self-esteem and self-confidence;
- Developing the ability to manage personal and social relationships;
- Creating learning and developing new skills;
- Encouraging positive group atmospheres;
- Building the capacity of young people to consider risks, make reasoned decisions and take control; and
- Developing a 'world view' which widens horizons and invites social commitment.

Recognising the need for 'shared outcomes' the YouthLink Scotland Board approved seven 'outcomes for young people through youth work', which had been developed jointly with Local Authority Youth Work Managers (LAYWM), National Voluntary Youth Work Organisations Scotland (NVYOS) and the Policy Forum (Figure 5). They will be formally launched in January 2016.

Figure 5 Shared outcomes for young people from youth work



Source: YouthLink Scotland *Introducing youth work outcomes for Scotland, 2015*

Youth work also contributes to the Community Learning and Development (CLD) outcomes as in the document *Delivering change-understanding the outcomes of CLD*<sup>12</sup>. There are two aspects to this framework, focussing on:

- Personal development; and
- Building community capacity.

CLD supports the Scottish Government's outcome of helping young people to be confident individuals, effective contributors, successful learners and responsible citizens<sup>13</sup>.

Through being involved in CLD, adults and young people:

- Are more confident;
- Feel better about themselves;
- Expect to achieve more;
- Are more able to do things for themselves;

<sup>12</sup> *Delivering change-understanding the outcomes of CLD*, Learning Connections/Communities Scotland, 2007

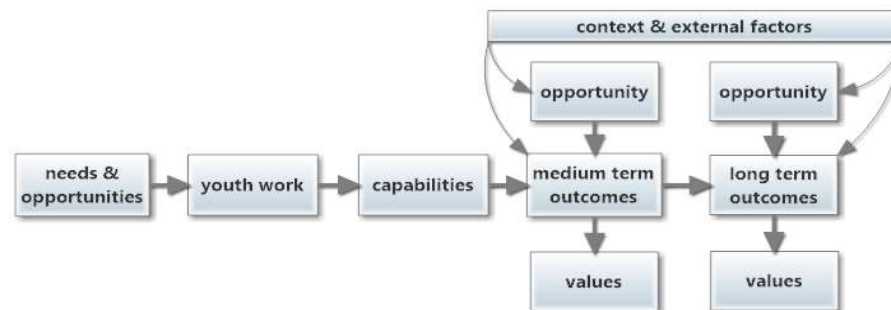
<sup>13</sup> Scottish Government's National Outcome for Young People

- Are more able to take responsibility for themselves and their actions;
- Are more able to understand and discuss their own values and beliefs; and
- Are more able to understand and discuss their needs and aims.

Building on YouthLink Scotland's nature and purpose statement, as well as CLD competences and youth work standards, the shared outcomes are in line with National Outcomes, Curriculum for Excellence Capacities and also wellbeing indicators. A diagram in Appendix 1 illustrates these relationships.

## Developing a 'Theory of Change'

Figure 6 Theory of change structure



To explore the impact and value of youth work, one of our goals was to establish an agreed conceptual framework for how youth work might create impact and value. Creating a hypothesis of causal linkages from input through to outcome

is commonly referred to as developing a 'Theory of Change'. Figure 6 illustrates, in a simplified format, how youth work might develop skills or capabilities, which themselves may allow young people to achieve outcomes (depending on the availability of opportunities and other factors in their lives). And then in turn, how such outcomes might go on to contribute to longer term outcomes for young people and perhaps the wider community.

### 'Soft outcomes'

Throughout this study we have used the description 'soft outcomes' to refer outcomes such as confidence as opposed to 'hard outcomes' such as qualifications. We do not think this is an accurate method of differentiating between these types of outcomes, but the distinction is in common usage. An option would be to use the terminology of 'intrinsic' as opposed to 'extrinsic' outcomes set out in the next section but we suspect this would confuse the issue for many.

### Partner viewpoint

Because the Theory of Change of youth work reported above has drawn from work primarily based in England and policy discussions in Scotland, we carried out further consultations to verify the broad approach. This involved a half-day workshop with senior representatives from a range of youth organisations in Scotland. The workshop identified that the key stakeholders affected by youth work are:

- Young people

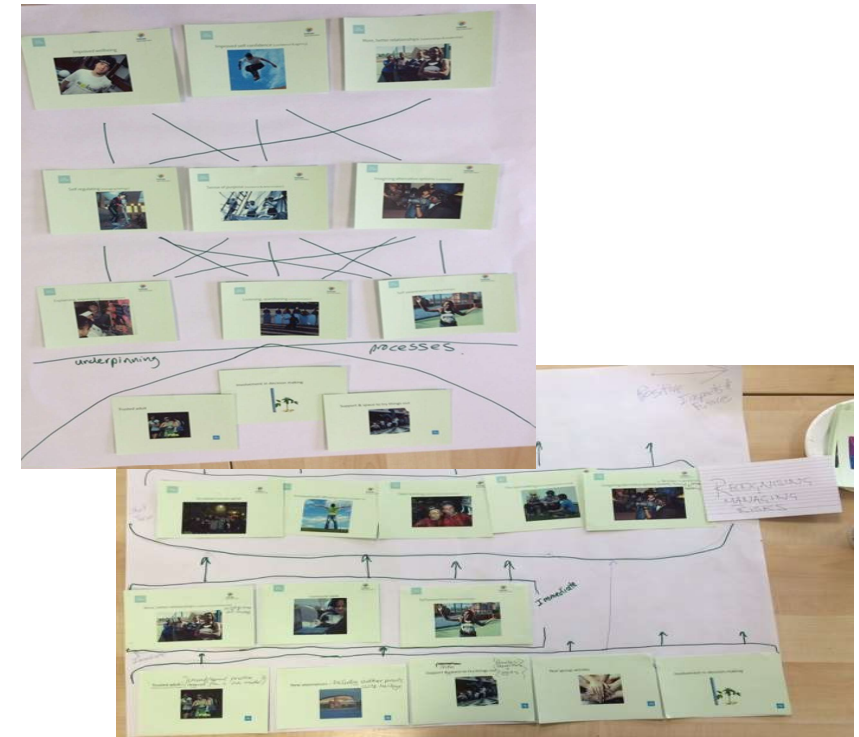
- Young people's families
- Youth workers
- Schools
- Further and Higher Education
- Friends
- Neighbourhood/communities
- Businesses
- Health service
- Police and Fire services
- Employers
- Youth justice system

Each of these stakeholders probably experiences a significant impact from youth work – mostly but not entirely positive. This study does not address all of them so is certainly incomplete.

The key outcomes for the most important stakeholders (young people, families and neighbourhoods) were identified as:

- Improved wellbeing
- Improved self confidence
- More and better relationships
- Reduced offending
- Better health outcomes
- Increased employment

Figure 7 Alternative causal linkages



Despite general agreement on the outcomes, in the time available the route from activity/intervention to longer-term outcome did not have the same level of consensus. While there was no major disagreement, it was clear that there were different perspectives on the cause and effect chains in youth work. Figure 7 shows a sample output from which causal linkages were developed.

Despite the lack of consensus, this consultation did not run counter to the work on Theory of Change we have drawn on

from elsewhere. But it did reinforce both the variation in individual experience and the need to research the causal linkages further.

## A widening gap between Scotland and the UK

The group of senior representatives from a range of youth organisations in Scotland agreed there were significant and growing differences in context between Scotland and the rest of the UK. In particular they identified development of the Curriculum for Excellence as key to the development of youth work in Scotland. It may be that there is a broader adoption of methodologies used in youth work, which may mean that formal education begins to deliver on some of the outcomes that have, in the past, been more successfully secured through youth work. On the other hand the group perceived a threat that, because in policy terms this is indicated, it may be assumed it happens in practice when it may not. Clearly it is only through well-structured and detailed research of the continuing impacts of youth work and of the new Curriculum for Excellence on “softer capabilities” that this can be determined.

## Key challenges

The rest of this report sets out a review of the existing evidence for this Theory of Change and suggests how new research can fill important gaps to deliver a compelling case for funders and policy makers. It is useful before addressing

this to note a series of key challenges in tackling this exercise – both at the scoping and eventual research stages.

We have used a framework of five questions that Social Return on Investment uses at its core, to group the different types of challenges that exist.

### Who changes?

There has been a temptation over the last few years to explore the value of youth work in the extent to which it diverts young people from negative activity. So, reduction in teenage pregnancy, reduction in substance abuse, reduction in offending behaviour, and so on, are frequently cited as benefits of youth work.

There are indeed impacts of youth work on public services such as the NHS, justice system, education, and so on. But young people themselves also benefit from youth work and in particular we suggest it is important to allow exploration of positive benefits using an asset-based model rather than simply avoiding problems using a deficiency model. It is almost certain that a definitive deficiency model will substantially understate the value of youth work. So part of the business case is to identify the main stakeholders (including young people) who benefit from youth work – both in terms of positive gains and avoiding negative outcomes.

## How do they change?

Identifying outcomes of youth work for young people at high risk of behaviour likely to harm themselves and others is relatively straightforward. But it is important to identify what changes young people and other stakeholders experience more generally from youth work.

In order to do this it is necessary to set out some form of consensus on what these changes are. YouthLink Scotland's work on setting out the outcomes of youth work is important in setting out policy and desired outcomes. Research is needed to demonstrate these are the actual outcomes.

## How do you know?

Many organisations delivering youth work have limited data on outcomes over any timescale. Some organisations, including many public funded agencies, do have in place reasonably thorough systems that gather data on activity and participation. But without a clear consensus on what outcomes are important, there has been an understandable reluctance to spend time gathering data that may never be used. Of course many working with young people have individual anecdotal stories of individual change and these do represent a substantial body of evidence. But putting in place more systematic approaches to gathering information on results will take some time.

## How much was down to the intervention?

Having established an outcomes framework and put in place an effective method of gathering evidence, the next challenge is establishing the "counterfactual case". This is an explanation of what would have happened without the intervention (that is, without the youth work). The variety of youth work interventions, the fact that many (if not most) are informal in nature and often occupy a relatively limited amount of the young person's week, mean that it is possible for sceptics to argue that any changes or benefits achieved by young people are down to factors other than youth work.

There has been an increasing trend for funding to address 'targeted work' which is essentially work with those seen as most in need, or with the most significant deficits. Such work is clearly important but cannot be used as a proxy for all youth work. So keen attention will need to be paid to identifying how those who experience youth work achieve outcomes to a greater extent than those who do not.

And many of the issues where youth work makes a difference are social activities, and as such, peer-pressure is likely to play

a critical role<sup>14</sup>. Changing one individual's behaviour may also change the impact that that individual has upon his/her peers. So there may also be 'multiplier effects' to be taken into account. It is arguable that youth work has a major impact well beyond its apparent focus.

The whole question of additionality and multiplier effects will be key to the credibility of this research study. The business case must address these factors if it is to be credible to research funders. In designing the primary research tools we carried out for the initial value assessment – questionnaires for the population survey and the e-survey of youth work volunteers – we placed a focus on determining the relative contribution of youth work in achieving outcomes.

### How important is the change?

At a time of pressure on resources, there is a general aspiration among (public, charitable and private) funders to spend resources where they will make the most difference. So some attempt to weight the value of youth work relative to competing demands on funding will be useful.

YouthLink Scotland have identified Social Return on Investment (SROI) as an approach that might do just this. One of the key differences between SROI and other approaches to evaluation is an attempt to weight the relative importance of

different types of changes. It uses a 'monetised value' to explore social and environmental value as well as economic and fiscal (public sector expenditure) value. As part of our desk research we undertook a review of existing SROI studies and wider research reports which we will comment on later in this report.

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<sup>14</sup> See, for example, Crockett, Raffaelli, & Shen (2006) Self-Regulation And Risky Sexual Behavior, and Fergusson DM, Swain-Campbell NR, Horwood LJ. Deviant peer affiliations, crime and substance use: A fixed effects regression analysis. *Journal of Abnormal Child Psychology*, 2002; 30(4): 419-430.

## Short term outcomes – key capabilities (capacities)

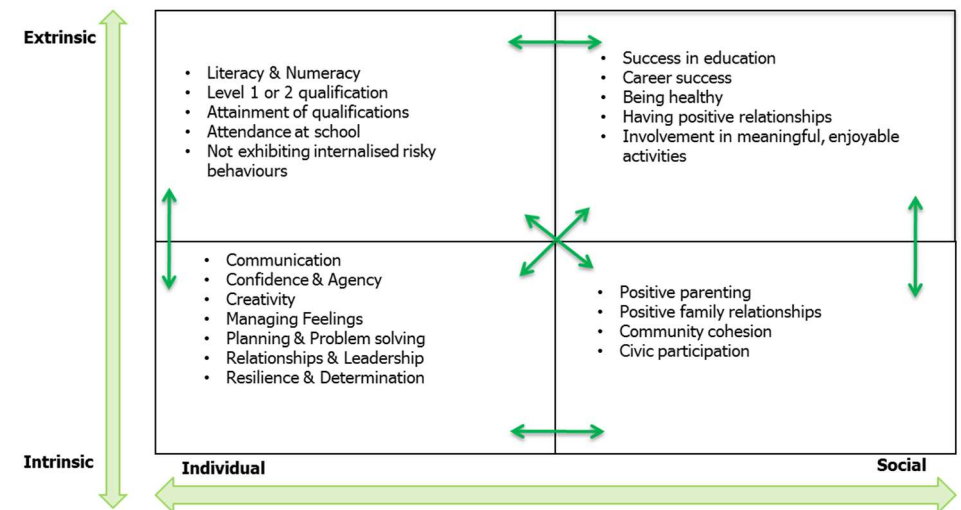
This section explores the first part of the Theory of Change – the short-term outcomes. It builds on work carried out in Scotland and the recent work on capabilities led by the Young Foundation. It also links the work to the Scottish Government’s Curriculum for Excellence.

