

PILOT STUDY PLAN

# Respect project

Ipsos UK

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## Pilot study plan template

Ipsos UK

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<b>Project title</b>	Respect project
<b>Developer (Institution)</b>	Essex Boys and Girls Club (EBGC)
<b>Evaluator (Institution)</b>	Ipsos UK
<b>Principal investigator(s)</b>	Meera Craston, Stella Capuano, Catherine Fenton, Sarah Fullick, Emilio Torrini and Katie Hughes
<b>Evaluation plan author(s)</b>	Meera Craston, Sarah Fullick and Emilio Torrini
<b>Evaluation setting</b>	Education programme using outdoor activities
<b>Target group</b>	Young people aged 13-14 (school Year 9) at risk of being drawn into crime and youth violence
<b>Number of participants</b>	200

### Study plan version history

Version	Date	Reason for revision
1.2 [ <i>latest</i> ]		

<b>1.1</b>	05/07/2022	Transfer into YEF template – no changes made to content
<b>1.0</b> <b>[original]</b>	26/03/2021	<i>[leave blank for the original version]</i>

*Any changes to the design need to be discussed with the YEF Evaluation Manager (EM) and the developer team prior to any change(s) being finalised. Describe in the table above any agreed changes made to the evaluation design, research questions and approach, and the rationale for these.*

## Intervention

### *The organisation*

Essex Boys and Girls Clubs (EBGC) was established in 1939 as the Essex Association of Boys' Clubs. The name was updated in 2006. It is an umbrella youth organisation based in Chelmsford and focuses on Essex, Southend and Thurrock as well as the metropolitan areas of 'old Essex', including the London Boroughs of Havering, Redbridge, Barking & Dagenham. It provides support, in exceptional circumstances, to additional clubs in London, Suffolk, Hertfordshire, Norfolk and Cambridgeshire.

Essex Boys and Girls Clubs has a membership of 150 independent voluntary youth groups that range from one-night-a-week village youth clubs to clubs that operate 7 days a week. Some are targeted at specific groups of young people and might use a particular activity to achieve their work and others will be generic youth groups with a broad and wide range of activities. They are bound together via their youth work which is delivered using activity-based interventions.

The main aim is to create better clubs for young people from the age of 11-19 to attend, to enable them to become citizens that contribute to society in a positive way. This is achieved by working with the management committees, by providing youth leader training, by giving professional advice and guidance to volunteers. Through its work, Essex Boys and Girls Clubs provide a wide and diverse range of activities, events and training for members of the clubs to enable them to widen their own horizons, to become more confident and rounded members of society and to engage in meaningful activities with other young people from different areas, cultures and backgrounds to their own.

The organisation is part of a National Network of like-minded organisations engaged in similar work in their own communities.

### *The area context*

The Respect project will be delivered in 5 locations (Essex Boys and Girls Clubs; Boys and Girls Clubs of South Yorkshire; Boys' and Girls Clubs of Wales; Lancashire Association of Boys and Girls Clubs; Young Bristol.) Key statistics for these areas are shown below, which include the following:

- **Demographic data** from the 2011 Census<sup>1</sup> data for England and Wales to give an understanding of local profile.
- **Deprivation:** many of the project locations are among the most deprived Local Authority areas in the country (Indices of Multiple Deprivation (IMD) 2015<sup>2</sup> and Welsh Indices of Multiple Deprivation (WIMD) 2014<sup>3</sup>).

- **Youth crime:** Rate of first-time entrants to the youth justice system per 100,000<sup>4</sup> and number of children 10-17 years old cautioned or sentenced in Wales.<sup>5</sup>
- **School attendance:** Child health data from Public Health England<sup>6</sup>.

<p><b>Bristol</b></p>	<ul style="list-style-type: none"> <li>• The City of Bristol is the 55<sup>th</sup> most deprived local authority district in England (out of 326 Local Authority districts) according to the 2015 IMD (districts ranked on the proportion of neighbourhoods in the most deprived 10 per cent nationally).<sup>7</sup></li> <li>• Bristol has a higher than average percentage of persistent absentees in secondary school (17.4% compared with the average in England of 13.9%).<sup>8</sup></li> <li>• The rate of first-time entrants to the Youth Justice System in Bristol is 403 per 100,000, higher than average in England (239 per 100,000).<sup>9</sup></li> </ul>
<p><b>South Yorkshire</b></p>	<ul style="list-style-type: none"> <li>• South Yorkshire currently ranks 14<sup>th</sup> highest out of 55 counties in terms of volume of antisocial behaviour.<sup>10</sup></li> <li>• There are 85,578 children living in poverty across all four local authorities (27% in Barnsley, 26% in Doncaster, 25% in Rotherham, and 27% in Sheffield).<sup>11</sup></li> <li>• Overall, Barnsley is ranked the 39<sup>th</sup> most deprived area in England out of 326 local authorities (where 1 is the most deprived), using the IMD 2015 rank of average score measure; this represents a decline from IMD 2010 when it was the 47<sup>th</sup> most deprived area.<sup>12</sup></li> <li>• The highest percentage of persistent absentees in secondary school is in Doncaster (19%) compared to 14% average in England.<sup>13</sup></li> <li>• The rate of first-time entrants to the youth justice system is 280 per 100,000 (higher than the England average (239 per 100,000)).<sup>14</sup></li> </ul>
<p><b>Essex</b></p>	<ul style="list-style-type: none"> <li>• Essex is the 114<sup>th</sup> most deprived local authority district in England (out of 326 Local Authority districts) according to the 2015 IMD (districts ranked on the proportion of neighbourhoods in the most deprived 10 per cent nationally).<sup>15</sup></li> <li>• The IMD deprivation score for Essex in 2015 was 17.2 (compared to 21.8 in England).<sup>16</sup></li> <li>• The rate of homeless young people aged 16-24 in Essex is 0.58 per 1,000 (which is higher than the rate for England at 0.52 per 1,000).<sup>17</sup></li> <li>• In the year ending March 2018, 590 children (10-17 years old) were cautioned or sentenced in Essex.<sup>18</sup> This was a decrease</li> </ul>

	from the number of the previous years (636 in 2017 and 672 in 2016). <sup>19</sup>
<b>Lancashire</b>	<ul style="list-style-type: none"> <li>• The IMD deprivation score for Lancashire in 2015 was 22.5 (compared to 21.8 in England).<sup>20</sup></li> <li>• 14% of children and young people aged 11 to 15 in Lancashire are living in low income families, lower than average in England (16%).<sup>21</sup></li> <li>• The rate of first-time entrants to the youth justice system is 191 per 100,000 (lower than the England average (239 per 100,000)).<sup>22</sup></li> </ul>
<b>Vale of Glamorgan, South Wales</b>	<ul style="list-style-type: none"> <li>• For the Welsh Index of Multiple Deprivation (WIMD) 2019 overall Index, 19% of the Lower-layer Super Output Areas (LSOA) in the Vale of Glamorgan were in the most deprived 30% of all areas in Wales.<sup>23</sup></li> <li>• In the year ending March 2018, 1,124 children (10-17 years old) were cautioned or sentenced in Wales.<sup>24</sup> This was a decrease from the number of the previous years (2,197 in 2017 and 1,655 in 2016).<sup>25</sup></li> <li>• In the year ending March 2018, the custody rate for the population aged 10-17 in the Vale of Glamorgan was 0.50 per 1,000, which is higher than the rate for South Wales (0.19), Wales (0.16) and England &amp; Wales (0.30).<sup>26</sup></li> </ul>

### *The project*

The Respect project is a 4-month long education programme delivered by the Essex Boys and Girls Club (EBGC). The project utilises outdoor activities to help young people **re-engage with their education**, with the aim of **reducing the risk of them being drawn into crime and youth violence**.

