

EVALUATION REPORT

# The Respect Project

## Feasibility and pilot study

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## About the Youth Endowment Fund

The Youth Endowment Fund (YEF) is a charity with a mission that matters. We exist to prevent children and young people becoming involved in violence. We do this by finding out what works and building a movement to put this knowledge into practice.

Children and young people at risk of becoming involved in violence deserve services that give them the best chance of a positive future. To make sure that happens, we'll fund promising projects and then use the very best evaluation to find out what works. Just as we benefit from robust trials in medicine, young people deserve support grounded in the evidence. We'll build that knowledge through our various grant rounds and funding activity.

Just as important is understanding children and young people's lives. Through our Youth Advisory Board and national network of peer researchers, we'll ensure they influence our work and we understand and are addressing their needs. But none of this will make a difference if all we do is produce reports that stay on a shelf.

Together, we need to look at the evidence, agree what works and then build a movement to make sure that young people get the very best support possible. Our strategy sets out how we'll do this. At its heart, it says that we will fund good work, find what works and work for change. You can read it [here](#).

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## About the Evaluator

Ipsos UK's Policy and Evaluation Unit were commissioned to undertake a two-year evaluation of the Respect project in September 2019 as part of YEF's launch grant round. The requirements of the commission included both a feasibility and pilot study, which were to be conducted sequentially, with each taking around a year to deliver.

The Ipsos Policy and Evaluation Unit is a multidisciplinary team of over 50 evaluation specialists and economists who offer considerable expertise in the evaluation of public policies and programmes. This includes experience across all major areas of public policy and the completion of over 500 evaluations for UK central government departments, DGs of the European Commission and international agencies.

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# Executive Summary



## The project

The Respect programme aims to help young people re-engage in education and protect them from being drawn into crime and violence. It works with groups of 13–14-year-old (Year 9) children who teachers have identified as being at risk of school exclusion, regularly truanting, having a family member with criminal convictions or having low levels of educational achievement. The programme is delivered over four months at youth club premises and involves eight life-skills sessions and a week-long residential where children participate in outdoor challenges.

The Essex Boys and Girls Club (EBGC) developed the programme and had previously delivered it to over 1,200 young people. In this project, EBGC trained five other member organisations of the National Association of Boys and Girls Clubs to deliver the programme in new locations. EBGC provided one-and-a-half days' training to support the five new delivery partners.

The YEF initially funded a feasibility evaluation to understand whether Respect could be delivered as intended and inform the design of future evaluations. It addressed these questions using monitoring data from delivery partners, interviews with delivery staff and surveys with participants. Twelve groups of children started the programme in the feasibility study, which took place between January 2020 and April 2021. The YEF also funded a pilot evaluation to investigate whether the programme had a good chance of achieving its intended outcomes. It addressed this using monitoring data from delivery partners, surveys and focus groups with participants, and interviews with delivery partners. Twelve groups started the pilot project, which took place between April 2021 and January 2022.

### Key conclusions

Both projects took place during the COVID-19 pandemic, which caused significant disruption and required adaptations to the programme delivery. The adaptations included recruiting smaller numbers of participants than planned. When children were able to take part in the programme, delivery partners reported that their attendance and participation in discussions and activities were high.

Challenges with data collection and disruption caused by the pandemic meant that the evaluator was not able to collect the amount of data it had intended to. It was not possible to gather evidence on all the outcomes included in the initial evaluation plan.

Surveys and interviews provided evidence of improvements to participants' self-esteem, resilience and mental well-being. Improvements in participants' self-esteem was a recurring theme in reports from stakeholders and participants.

Participants reported that the programme helped them engage in school, manage their frustrations at school and develop more respect for teachers and other students.

Participants reported that the programme helped them learn about the risks of drugs and alcohol misuse and knife crime. However, the accompanying survey results showed only weak evidence that there were changes in risk-taking or criminal behaviour.

## Interpretation

Both studies took place during the COVID-19 pandemic, which caused significant disruption and required adaptations to programme delivery and evaluation. This included recruiting smaller numbers of participants than planned. Most groups were disrupted or delayed, and five out of twelve groups in the feasibility study did not complete the whole programme. The pandemic led one of the five delivery partners, the Boys and Girls Club of Greater Manchester, to fully withdraw from the programme.