### Key capabilities

There is a general consensus that the most immediate results of youth work are in developing soft outcomes as opposed to more tangible ‘hard outcomes’.

Recent work by the Young Foundation<sup>15</sup> aimed to establish greater consensus and definition around these short-term results. Their work drew from a wide range of published academic research and has added significantly to the material that can be drawn on for this study. Their ‘framework of outcomes for youth work’ conceptualises a spectrum with two dimensions – intrinsic versus extrinsic and individual versus social as shown in Figure 8. They identified seven ‘individual, intrinsic’ outcomes of youth work – which they call ‘key capabilities’. These are the immediate results of youth work.

Figure 8 Young Foundation Outcomes. NOTE that the “Level 1 or 2 qualification” referred to are English qualifications equivalent to SCQF 4 & 5



Source: A framework of outcomes for young people. Young Foundation, July 2012

<sup>15</sup> A framework of outcomes for young people. Young Foundation, July 2012

This research found that it was changes to individual and intrinsic outcomes (or social and emotional capabilities) that lead to more tangible outcomes such as career success, less risky behaviours and having positive relationships.

The research is valuable in itself because it brings together a wide range of existing and credible studies – the main focus of the work was on secondary data. The additional value of the approach is the extent to which it is gaining general currency. While this is particularly evident in England, UK-wide funders and policy-makers are increasingly aware of the approach. And in our consultations for this study we found general agreement with this framework – at least in terms of the intrinsic and individual capabilities.

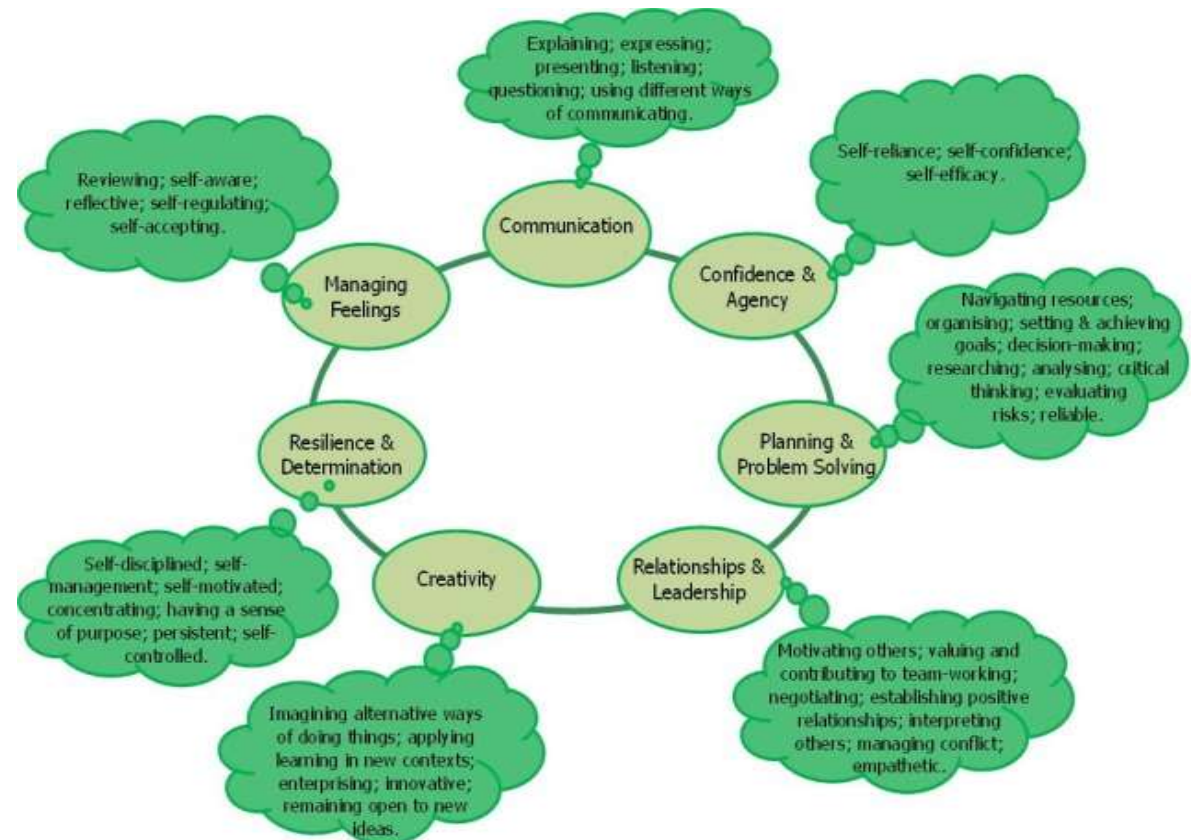
## Unpicking social and emotional capabilities

Figure 9 sets out the Young Foundation's seven clusters of capabilities in a little more detail.

The capabilities are shown with alternative descriptions and concepts

that combine to make up the overall capability. The researchers have suggested that other combinations of capabilities could be used – with more or less key elements than the seven chosen. But they feel that this analysis presents the most coherent analysis of the various capabilities involved.

Figure 9 Seven capability clusters



Source: Young Foundation 2012



We have found it useful in working with youth workers to illustrate the capabilities with some of the outcomes that changes in these capabilities might lead to in young people. These are set out in Figure 10 – which suggests some ways that each of the capabilities might manifest itself in statements by young people.

Figure 10 Capabilities and outcomes for young people

Social/ emotional capability	Outcomes for young person
Confidence & agency	I am more able to overcome barriers
	I am more confident
Managing feelings	I am feeling better about myself
	I am more in control of my emotions
	I have a greater sense of belonging
Creativity	I am more open to new experiences
	I am able to apply learning to new contexts
Resilience & determination	I have a greater sense of purpose
	I am more able to stick at things
Planning & problem-solving	I can set goals
	I am more able to organise tasks
	I can evaluate risks
Communication	I can express myself better
	I am more able to understand other people
Relationships	I have made new friends
	I have greater empathy
	I can work with others more effectively

Source: Hall Aitken, recent unpublished work (based on the Young Foundation framework)

# Linking shorter to longer term outcomes

This section summarises how the capabilities delivered by youth work lead to valuable outcomes for individuals and society.

## Policy and wider linkages

### Scottish Government outcomes

It is changes in the medium and longer-term outcomes that generally most interest funders and policy-makers. Figure 11 shows the longer-term outcomes that are identified in the Young Foundation report and groups them around the Scottish Government's National Outcomes. These outcomes are strongly linked to the social and emotional capabilities set out earlier and are key to meeting a wide range of the Scottish Governments policy outcomes.

Figure 11 Scottish Government and Young Foundation outcomes

Young Foundation (Extrinsic/ Social outcomes)	Scottish Government Outcomes
<b>Better literacy, numeracy &amp; language</b>	We are better educated, more skilled & more successful  Our young people are successful learners, confident individuals, effective contributors and responsible citizens
<b>Attaining qualifications</b>	
<b>Engaged in education/ learning</b>	
<b>In employment or training</b>	
<b>Regular participation in youth activities</b>	We live longer, healthier lives
<b>Accessing advice and support services</b>	
<b>Positive health behaviours</b>	We live our lives safe from crime, disorder and danger  We have improved the life chances for children, young people and families at risk Our children have the best start in life and are ready to succeed We have tackled the significant inequalities in Scottish Society
<b>Less offending</b>	
<b>Less dependent on welfare</b>	
<b>Positive parenting/ relationships</b>	We have strong, resilient & supportive communities
<b>Stronger communities / cohesion</b>	
<b>More democratic participation</b>	

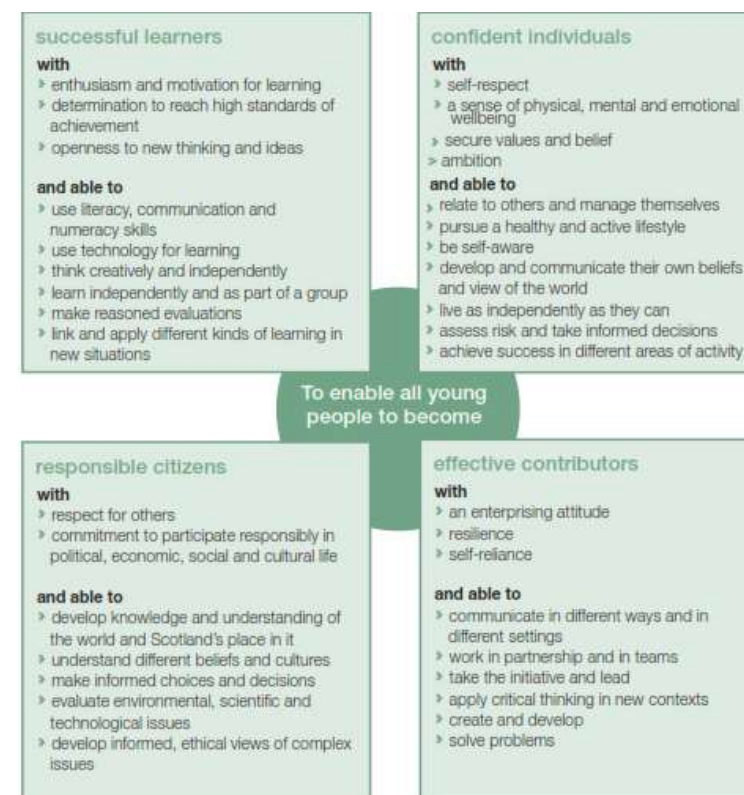
## Curriculum for Excellence

Curriculum for Excellence (CfE) is Scottish Government's policy and curriculum framework for all work with children and young people (aged 3 to 18), wherever their learning takes place. This includes the learning opportunities delivered through youth work. It aims to provide a coherent, more flexible and enriched learning experience from 3-18, firmly focused on the needs of the child and young person whatever their circumstances. CfE supports young people as they learn and develop four capacities:

- successful learners
- responsible citizens
- confident individuals
- effective contributors

As is clear from the summary of CfE in Figure 12, there is considerable overlap between the four capacities and the Young Foundation's seven capabilities. This is important in framing future research into the value of youth work because it means that in Scotland there is already an explicit policy recognition of the value of the short-term outcomes youth work delivers. Research that illustrated the contribution of youth work towards these capacities might be persuasive in securing recognition and resources for youth work – *perhaps without going any further*.

Figure 12 Curriculum for Excellence capacities



Source: Curriculum for Excellence – Building the Curriculum 3, Scottish Government, 2008

CfE also sets out clear health and wellbeing outcomes which incorporate some of the 'softer' capabilities outlined by the Young Foundation's work, alongside some of the longer-term health behaviour outcomes that were summarised in Figure 8 earlier. The CfE health and wellbeing outcomes are:

- Meet challenges, manage change and build relationships
- Experience personal achievement and build my resilience and confidence
- Understand and develop my physical, mental and spiritual wellbeing and social skills
- Understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing
- Participate in a wide range of activities which promote a healthy lifestyle
- Understand that adults in my school community have a responsibility to look after me, listen to my concerns and involve others where necessary
- Learn about where to find help and resources to inform choices
- Assess and manage risk and understand the impact of risk-taking behaviour
- Reflect on my strengths and skills to help me make informed choices when planning my next steps
- Acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

## General evidence of linkages

The Young Foundation report does not articulate in any great detail the links between their seven capabilities and the "extrinsic" outcomes such as greater progress in education,

improved health and wellbeing, improved income, or improved communities and improved family relationships.

Slightly earlier work by Louise Bazalgette<sup>16</sup> for the YMCA attempted a similar approach but provided, at least in terms of logical argument, a more obvious link from the types of outcomes identified by the Young Foundation to the longer-term changes in young people's lives and those of others. Exploring these linkages provides a significant next step to build on the Young Foundation work.

## Gathering existing evidence

There is good evidence of the link between the capabilities and outcomes in several different contexts and indications of where further research might be fruitful. But the evidence is far from complete and in particular is rarely directly from exploration of universal youth work provision. So this section summarises this evidence and identifies some of the challenges in generalising around these linkages.

In general evaluations and reports on individual youth work interventions contain limited data we can consider to be both robust *and* relevant beyond the specific project or context to which it relates. Credible evidence tends to come from existing long term studies – which for the most part have been carried out in educational, health or crime and justice contexts.

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<sup>16</sup> Bazalgette L, *Life in all its fullness*, YMCA, 2010

## Non-cognitive skills affect educational, behavioural and economic outcomes

The description 'non-cognitive abilities' is close to the Young Foundation's use of 'capabilities'. Non cognitive abilities include patience, self-control, motivation, self-discipline, temperament, and time preference. Research by Heckman et al (2006)<sup>17</sup> found they have substantial effects on:

- Schooling;
- Labour market outcomes – employment, work experience, and choice of occupation; and
- Behavioural outcomes – teenage pregnancy and marriage, smoking, marijuana use and participation in criminal activities.