To achieve these aims, the project is delivered among groups of 13 to 14-year olds (School Year 9) who are at risk of school exclusion, frequently truant, have a family member with criminal convictions and/or have low levels of educational achievement by engaging in **youth work through activity**. The project has previously only been delivered in Essex, however the YEF funding has now allowed EBGC to replicate the Respect project in other areas across the country. Partner organisations to EBGC where the Respect project will be rolled out are: Boys and Girls Clubs of South Yorkshire, Lancashire Association of Boys and Girls Clubs, Young Bristol and Boys and Girls Clubs of Wales. Their purpose and mission will remain the same, and the delivery will be tailored to meet the specific location-based needs. The areas chosen as part of this project roll-out are some of the most deprived in England and Wales.<sup>27</sup>

The project was initially conceived and developed by a Police Officer and the County Director of EBGC. It was co-designed with input from local community groups, young people from youth clubs, and young people contacted through outreach work. During its 19-year history, the project has been run in areas covered by Essex County Council, Southend-on-Sea Borough Council and Thurrock Council. Across these areas, 1,202 young people have been supported. The intervention aims to prevent young people from being drawn into crime and youth violence by improving their social and emotional wellbeing, providing them with a strong sense of achievement, and helping them increase their self-worth.

Interventions that teach children and young people social skills for self-management have an established international evidence base<sup>28</sup>. The lifelong value of out-of-classroom learning experiences has also been widely recognised, which demonstrate that overcoming obstacles as part of these novel and demanding challenges enables young people to build resilience and leaves them feeling like they can overcome subsequent, unrelated challenges<sup>29</sup>. The intervention incorporates evidence-based techniques such as cognitive behavioural skills training within the life skills sessions, including facilitation, coaching and behavioural rehearsal which are proven training methods that will be undertaken by youth workers and trained specialists.

The project team is led by EBGC's members of staff who have experience of delivering over one hundred Respect projects between them. Key staff include a qualified teacher and youth worker who is also a qualified Winter Mountain Leader, a qualified youth worker and an Institute of Outdoor Learning certified Bushcraft Instructor<sup>30</sup>. Partner organisations will be represented by experienced qualified youth workers who will be trained in the delivery format of the Respect project.

The project is delivered by youth workers, supported where necessary by trained specialists. These specialists may be required to support certain Life Skills sessions and are essential for the outdoor elements of the project which will be delivered by qualified Mountain Leaders supported by youth workers. To ensure consistency across projects, and to make sure that all staff understand how the project works, they will undergo training before delivery commences.

The overall format of the project has remained relatively consistent, young people are encouraged to provide feedback at all stages, and this is systematically reviewed. As a result of this feedback, some changes have been made. For instance, the project used to include an overnight residential with the focus on preparing young people for the week-long residential, this has now been replaced by a second outdoor activity day which puts greater emphasis on teamwork and problem solving. The Life Skills sessions have also been introduced and designed to respond to topical issues, specific geographical issues and issues that are specific to the needs of the group.

The information below summarises the stages of activities that make up the current version of the project.

## *Delivery stages*

### Recruitment

Across all locations, the project aims to engage a total of c. 375 young people aged 13-14. In each area, the participating schools refer between 20 to 25 young people who are then invited to attend two Activity Days (stage 1 as described below). At the end of Stage 1, around 15 young people are selected to participate from Stage 2 onwards. A total of c. 200 young people are expected to take part in the full programme. In some delivery areas, including Essex, EGBC and partner organisations have already a long-established relationship with secondary schools where young people are recruited. In other areas, this relationship is more tenuous and will need to be built.

Transport is provided throughout the project to help minimise dropouts.

### Stage 1

**Activity Day 1:** The project begins with a full day of outdoor and team building activities, one per school, at an outdoor centre. These activities are designed for groups to take part in, where project staff are present to observe how participants engage with the activities and interact with each other. The activities involve 3x team building activities (such as high ropes, crate stack, problem solving) at the outdoor centre.

**Activity Day 2:** A second outdoor activity day then takes place bringing together a total of c. 25-30 young people from all different schools. This involves engaging young people who have been identified as the most at risk of being drawn into crime or youth violence, and also those who responded best to being in the outdoor environment at Activity Day 1. The students invited to this stage will engage in different activities to Activity Day 1 but at the same outdoor centre. At the end of Activity Day 2, around 15 young people are selected to participate from Stage 2 onwards.

### Stage 2

**Life skills course:** The selected c. 15 participants are then invited to an 8-week series of 2-hour group Life Skills sessions, delivered outside of school at community venues or youth clubs covering topics such as teamwork, peer pressure, handling conflict, communication, drugs and alcohol awareness, knife crime, gangs, grooming, exploitation, as well as sessions specific to the needs of the group. The sessions are taught using a variety of techniques which include facilitation, coaching and behavioural rehearsal. The sessions are delivered by trained youth workers who have in-depth knowledge of these areas, supplemented where necessary by trained specialists.

The topics for each week are set out as follows:



- **Week 1:** Introduction to the Respect project and establish group rules.
- **Week 2:** Introduction to how a team works, starting to think about other people and take part in a series of teamwork exercises.
- **Week 3:** Make the young people aware of the effects of different communication styles, introduce some basic communication skills and help them understand the importance of following instructions.
- **Week 4:** Introduce negative and positive peer pressure and its effects on people, discuss truancy and its long-term effects on young people, and discuss the link between young people, truancy and crime.
- **Week 5:** Introduce how negative and positive influences can affect people, discuss how we make choices and to highlight that we can feel good about ourselves without the need for peers'/friends' approval.
- **Week 6:** Look at causes of conflict in the young people's lives, consider who they have conflict with, introduce different ways for the young people to deal with future conflict and help them understand that disagreement is 'normal' not wrong.
- **Week 7:** Give the young people information regarding the dangers of drug and alcohol misuse, inform them of the effects of various substances they may take and of some of the consequences of drug abuse.
- **Week 8:** Give the young people information about sexual health, inform them of the consequences of lifestyle and where/how to access information and services.

### Stage 3

**Week-long residential:** A week-long residential in the Lake District follows, which comprises of challenging outdoor experiences such as expeditions, climbing and abseiling delivered by qualified Mountain Leaders alongside youth workers. The aim of this stage is to challenge participants to step out of their comfort zone and enable them to learn to overcome obstacles using a series of small steps. This learning experience is then used to explore how participants could more effectively tackle situations they may encounter in their day-to-day life.

### Stage 4

**Graduation event:** The project culminates in a graduation event to recognise and share participants' achievements. This will be held at a prestigious local venue and is a chance for participants to have their achievements recognised by parents, teachers and local dignitaries.