When children did take part in the programme, delivery partners reported that attendance and participation in discussions and activities were high. Despite the pandemic, delivery partners were able to implement Respect across diverse areas of England and Wales. Recruitment and participation were stronger when delivery partners had existing relationships with schools. When delivery partners had to establish a new relationship with a school, it often took more time for the school to fully engage with the project. Delivery partners were generally successful in establishing effective and trusted relationships with young people's families. This was enabled by appropriate and accessible channels of communication with parents during the project.

The evaluator encountered serious challenges in collecting data. It was not possible to gather evidence on all the outcomes included in the initial evaluation plan. For example, during the pilot phase, the evaluator was only able to conduct one observation out of the five it had intended.

Stakeholders and participants in the pilot project reported improvements to participants' self-esteem and confidence. This was apparent in both the survey and interviews. Improvements in participants' self-esteem was a recurring topic in consultations with stakeholders and participants.

Participants reported that the programme helped them engage in school, manage their frustrations at school and develop more respect for teachers and other students. Feedback from stakeholders and participants indicate that the increased self-esteem and confidence supported participants to engage more effectively in school and with their friends.

Participants reported they had learnt about the benefits of being healthy, including having a healthier diet and doing more physical exercise. Participants also said that the residential had helped them appreciate the benefits of being outdoors and away from social media, and to decrease their stress levels.

Participants reported that the programme helped them learn about the risks of drugs and alcohol misuse and knife crime. However, the accompanying survey results showed only weak evidence that there were changes in risk-taking or criminal behaviour.

Due to the limitations outlined in the study, particularly the challenges around data collection, YEF has no immediate plans to fund a further evaluation of the programme.



## Introduction

In September 2019, Ipsos UK was commissioned to undertake a two-year evaluation of the Respect project as part of the Youth Endowment Fund's (YEF) launch grant round.

The Respect project was co-designed in 2000 by a police officer, the County Director of the Essex Boys and Girls Clubs (EBGC) and locally based community and youth groups. It is a four-month-long early intervention education programme that utilises life-skills sessions and outdoor activities to help young people re-engage with their education and reduce the risk of them being drawn into crime and youth violence.

EBGC has delivered the Respect project across a range of areas within Essex County Council, Southend-on-Sea Borough Council and Thurrock Council. At the point of applying for YEF funding, the project was well established and had supported over 1,200 young people.

Building on this initial work and the desire to develop a robust evidence base to support the project and wider learning, EBGC applied for YEF launch grant round funding in 2019 to enable a scale-up of Respect delivery and the commissioning of an associated independent evaluation. The requirements of the commission included both a feasibility and pilot study, which sought to formally assess the following using a mixed-method approach:

- The extent to which the project could be scaled up across several localities in England and Wales
- The most appropriate measures for assessing the project's outputs and outcomes
- The extent to which the intended outcomes were achieved
- Recommendations for future evaluation

The Respect cohorts that formed part of this evaluation were largely delivered during the COVID-19 pandemic, which caused significant disruption and led to delays and the need to adapt delivery to accommodate locally enforced restrictions. This had knock-on effects on the evaluation, which in turn was also adapted to accommodate the challenges that arose.

This report presents the findings of the feasibility and pilot studies.

## Background

The Respect project seeks to combine several types of interventions to improve young people's engagement at school and in wider society and, over the longer term, prevent them

from engaging in criminal activities. It therefore aligns with several of the priority themes that are being explored by YEF to strengthen their associated evidence base. This includes:

- **Interventions to prevent school exclusions and suspensions.** Existing evidence on this theme primarily refers to the impact of school-based interventions (YEF, 2021). A wide range of school-based interventions (e.g. counselling, mentoring and academic tutoring) have been found to be effective in reducing exclusions and, through this channel, youth crime (although the evidence on the impact of youth crime is less strong). There is no evidence on the role of out-of-school activities in improving young people's school engagement and behaviour at school.

The Respect project includes a series of out-of-school life-skills sessions and outdoor activities that are designed to improve participants' resilience, well-being and understanding of others. Among the aims of these activities is the improvement of young people's behaviour at school and their relationship with authority figures, in particular parents and teachers.