The authors found that:

*"Latent non-cognitive skills, corrected for schooling and family background effects, raise wages through their direct effects on productivity as well as through their indirect effects on schooling and work experience."*

They found that non-cognitive abilities, along with IQ and schooling inputs, explain achievement in test scores:

*"Higher levels of non-cognitive skills promote success on achievement tests even when they do not affect IQ. This effect operates because non-cognitive skills affect schooling and schooling raises measured achievement"<sup>18</sup>.*

They note that, unlike IQ, non-cognitive abilities continue to be subject to change after age 10. This is clearly an important finding and set of evidence, providing a strong grounding for claiming the causal links from capabilities to medium and longer term outcomes.

Heckman's study is also important because it addresses many of the challenges in identifying the causal linkages in this type of study, summarised under the heading Key challenges earlier in this report. It has a credible methodology that addresses the problems of measurement error, imperfect proxies, and reverse causality that plague conventional studies of cognitive and non-cognitive skills.

## Self-regulation reduces sexual risk-taking

The linkages between self-regulation (which relates to the Young Foundation capability 'managing feelings') in childhood, risk proneness in early adolescence, and risky sexual behaviour in mid-adolescence were examined in a cohort of children (sample size 518) from the US National

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<sup>17</sup> Heckman, Stixrud, and Urzua (2006) The effects of cognitive and noncognitive abilities on labor market outcomes and social behavior. *Journal of Labor Economics* 24 (3), 411–482

<sup>18</sup> Hansen, Karsten T. & Heckman, James J. & Mullen, K.J. Kathleen J., 2004. "The effect of schooling and ability on achievement test scores," *Journal of Econometrics*, Elsevier, vol. 121(1-2), pages 39-98.

Longitudinal Survey of Youth<sup>19</sup>. This is a rich source of data that can be analysed in many ways but which unfortunately has no direct equivalent in Scotland or the UK.

These long-term longitudinal results support the importance of early self-regulation and risk proneness in setting the stage for adolescent sexual risk taking. The analysis implicates substance use and negative peer pressure as processes through which risk proneness and poor self-regulation lead to risky sexual behaviour. The results also lend credence to the hypothesis that building at least some of the capabilities (confidence and agency, resilience and determination) has a significant impact in later life.

### Capabilities are not the only factor

While there is clear evidence for causal linkages between capabilities and medium/long term outcomes, many other factors also apply to differing degrees. For example there is a general belief that peer group influence is particularly important for young people – certainly many parents think so. And there is good evidence that deviant peer affiliation leads to crime and substance abuse<sup>20</sup>.

The association between the two was found to be strong after controlling for selection and social homophily (in which young people who are prone to crime or substance misuse problems

tend to affiliate with like-minded peers). The authors note the potential for reverse causality but stated that:

*“Analysis [by Fergusson & Horwood, 1996] strongly suggested that the overwhelming direction of causation was for peer affiliations to influence crime rather than crime influencing peer affiliation.”*

### Linking individual capabilities to outcomes

It would be useful for planning and evaluation purposes to be able to link particular capabilities to specific outcomes. If this were possible it would enable youth workers to more clearly focus on developing particular capabilities that would help young people achieve specific goals. It would also make the process of valuing outcomes and capabilities more straightforward.

However the evidence suggests that capabilities appear to be highly correlated and combine in different ways in different situations. Some of the evidence suggests it may be possible to focus on bundles of capabilities rather than taking them individually (or all together). Since many of the capabilities are developed in a linked manner in practice, this may be a valuable approach. In other words, looking at the whole bundle is overly simplistic but separating out all of the

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19 Crocket, Raffaelli, and Shen (2006) Linking Self-Regulation and Risk Proneness to Risky Sexual Behavior: Pathways through Peer Pressure and Early Substance Use

20 Fergusson DM, Swain-Campbell NR, Horwood LJ. ( 2002) Deviant peer affiliations, crime and substance use: A fixed effects regression analysis. *Journal of Abnormal Child Psychology*; 30(4): 419-430

individual links is too difficult; so a pragmatic approach would be to consider specific smaller bundles based upon circumstance.

## Complexity

There is good evidence that the capabilities cannot easily be disentangled. The Young Foundation say:

*"Our model does not present any one cluster of capabilities as more important than another; for example, a sense of personal agency is not necessarily more important than self-discipline. All the capabilities are intertwined (a conclusion arrived at quickly and intuitively by the young people at the focus groups held for this Framework)."*

One reason for this may be the differences between individual young people – generally but specifically in terms for their past experience. Cunha et al suggest that *"skill begets skill through a multiplier process"* through a combination of:

- Self-productivity (skill attainment at one stage in the life cycle raises skill attainment at later stages) and;
- Complementarity (early investment makes later investment more productive)".

And they found that the extent to which the past affects the future ("hysteresis affects") is not consistent over time. Instead development is characterised by critical and sensitive periods. In other words, a given investment or capability will affect people differently depending on their personal experience, history, and their particular state of mind at the time.

## Generalisation

Researchers have understood for some time that several of the cognitive abilities are positively correlated<sup>21</sup> - meaning more of one will lead to more of another. The assumption that a general variable – or 'g factor' – can summarise intelligence is widespread in the literature<sup>22</sup>.

Heckman et al (2006)<sup>23</sup> note that, for *cognitive* skills, one factor explains 77% of test scores whereas for *non-cognitive* skills, one factor explains only 31%. They reason that:

*"Since there are many aspects of non-cognitive skills — self control, time preference, sociability, and so forth — it is less likely that one trait captures all aspects of these behaviours".*

In a later summary<sup>24</sup> the authors state that they *"reject the "g" theory of non-cognitive skills"*. The implication here is that, although the capabilities might be difficult to disentangle,

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21 Spearman, C.E. (1904). "'General intelligence', Objectively Determined And Measured"

22 Neisser, U., Boodoo, G., Bouchard Jr., T.J., Boykin, A.W., Brody, N., Ceci, S.J., Halpern, D.F., Loehlin, J.C. & Perloff, R. (1996). "Intelligence: Knowns and Unknowns". *American Psychologist*, 51, 77–10

23 Heckman, Stixrud, and Urzua (2006) *Ibid*

24 Cunha, F, Heckman, JJ, Lochner, LJ, Masterov, DV (2005)

nevertheless many are significantly different so one cannot stand for all.

## Social Capital

It could be argued that there is a parallel between the idea of a single factor of non-cognitive skills (or capabilities) and the concept of social capital.

Merton<sup>25</sup> believes that:

*“The challenge for the youth work profession is to argue persuasively for the creation of social capital as a legitimate purpose with those who command the resources at national and local levels; and to demonstrate convincingly to them that youth work can produce the kind of ‘soft’ outcomes that facilitate and lead on to the development of human capital which, in turn, results in further education and employment. This is a particular challenge given the difficulties of demonstrating reliably that such investment pays dividends”.*

Following Gitell and Vidal<sup>26</sup> he distinguishes bridging capital and bonding capital as vital to the redistributive and integrative functions of youth work. He defines these functions as:

- Redistributive: countering disadvantage by raising the sights of young people and directing resources to those least likely to receive them.
- Integrative: introducing young people into social norms, expectations, roles and institutions as preparation for the adult world.

A distinction must be made, however, between the desire to adopt social capital as a policy objective in its own right and the potential risks of over-simplification when it comes to evaluating and understanding what works in practice. In our view it is both possible and desirable to go beyond the concept of social capital in building a picture of cause and effect in youth work.

The work of Putnam<sup>27</sup> suggests that the very act of involvement in youth work generates social capital: ‘the simple act of joining and being regularly involved in organised groups has a very significant impact on individual health and well-being.’ Putnam also points out that: ‘informal education’s longstanding concern with association and the quality of life in associations can make a direct and important contribution to the development of social networks (and the relationships of

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<sup>25</sup> Merton, B., Payne, M. and Smith, D. (2004) “An Evaluation of the Impact of Youth Work in England”, Research Report No. 606

<sup>26</sup> Ross Gitell and Avis Vidal (1998) *Community Organising: Building Social Capital as a Development Strategy*, Thousand Oaks, California

<sup>27</sup> Putnam, R. D. (1993). *Making Democracy Work. Civic traditions in modern Italy*, Princeton NJ: Princeton University Press. Quoted in ‘Social Capital’ InFed



trust and tolerance that is usually involved) and the strengthening of democracy.'

However, because social capital is multi-faceted and is normally assessed collectively through groups or communities it can only ever provide a framework for measuring value. That is to say it is not something that can readily be monitored or measured at an individual level through surveys.

## Structural models

Various studies have used approaches called 'structural models', which are similar in nature to the Theory of Change approach. The models explore the links and relationships between different personal contexts with bundles of capabilities and how these impact on outcomes. But these sort of models tend to be very complex. For example Crocket et al<sup>28</sup> looked at two capabilities (self-regulation and risk-proneness) and their links to sexual risk-taking. They identified many other factors that would also influence sexual risk taking including: peer affiliation, substance misuse, age, gender, ethnicity and mother's age at birth.

Ideally we might want to develop a single structural model incorporating all of the capabilities and outcomes for young people. But it is prohibitively difficult to disentangle and isolate causal pathways for specific

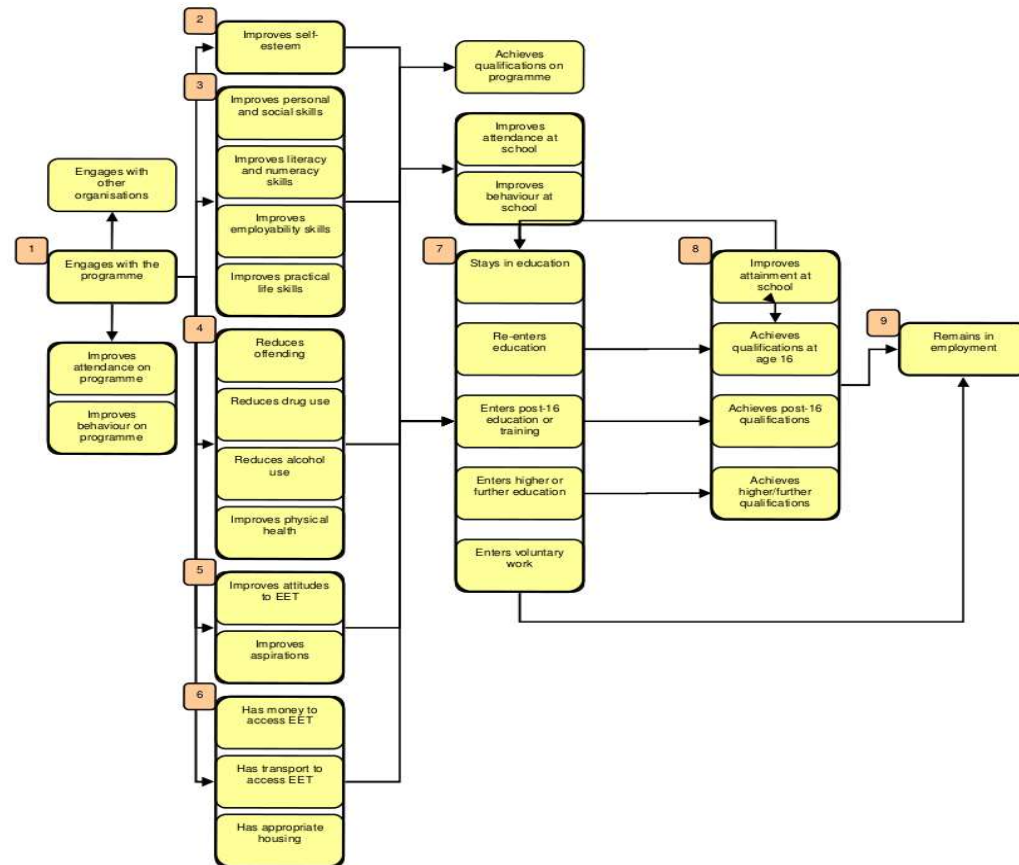
pairings of circumstances, capabilities, and outcomes. The wide variation of circumstances and interactions make it almost impossible to control for every aspect. In any case such an approach would be of little practical value as the causal pathways are likely to differ between individuals. So there is no 'one-size-fits-all' logic model to explain the links between capabilities and outcomes in youth work. However this does not mean that such an approach would not work for looking at a specific outcome or a specific target group.

## Bundling capabilities

It may instead make more sense to identify small bundles of capabilities that are most relevant to the type of activity and audience in question. This bundle may overlap with other bundles that are established from the perspective of other interventions. Thus it may be possible to focus on (and disentangle) a few key capabilities depending on the context.

Such a measurement framework has been proposed by New Philanthropy Capital for work regarding NEETs<sup>29</sup> (as the 'Opportunities for All' group is known in England). Figure 10 shows the causal links.

Figure 13 Framework for Measuring Impact on NEETs: New Philanthropy Capital



<sup>29</sup> Poortvliet, Keen, Pritchard, New Philanthropy Capital (2012) Impact measurement in the NEETs sector

However, the pathways and links to this one longer-term outcome are complex and movement is not always in one direction. This would mean that proper monitoring would require a wide range of tools to capture these changes. And analysis is very complex and may be subject to assumptions that cannot be supported. The alternative is to describe each pathway individually as a narrative.

### Case study: bundling in practice

The experience of the Irish Youth Justice Service (IYJS) perhaps demonstrates how a small 'bundle' of capabilities can be linked to a desired outcome and used to evidence the value of interventions. Funding for the Youth Justice element of youth work in Ireland was the only area where budgets were not cut back substantially after recent austerity measures<sup>30</sup>. This has been attributed to their robust evaluation of the outcomes of youth work using a small number of soft outcomes that are strongly linked to reducing offending.