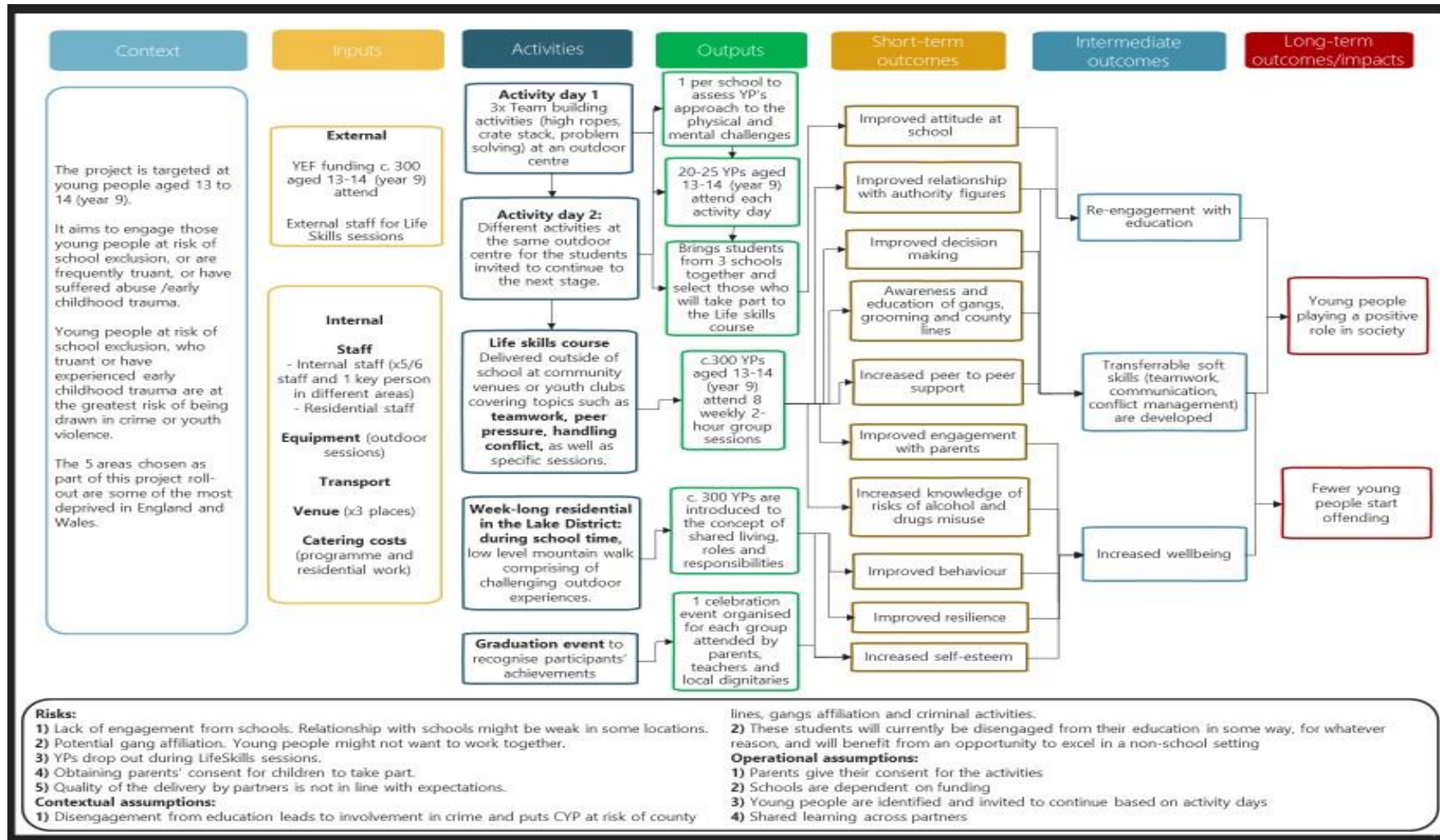
Each area is planning to deliver the project to up to three cohorts of participants, with each delivery cycle for an individual cohort of participants taking 4 months to complete.

## The logic model

The Respect logic model forms the basis of the evaluation design<sup>31</sup>. The logic model has been co-designed with Essex Boys and Girls Club during two face-to-face meetings with the project leads, and an initial draft of the logic model was then shared with the project and further refined following the receipt of feedback.



# YOUTH ENDOWMENT FUND





## Research questions and/or objectives

The aims of the pilot evaluation are to:

- Investigate the extent to which the project achieves its intended outcomes
- Explore how, why and in what context intended outcomes have been achieved
- Develop insight to inform the design of a subsequent impact evaluation.

### *Exploring the counterfactual*

In order to increase robustness of the evaluation design, we have also explored the possibility of identifying a counterfactual during the scoping stage. Initial conversations with the project staff have highlighted the potential to construct a comparator group with those young people who attend Activity day 1 and 2 but are not selected to take part in the remainder of the programme. Over the course of the evaluation, we will be testing the feasibility of delivering a counterfactual approach to inform a larger-scale evaluation.

### *Area coverage*

Project activity is taking place across five locations, as specified above. Quantitative data collection will be carried out across all five locations. However, given the scope of the evaluation and the available budget, it is likely that we will work with a selection of the five locations to deliver the qualitative data collection activities.

## Methods

### Methods and data collection

#### *Measuring outputs (monitoring data)*

The outputs of the Respect project will be measured using Essex Boys and Girls Club monitoring data. This is captured in a spreadsheet in all project locations.

Monitoring data collected by Essex Boys and Girls Club will include information regarding the number of sessions that take place, numbers of young people attending, how many sessions each young person attends, any follow-on engagement with young people who have attended the project, and information on next steps for young people (e.g. whether they have re-engaged with education or gone on to training/ volunteering/ employment).

It is agreed that the monitoring data regarding participation in the project will use the young person's name, surname, date of birth and location as unique identifiers. This will ensure that the evaluation can consider the level of participation in the project activities (e.g. how many sessions) each young person attended.

The exact format of the data collection is currently being agreed between Essex Boys and Girls Club and Ipsos UK. These discussions will include a focus on GDPR compliance ensuring that Essex Boys and Girls Club are able to share their monitoring data with Ipsos UK.

### Methods overview

The table below sets out the evaluation framework that was developed to underpin the pilot study. The first column shows the project outcome. The following columns detail the data collection tools that will be used to collect evidence to enable us to answer the evaluation questions. The table also shows the frequency of data collection and the organisation that will hold responsibility for the collection of the relevant data.

Logic model: Short-term project outcomes	Evaluation questions	Survey(s)	Post- consultations with end- beneficiaries (CYPs)	Post- consultations with delivery staff	Post- consultations with wider stakeholders	Data source(s) and & frequency of data collection	When will it be collected?	Who will collect this data?
<b>Improved attitude at school</b>	Have participants experienced an improvement in their attitude at school? How if at all has the school benefitted?	<ul style="list-style-type: none"> <li>Edinburgh Study of Youth Transitions and Crime</li> <li>CYRM-R</li> </ul>	X	X	X	<ul style="list-style-type: none"> <li>Pre-/post-surveys</li> <li>Post qual</li> <li>Observations of stages 1, 2, 3 and 5</li> </ul>	April 2021 to January 2022	Project delivery team and Ipsos UK <sup>32</sup>
<b>Improved relationship with authority figures</b>	To what extent / How confident are young people in interacting with / challenging someone of authority?	<ul style="list-style-type: none"> <li>CYRM-R</li> <li>Edinburgh Study of Youth Transitions and Crime</li> </ul>		X	X	<ul style="list-style-type: none"> <li>Pre-/post-surveys</li> <li>Post qual</li> <li>Observations of stages 1, 2, 3 and 5</li> </ul>	April 2021 to January 2022	Project delivery team and Ipsos UK
<b>Improved decision making</b>	To what extent do young people use what they have learnt in their day-to-day life?	<ul style="list-style-type: none"> <li>CYRM-R</li> </ul>	X	X	X	<ul style="list-style-type: none"> <li>Pre-/post-surveys</li> <li>Post qual</li> <li>Observations of stages 1, 2, 3 and 5</li> </ul>	April 2021 to January 2022	Project delivery team and Ipsos UK

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<b>Awareness and education on gangs, grooming and county lines</b>	To what extent do young people indicate that increased awareness in gangs, grooming and county lines will result in a sustained behaviour change to reject violent attitudes and behaviours?		X	X		<ul style="list-style-type: none"> <li>Pre-/post-surveys</li> <li>Post qual</li> <li>Observations of stages 1, 2, 3 and 5</li> </ul>	April 2021 to January 2022	Project delivery team and Ipsos UK
<b>Increased peer to peer support</b>	Would young people define themselves as role models? What behaviours have they exhibited?	<ul style="list-style-type: none"> <li>CYRM-R</li> </ul>		X	X	<ul style="list-style-type: none"> <li>Pre-/post-surveys</li> <li>Post qual</li> <li>Observations of stages 1, 2, 3 and 5</li> </ul>	April 2021 to January 2022	Project delivery team and Ipsos UK
<b>Improved engagement with parents</b>	Is there a discernible difference in young people's engagement with parents?	<ul style="list-style-type: none"> <li>CYRM-R</li> <li>Edinburgh Study of Youth Transitions and Crime</li> </ul>	X			<ul style="list-style-type: none"> <li>Pre-/post-surveys</li> <li>Post qual</li> <li>Observations of stages 1, 2, 3 and 5</li> </ul>	April 2021 to January 2022	Project delivery team and Ipsos UK