- **Social and emotional skill training:** Interventions that teach children and young people social skills for self-management have an established international evidence base supporting the positive impact of social and emotional skill programmes both within and out of school (Feinstein, 2015). The lifelong value of out-of-classroom learning experiences has also been widely recognised, demonstrating that overcoming obstacles as part of novel and demanding challenges enables young people to build resilience and leaves them feeling like they can overcome subsequent, unrelated challenges (Clarke et al., 2015).

Respect incorporates evidence-based techniques such as cognitive behavioural skills training within the life-skills sessions, including facilitation, coaching and behavioural rehearsal.

- **Sport programmes:** As reported by the YEF,<sup>1</sup> a recent review by Malhotra et al. (2021) explored the effects of regular, organised sport activities on youth crime and other protective behaviours against crime. While the evidence on the direct impact on youth violence is not considered strong (as based only on six studies), there is more substantive evidence on the positive impact of sport programmes on participants' behaviour, e.g. reducing aggression and improving mental health, which are in turn predictors of youth violence, as formulated by several criminology theories presented in Malhotra et al.'s (2021) theory of change.

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<sup>1</sup> <https://youthendowmentfund.org.uk/toolkit/sports-programmes/>

An important part of the Respect project is the residential, where participants are involved in sport or outdoor activities of various kinds. Although these are one-off and not regular activities, their aim is to develop young people's resilience and life skills that participants are able to use in other challenging situations.

Evaluation of a project of this nature will therefore contribute to the growth of the UK evidence base across the following themes: prevention of school exclusion, improvement of social and emotional skills, and prevention of youth crime through sport programmes.

## **The Respect project**

The project is delivered in four stages to groups of 13–14-year-olds (Year 9) who have one of the following characteristics: at risk of school exclusion, frequently truant, have a family member with criminal convictions and/or have low levels of educational achievement. Young people are recruited to take part in the project by participating schools who are asked to identify and refer between 20–25 young people to take part in the first activity day (Stage 1 as described below). The assessment performed by the school staff is, to the best of our knowledge, based on subjective judgment. At the end of Stage 1, Respect project staff select around 15 young people to participate in the subsequent stages of the project. This selection process is based on the extent to which staff perceive each individual has engaged in the activity days and is therefore likely to continue to engage and benefit from the remainder of the project.

The typical duration of a Respect cohort is four months. The standard format of the project and its stages are described below. This includes all the detail that was made available during the evaluation.

### **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, with project staff present to observe how participants engage with the activities and interact with each other. The activities involve three team-building activities (such as high ropes, crate stack and 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 three different schools. This involves engaging young people who have been identified as the most at risk of being drawn into crime or youth violence, in addition to those who responded best to being in the outdoor environment during 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 eight-week series of two-hour group life-skills sessions, delivered outside of school at community venues or youth clubs and covering topics such as teamwork, peer pressure, handling conflict, communication, drugs and alcohol awareness, knife crime, gangs, grooming, exploitation and sessions specific to the needs of the group (e.g. one delivery partner introduced a session on social media use). The sessions are taught using a variety of techniques that 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 suggested topics for each week are set out as follows, which could be tailored to meet the needs of specific cohorts of young people:

- **Week 1:** Introduce the Respect project, and establish group rules.
- **Week 2:** Introduce how a team works, start to think about other people and take part in a series of teamwork exercises.
- **Week 3:** Raise awareness of the effects of different communication styles, introduce some basic communication skills and support understanding of the importance of following instructions.
- **Week 4:** Introduce the concepts of negative and positive peer pressure and its effects on people, and discuss truancy and its long-term effects on young people and the link between young people, truancy and crime.
- **Week 5:** Introduce how negative and positive influences can affect people, and discuss the concept of choice and self-worth that can be achieved without the need for peers'/friends' approval.
- **Week 6:** Explore the 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' and not wrong.
- **Week 7:** Provide information regarding the dangers of drug and alcohol misuse, and inform them of the effects of various substances they may take and of some of the consequences of drug abuse.
- **Week 8:** Provide 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 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 lives, e.g. having to work as part of a team or face emotionally challenging situations.

#### **Stage 4**

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

Transport is provided throughout the project to help minimise dropout, as well as equipment for outdoor activities. Parents/guardians are kept informed throughout the duration of the project in several ways, e.g. through a WhatsApp group or phone calls.