The agencies involved in trying to reduce youth offending (IYJS, Probation Service and Garda) wanted to understand what factors might underpin the risk of offending and come up with a way of consistently monitoring and reporting on the effectiveness of interventions. Research studies on risk factors relating to youth crime identified some features which can

increase or decrease the likelihood of offending. Risks occur in different dimensions of a young person's life:

- Individual risks;
- Risks associated with family;
- Risks associated with school performance;
- Risks associated with the young person's neighbourhood.

It was also noted that youth offending can be transitory: "most offending behaviour involving young people begins to decline once a young person reaches their twenties and takes on the normal social responsibilities of citizenship."

"Young people caught up in offending behaviour often experience complex and problematic personal and social circumstances. These circumstances present young people and the professionals working with them with significant challenges in terms of making a positive impact. The report acknowledges gains that organisations have made to date and provides coherent vision for future practice, specifying outcome areas where effort should be deployed to bring about behavioural improvements in the young people involved."

Factors relating to a young person's anti-social attitudes, impulsiveness, and low empathy, parents' effectiveness and specifically their role in cultivating pro-social behaviours were all evident in the discussions with participating YPP projects

and Probation Officers. Staff described young people with poor emotional literacy, limited ability to manage anger or aggression, a tendency toward impulsiveness, lacking the capacity for reflection, good judgement and empathy towards others.

Senior Probation Officers suggested focusing attention on achieving a limited number of key outcomes for young people which are linked to reducing offending behaviour:

- Improved engagement and motivation;
- Improved empathy;
- Improved pro-social behaviour and motivation.

These outcomes would be assessed alongside more specific and tangible outcomes, for example education and training outcomes and changes in the personal or family circumstances of individuals. They noted that:

'a young person's re-engagement with education or the discovery of a talent, particularly in the current economic circumstances, could be the beginning of a new trajectory to a law abiding life as an adult.'<sup>31</sup>

The IYJS research report summarised the typical problem of evidencing impact:

'Even a detailed description of each project's activity provides little in the way of insight into the relative value of the

individual project from a funder's or tax-payers perspective. Identifying the improvement or outcome that a project intends to secure provides a platform and a common language, permitting singular analysis of what, at face value, presents as a diverse grouping of projects.'

The IYJS and Probation Service suggested using four broad outcomes (in addition to some information on the individual's immediate circumstances) as a means of measuring and communicating impact:

- Building pro-social relationships,
- Reducing impulsiveness,
- Improving motivation to change,
- Improving capacity for empathy.

The report concludes by asking the question:

"Would the average tax-payer be satisfied if YPP projects demonstrated a capacity to facilitate improvement for young people in building pro-social relationships, reducing impulsiveness, improving motivation to change, improving capacity for empathy and improving the specific circumstances which are contributing to the offending behaviour? Knowing that as far as the evidence can determine, these factors contribute to reducing offending behaviour, there is strong

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<sup>31</sup> IYJS (2010) Working in partnership with communities to reduce youth offending

argument for believing that this type of focus should attract support.”

This example suggests that, for specific identifiable outcomes, it is possible to identify small bundles of capabilities that are strongly linked to achieving the outcome. Or it may well be that it is the effort to make an evidence-based link to desirable outcomes which distinguishes the success of the IYJS-funded youth services compared with other aspects of youth work in Ireland.

## Theory of Change in practice

The Lloyds TSB Foundation and Evaluation Scotland worked with six projects to explore ways of evaluating how youth work helps in preventing substance misuse<sup>32</sup>. The aim of this research was to develop a practical toolkit to allow other projects to gather evidence of their impact on this outcome. These projects used a broad range of interventions to bring about outcomes including:

- Street work
- Youth clubs and cafes
- Events and activities sports, arts, outings, gigs etc.
- Group work and one to one support
- School work
- Youth and community participation exercises

- Counselling and other therapeutic work.

These projects used a Theory of Change approach which involves:

- Measuring the change you have identified at different stages
- Testing the theory – x leads to y (in depth or longer term follow up through samples and case studies)
- Looking for factors that influence when change happens and doesn't.

The report sets out a clear Theory of Change which shows:

- Steps are taken to engage with young people, particularly those most at risk;
- Open access activities are used to build trust and relationships;
- This leads to deeper engagement work helping young people to achieve positive outcomes and effectively build protective factors;
- Young people can then make positive choices and take less risky behaviours which therefore benefits the community in general; and
- Meets policy outcomes around substance use.

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<sup>32</sup> Lloyds TSB Foundation & Evaluation Support Scotland (2012) Reversing the Trend

The Theory of Change (like the Young Foundation Framework) identifies key clusters of immediate outcomes for young people which can be grouped into:

- Having fun/ engaging in positive activities;
- Increased confidence, self-awareness and aspirations;
- Building deeper relationships and networks of positive support; and
- Increased understanding of risks.

These immediate outcomes may then result in:

- Less risky behaviour;
- More positive life choices;
- More engagement at school/education; and
- Volunteering.

This example shows quite clearly that it is possible for individual projects to use a Theory of Change approach. When they do, as in this example, they tend to use bundles of capabilities and outcomes.

## Conclusions – linking capabilities to outcomes

Demonstrating the causal link between the capabilities delivered by youth work and wider outcomes is a challenge but one that may be addressed by exploring links from bundles of capabilities to outcomes.

But to be useful it will be necessary to simultaneously assess how much youth work has contributed compared to other interventions and the wider context. So, for example, a young person may secure paid employment which they would not have achieved without earlier youth work experience. But equally, they may not have achieved this without access to a particular vocational training programme, access to careers advice and support, access to a mentor for their first few months of employment and, more generally, an economy providing employment opportunities. The challenge is therefore to assess the contribution of youth work as a proportion of all these factors. Studies that we have reviewed attempt this for particular interventions, but this analysis would need to be developed further if an accurate assessment is to be made.

There is a good support for the hypothesis that capabilities and outcomes are linked. The quality of research varies. Robust, long-term studies are rare. The evidence is piecemeal: different studies focus on different combinations of capabilities and outcomes.

It is not possible, in practical terms, to comprehensively disentangle the effects of each capability on each outcome, but it may be useful to explore causal linkages from 'bundles' of capability to outcomes. Narrowly focussed research may help to define specific structures for specific circumstances so that the relationship between intervention and impact may be modelled.

Further research will help to:

- Identify domains of interest and bundles of capabilities and outcomes for each;
- Understand the interactions between capabilities (and circumstances);
- Cross-validate the relationships between capabilities and the identified psychological scales.

## Valuing youth work

This section sets out what research exists on values related to youth work outcomes, including the findings of our own primary research. Using existing data and our own findings we combined different methods to provide an initial value assessment.

Overall this approach requires:

- An understanding of the costs of provision;
- Modelling the savings and benefits to society;
- Assessing the overall social value and return on investment; and
- Exploring the role of youth work in achieving individuals' life goals to help with attribution of how much or the value relates to youth work.

### Costs of youth work in Scotland

Some information already exists on the scale of delivery of youth work services, for example the NVYWOS Survey<sup>33</sup>. This survey covered all voluntary youth work providers affiliated to YouthLink Scotland and found that there were 3,551 paid youth workers and a further 315 core support staff. These are

augmented by a further 73,004 adult volunteers delivering 12.8M volunteering hours.

A recent workforce survey of CLD providers<sup>34</sup> in Scotland also produced information on the scale of youth work delivery. However, since staff and volunteer numbers were only available for those organisations that have youth work as their *main* focus, we did not include them in the calculation.

In local authorities funds focused on young people are mixed with CLD budgets and sometimes drawn from other parts of the local authority. In 2013/14 £35.5 million went towards local authority core youth work services, with an additional £4.73 million attracted from external sources<sup>35</sup>. Some of this expenditure will have been spent with voluntary organisations so it is not possible to view this as entirely separate from the NVYWOS survey. Set against this, local authority youth work provision often includes an element of volunteering and this

<sup>33</sup> Youthlink Scotland (2012) *National Voluntary Youth Work Organisations (Scotland) Survey*

<sup>34</sup> Education Scotland Working with Scotland's communities – a survey of who does community learning and development, August 2015

<sup>35</sup> Source: Local Authority youth Work Survey Edited Highlights via YouthLink Scotland



would probably not have appeared in the NYYWOS survey. According to the yet unpublished Local Authority Youth Work Survey 2683 volunteers delivered 20,077 volunteer hours per month which would add up to an estimated 240,924 hours per year. These figures come with the caveat that only 28 of 32 local authorities provided data, so the actual figures will be higher.

The best estimate we can make without further detailed research is to assume the NYYWOS survey and YouthLink Scotland's figures for local authority spend do not overlap. This suggests:

- Approximately £40 million each year local authority spend;
- 3,850 paid staff in voluntary organisations – with 2,000 estimated FTE and an average salary and employment cost of £25,000 this would give £50 million;
- A total spend therefore of £90 million; and
- Over 75,000 volunteers, delivering over 13 million volunteering hours a year.

In order to refine these figures further additional data gathering would be required.

## Existing value estimates

We reviewed several Social Return on Investment (SROI) studies of youth work to determine which, if any, could

provide useful data for this research. These included forecast and evaluative SROI studies, and cost-benefit assessments that had considered the social value created. Some studies used more robust methodologies than others and had achieved assurance through Social Value UK (the former SROI Network). This difference in robustness and differences in focus make comparison difficult. In some research reports the primary focus of the intervention was on targeted youth work. Few published reports focus on youth work in Scotland but we judged that each was relevant to the Scottish situation.

Two of the most relevant and seemingly robust studies are the evaluative SROI analysis of 'Sunderland XL Youth Villages'<sup>36</sup> - a project delivering universal youth work - and an 'Assessment of the economic value of youth work'<sup>37</sup> which focused on Ireland.

The Sunderland report was assured by the SROI Network and found that for every pound spent a social value of between £3.06 and £6.83 was created with a suggested likely figure of £3.56.

The assessment of the *economic* value of youth work in Ireland covered universal as well as targeted youth work and found that "the benefits of youth work programmes exceed the costs by a factor of 2.22". This research made its way into research published by the European Commission on the value of youth

<sup>36</sup> Hall Aitken *Sunderland XL Youth Villages*, 2011

<sup>37</sup> National Youth Council of Ireland *Assessment of the economic value of youth work*, 2012

work in the EU<sup>38</sup> and a critical literature review on universal youth work, produced by the Edinburgh Youth Work Consortium and the University of Edinburgh<sup>39</sup>. Many SROI studies looking at the value of youth work are, in our view, either limited to a specific intervention, or flawed in their approach – or both. A New Economics Foundation study<sup>40</sup> found a return on investment for youth work across the UK in excess of £5 for every £1 spent. But that study was essentially a speculative study that used available evidence to suggest what the value of youth work might be if certain policy decisions were taken.

More robust stated preference methods are increasingly being used in SROI and are advocated in the Treasury's green book. More recently, Wellbeing evaluation approaches, developed in particular by Daniel Fujiwara<sup>41</sup> are also being used to demonstrate the value of many outcomes such as those achieved by youth work.

Figure 14 below pulls together information from value statements our review identified.

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<sup>38</sup> European Commission *Working with young people: the value of youth work in the European Union*, 2014

<sup>39</sup> Edinburgh Youth Work Consortium and the University of Edinburgh, *Universal youth work – a critical review of the literature*, 2015

<sup>40</sup> Improving services for young people, new economics foundation

<sup>41</sup> Fujiwara, *Valuation techniques for social cost benefit analysis*, HM Treasury & DWP, 2011

Figure 14 Summary overview of reviewed reports that include value statements

Report	Type of study	Estimated ratio
<b>Angling @ Positive Futures (Positive Futures North Liverpool, 2012)</b>	SROI	1 : 1.4 - 3.3
<b>Defining the impact of the youth zone (Onside Youth Zones, 2015)</b>	CBA with social value	1 : 2.03 spend on facilities
<b>Assessment of the economic value of youth work (National Youth Council of Ireland, 2012)</b>	Wider cost benefit assessment	1 : 6.66 for LA investment
<b>Berkshire Association of Clubs for Young People (nef consulting, 2010)</b>	Cost benefit assessment	1 : 2.22
<b>Valuing potential: SROI analysis on Columba 1400 (Badenoch Trust 2008)</b>	SROI	1 : 2.5
<b>Sunderland XL Youth Villages (Hall Aitken, 2011)</b>	SROI	1 : 3.06-6.83
<b>Off Centre SROI (Bristol University, 2010)</b>	SROI	1 : 5.29
<b>Improving services for young people: an economic perspective (nef Consulting, 2011)</b>	SROI	1 : 3.15 - 7.43
<b>SROI der Mobilen Jugendarbeit Tandem<sup>42</sup> (Sagharichi/Pennerstorfer, 2014)</b>	SROI	1 : 5.65
<b>Acta SROI report on youth theatre for young carers (acta, 2010)</b>	SROI	1 : 6.75
<b>The economic impact of Boys &amp; Girls Clubs in California</b>	SROI	1 : 15.88

<sup>42</sup> SROI of the mobile youth work initiative Tandem, Austria (German language abstract)

It appears that in summary the *economic* return on investment achieved through youth work elsewhere was at least £2 for every £ spent. The studies strongly suggest that the minimum *Social* Return on Investment is at least £3 for every £1 of spend, even where more conservative approaches were used. As we have mentioned in earlier parts of this report, we have used these lower estimates to inform the value calculation that then pulled together the different elements of the research.

## Cost savings and economic benefits

In a larger scale and better-resourced research programme we would aim to:

- Identify the potential effects of youth work;
- Determine the actual effects;
- Value these;
- And thereby come to a robust assessment of the value of youth work.