Logic model: Short-term project outcomes	Evaluation questions	Survey(s)	Post- consultations with end- beneficiaries (CYPs)	Post- consultations with delivery staff	Post- consultations with wider stakeholders	Data source(s) and & frequency of data collection	When will it be collected?	Who will collect this data?
<b>Increased knowledge of risks of alcohol and drugs misuse</b>	To what extent are participants aware of risks of alcohol and drugs misuse?		X	X		<ul style="list-style-type: none"> <li>Pre-/post-surveys</li> <li>Post qual</li> <li>Observations of stages 1, 2, 3 and 5</li> </ul>	April 2021 to January 2022	Project delivery team and Ipsos UK
<b>Improved behaviour</b>	How has young people's behaviour changed in a positive way inside/outside of school?	<ul style="list-style-type: none"> <li>Edinburgh Study of Youth Transitions and Crime</li> <li>CYRM-R</li> </ul>		X	X	<ul style="list-style-type: none"> <li>Pre-/post-surveys</li> <li>Post qual</li> <li>Observations of stages 1, 2, 3 and 5</li> </ul>	April 2021 to January 2022	Project delivery team and Ipsos UK
<b>Improved resilience</b>	Are specific elements of the project leading to young people developing resilience? What are they?	<ul style="list-style-type: none"> <li>CYRM-R</li> <li>SWEMWBS</li> </ul>	X	X		<ul style="list-style-type: none"> <li>Pre-/post-surveys</li> <li>Post qual</li> <li>Observations of stages 1, 2, 3 and 5</li> </ul>	April 2021 to January 2022	Project delivery team and Ipsos UK



Logic model: Short-term project outcomes	Evaluation questions	Survey(s)	Post- consultations with end- beneficiaries (CYPs)	Post- consultations with delivery staff	Post- consultations with wider stakeholders	Data source(s) and & frequency of data collection	When will it be collected?	Who will collect this data?
<b>Increased self-esteem</b>	Does the project improve young people's self-esteem?  Are specific external enablers contributing to this improvement? Are there any barriers?	<ul style="list-style-type: none"> <li>• CYRM-R</li> <li>• SWEMWBS</li> </ul>	X	X		<ul style="list-style-type: none"> <li>• Pre-/post-surveys</li> <li>• Post qual</li> <li>• Observations of stages 1, 2, 3 and 5</li> </ul>	April 2021 to January 2022	Project delivery team and Ipsos UK
<b>Re-engagement with education</b>	To what extent is the project, and the way EBGC relate to and interact with schools, facilitating re-engagement of participants with education?	<ul style="list-style-type: none"> <li>• CYRM-R</li> <li>•</li> </ul>	X	X	X	<ul style="list-style-type: none"> <li>• Pre-/post-surveys</li> <li>• Post qual</li> <li>• Observations of stages 1, 2, 3 and 5</li> </ul>	April 2021 to January 2022	Project delivery team and Ipsos UK
<b>Transferrable skills (teamwork, communication, conflict management)</b>	Have young people's transferrable skills evolved in ways that are conducive to the project objectives?	<ul style="list-style-type: none"> <li>• CYRM-R</li> <li>• Edinburgh Study of Youth Transitions and Crime</li> </ul>	X	X		<ul style="list-style-type: none"> <li>• Pre-/post-surveys</li> <li>• Post qual</li> <li>• Observations of stages 1, 2, 3 and 5</li> </ul>	April 2021 to January 2022	Project delivery team and Ipsos UK

Logic model: Short-term project outcomes	Evaluation questions	Survey(s)	Post- consultations with end- beneficiaries (CYPs)	Post- consultations with delivery staff	Post- consultations with wider stakeholders	Data source(s) and & frequency of data collection	When will it be collected?	Who will collect this data?
<b>Increased wellbeing</b>	To what extent does the project lead to increased wellbeing? Are specific external enablers contributing to this? What are they?	<ul style="list-style-type: none"> <li>SWEMWBS</li> </ul>		X		<ul style="list-style-type: none"> <li>Pre-/post-surveys</li> <li>Post qual</li> <li>Observations of stages 1, 2, 3 and 5</li> </ul>	April 2021 to January 2022	Project delivery team and Ipsos UK

### *Measuring outcomes (impact data)*

Qualitative consultations and paper-based surveys will be the main primary data collection tools. The data collected will be used to assess and report on the effectiveness and potential impact of the project as aligned to the outcomes of the logic model.

#### Project participant surveys

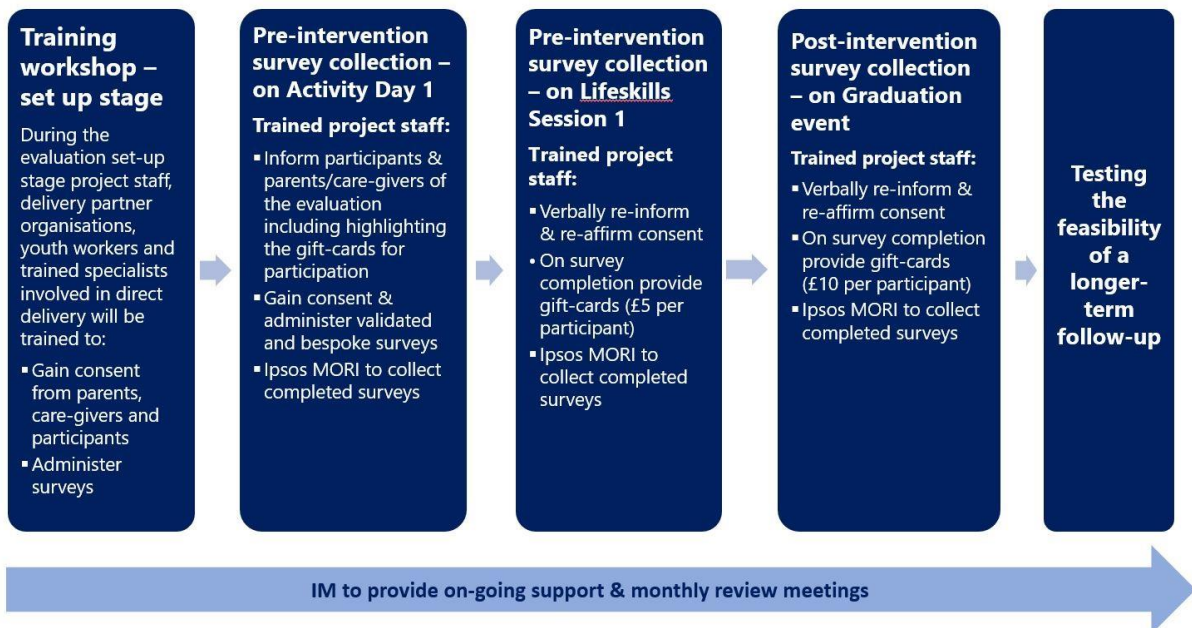
Paper-based survey questionnaires will be the main data collection tool used with individual beneficiaries. We will use a combination of validated research tools to assess the views of participants both pre- and post-project. Surveys were selected based on their appropriateness to measure project outcomes, while also considering alignment with the common measurement framework being designed by the YEF. Selection of the relevant surveys also ensured that they are proportionate to the project stage, scope and level of funding, and that they provide the rigour and validity required whilst minimising the burden on participants and the project team. In collaboration with the project delivery teams, we will make use of the following validated tools to measure social and emotional wellbeing, problem solving skills, peer relationships, resilience and behaviour.

The following surveys will be administered:

- Short Warwick-Edinburgh Mental Wellbeing Scale (SWEMWBS)<sup>33</sup>
- Child and Youth Resilience Measure - CYRM-R<sup>34</sup>
- 19 questions from the Edinburgh Study of Youth Transitions and Crime<sup>35</sup>.