The overall format of the project has remained relatively consistent over time, and young people are encouraged to provide feedback at all stages, which is systematically reviewed. As a result of this feedback, some changes have been made over the years. For instance, the project used to include an overnight residential with the focus on preparing young people for the week-long residential, but this was replaced by a second outdoor activity day that places 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 specific to the needs of the group.

#### **The delivery partner and project intentions**

Essex Boys and Girls Clubs (EBGC) founded and have delivered the Respect project across a range of areas across Essex and the surrounding areas. At the point of applying for YEF funding, the project was well established and, over its nearly 20 years of life, had supported over 1,200 young people.

Building on this initial work and the desire to develop a robust evidence base to support the project and wider learning, EBGC applied for YEF launch grant round funding in 2019 to enable a scale-up of Respect delivery and the commissioning of an associated independent evaluation. This included an intention that EBGC would support five other members of the National Association of Boys and Girls Clubs (henceforth referred to in this report as 'delivery partners') – Boys and Girls Clubs of Greater Manchester, Boys and Girls Clubs of South

Yorkshire, Lancashire Association of Boys and Girls Clubs, Young Bristol, and Boys' and Girls' Clubs of Wales – to deliver Respect over a two-year time period (between November 2019 and September 2021).

EBGC were subsequently granted funding to act as the umbrella organisation that would train additional areas to deliver Respect and monitor its delivery. This included recruiting a Respect project lead at EBGC to facilitate the sharing of project documentation/guidance and experiences of how best to set up and deliver Respect and to oversee its subsequent delivery and support associated evaluation activities.

The project team was led by EBGC's members of staff who had experience of delivering over one hundred Respect projects between them. Key staff included a qualified teacher and youth worker who was also a qualified winter mountain leader, a qualified youth worker and an Institute of Outdoor Learning certified bushcraft instructor. Partner organisations were represented by experienced qualified youth workers who were supported where necessary by trained specialists, e.g. to support certain life-skills sessions and the outdoor elements of the project that were delivered by qualified mountain leaders. To ensure consistency across projects and to make sure that all staff understood how the project worked, all delivery staff took part in training before delivery commenced. The training was delivered over one-and-a-half days and included:

- An overview of the Respect project
- An overview of the key components of the project and how to deliver them:
  - Activity days: How to deliver them, what characteristics participants are expected to show and the importance of variation between Activity Days 1 and 2
  - Life-skills sessions: Discussion about the content of the lesson plans, delivery approaches and styles
  - Residential programme: Main characteristics that a Respect residential needs to have, i.e. for participants to be challenged, structure for the week, structure of each day, the importance of reflection on the programme and understanding that the group will go through the 'forming, storming, norming, performing' process during the residential
  - Graduation event: Importance of selecting a prestigious venue and inviting outstanding guests, involvement of parents and schools and importance of showcasing participants' achievements and giving them the opportunity to speak publicly about their experiences on the project.

Twenty cohorts of participants, totalling approximately 300 young people, were expected to take part in the full programme across the five locations, with delivery staggered to accommodate local circumstances (e.g. preparedness to delivery and school recruitment). It

was agreed that cohorts 1–5 would form the basis of the feasibility study, and the subsequent 15 cohorts would be evaluated as part of the follow-on pilot study.

### **Delivery disruption and adaptation**

Project delivery was severely disrupted by the COVID-19 pandemic and the associated restrictions that were put in place. This included:

- **Feasibility cohorts:** Twelve feasibility cohorts were recruited as opposed to the intended five, as the initial cohorts were significantly disrupted (and were often not completed), and subsequent cohorts were smaller in size than initially anticipated due to COVID-19 restrictions. In addition, most of the feasibility cohorts were subject to significant delivery adaptations, which included life-skills sessions being delivered online and an extension (in some cases up to six months) to the four-month standard project duration.
- **Pilot cohorts:** Twelve pilot cohorts were recruited, as opposed to the 15 originally planned, all of which completed delivery and often included some adaptations, decided by the delivery partners, to accommodate COVID-19 restrictions. For instance, all pilot cohorts were smaller than intended as the recruitment process had to be adapted to work with single schools as opposed to groups of schools as a result of COVID-19.