Other elements of our work have aimed to do this by drawing on existing research and by modest levels of primary research.

In order to “sense check” these findings, and to provide a base that could be refined with further research data, we have undertaken a desk modelling exercise to explore the likely ranges of return on investment of youth work. This is based on robust UK level data and involves some complex but clearly defensible modelling.

We have focused on the key effects that the Young Foundation study discussed earlier<sup>15</sup> suggests youth work impacts on. These are:

- Better literacy, numeracy and language development
- Attaining qualifications
- Engaged in education and learning
- In employment or training
- Positive health behaviours
- Less offending
- Less dependent on welfare
- Positive parenting and relationships.

It is possible to ascribe a value to each of these effects in terms of the saving to the public purse of avoidance. So for example it is possible to place a reasonably concise value on cost for the state of a place in a young offender’s institution using published data. The challenge is clearly demonstrating how much impact on avoidance youth work delivers.

In this part of the study we have not sought to answer this question – which would take much more primary research. But we have modelled how any impact on these factors through youth work might have an impact for different levels of impact.

Figure 15 summarises the outcomes along with the elements of value we have ascribed to them and the relevant measure. A detailed summary of the model appears as Appendix 7.

Figure 15 Basis of model

Outcomes	Value elements/ sources	Measure
<b>Better literacy, numeracy &amp; language</b>	Reduced costs to education system	% of P7 children not at target writing level
<b>Attaining qualifications</b>	Personal earnings from better qualifications	% of people with no qualifications
		% of people with SG, no degree
<b>Engaged in education</b>	Reduced costs to education system	Percentage of young people excluded
<b>In employment or training</b>	Personal earnings from being in employment	Percentage of young people unemployed
	Reduced wage scar from youth unemployment	Percentage of young people unemployed
<b>Positive health behaviours</b>	Reduced incidence of Depression	People being prescribed drugs
	Reduced incidence of Obesity	Rate of obesity
	Reduced incidence of STIs	Percentage diagnosed with STI
	Greater productivity due to reduced absences	Absenteeism as jobs lost per capita
<b>Less offending</b>	Reduced costs of criminal justice interventions	Custodial sentences
		Community Orders
<b>Less dependent on welfare</b>	Savings on welfare payments	Income replacement Benefits
<b>Positive parenting</b>	Reduced risk of children going into care	Children (0-8) in care

Working from these measures, we have used existing data to provide the prevalence of each element among the Scottish population – varying from 33.78% for those with Standard Grade but no degree through to 0.03% being those with juvenile custodial sentences.

In turn we have taken the total numbers of young people engaged in youth work each year, according to YouthLink Scotland, of 386,795. And then applied the prevalence to estimate how many in the youth work ‘population’ might experience the lack of the outcome if they follow the patterns of the population at large.

The final element in the model then estimates what the value in savings might be for any reduction in the negative effect. In this way we can estimate that just 0.1% impact of youth work across these factors for those engaged in youth work would deliver £125 million per year in savings.

At this stage the model simply acts to confirm the reasonableness or otherwise of values provided through the other research we have reviewed. But future research to explore the impacts of youth work in Scotland – perhaps by focused case study work for example, would enable use of this model to produce more robust figures for actual financial savings than is possible through other methodologies.

Our main value range estimate of 3:1 to 6:1 would mean a value of £270,000 to £540,000 – which would require an ‘across the board’ impact of just over 0.2% to just over 0.4%.

Without firm evidence, this level of effect seems modest and therefore reasonable.

## Valuing life influences

In contrast to the approach outlined above, we undertook primary research to explore how adults view the influence of youth work on their lives.

### Soft outcomes

The greatest positive impact from youth work tends to be around building capabilities or soft outcomes as we have explored earlier. We used an omnibus survey of adults across Scotland to establish how important people feel that different soft outcomes (associated with youth work) are in helping them achieve their life goals. We asked them to rate on a scale of 1 to 10 the value of:

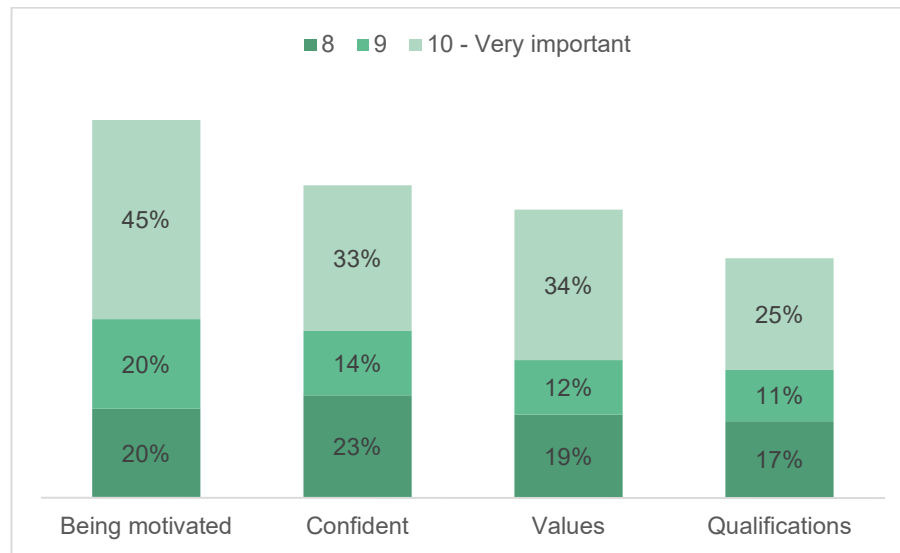
- Being motivated;
- Being confident;
- Having beliefs or values; and
- Having qualifications.

We included qualifications to provide a hard outcome comparator, for which there is more research and data available.

Of those who were able to express a view, 85% rated being motivated as being 8 out of 10 or more important as Figure 16

below shows. The equivalent figures were 70% for being confident and 65% for having values or beliefs. Perhaps surprisingly, the value attached to qualifications was lower than the others; reflecting the broader impact of soft outcomes on a range of life goals, as opposed to solely employment and academic outcomes that might be associated with qualifications.

Figure 16: Those identifying outcomes as very important in achieving life goals

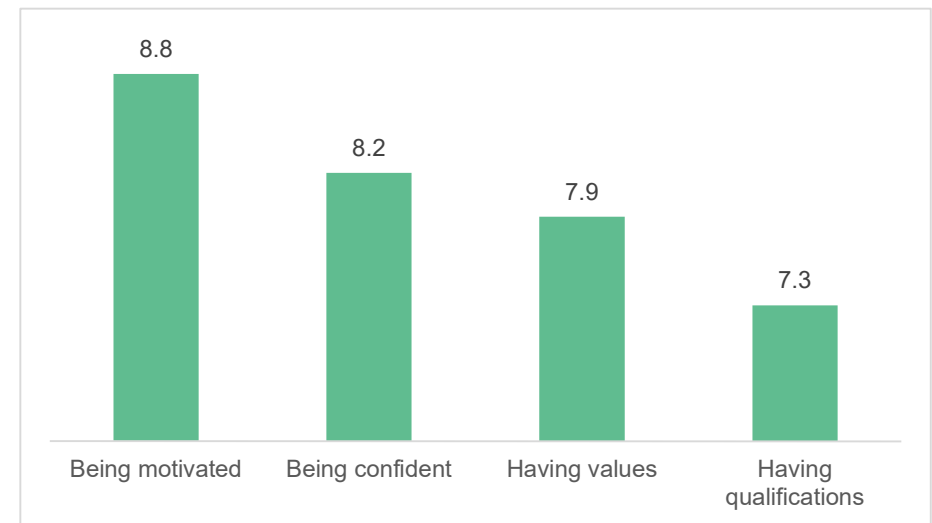


Source: YouGov omnibus survey 2015 n=1,266

Figure 17 below shows the totals for these aspects, showing that motivated scores 8.8, with being confident at 8.2, having values or beliefs at 7.9 and having qualifications at 7.5. So clearly, while all of these outcomes are considered as

important, the universal value of soft outcomes in achieving life goals is greater than that of gaining qualifications in the view of our representative sample of the Scottish population.

Figure 17 Totals for importance of outcomes in achieving life goals



Source: YouGov omnibus survey 2015 n=1,266

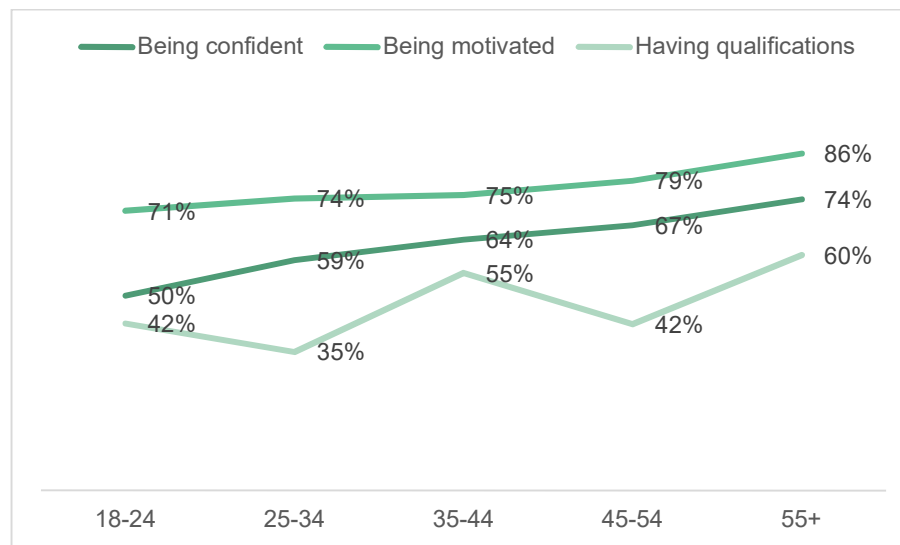
Those from lower socio-economic groups and those who were not studying or working were more likely to state that they had not achieved life goals. Among those who were unemployed, for example, 14% said they had not achieved any life goals for which qualifications were relevant. Even taking into consideration the proportion who have not achieved these goals, the broad pattern of soft outcomes being more important than qualifications was the same across all groups apart from full-time students. Full-time students were more

likely to rate qualifications as being more important than being confident.

### Soft outcomes become more important with age

It is also interesting to note that the importance of soft outcomes appears to increase with age; and this is markedly so for confidence. As Figure 18 shows, only 50% of 18 to 24 year olds rated confidence as very important, with this proportion increasing among each cohort, up to 74% among the over 55s. There is a similar, but less steep, increase for those rating motivation as very important. The trend for qualifications is less clear.

Figure 18 Proportion rating outcomes rated as very important (8 or higher) by age band

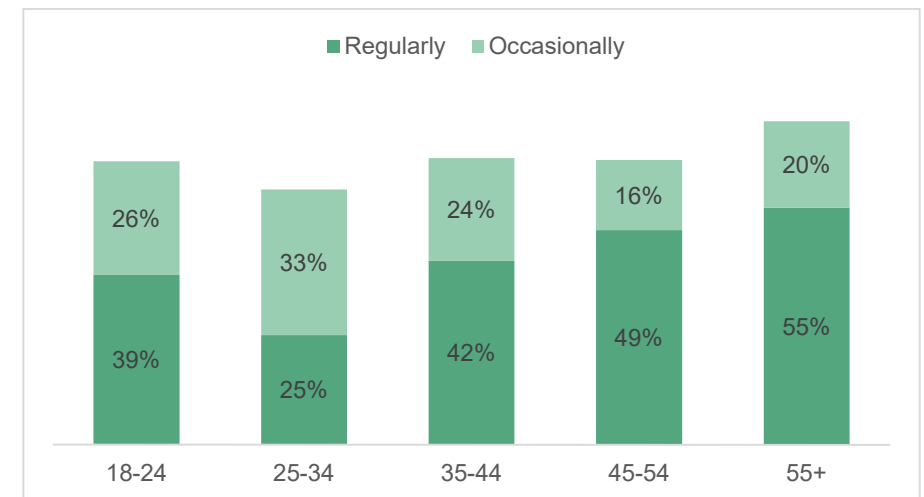


Source: YouGov omnibus survey 2015 n=1,266

### Those attending youth clubs or organisations

We found that 45% of adults had regularly attended youth clubs or organisations outside school when they were teenagers; with a further 23% having attended occasionally. Older age groups were more likely to have reported attending youth groups regularly. More than half of those aged 55 and over identify as having attended regularly (55%), and 20% occasionally. This compares to just a quarter of those aged 25 to 34 attending regularly, with a further third attending occasionally. This may reflect changing social patterns and/or a decline in the funding for youth work.

Figure 19 Proportion attending youth clubs/organisations by age



Source: YouGov omnibus survey 2015 n=1,266



Among those who attended youth groups, higher proportions rated soft outcomes as being important in helping them achieve life goals. As Figure 20 shows, this is especially the case for being confident. Some 73% of those who attended youth groups regularly in the past, rated being confident as very important, compared with only 61% of those who did not attend youth groups. A higher proportion of regular youth group attendees also rated Qualifications as very important, however the difference was less marked – 7 percentage points – than among the soft outcomes.