To increase efficiencies, manage costs and maximise data collection we will train project staff and partner organisations to administer paper-based versions of surveys, some of whom we recognise may already be equipped with the requisite skills such as collecting the WEMWBS (the Ipsos UK project team have also previously administered all the measures outlined in similar interventions). This approach will enable us to adopt a double baseline design, administering the survey at three data collection points. The double baseline design attempts to infer the project intervention is the cause of the effect. This assumes a hypothesis that the intervention's benefit is exposure time-related (a reasonable assumption in most forms of behavioural intervention). This will maximise delivery and cost efficiencies, and when combined with our suggested use of participant incentives (gift vouchers), provided following completion of surveys at the post timepoint, will also maximise response rates both pre and post-intervention (Figure 1.1). Our participant incentive strategy aligns with EIF's evaluating early intervention programmes: six common pitfalls, and how to avoid them<sup>36</sup> guidebook.

#### **Figure 1.1: Survey facilitation timeline**



The project aims to engage a total of c. 200 young people aged 13-14 years. Taking into the account the size of the target group (n=200), we suggest using the EIF level 2 evidence standards<sup>37</sup>, which translates into setting an ideal sample minimum that represents 60% of the project population, that is n=120 at pre/post data collection timepoints. In order to achieve this, we will employ an over-sampling approach to mitigate attrition. We therefore propose to target all 200-young people aged 13-14 years.

### Qualitative consultations

Qualitative consultations will be used to gather detailed and open views in a discursive forum. This gives participants the opportunity to speak openly and candidly about their experiences.

There will be three audiences for the qualitative consultations:

- **Young people:** young people will be encouraged to discuss their experiences of the project activity, and in what ways they think that their views and skills have changed. Young people will be engaged via up to ten **focus group discussions** (face-to-face, if permitted by the prevailing Covid-19 rules). Flexibility over method allows us to tailor the method to maximise participation rates by offering young people an engagement approach that they feel comfortable participating in. Focus groups will allow us to efficiently capture views (focus groups can be carried out following project sessions to capture young people whilst they are together, at the venue), and provide a forum for sharing and discussing experiences of the project. Individual depth interviews may be better suited to

discussing more individualised experiences and may offer a way to capture views from more vulnerable young people. Young people will be engaged after completion of stage 4.

- Delivery staff: up to ten qualitative consultations involving **telephone and/ or face-to-face depth interviews** with delivery staff will aim to include both those who deliver the Activity Days 1 and 2, and those who have continued engagement with young people through the Life Skills sessions and week-long residential. Delivery staff will be asked for their view of the project impacts and more broadly, which elements of the project activity they feel worked particularly well, and which could be improved upon. Discussions with delivery staff will also explore how YEF funding has contributed to their work with young people in this area, and whether this type of work would have been possible without YEF funding.
- Wider stakeholders (e.g. delivery partners, teachers, other local authority representatives): other Essex Boys and Girls Club's staff (e.g. those responsible for week-long residential) could provide useful feedback regarding the way in which the core project activities have been delivered. We also suggest it would be useful to include representatives from all Boys and Girls Clubs involved. Care will be taken to ensure that any discussions with wider stakeholders focuses on those with direct experience of the project. Up to five **in-depth interviews** will allow us to gather broad views regarding the project impacts.

During the data collection phase, we will also conduct up to five **ethnographic style observations**. Ethnography is very useful to develop an understanding of an intervention and its implementation processes. For this reason, we have decided to include in our qualitative methods observations where we will interact with participants and the project delivery team in the intervention environment to capture young people interactions and activities. This will allow us to explore the level of engagement of participants. Observations will be conducted at all five stages.

We will work closely with the project delivery team to identify the most appropriate and feasible locations for qualitative activities to take place where participants and researchers feel comfortable and safe. Qualitative research will provide an in-depth understanding of participants' perceived changes, perceptions of impact and experiences of the project, as well as exploring family engagement with the resilience workshops, outdoor activities and community activities. They will also enable us to capture the project delivery team's perceived changes, perceptions of impact and experiences of delivery and explore mechanisms by which impact might have been achieved.

In case of new Covid-19 restrictions, remote options to host qualitative consultations, such as Teams or telephone, will be considered.

### Sampling

For the qualitative data collection, we propose to employ a geographical cluster sampling approach for engaging wider stakeholders and delivery staff, which will ensure we engage a representative coverage across the multiple participating Local Authorities.

We will use a non-probabilistic purposive sampling method to select young people, to ensure a diverse range of young people are represented. This will involve devising a list of characteristics that may impact young people's interaction with the intervention and would rely on project staff collecting the relevant data from participants, to then pass on to the evaluation team. Feasibility of this approach, alongside a list of characteristics was discussed and agreed with the project staff during the scoping stage. This includes:

- Age
- Gender
- Ethnicity
- Region (rural or urban etc.)
- Level of interaction with the project
- Percentage of young people eligible for free school meals
- Percentage of young people from the most deprived areas based on the Education, Skills and Training Deprivation Domain from the Index of Multiple Deprivation (IMD) 2015.

If deemed feasible, we will analyse the relevant participant characteristic data and use this to derive a representative sample. In terms of the number of participants to be sampled, we will follow the saturation theory of qualitative research, where sampling is continued until the evaluators feel that further sampling will not add any additional heterogeneity. Currently, we feel that sampling between 8-12 groups of young people will provide a sufficiently large sample size to achieve saturation.

## **Data analysis**

### Qualitative data

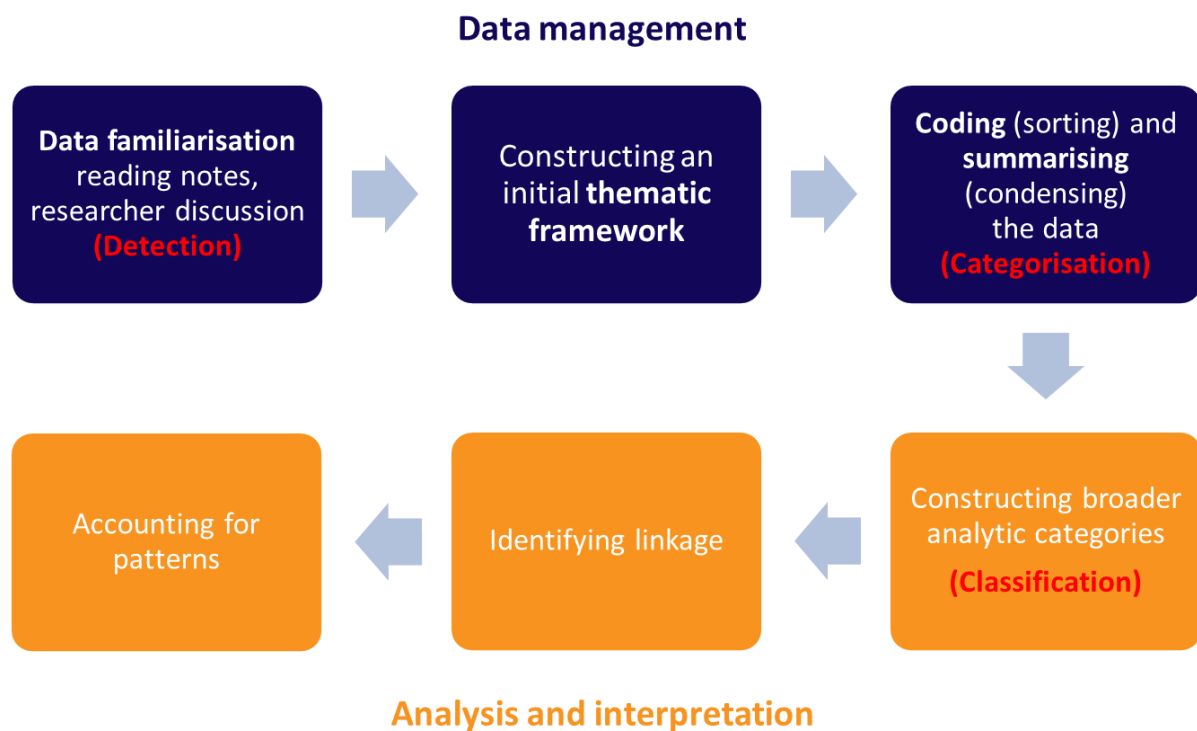
As detailed above, the evaluation will capture qualitative data from a range of sources. This information must be carefully managed and systematically processed in order to ensure findings are robust; this requires that we distil data into credible answers to the research questions and that we avoid bias by ensuring that all data goes through the same management and analysis process.