In addition to the adaptations needed due to COVID-19, there was a **change in delivery partner** in October 2020. One of the delivery partners – Boys and Girls Clubs of Greater Manchester – made a decision to withdraw their participation. This decision was driven by disruptions due to COVID-19, which led to staff reductions and a lack of capacity to deliver the project. They were therefore replaced by cohorts recruited directly by EBGC.

Maintaining implementation fidelity to the standard Respect model therefore proved challenging given the considerable level of delivery-related adaptation that had to be made for several of the cohorts.

### **Ethical review**

The evaluation design and associated research tools were designed in conjunction with YEF, EBGC and Ipsos UK's in-house Research Ethics Group and Business Excellence System team. This ensured that the approach, data collection methods and tools all gained the appropriate level of ethical approval prior to them being finalised and administered.

Ipsos UK's in-house ethics group comprises researchers experienced in working with vulnerable audiences and on sensitive subject matters who were independent of the specific evaluation team. Formal review of all evaluation materials by this group ensured that the

approach complied with the GSR ethical principles, ESRC Research Ethics Framework, the SRA ethical guidelines and the MRS code of conduct.

## **Data protection**

As agreed with YEF, Ipsos UK's legal basis for processing data for this evaluation was 'explicit consent' for the feasibility element and 'legitimate interest' for the pilot element. As the evaluation formed part of YEF's launch grant round, participants were also permitted to 'opt-out' of the evaluation. 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 participants changed their mind, can be found in Annexes A.1, A.2 and A.3. These documents were provided to parents, guardians and young people and explained in person by the project team.

Consent to data collection and data sharing by the Respect delivery teams and the evaluation team was covered in the enrolment of young people into the project. This involved gaining consent from both parent/guardians and young people. Identifiable data was collected either by the delivery or evaluation team and (where relevant) securely transferred (using a web-based secure file transfer portal) to and stored by the evaluation team. This method was chosen to enable data linking across the different collection methods.

After completion of the evaluation, survey data and the young person's name, postcode, gender and date of birth will be shared with YEF. Information on this process was included in the privacy policy and information sheet (see Annexes A.1, A.2 and A.3) – the legal basis for sharing this data and processing data linkage was determined by the controller as 'legitimate interest'; the information of the YEF processing the data in the archive will be 'public task', determined by YEF as the controller of the data.

Ipsos UK is compliant with the highest regulatory standards for the legal and safe processing of personal and/or sensitive data, including European General Data Protection Regulation (EU) 2016/679 (GDPR), the UK Data Protection Act 2018, the Market Research Society Code of Conduct, and international standards for information security (ISO 27001), market research (ISO 20252) and company quality (ISO 9001). As part of these commitments, all data were stored and handled in compliance with these standards and the privacy notice that was developed as part of the evaluation (which can be found in Annex A.1). After the completion of the evaluation, and after sharing the relevant data with the YEF, Ipsos UK will securely delete all electronic files using Blancco file shredding software (which meets UK 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 UK government standards for paper shredding; until then, they will be stored in a locked cabinet with restricted access.



## **Project team/stakeholders**

The evaluation was undertaken by Ipsos UK's Policy and Evaluation Unit. The team was led by Meera Craston, a Senior Director and the Joint Head of Evaluation at Ipsos UK. Meera was supported by four members of the Policy and Evaluation Unit over the course of the evaluation. Sarah Fullick (Associate Director) and Emilio Torrini (Senior Consultant) acted as the Project Director and Manager for the feasibility phase of the evaluation. Stella Capuano (Senior Economist) and Catherine Fenton (Senior Consultant) acted as the Project Manager and Researcher for the pilot and reporting phase of the evaluation.

Delivery of Respect was overseen by Jay Solder – a Project Manager at EBGC, which was also the developer of the project – and individual teams from across the five participating delivery partners. The lead representative for each of the delivery partners were:

- Graham Drew – Boys and Girls Club of South Yorkshire
- Matt Donnelly – Programmes and Outdoor Activities Manager, Young Bristol
- Leon Dove – Project Development Officer, Lancashire Boys and Girls Clubs
- Grant Poiner – Chief Operating Officer, Boys' and Girls' Clubs of Wales

The EBGC was not involved in the design, conduct, analysis or reporting for this evaluation.

The Boys and Girls Clubs of Greater Manchester withdrew from taking part during the initial months of the project (explained in more detail below).