Figure 20 Proportion rating outcomes as very important by whether they attended Youth groups



Source: YouGov omnibus survey 2015 n=1,266

## Influence of youth workers

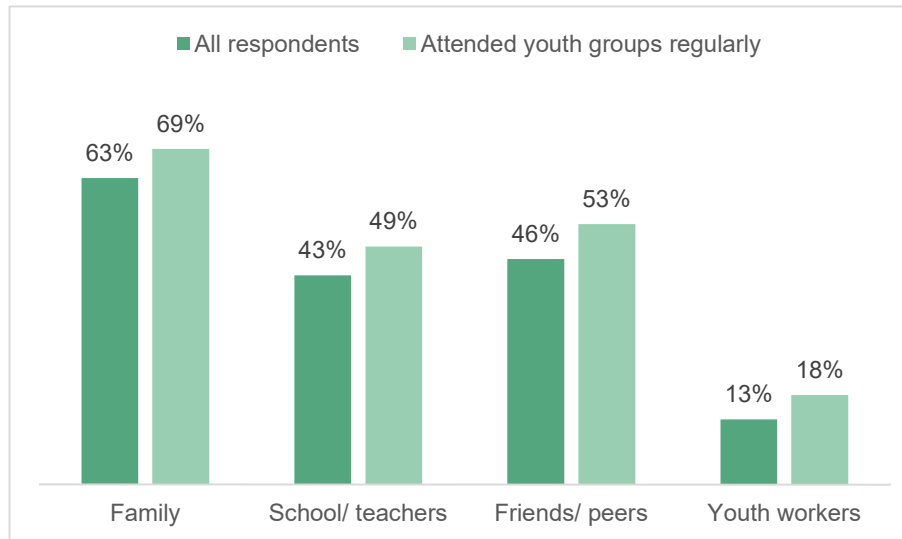
Clearly the soft outcomes that are valued so highly are developed through a wide range of influences and life experiences. We sought to quantify the relative importance of youth work and youth workers as part of the broad picture of influences including school, family and peer groups.

Not surprisingly, family is most significant in the influences identified by people. As Figure 21 shows, nearly two thirds of respondents identified family as a very important influence on achieving life goals (63%). Friends and peers were identified by just under half of respondents (46%) followed by School/teachers (43%).

Across all respondents 13% identified youth workers as *very important* in achieving their life goals. This is a fairly significant proportion, given the relative amount of time likely to have been spent with these people. Among those respondents who recalled attending youth groups regularly, 18% - almost one in five - identified youth workers as being very important in achieving life goals. This group was also more likely to rate the other categories as being more likely to be important in achieving life goals.

We suggest that this result is significant – particularly when the examples given of the level of impact (some shown below) are considered.

Figure 21 Importance of key influencers in achieving life goals



Source: Hall Aitken survey of youth work volunteers n=224

From our survey of Youth Work volunteers, those who regularly attended youth clubs as a teenager rate "Youth groups/youth workers" and "Family" clearly as the two that helped them achieving what they wanted. They ranked school lowest. Those who did not attend youth groups as a teenager rate Family the highest on its own; with school, youth groups and friends all much lower. This suggests that for a small but significant minority, Youth Work can be more valuable than school in helping them to achieve life goals.

## What youth work contributes

One part of the primary research for this initial value assessment was a web-based survey of youth work volunteers, using similar questions to the population survey but with greater detail. YouthLink Scotland promoted the survey to their membership, who in turn distributed the link to their own networks of youth work volunteers. The survey attracted 254 responses.

It is reasonable to suppose – as we found through the scoping work – that the large number of people volunteering in youth work may be those who have particularly benefited from youth work themselves as young people. The aim of this part of the study was to explore the relative importance of key outcomes to individuals and how youth work has contributed compared to other factors. It would also provide insights into the ways in which Youth work benefits and influences life outcomes to help us in our valuations.

The 150 open-ended responses allowed us to build up a detailed picture of what youth work provided for young people. The common themes emerging were:

- Providing a safe and comfortable environment, where they could learn, develop and have fun.
- Developing relationships and friendships that were supportive.

- Encouraging them to try new things and by doing so building their confidence.
- Providing opportunities to lead and support others

Some examples are set out below.

### Skills and confidence

*"I was able to develop new skills both socially and practically from a young age in a safe place where I could make mistakes and learn from them. As a result of being in youth group environments I was able to meet youth leaders/workers that inspired me and gave me the confidence to try new things and enable me to be the best version of myself. It was amazing to know that there were people in my life that truly believed in me."*

*"My participation in youth groups had a fundamentally positive impact on my development - outwith my immediate family, my participation in organised youth activities was the most powerful influence in my teenage life."*

*"Enabled me to gain confidence and feel better about myself and be more comfortable in myself. Gain a load of new skills and qualities. I'm able to identify my strengths."*

*"Before I went to the youth club I had very low self-esteem no confidence and I didn't have close friends. I felt alone and insecure. The friends I have now are the friends I built close relationships with at the youth project. They encouraged me to*

*go to college which helped me to build my confidence. I now have a degree in business management and bags of confidence to try new things and get stuck in."*

### Confidence and friendship

*"I gained friendship, positive feedback from the leaders which gave me confidence in my own abilities. I learned that it was good to give back to society and have volunteered for most of my adult life and that has helped me through the hard times in life, for example when my husband recently passed away."*

### Support

*"The youth group I attended were essentially my family after they had thrown me out. They were the ones to support me through my teenage years and, after leaving, I continued to work in the sector before recently returning to work for the group I went to when I was a teenager. My life would not be the same without the youth workers who supported me. I might even say I'm not even sure I'd be alive today if it wasn't for the youth workers and the youth group I attended."*

*"Made me decide I wanted to work with people. The support youth workers gave was invaluable as parent was an alcoholic."*

### Impact on soft outcomes

The overwhelming majority of statements showed that youth work provides an environment in which soft outcomes can be

developed and nurtured. The survey supports a wide range of research studies in showing that the things people value from their experiences with youth work are directly or indirectly linked to these soft outcomes.

## Soft outcomes versus qualifications

Evidence from research with employers strongly supports our survey findings that softer skills are rated as more important than qualifications. Research by the Institute for Employment Research<sup>43</sup> found that:

*“Amongst core characteristics employers look for are motivation and flexibility. These include willingness to work and learn, and appearance, behaviour, confidence, and positive gestures and mannerisms (Bunt, 2005).*

*Qualifications do not appear to be important for a large number of employers and jobs, consistently ranking beneath characteristics and soft skills in recruitment frameworks (Bunt, 2005; Jenkins and Wolf, 2005). They are most often used to inform the screening process.”*

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<sup>43</sup> Newton et al (2005) What employers look for when recruiting the unemployed and inactive: skills, characteristics and qualifications; Department for Work and Pensions Research Paper 295

<sup>44</sup> HR Magazine (2011) Employers rate 'soft skills' highest in recruitment processes, survey of 5,000 businesses reveals - See more at: <http://www.hrmagazine.co.uk/hro/news/1019336/employers-rate-soft-skills-recruitment-processes-survey-businesses-reveals#sthash.4juafPo.dpuf>

More recently, a national survey of 5,000 business owners<sup>44</sup> found that:

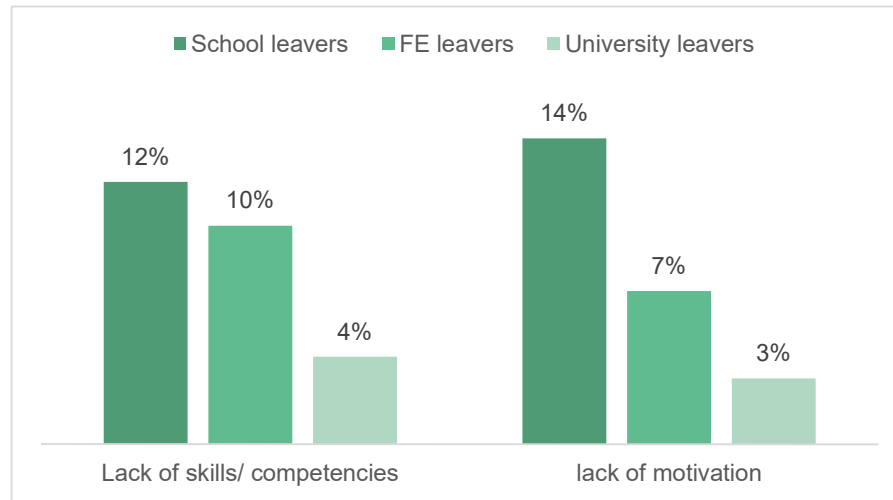
*“a 'can-do' attitude and soft skills were noted as the most important attributes that employers looked for when recruiting new workers, with 85% of responses. Academic qualifications and professional qualifications trailed behind, at 27% and 28% respectively.”*

Similarly, the 2013 Employer Skills Survey<sup>45</sup> found that 39% of skills gaps in Scotland were through lack of motivation. This may highlight the consequent impact of a lack of motivation on earnings potential. The same survey highlights the impact of skills gaps being increased workload for other staff, impact on quality standards and higher operating costs.

As Figure 20 shows, lack of motivation is more likely to be identified in younger and lower qualified recruits. Some 14% of employers who have recruited school-leavers identify lack of motivation as an issue; a higher proportion than identify issues around the education or skills of the new recruit (12%). With those recruited from Further Education, the proportion identifying lack of motivation halves to 7%, while among University leavers the figure drops again to 3%.

<sup>45</sup> UK Commission on Employment and Skills (2013) Employer Skills Survey

Figure 22 Proportion of employers identifying skills gaps in new recruits



Source: UK Commission for Employment & Skills, 2013

### Valuing softer skills

One way of looking at the value of soft outcomes would involve providing relative values for the soft outcomes people and employers identify as being so important. Qualifications are easier to value, in many ways, as there is a clear link between qualification levels and earnings. Data from the ONS Labour Force Survey shows that having qualifications, provides earnings advantages of between 16% and 132%, depending on the level of qualifications. This is shown in Figure 20 below.

Figure 23 Median hourly earnings by qualification level (£)

Qualification Level	Median hourly pay (£)	% pay difference with No qualifications	% of Scottish workforce with equivalent
Degree	16.1	132%	41%
Higher education	12.6	82%	
A Levels	10	44%	14.7%
GCSE grades A*-C	8.68	25%	24.2%
Other qualifications	8.07	16%	10.7%
No qualification	6.93	0%	9.4%

Source: ONS 2011/ NOMIS - Annual Population Survey 2014

In today's prices, these differences range from £2,700 to £21,750 over a year; depending on the level of qualification. If we apply these figures to the actual qualification levels across the Scottish workforce, then the difference between all those with a qualification and all those without averages at £8,921.

Of course, qualifications don't secure good jobs without a candidate also having softer skills, and the reverse is also likely to be the case. So getting a job (or a better job) will require a combination of both softer skills and qualifications. The best proxy we have to quantify this split, is the Virgin media employer survey which found a ratio of 85% for soft skills

against 27% for Academic qualifications. This translates to a 76% to 24% split. Employers appear to weight soft skills even more importantly than individuals (our YouGov survey would equate to a 55% to 45% weighting).

Given that this is a difficult aspect to quantify, we have applied a range of 55% to 75% to the soft skills component of additional earnings. This would give a value for having soft skills in the range of £4,906 to £6,091 across the workforce as a whole. This appears fairly conservative when comparing the figures in the increasingly recognised HACT Values Calculator<sup>46</sup> for adults having high levels of confidence (£13,080) and young people increasing their confidence (£9,284).

Of course, earnings represent only one facet of life that could be important to an individual. Other important life goals, such as artistic and sporting achievements, becoming a parent or finding a fulfilling relationship will be much more important to many people.

### Overall value

It is clear from the detailed responses around the specific value of Youth Work (from our volunteer survey) that the vast majority are solely or significantly due to soft outcomes. So

*the value attributable to Youth Work is broadly equivalent to the value generated by soft outcomes.*

13.3% of working age people across Scotland would be 453,800. So if our population survey is correct, then this number would say that Youth Work was very important to achieving their life outcomes. If we apply the increased earnings range attributable to soft outcomes to this group (£4,906 and £6,091), this would provide an annual value (based on earnings alone) of between £2.2 and £3.0 billion.

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<sup>46</sup> Housing and Communities Trust (2015) Housing Values Calculator – developed by economist Daniel Fujiwara based on his work originally published by the UK Treasury

## Next steps

This section sets out some options for taking the research forward to enable a more robust and complete assessment of the value of youth work.

This study is only a starting point. We suggest it demonstrates that the economic, fiscal (cost saving) and social value of youth work in Scotland is considerable. But more robust data is needed to demonstrate this more precisely – and to identify what interventions are most effective. The National Youth Work Strategy identified establishing a robust evidence base to demonstrate the impact of youth work as a key action for

implementing the strategy's ambitions. The key area where existing research is limited is making the connection between youth work and the longer-term outcomes that generate value. Additional research would allow the contribution of youth work to these outcomes to be compared with other factors.

## Key research questions

<b>What interventions deliver which (bundles of) capabilities best?</b>	Involves unpicking how different youth work interventions have different levels of effectiveness; exploring soft interventions such as 'access to a trusted adult' as well as programme content.
<b>What is the relative contribution of youth work in delivering CfE capacities?</b>	Given the policy importance of CfE it will be important to show the contribution of youth work to developing the four CfE capacities.
<b>What bundles of capabilities lead to which outcomes?</b>	The challenge is to set out linkages for universal youth work – there are studies that do this to some extent for targeted work already.

<b>What is the contribution of the capabilities relative to other factors?</b>	Achieving medium and longer-term outcomes will depend on many contextual factors in addition to the capabilities – the challenge is to refine understanding of the additionality of youth work.
<b>What are the most relevant and current economic and fiscal values?</b>	This is relatively straightforward and should simply involve further desk research into current values.
<b>What are the social values of the outcomes?</b>	Further original research will be required using Stated Preference techniques and also exploration of the potential for using Wellbeing Valuation techniques.