To do this, we will work to immerse ourselves in the data to first familiarise ourselves with the data and then work systematically through the transcripts to thematically organise and analyse findings in line with the evaluation questions and against the logic model. Findings will be disaggregated by key respondent characteristics (i.e. interview type, or respondents' characteristics) to draw out two types of analysis:

- *Content analysis*: drawing out findings from individual stakeholder consultations or documentation to help identify common content and subject matter;
- *Thematic analysis*: developing descriptive themes from primary data and the generation of analytical themes to provide greater context and interpretation of emerging key findings. This may be by unit of analysis, activity in the logic model, or higher-level themes by ensuring a complete picture of the project and understanding of the context in which it operates.

This will be carried out on an ongoing basis, and the team will meet periodically to discuss emerging findings and identify common themes, forming an initial thematic framework. Data summaries from each source will then be entered into an Excel coding frame, aligned to the evaluation questions and logic model. The summaries will then be coded based on the themes identified. Next, the evaluation team will review the coded data to identify broader classifications of data and identify linkages and patterns across individual units of data. Our qualitative data management and analysis approach is summarised in the figure 1.2 below.

**Figure 1.2: Our approach to qualitative data management and analysis**



Source: Ipsos UK

Quantitative data

**Making comparisons:** For pre-/post- matched pairs of data, comparisons will be made and reported where they are statistically significant (i.e. the difference between the pre-survey and post-survey results is statistically significant based on paired T-test).

**Assessing treatment effect between pre- and post- survey groups (paired T-test):** For each sample considered, two types of comparisons will be made.

1. Positive contributions of the project to outcomes will be ascertained if there is a positive percentage change in agreement figures and mean score differences in survey measures.
2. Statistical significance testing will be carried out for the paired T-Test at the 95% confidence level with significant change attributed if the p-values will be less than 0.05.

**Reporting quantitative data:** Quantitative data will be reported to two decimal places for paired-T test outputs and zero decimal places for percentages. This is to facilitate reading of the report as percentages convey a general idea of achievement of outcome and are incorporated in the main text of the report. Mean scores will be provided to add further details on the extent of change and are based on the rating scales. Considering variations on the rating scales at two decimal places will allow us to assess the validity of results and acceptance/rejection of the hypothesis tested. 'P values' relating to the significance testing will be reported to three decimal places.

### *Data synthesis*

The evaluation will seek to synthesise the qualitative and quantitative evidence as well as secondary data in order to answer the evaluation questions. This will allow the evaluation team to triangulate the evidence and validate the findings from different data collection strategies. The evaluation team can be more confident if similar findings and themes are identified from different methods and data sources. The evaluation team will implement a contribution analysis (CA) synthesis style-approach using the following practical steps:

**Development of internal notes:** To ensure that the evaluation does not suffer from over-complexity, all evidence sources will be mapped against the evaluation framework. For each evidence source, internal notes of the findings will be recorded, structured directly against the evaluation framework to make triangulation of evidence and the completion of internal analysis sessions straightforward.

**Triangulation of evidence:** Once internal notes for each source are completed, all evidence sources will then be brought together and mapped against the evaluation framework. To do this, the evaluation will employ meta-synthesis.<sup>38</sup> This approach seeks to analyse the findings from across primary and secondary, and across qualitative and quantitative evidence to form interpretive explanations and thematic descriptions. The principles of the



meta-synthesis, which is primarily employed for qualitative analysis, will also be applied to quantitative analysis for the purpose of this evaluation in order to ensure a consistent approach is employed.

One challenge to the synthesis of data from multiple data collection tools and analytical strands is dealing with any contradiction in the findings produced. A 'weight of evidence' based approach will be used to address this. Where the data sources highlight contrasting results (such as differences between views of stakeholders and the surveys), these differences will be reconciled by weighting the evidence collected by robustness, quality, consistency and its broader context (such as the likely interests of different stakeholders) and where possible, using objective data gathered from management information and secondary sources. The weighting will vary depending on the type of data collection method, the level of stakeholder engagement, and the evaluation question being addressed (whether questions can be answered directly or indirectly through available evidence).

**Analysis sessions:** The team will run two analysis sessions. This is to ensure the evaluation team are all familiar with the different data sources, to discuss emerging findings, revise the logic model when needed and identify areas for further exploration. All team members will participate to develop a clear understanding and judgement with respect to the research question(s) under examination.

If further lockdowns are found to change modes of delivery by location (e.g. Life Skills sessions delivered virtually or local activities vs. residential), we propose to employ a location-led analysis which accounts for local approaches to delivery, as well as exploring the potential for aggregating key outcome measures where appropriate. As part of the evaluation, we will aim to investigate the reasons behind different approaches being taken and gather evidence against these through process-oriented consultations. The purpose is to enable the evaluation team to assess fidelity of the delivery modes (f2f vs. online) and their effectiveness.

## Outputs

Table 1.2 provides a timeline for the evaluation activities and outputs as they are currently scheduled. This aligns to the timetable for project delivery and is therefore subject to change depending on whether activities are delivered within the planned timescales. Any significant delay could impact on the extent to which the evaluation is able to assess all activities delivered and associated outputs/outcomes. Progress with project delivery will be monitored on an ongoing basis through regular engagement with project leads and the evaluation timetable can then be updated accordingly.

- Milestone 3: Completion phase One of feasibility study (Receipt of feasibility study plan)

- Milestone 4: Completion of feasibility study (Completion of fieldwork for feasibility study, Receipt of slide deck summarising the results of the feasibility study)
- Milestone 5: Completion of baseline data collection
- Milestone 6: Completion of all data collection
- Milestone 7: Receipt of first draft of report
- Milestone 8: Final, peer reviewed report submitted, Data included in the archive

Figure 1.3: Evaluation timeline

Activity	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	
<i>Submission of draft Pilot Plan to the YEF</i>	█																	
<i>Developing topic guides</i>																		
<i>Survey administration &amp; data collection&amp; data input</i>		█	█	█	█	█	█	█	█	█	█	█						
<i>Session observations&amp; transcription/write ups</i>			█	█	█	█	█	█	█	█	█	█						
<i>Interviews (face to face &amp; telephone), focus groups &amp; workshops &amp; transcription/write ups</i>			█	█	█	█	█	█	█	█	█	█						
<i>Grant review process</i>																		
<i>Interim analysis (feasibility study)</i>		█	█															
<i>Feasibility study report (slide deck)</i>				█														
<i>Final analysis</i>												█	█					
<i>Final Presentation (drafting &amp; delivery)</i>																	█	
<i>Final Report</i>														█	█	█		
<i>Co-designed PPT for participants use</i>																		█
<i>What works centre dissemination event/workshop</i>																		█
<b>Milestones</b>	3			4			5				6				7			8



## Ethics and registration

There are a range of ethical issues that require consideration when conducting research with vulnerable families and at-risk young people. Ensuring ethical research practice within evaluations is a key priority at Ipsos UK and core to our professional practice. As the topics we are covering as part of this research could be sensitive, the evaluation team will make sure that it consults with its in-house Ethics Group and Business Excellence System team when developing all research materials. The Ethics Group comprises researchers experienced in working with vulnerable audiences and on sensitive subject matter and will be independent of the research team. At the heart of the Ipsos UK approach are the [GSR ethical principles](#); it also draws on other relevant ethical codes such as the [ESRC Research Ethics Framework](#), the [SRA ethical guidelines](#) and the [MRS code of conduct](#), with which it is fully compliant. All research activities will take into account local legal requirements for conducting research with young children.

Discussion guides to be used in focus groups and interviews will be prepared by the evaluation team in advance of the data collection phase. The evaluation team and the YEF will work together to ensure that these guides and tools are suitable and satisfy the learning needs specified by the evaluation framework. Country experts within the evaluation team will oversee the production of discussion guides. This will ensure that appropriate lines of investigation are pursued and that both the evaluation team and the YEF are satisfied that sensitivities around the programme and environment are considered.