Delivery of the Respect project and the associated evaluation were funded by the Youth Endowment Fund. There are no known conflicts of interest.

## Feasibility Study

### Overview

#### Objectives and research questions

A two-year evaluation of the Respect project was commissioned in September 2019 as part of YEF's launch grant round. The requirements of the commission included both a feasibility and pilot study, which were to be conducted sequentially, with each taking around a year to deliver. The aims of the feasibility study were to:

- Develop an evaluation framework to underpin the evaluation, which has the potential to inform follow-on and larger-scale evaluations
- Determine appropriate measures for assessing the project's outputs and outcomes
- Identify how to best recruit and engage a sufficient number of at-risk children and young people in a pre/post study design.

The original aims were subsequently expanded to align the study (as far as possible) with the formalised frameworks put in place by YEF during 2020/21. The extended feasibility research questions are listed in the box below.

#### Feasibility research questions:

- **Dosage:** Were all the Respect cohorts delivered as planned?
- **Responsiveness:** To what extent did young people, schools and families engage with the intervention?
- **Adherence and adaptation:** Were any changes made to the delivery of Respect relative to the intended delivery model?
- **Delivery partners' support to the evaluation:** To what extent did delivery partners engage with the evaluation and support the data collection?
- **Feasibility of data collection for the evaluation:**
  - **Availability and quality of monitoring information:** To what extent was monitoring information collected and available from different delivery partners? How consistently was it collected, and what information did it include?
  - **Feasibility of primary data collection with young people and resulting survey data quality:** To what extent did participants engage with the data collection? Were the surveys sufficiently clear for young people? To what extent was it feasible to obtain consent from parents and young people to participate in the evaluation? How many participants completed baseline and endline surveys? Which questions had the highest percentage of missing information?

## **Success criteria and/or targets**

The partner organisations intended to recruit 20 cohorts of participants, totalling approximately 500 young people, to take part in Stage 1 of the project. In turn, this implied (based on the selection of participants after Stage 1) that a total of 300 young people were expected to take part in the full programme across the five locations. It was agreed that cohorts 1–5 would form the basis of the feasibility study, and the subsequent 15 cohorts would be evaluated as part of the follow-on pilot study.

Specific success criteria or targets were not set for the project and did not form part of the evaluation specification agreed with YEF.

## **Methods**

### **Participant selection**

Young people were recruited to take part in the project by participating schools, which were recruited either via partner organisations capitalising on established relationships held with local schools or via the brokering of new relationships.

Groups of participating schools were asked to identify and refer between 20–25 young people to take part in the first activity day (Stage 1 as described above). Of these, a selection of 20 young people were invited to continue to the next activity day. This process appeared to be largely based on the knowledge and perceptions held by school staff about their pupils and involved the schools seeking consent from relevant parent/carers and young people to take part in the project. Consent for participating in the evaluation (and the related quantitative and qualitative data collection) was sought by each delivery partner from participants and their parents/ guardians when participants attended the first activity day.

At the end of Stage 1, Respect project staff selected a maximum of 15 young people to participate in the subsequent stages of the project. This selection process was based on the extent to which staff perceived each individual had engaged in the activity days and was therefore likely to continue to engage and benefit from the remainder of the project.