## Multi-method research design proposed

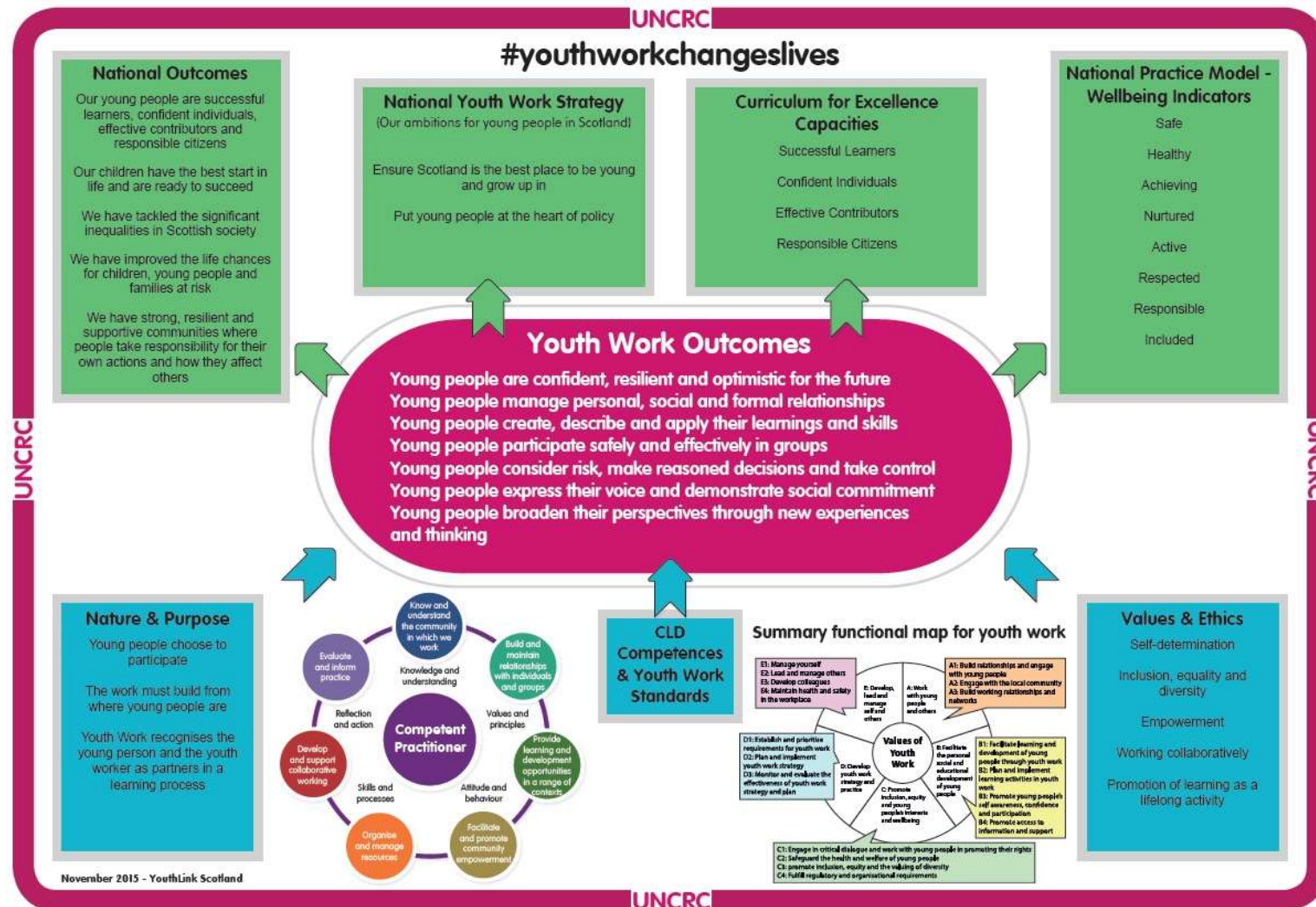
We carried out an assessment of a wide range of research options which leads us to suggest a multi-method approach combining:

- Existing longitudinal research;
- Further desk research;
- Meta analysis;
- Surveys;
- Focused exploration; and
- Social value exploration.

In combination these should provide a significantly improved evidence base for the impact – and value – of youth work in Scotland.



# Appendix 1 Outcomes for youth work in Scotland



## Appendix 2 Population survey: background and questionnaire

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Methodology: This survey was conducted using an online interview administered to members of the YouGov Plc GB panel of 350,000+ individuals who have agreed to take part in surveys. Emails are sent to panellists selected at random from the base sample. The e-mail invites them to take part in a survey and provides a generic survey link. Once a panel member clicks on the link they are sent to the survey that they are most required for, according to the sample definition and quotas. (The sample definition could be "GB adult population" or a subset such as "GB adult females"). Invitations to surveys don't expire and respondents can be sent to any available survey. The responding sample is weighted to the profile of the sample definition to provide a representative reporting sample. The profile is normally derived from census data or, if not available from the census, from industry accepted data.

All figures, unless otherwise stated, are from YouGov Plc. Total sample size was 1266 adults. Fieldwork was undertaken between 3 and 6 August 2015. The survey was carried out online. The figures have been weighted and are representative of all GB adults (aged 18+).

**Q1 Thinking generally about things you have achieved in life (e.g. finishing a course or project, securing a job etc.)**

On a scale of 1-10 where **1 is not at all important** and **10 is very important**, how important, if at all, do you think each of the following things were in helping you to achieve these life goals? Please select one option on each row

Being motivated  
Being confident  
Having values or beliefs  
Having qualifications

## COLUMNS

- 1  1 - Not at all important  
2  2  
3  3  
4  4  
5  5  
6  6  
7  7  
8  8  
9  9  
10  10 - Very important  
11  Don't know/ can't recall  
12  Not applicable - I have not  
achieved any goals that require  
this  
8 *Skipped*  
9 *Not Asked*

Base: All Scottish Adults

**Q2 Now thinking generally about organisations and people that helped you in achieving what you wanted to in life...**

On a scale of 1-10 where **1 is not at all important** and **10 is very important**, how important, if at all, do you think each of the following were in helping you to achieve these life goals? Please select one option on each row

ROWS

Family  
School/ teachers  
Youth groups/ youth workers  
Friends/ peers

COLUMNS

- 1  1 - Not at all important  
2  2  
3  3  
4  4  
5  5  
6  6  
7  7  
8  8  
9  9  
10  10 - Very important  
11  Don't know/ can't recall  
12  Not applicable - I have not achieved any goals that required contribution from this organisation  
8 *Skipped*  
9 *Not Asked*

Base: All Scottish Adults

**Q3 Now thinking back to when you were younger (i.e. between 11 and 17)...**

Did you ever attend any youth clubs or youth organisations outside of school? (e.g. Scouts/Guides, Boys/ Girls' Brigade, and any specialist clubs like sports teams or drama groups which included a general or social aspect) Please select the option that best applies

- 1  Yes, regularly
- 2  Yes, occasionally
- 3  No, I didn't attend any youth groups/ clubs
- 4  Don't know/ can't recall
- 8 *Skipped*
- 9 *Not Asked*

end

## Appendix 3 Population survey data

	Being confident					Having qualifications				
	18-24	25-34	35-44	45-54	55+	18-24	25-34	35-44	45-54	55+
1	-	4%	2%	1%	1%	1%	6%	3%	5%	2%
2	1%	-	-	2%	0%	4%	2%	-	3%	1%
3	-	2%	1%	-	0%	-	4%	1%	4%	3%
4	5%	0%	1%	1%	1%	0%	6%	2%	2%	2%
5	5%	7%	2%	4%	2%	4%	9%	10%	10%	8%
6	3%	5%	9%	9%	4%	15%	13%	13%	12%	6%
7	24%	19%	15%	11%	12%	17%	20%	11%	15%	11%
8	21%	20%	18%	24%	23%	13%	13%	26%	13%	15%
9	13%	12%	17%	12%	13%	8%	9%	10%	7%	14%
10	15%	26%	28%	32%	38%	21%	13%	20%	22%	31%
Don't know/ can't recall	7%	4%	2%	2%	2%	6%	4%	1%	3%	2%
Not applicable - I have not achieved any goals that require this	6%	1%	3%	3%	3%	11%	2%	4%	2%	4%

	Being motivated					Having values				
	18-24	25-34	35-44	45-54	55+	18-24	25-34	35-44	45-54	55+
1	1%	1%	2%	1%	1%	1%	4%	3%	2%	2%
2	-	1%	-	0%	-	-	4%	0%	3%	0%
3	-	-	-	-	0%	1%	3%	1%	1%	1%
4	-	1%	1%	-	0%	2%	4%	1%	3%	1%
5	2%	3%	2%	3%	1%	8%	10%	5%	5%	4%
6	2%	6%	2%	3%	2%	9%	12%	7%	6%	5%
7	12%	10%	12%	9%	5%	19%	15%	14%	13%	9%
8	20%	16%	21%	16%	19%	21%	14%	20%	15%	17%
9	21%	19%	18%	22%	16%	7%	12%	12%	9%	13%
10	30%	39%	36%	41%	50%	14%	15%	30%	38%	40%
Don't know/ can't recall	7%	4%	3%	2%	2%	10%	5%	1%	3%	2%
Not applicable - I have not achieved any goals that require this	6%	1%	3%	4%	3%	6%	2%	5%	3%	4%

	Qualifications			Being confident				Confident	
	ABC1	C2DE		ABC1	C2DE			Working full time	
1	8	36	1%	5%	5	13	1%	2%	2%
2	5	16	1%	2%	2	6	0%	1%	0%
3	17	18	3%	3%	3	5	1%	1%	1%
4	10	22	2%	3%	3	14	1%	2%	1%
5	48	60	8%	9%	23	22	4%	3%	3%
6	48	87	8%	13%	34	41	6%	6%	6%
7	80	93	14%	13%	77	112	13%	16%	16%
8	104	98	18%	14%	154	118	27%	17%	25%
9	73	61	13%	9%	87	85	15%	12%	12%
10	158	137	28%	20%	166	222	29%	32%	30%
Don't know/ can't recall	15	21	3%	3%	14	21	2%	3%	2%
Not applicable - I have not achieved any goals that require this	4	47	1%	7%	3	37	1%	5%	3%



	Confident			Didn't attend	Confident		
	Regularly	Occasionally			Regularly	Occasionally	Didn't attend
1	7	1	6	1.2%	0.4%	1.6%	
2	6	1	1	1.1%	0.4%	0.3%	
3	1	5	2	0.2%	1.8%	0.5%	
4	5	2	11	0.9%	0.7%	3.0%	
5	12	14	17	2.1%	5.0%	4.6%	
6	33	19	23	5.9%	6.7%	6.3%	
7	83	41	64	14.8%	14.5%	17.5%	
8	137	68	64	24.4%	24.1%	17.5%	
9	74	48	51	13.2%	17.0%	13.9%	
10	197	76	108	35.1%	27.0%	29.5%	

	Motivated			Didn't		
	Regularly	Occasionally	attend	Regularly	Occasionally	attend
1	7	2	3	1.3%	0.7%	0.8%
2		2		0.0%	0.7%	0.0%
3			1	0.0%	0.0%	0.3%
4	2	3		0.4%	1.1%	0.0%
5	6	4	12	1.1%	1.4%	3.3%
6	13	7	8	2.3%	2.5%	2.2%
7	35	32	37	6.3%	11.5%	10.1%
8	103	56	75	18.6%	20.1%	20.4%
9	105	64	68	18.9%	22.9%	18.5%
10	275	102	144	49.5%	36.6%	39.2%

		School/ teachers	Friends/ peers	Youth workers	Attended regularly	School/ teachers	Friends/ peers	Youth workers
	Family				Family			
1 - Not at all important	32	63	58	348	10	25	21	131
2	25	29	21	67	13	8	6	28
3	24	61	36	70	8	24	8	34
4	34	60	47	80	15	18	21	45
5	70	109	122	103	20	39	40	52
6	79	124	145	82	39	62	73	48
7	133	188	162	66	57	90	77	34
8	197	207	235	60	97	101	124	39
9	176	130	150	43	84	67	79	19
10 - Very important	391	186	179	57	199	102	93	41

		School/ teachers	Friends/ peers	Youth workers	Attended regularly	School/ teachers	Friends/ peers	Youth workers
	Family				Family			
1 - Not at all important	3%	5%	5%	29%	2%	5%	4%	24%
2	2%	2%	2%	6%	2%	1%	1%	5%
3	2%	5%	3%	6%	1%	4%	1%	6%
4	3%	5%	4%	7%	3%	3%	4%	8%
5	6%	9%	10%	9%	4%	7%	7%	10%
6	6%	10%	12%	7%	7%	11%	13%	9%
7	11%	15%	13%	6%	10%	16%	14%	6%
8	16%	17%	19%	5%	18%	18%	22%	7%
9	14%	11%	12%	4%	15%	12%	14%	4%
10 - Very important	32%	15%	15%	5%	36%	18%	17%	8%

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## Appendix 4 Survey of youth work volunteers: background & questionnaire

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One part of the primary research for this initial value assessment was a web based survey of youth work volunteers, using similar questions to the population survey but with greater detail. It is reasonable to suppose – as we found through the scoping work – that the large number of people volunteering in youth work may be those who have particularly benefited from youth work themselves as young people. The aim of this method element was to explore the relative importance of key outcomes to individuals and how youth work has contributed compared to other factors.