Ipsos UK has a Safeguarding Policy in place for working with children, which all staff and associates need to adhere to. The purpose of the Safeguarding Policy is to protect people, particularly our staff, sub-contractors, and research participants, from any harm that may arise in the course of coming into contact with Ipsos UK. Whilst this is an internal policy, we expect that everybody working on behalf of Ipsos UK to act in accordance with the key principles contained within it, to support vulnerable children, young people at risk, in particular those in need of protection for safeguarding children, when carrying out the business of Ipsos UK's activities. That is why we will cascade this policy to local research teams as part of their work on this project.

Ipsos UK also has a thorough disclosure policy which researchers should follow when dealing with disclosures of potential harm to research participants – especially those who may not be in a position to act on their own behalf, such as children. Ipsos UK has an internal disclosure board, to whom such cases are reported. The Disclosure Board will determine whether a disclosure to someone outside of Ipsos UK is necessary and appropriate and to whom, based on the seriousness of the alleged harm, the evidence available, and the potential of further risks to the participant. Staff are aware of these

policies and they are regularly reviewed and consistently followed. Ipsos UK also has whistleblowing, anti-slavery and anti-harassment policies.

## Data protection

Ipsos UK's legal basis for processing data is "legitimate interest". Essex Boys and Girls Clubs' legal basis for processing your data is explicit consent.

Here below we describe relevant procedures for ensuring data quality, anonymity or confidentiality, as applicable.

**Stage 1: Receiving selection and recruitment data from the Essex Boys & Girls Club team profiling young people who have been selected for the project, legal basis for processing data will be explicit consent.**

As part of the project selection and recruitment process Essex Boys & Girls Club will collect data regarding young person's:

- Education and Development
- Parenting, Family and Relationships
- Adverse Childhood Experiences
- Young Person's Associates
  
- Lifestyle and living arrangements
- Participation in extra-curricular and / or community activities

This is collected as part of an application criteria form; explicit consent will be the basis of sharing this data with Ipsos UK. Essex Boys & Girls Club will be controllers of the data at this stage once Ipsos UK have the data they will determine the analysis to use on it and will be controllers at this stage. Completed consent forms and paper applications will be put inside two envelopes, sealed, marked strictly confidential and kept in a locked cabinet, with restricted access to project staff until handed to an Ipsos UK researcher or sent by courier. Once received Ipsos UK researchers will input the data into a spreadsheet which will be password protected and stored on a secure server with restricted access. A privacy notice and information sheet, providing details about the purpose of the research, how to opt out from further communications and what to do if they change their mind in participating can be found in the project file. These documents will be provided to parents, guardians and young people and explained in person by the project or research team.

**Stage 2: Collecting survey data (legal basis for processing this will be legitimate interest), providing information on sharing the young person's name, postcode, gender and DoB and their survey data with the YEF will occur at this stage (this will be in the privacy policy and information sheet, the legal basis for sharing this data and processing data linkage has been determined by the controller as legitimate interest and the information of the YEF**

**processing the data in the archive will be Public Task, this is determined by YEF as the controller of the data)**

Respect project staff will initially facilitate the steps required to gain consent for the collection and use of survey data for the evaluation. The team will also cover the request for sharing this data with the YEF on the completion of the evaluation whereby the YEF will link, store and update data annually for an indefinite period of time. The legal basis for processing the data will be legitimate interest, however, participants are able to 'opt-out' of taking part in the evaluation.. Once this process has been completed the Respect project staff will facilitate paper surveys with young people and parents pre and post project delivery, data includes:

- Person's name (or unique pupil number (UPN))
- Gender
- Date of Birth
- Postcode
- Emotions
  
- Conduct
- Hyperactivity/inattention
- Peer relationships
- Prosocial behaviours
- Impact
  
- Resilience
- Criminal or antisocial behaviours

Completed consent forms and paper questionnaires (and any names of those who wish to 'opt out' of data sharing) will be put inside two envelopes, sealed, marked strictly confidential and kept in a locked cabinet, with restricted access to project staff until handed to an Ipsos UK researcher or sent by courier. Once received Ipsos UK researchers will input the data into a spreadsheet which will be password protected and stored on a secure server with restricted access. A privacy notice and information sheet, providing details about the purpose of the survey, how to opt out from further communications and what to do if they change their mind in participating can be found in the project file. These documents will be provided to parents and guardians and explained in person by the project or research team.

**Stage 3: Collecting primary qualitative data (workshops, focus groups, interviews, observations) this will also be done on the basis of legitimate interest.**

- Essex Boys & Girls Club are data controllers for the sample giving us access to participants

- Ipsos UK are processors of the sample and data controllers of the information collected, as they will be directly collecting data.
- Ipsos UK will store data in password protected files and on a secure server with restricted access.
- Note that this data will be aggregated and anonymised and added to a final report only.

A detailed data retention and deletion plan will be in place, for each element:

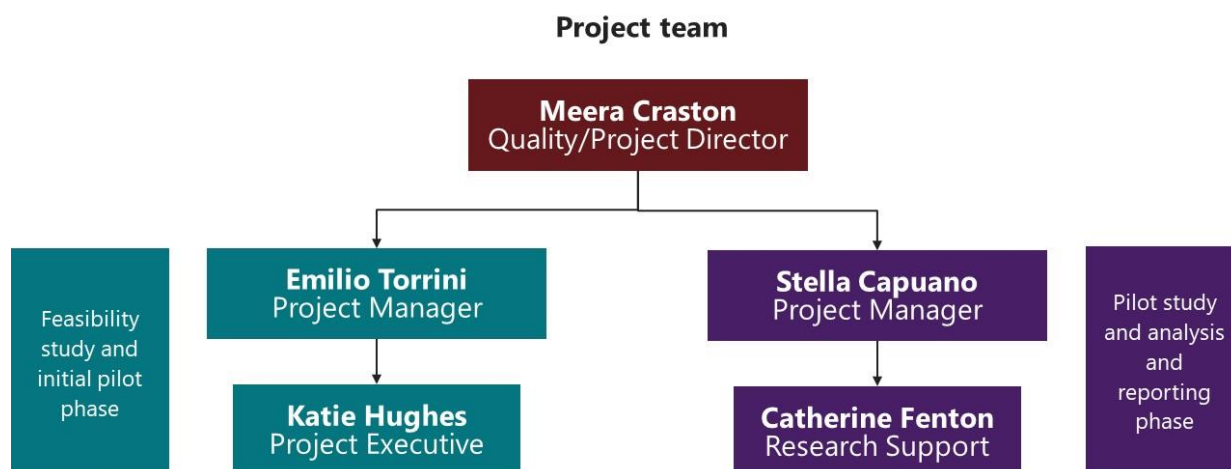
- Application data - Ipsos UK will fully anonymise data with identifiable data being destroyed three months after the final report is shared with the client (using Blancco)
- Paper questionnaires and questionnaire database – Ipsos UK will securely shred paper surveys, survey data will then be separated from identifiable information and will be destroyed three months after the final report is shared with the client (using Blancco)
- Primary qualitative data - Ipsos UK will destroy data three months after the final report is shared with the client (using Blancco)

All electronic files held by Ipsos UK will be deleted using Blancco file shredding software (which meets HM Government standards) and destruction certificates will be saved to the project folder as evidence. Returned paper questionnaires will be shredded onsite using either suitable (DIN 3) office shredders or a specialist mobile paper shredding service that meets HM Government standards for paper shredding., until then they will be stored in locked cabinet with restricted access.