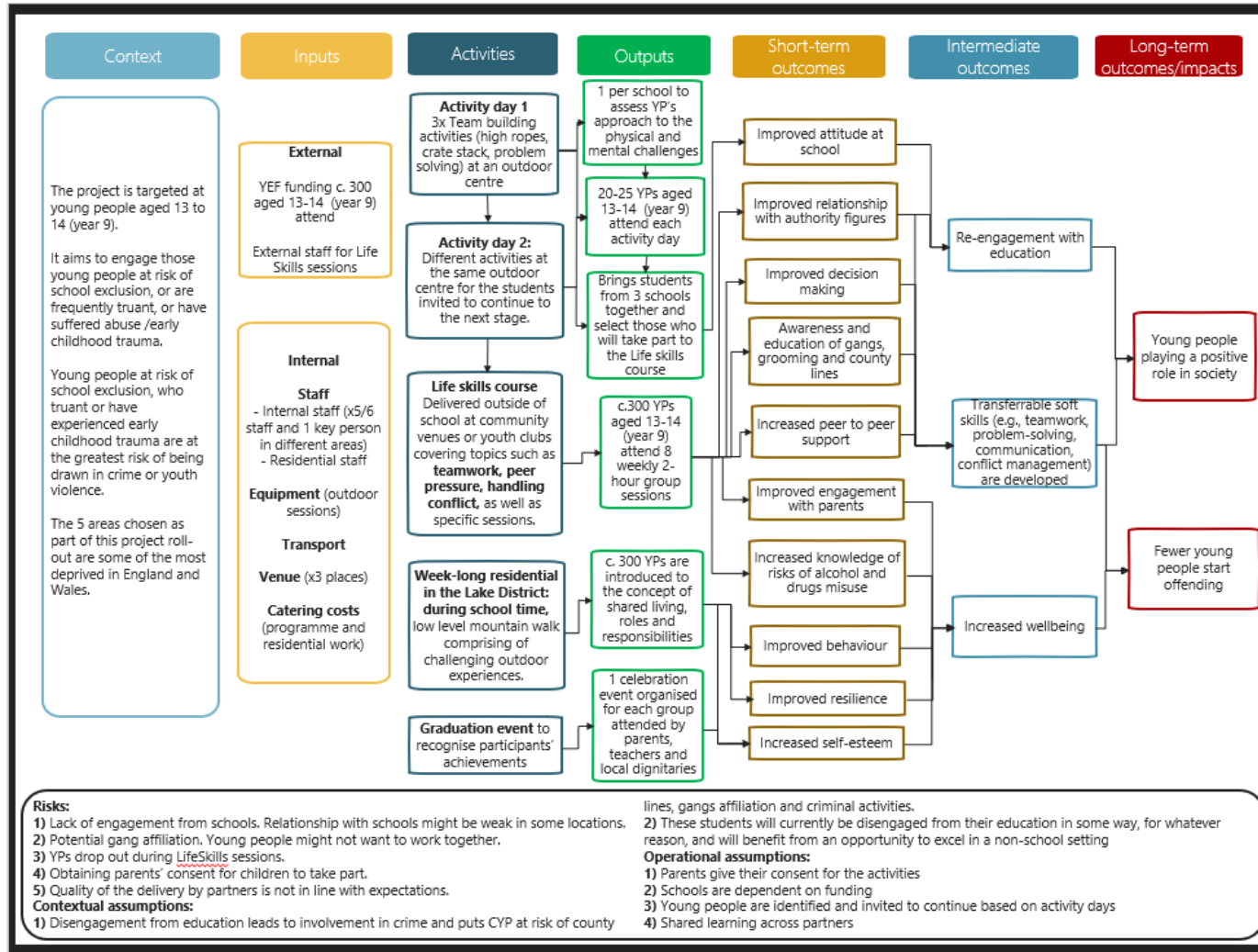
Considering the intended size of the target group ( $n = 300$ ) and using EIF level 2 evidence standards (which sets an ideal sample minimum that represents 60% of the project population), the evaluation employed an over-sampling approach to mitigate attrition, which sought to engage the total population of project participants.

## **Theory of change/logic model development**

A logic model was developed to underpin the evaluation design (see Figure 1.1:). A logic model is a diagrammatic representation of a project that depicts the various stages required to lead to a set of desired outcomes. It is used to inform the evaluation approach – specifically, what needs to be measured to determine whether outcomes are being met, and how.

The logic model was co-designed with EBGC 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.

Figure 1.1: The Respect logic model



The logic model sets out the mechanisms through which the activities of the Respect project (see above for detailed description), in particular the life-skills sessions and week-long residential, help achieve the hypothesised outcomes and impacts.

The core aims of the project are to prevent young people from being drawn into crime and youth violence by:

- equipping them with transferrable soft skills;
- improving their social and emotional well-being;
- improving their attitude at school and relationship with authority figures so as to enable more effective engagement with their education;
- providing them with a strong sense of achievement; and
- enabling them to play a positive role in society.

The eight-week series of life-skills sessions aim to equip young people with foundational soft skills, including how to work well in a team and effectively manage peer pressure and raising awareness of the consequences of risk-taking behaviour, such as alcohol and drug misuse. The sessions are designed to support the development of trusted relationships with adult figures (the youth workers), are interactive in their nature to enable participants to voice their opinions and facilitate the opportunity for the groups to force positive team dynamics that can be drawn upon during the subsequent residential.