YouthLink Scotland promoted the survey to their membership, who in turn distributed the link to their own networks of youth work volunteers. The survey attracted 254 responses.

## YouthLink Scotland: Survey of youth work volunteers

Thank you very much for taking part in this survey, which is part of Hall Aitken's "Initial assessment of the social and economic value of youth work in Scotland", on behalf of YouthLink Scotland. This study could have a significant impact on recognition of the value of youth work, so we much appreciate your contribution.



3. When you were aged 11 to 18, did you go to any youth clubs or youth organisations outside school? (This includes a wide variety of youth clubs, Scouts/Guides, Boys/ Girls' Brigade, and any more specialist organisations or clubs such as sports, drama or music that have a learning and social aspect. For more info: <http://www.youthlinkscotland.org/Index.asp?MainID=8998> for organisations that offer youth work)

- Yes, regularly
- Yes, occasionally
- No
- Don't know/ can't remember



## YouthLink Scotland: Survey of youth work volunteers

### Your experience from youth work

4. For approximately how long did you attend youth groups/ clubs between the age of 11 and 18?

- Less than a year
- 1 year
- 2 years
- 3 years
- 4 years
- 5 years
- 6 years
- 7 years
- 8 years



7. Please give an example, in one or two sentences, of how your involvement in youth clubs/organisations as a young person, has made a long-term difference to you as an adult.

## YouthLink Scotland: Survey of youth work volunteers

### About you

8. Please identify your current age group:

- 18 to 29
- 30 to 39
- 40 to 49
- 50 to 59
- 60 to 69
- 70 or over

9. Gender:

- Male
- Female

Thank you very much for taking part in this survey! Now please click on **DONE** below to submit your answers.

## Appendix 5 Survey of youth work volunteers: survey results

Below are survey results not included in the main part of the report.

Q 1. How important were the following in helping you to achieve what you wanted to in life? On a scale of 1 (not at all important) to 10 (very important)

	1	2	3	4	5	6	7	8	9	10	Total
<b>Being motivated</b>	1	1	2	8	7	5	29	48	42	109	<b>252</b>
<b>Being confident</b>	2	3	3	4	11	18	39	53	44	73	<b>250</b>
<b>Having values or beliefs</b>	1	1	3	4	12	15	17	55	48	92	<b>248</b>
<b>Having qualifications</b>	5	7	11	16	25	27	45	52	20	42	<b>250</b>

Q 2. How much did the following organisations and people help you to achieve what you wanted to in life? On a scale of 1 (Not at all) to 10 (Couldn't have done it without them)

	1	2	3	4	5	6	7	8	9	10	Total
<b>Family</b>	3	2	6	9	24	12	25	48	29	91	<b>249</b>
<b>School/teachers</b>	9	13	21	17	31	40	45	33	20	17	<b>246</b>
<b>Youth groups/youth workers</b>	17	5	7	8	21	19	28	38	43	62	<b>248</b>
<b>Friends and peers</b>	7	5	5	8	22	36	39	52	42	32	<b>248</b>

Q 3. When you were aged 11 to 18, did you go to any youth clubs or youth organisations outside school? (This includes a wide variety of youth clubs, Scouts/Guides, Boys/ Girls' Brigade, and any more specialist organisations or clubs such as sports, drama or music that have a learning and social aspect.)

<b>Yes, regularly</b>	181	73%
<b>Yes, occasionally</b>	43	17%
<b>No</b>	23	9%
<b>Don't know/can't remember</b>	2	1%
<b>Total</b>	<b>249</b>	

Q 4. For approximately how long did you attend youth groups/ clubs between the age of 11 and 18?

<b>Less than a year</b>	6	3%
<b>1 year</b>	6	3%
<b>2 years</b>	18	9%
<b>3 years</b>	31	15%
<b>4 years</b>	25	12%
<b>5 years</b>	23	11%
<b>6 years</b>	18	9%
<b>7 years</b>	17	8%
<b>8 years</b>	63	30%
<b>Total</b>	<b>207</b>	

Q 5. Please rate how satisfied you are with the following factors in your life

	Very satisfied	Fairly satisfied	Neither satisfied or dissatisfied	Fairly dissatisfied	Very dissatisfied
Commitment to helping others	62%	33%	3%	1%	1%
Relationships with family	52%	33%	8%	4%	2%
Relationships with friends	46%	39%	8%	4%	2%
Mental wellbeing	41%	39%	9%	8%	2%
Employment/ career	37%	42%	9%	8%	3%
Qualifications	34%	45%	13%	6%	2%
Physical health	22%	51%	11%	12%	4%

Q 6. How much difference do you think your involvement in youth clubs/organisations between the ages of 11 and 18 made to the following outcomes as an adult? On a scale of 1 (Not at all) to 10 (The main reason I have this)

	1	2	3	4	5	6	7	8	9	10	Total
Qualifications	23	13	11	6	26	18	32	42	19	12	202
Employment/ career	13	8	8	6	11	17	25	37	41	38	204
Relationships with friends	7	2	7	5	19	19	27	45	41	32	204
Relationships with family	13	5	7	12	23	20	35	38	27	23	203
Physical health	16	4	5	11	21	23	35	38	28	22	203
Mental wellbeing	12	3	4	6	15	22	26	44	45	27	204
Commitment to helping others	7	1	8	3	6	6	16	30	44	83	204

Q 7. Please give an example, in one or two sentences, of how your involvement in youth clubs/organisations as a young person, has made a long-term difference to you as an adult. The ten most common keyword answers.

<b>32</b>	Confidence	<b>20</b>	Working with others/respecting others
<b>26</b>	Skills and knowledge	<b>20</b>	Broaden horizons
<b>26</b>	Career	<b>18</b>	Friendship
<b>23</b>	Become volunteer	<b>17</b>	Community work
<b>22</b>	Support other young people	<b>13</b>	Leadership

Q 8. Please identify your current age group

<b>18 to 29</b>	77	34%
<b>30 to 39</b>	47	21%
<b>40 to 49</b>	43	19%
<b>50 to 59</b>	42	19%
<b>60 to 69</b>	14	6%
<b>70 or over</b>	1	0%
<b>Total</b>	<b>224</b>	

Q 9. Gender

<b>Male</b>	93	41%
<b>Female</b>	132	59%
<b>Total</b>	<b>225</b>	



## Appendix 6 Reviewed reports including value statements

We undertook a desk review of relevant existing reports, focusing on SROI analyses and wider research around social value. The main part of the report has a summary overview of reports that include a value statement. The table below gives some more detail on these reports and shows how they were rated for relevance and robustness. Other reviewed reports are listed in the bibliography.

We assessed relevance by looking at the focus of the study - universal/ targeted youth work; geographic focus. For robustness we considered how SROI principles were applied, if a report was assured and how long ago the analysis was carried out.

Report	Type of study	Value statement	Relevance	Robustness
Angling @ Positive Futures (Halliwell King for Positive Futures North Liverpool, 2012)	SROI	The analysis estimates that for every £1 invested in A@PF, the likely social value created is £2.50 based on the information currently available. SROI ratio: upper estimate: £3.3:£1; lower estimate: £1.4:£1; core assumption: £2.5:£1	Medium	High
Defining the impact of a youth zone (Amion Consulting for Onside Youth Zones, 2015)	Cost benefit assessment with consideration of social value	On average, the Youth Zones generate £2.03 of social value for every £1 spent on running the facilities or £6.66 for every £1 invested by the Local Authority.	Medium	Medium
Assessment of the economic value of youth work (Indecon for National Youth Council of Ireland, 2012)	Wider cost benefit assessment	Relating the present value of the estimated benefits of youth programmes with the present value of Exchequer funding over a 10-year period indicates an overall	Medium	Medium

		net economic return arising from these quantified aspects of youth work of €1.21 billion, or a Benefit-Cost Ratio (BCR) of 2.22:1. This is equivalent to indicating that the benefits of youth work programmes exceed the costs by a factor of 2.22 over this period.		
Berkshire Association of Clubs for Young People (nef consulting, 2010)	SROI	Bringing the total benefits extrapolated to all stakeholders and the total investment over 12 months together, and placing them in net present value terms, the social return on investment ratio for BACYP is 1:2.50. This means that for every £1 invested in BACYP's activities, £2.50 of social and economic value is created for beneficiaries.	Medium	High
Valuing potential: SROI analysis on Columba 1400 (New Philanthropy Capital for Badenoch Trust, 2008)	SROI	The SROI ratio for YPLA in 2006 is 2.5:1. For every pound invested in YPLA, £2.50 of value is created for society.	Medium	High
Sunderland XL Youth Villages (Hall Aitken, 2011)	SROI	SROI ratio of 1:3.56. Using the sensitivity analysis the ratio is somewhere between £3.06 and £6.83 for every pound spent	High	High
Off Centre SROI evaluation (University of Bristol for Off Centre, 2010)	SROI	The results of the research gave an SROI ratio of £5.29:£1. For every £1 invested in Off Centre, there is a social return of £5.29. Further to	High	Medium

		this, a best and worst case simulation was constructed giving £7.43:£1 and £3.15:£1 respectively.		
Improving services for young people: an economic perspective (nef Consulting, 2011)	SROI	In total, with the value of inputs (i.e. time) estimated at £140 million per year for increased one-to-one support plus reinvestment of the cost savings from better coordination, this is a return on investment of £5.65 for every £1	Medium	Medium
SROI der Mobilen Jugendarbeit Tandem <sup>47</sup> (Sagharichi/ Pennerstorfer, 2014)	SROI	The study came up with an SROI of 6.75, but emphasised that the real value is likely to be lower due to the challenges related to the approach.	Medium	Medium
Acta SROI report on youth theatre for young carers (acta, 2010)	SROI	Our SROI result is a social return of £15.88 for every pound invested.	High	Low
Investing in our youth, strengthening our economy: The economic impact of Boys & Girls Clubs in California (Damooei Global Research (DGR) for Boys & Girls Clubs California Alliance, 2012)	SROI	For every \$1 invested in the Clubs, up to \$16.18 worth of positive economic impact is produced in the state.	Medium	Medium

<sup>47</sup> SROI of the mobile youth work initiative Tandem, Austria (German language abstract)

## Appendix 7 Summary impact model

Young Foundation (Extrinsic/ Social outcomes)	Value elements/ sources	Prevalence of Problem/ Issue		Value of Outcome		Estimated Impact of Intervention			Category	
		Measure	Proportion of people	Prevalence among beneficiaries	Measure	Lifetime Value per Unit	Assumed Effectiveness	Estimated Number of Outcomes		Value of Impact
Better literacy, numeracy & language development	Reduced costs to education system	Percentage of P7 children not operating within the expected writing level	5.00%	19,340	Primary-school age child mastering basic literacy skills	£9,294	0.10%	19	£179,743	Fiscal
Attaining qualifications	Personal earnings from better qualifications	Percentage of people with no qualifications	9.40%	36,359	Earnings premium with higher-level GCSE (over no qualifications)	£123,375	0.10%	36	£4,485,758	Economic
Engaged in education/ learning	Reduced costs to education system	Percentage of people with GCSE, but no degree	33.78%	130,658	Earnings premium with degree (over GCSE)	£523,110	0.10%	131	£68,348,758	Economic
		Percentage of young people excluded	5.10%	19,727	Cost of exclusion to the education system	£20,110	0.10%	20	£396,701	Fiscal
In employment or training	Personal earnings from being in employment	Percentage of young people unemployed	6.80%	26,302	Median Salary	£936,804	0.10%	26	£24,639,875	Economic
	Reduced wage scar from youth unemployment	Percentage of young people unemployed	6.80%	26,302	Wage scar from youth unemployment	£140,521	0.10%	26	£3,695,981	Economic
Positive health behaviours	Reduced incidence of Depression	People being prescribed drugs for depression	8.00%	30,944	Cost of treating depression	£1,355	0.10%	31	£41,929	Fiscal
	Reduced incidence of Obesity	Rate of obesity	26.80%	103,661	Cost of treating obesity	£9,909	0.10%	104	£1,027,130	Fiscal
Less offending	Reduced incidence of Sexually Transmitted Infections	Percentage diagnosed with STI	0.40%	1,561	Cost of treating STD	£2,135	0.10%	2	£3,333	Fiscal
	Greater productivity due to reduced absences	Absenteeism in terms of jobs lost per capita	2.18%	8,424	Median Salary	£936,804	0.10%	8	£7,892,007	Economic
Less dependent on welfare payments	Reduced costs of criminal justice interventions	Custodial sentences	0.03%	97	Cost of a custodial sentence	£36,463	0.10%	0	£3,551	Social
	Savings on welfare payments	Community Orders	0.37%	1,437	Cost of a community order	£1,045	0.10%	1	£1,502	Social
Positive parenting/ relationships	Income Replacement Benefits	Income Replacement Benefits	6.80%	26,302	Cost of income-replacement benefits	£44,676	0.10%	26	£1,175,082	Fiscal
	Reduced risk of children going into care	Children (0-8) in care	1.29%	4,994	Cost of 6 months in care	£12,000	0.10%	5	£59,922	Social

Fiscal	£2,823,917
Economic	£109,062,379
Social	£64,976
<b>Total</b>	<b>£125,786,734</b>

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## YouthLink Scotland

### Social and economic value of youth work in Scotland: initial assessment Report

YouthLink Scotland is the national agency for youth work. It represents the interests and aspirations of the whole of the sector both voluntary and statutory.

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