**Stage 4: Sharing name, postcode, DoB, gender and survey data with the YEF, transfer of files will be encrypted to AES 256 and FIPS 140-2 standards, data will be transferred using Ipsos UK FTP (iTransfer) software.**

## Personnel

To ensure we maximise resources, enable effective cross-project learning and add value across our portfolio of work, the evaluation team for this project has been considered along-side our work for the complementary SHARP and Thurston Family Resilience Project evaluations. Each member of the team has clearly defined roles and will work in the structure set out below:



**Meera Craston**, Senior Director & Joint Head of Evaluation

As **Project Director**, Meera will have ultimate responsibility for the design and delivery of the evaluation to the agreed plan, timetable and budget. She will be the escalation point for any issues with team or project delivery. Drawing on her extensive experience of leading similar and larger-scale evaluations, she will oversee and advise on the scope, design and deliverables of the evaluation, signing off the evaluation framework including the Logic model, logic model, research tools and outputs.

**Emilio Torrini/Stella Capuano**, Senior Consultant/Economist – Policy and Evaluation Unit

Emilio/Stella will be the **Project Manager** and the first point of contact for YEF, providing updates and leading quarterly client meetings. He/She will also be responsible for engaging YEF and Respect project partners throughout the evaluation lifecycle and for managing and monitoring the evaluation delivery, ensuring any issues are flagged as appropriate and form a core part of the fieldwork team.

**Katie Hughes/Catherine Fenton**, Research Executive/Senior Consultant

Katie/Catherine will be the Project Executive/Research Support, providing day to day support to Emilio/Stella and Meera to effectively develop and deliver the evaluation, including carrying out data collection and analysis.

## Risks

Table 1.1 lists the potential considerations and risks associated with delivery of the evaluation, alongside an assessment of their impact and mitigating actions. The consideration or risk is presented in the leftmost column, followed by the impact that this has on the evaluation delivery, rated according to the RAG system: Red (high risk) | Amber



(medium risk) | Green (low risk). Mitigation measures are then indicated on the rightmost column.

**Table 1.1: Project evaluation risk register**

Risk	Likelihood	Impact	Mitigating measures
<b>Lack of engagement with the YEF and the project partners</b>	Low	Medium	We fully appreciate the importance of partnership working throughout the life-cycle of the evaluation. This will be done through regular email updates, monthly telephone/skype meetings with project partners and quarterly meetings with the YEF. This approach is essential to designing and integrating a purposeful and proportionate evaluation, enhancing recruitment and retention to the evaluation, collecting data, and gaining multiple perspectives of impact.
<b>Use of age and project appropriate measures, while ensuring a minimum level of inter-project consistency</b>	Medium	High	<p>We are proposing to use a combination of validated research tools to assess the views of participants both pre and post the intervention that:</p> <ul style="list-style-type: none"> <li>• offer maximum insight into project effectiveness</li> <li>• are proportionate to the project stage, scope and level of funding</li> <li>• consider different characteristics of participants</li> <li>• provide rigour and validity while minimising burden</li> <li>• measure impact</li> </ul> <p>Working with the YEF and Respect project partners we selected the most appropriate measures and have successfully tested and validated the appropriateness and practicalities of the surveys during the feasibility stage. During the feasibility stage, we have ensured alignment with the common measurement framework being designed by the YEF.</p>
<b>Availability / willingness to</b>	Low	Medium	From previous experience we know that face-to-face data collection methods are most effective for eliciting higher response rates for

<p><b>contribute to the research activities</b></p>			<p>at-risk children and young people, compared to telephone and online modes. Face-to-face approaches enable researchers and project staff to build a rapport and level of trust with participants which enhances participant buy-in that is critical for post-intervention data collection. The double baseline design attempts to infer the project intervention is the cause of the effect. This will maximise delivery and cost efficiencies, and when combined with our suggested use of participant incentives (gift vouchers), provided following completion of surveys at the post timepoint, will also maximise response rates both pre and post-intervention.</p> <p>For the collection of qualitative data, we will work closely with Respect project partners to identify the most appropriate and feasible locations that allow participants and researchers to feel comfortable and safe. Furthermore, in case of new Covid-19 restrictions, remote options to host qualitative consultations, such as Teams or telephone, will be considered.</p>
<p><b>Slippage of evaluation activities timetable</b></p>	<p>High</p>	<p>Medium</p>	<p>Ipsos UK will be in regular communication with the Respect project team. This will ensure that any project delays which can impact the evaluation activities timeline will be picked up as soon as possible, allowing the evaluation team and project leads to re-assess the evaluation scope. Should a change of evaluation scope be deemed necessary, Ipsos UK team will review the change ensuring minimal loss of time and resources, and ensure this is communicated and agreed with the YEF before implementing.</p>
<p><b>Issues with sample size, statistical significance, project</b></p>	<p>Low</p>	<p>High</p>	<p>The project aims to engage a total of 210 young people aged 13-14 years. Taking into the account the size of the target group (n=210), we suggest using the EIF level 2 evidence</p>

<p><b>population and missing data</b></p>			<p>standards<sup>39</sup>, which translates into setting an ideal sample minimum that represents 60% of the project population, that is n=126 at pre/post data collection timepoints. In order to achieve this, we will employ an over-sampling approach to mitigate attrition. We therefore propose to target all 210 young people aged 13-14 years.</p> <p>For the qualitative data collection, we propose to employ a geographical cluster sampling approach for engaging wider stakeholders and delivery staff, which will ensure we engage a representative coverage across the multiple participating Local Authorities.</p>
<p><b>Access to and working with young people and families, including GDPR</b></p>	<p>Low</p>	<p>High</p>	<p>Young people may be reluctant to engage in the evaluation and may not wish to share personal or sensitive information about themselves. We will work with project partners to understand how young people are identified, referred, screened, invited and recruited to participate in the project. This will inform when and how to involve young people in the evaluation. Given the project population size and the pre/post design proposed for this evaluation, getting this right will be vital to the success of the evaluation, while also ensuring we continually adhere to GDPR requirements and the MRS code of conduct.</p>
<p><b>Dropout, retention and incentives linked to post / follow-up data collection</b></p>	<p>Low</p>	<p>High</p>	<p>Dropout can occur for various reasons, with attrition rates typically being high for hard to reach groups such as young people at risk of school exclusion. We will work closely with the YEF and project partners to maximise engagement and reduce logistical challenges by agreeing suitable approaches for:</p> <ul style="list-style-type: none"> <li>• strong case management and communication<sup>40</sup></li> <li>• identifying suitable incentives, compensation or equivalent</li> </ul>

			<ul style="list-style-type: none"> <li>reducing the level of burden on participants and staff</li> </ul> <p>In developing our budget, we have ensured that we provided sufficient funds to reduce attrition.</p>
<b>Impact of COVID-19 situation</b>	Medium	High	<p>The data collection plan for the evaluation has been designed to take account of the situation. We will closely monitor timings throughout, the circumstances of those involved in the evaluation and how project delivery may be impacted. We will ensure a flexible and responsive approach to changes throughout the period of the evaluation. Findings will be reported in the context of COVID-19 as appropriate.</p>
<b>Reviewing sensitive or personal data and GDPR</b>	Low	High	<p>Some of the project data requested may be highly sensitive meaning that project partners may be reluctant to provide this information to the evaluation team. However, we will reassure all partners that Ipsos UK work to the highest standards in the market research industry and have the appropriate data security and confidentiality systems in place to minimise any risk. We abide by the MRS Code of Conduct and adhere to <b>ISO 20252</b> (international market research specific standard), <b>ISO 9001</b> – (international general company standard), <b>ISO 27001</b> (international standard for information security). In addition, <b>Ipsos UK has registered its processing of personal data with the Information Commissioner’s Office (ICO)</b>. The ICO is the UK’s Data Protection Authority. Our registration number is: Z5502515. The evaluation team will be sure to emphasise these standards and Ipsos UK processes when requesting to review sensitive data. Our Business Excellence team can prepare and liaise with partners to put in place data transfer agreements if required, this includes use of our GDPR compliant data transfer software iTransfer.</p>



[youthendowmentfund.org.uk](https://youthendowmentfund.org.uk)



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[@YouthEndowFund](https://twitter.com/YouthEndowFund)

The Youth Endowment Fund Charitable Trust

Registered Charity Number: 1185413

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