The focus of the week-long residential is to provide a novel learning experience for participants who do not ordinarily have the opportunity to take part in similar outdoor activities. Trained professionals facilitate and guide young people through a series of outdoor challenges to improve young people's resilience and sense of self-worth and strengthen their ability to work together.

Taken in the round, the experience of participating in both the life-skills sessions and the residential are hypothesised to enhance young people's soft skills and social and emotional well-being and improve their relationship with authority figures and their behaviour at school. In turn, this is assumed to improve engagement at school and in wider society and, in the longer term, prevent participants' engagement in offending.

## **Data collection**

A detailed evaluation framework was co-designed with YEF and EBGC<sup>2</sup> between October and December 2019, which set out the proposed method for the evaluation. This involved a mixed-method approach comprising the following:

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<sup>2</sup> Please see the Evaluation Study Plan for more details.

- Collection of monitoring data by the five project delivery partners to provide profiling details for all project participants and records of attendance
- Pre and post paper-based surveys administered to all project participants by the delivery partners
- Semi-structured interviews with all delivery partner leads and some delivery staff (see Annexes C.2 and C.3)
- A small number of focus groups with project participants (see Annex C.1)
- A small number of observations of project delivery

Given the disruption to project delivery caused by the COVID-19 pandemic, the evaluation could not proceed or be sequenced as originally planned and was instead continuously adapted to accommodate ongoing project delivery uncertainties. This resulted in delivery of the majority of data collection methods to varying extents and at opportunistic time points to accommodate both the significant disruptions in delivery and the evolving COVID-19 restrictions. In addition, it was not possible to run the feasibility and pilot elements of the study sequentially. Accordingly, the results of certain elements of the feasibility and pilot study have been combined, where possible, to allow a more robust assessment of the data collected.

0 below sets out a summary of the data collected to address each of the research questions. In relation to the individual data collection processes, this is followed by a more detailed explanation of what was achieved, how and why.

**Table 1.1: Overview of the feasibility study**

Research question	Approach	Data collection planned	Data collection undertaken
<b>Feasibility study</b>			
<b>Dosage:</b> Were all Respect cohorts delivered as planned?	Analysis of monitoring data, triangulated with analysis of qualitative evidence collected from project leads and delivery partners	<i>Feasibility specific:</i> Monitoring data from five delivery partners and five feasibility cohorts	<i>Feasibility specific:</i> Monitoring data from four delivery partners and eight feasibility cohorts, of which seven successfully completed delivery of the project.
<b>Responsiveness:</b> To what extent did young people, schools and families engage with the intervention?	Analysis of qualitative evidence collected from project leads and delivery partners	Pre/Post surveys from five delivery partners and five feasibility cohorts	Pre/Post surveys received from five delivery partners and 11 feasibility cohorts, with incomplete surveys from the four cohorts that were
<b>Adherence and adaptation:</b> Were any changes made to the delivery of the Respect cohorts relative to the intended delivery model?		Up to two focus groups Up to two observations	
<b>Delivery partners' support to the evaluation:</b> To what extent did delivery partners engage		<i>Relevant to feasibility and pilot:</i>	

Research question	Approach	Data collection planned	Data collection undertaken
with the evaluation and support data collection?		Up to 15 semi-structured interviews with delivery staff and project leads, with the intention to stagger delivery across the feasibility and pilot studies	disrupted due to the COVID-19 pandemic.
<b>Availability and quality of monitoring information:</b> To what extent was monitoring information collected and available from different project sites? How consistently was it collected, and what information did it include?	Analysis of monitoring data		It was not feasible to undertake focus groups or observations during the feasibility stage as a result of the pandemic related disruptions.
<b>Feasibility of primary data collection with young people and resulting survey data quality:</b> To what extent did participants engage with the data collection? Were the surveys sufficiently clear? To what extent was it feasible to obtain the relevant consents? How many participants completed baseline and endline surveys? Which questions had the highest percentage of missing information?	Analysis of survey data, triangulated with qualitative evidence from project leads and delivery partners		<i>Relevant to feasibility and pilot:</i>  Fourteen stakeholder interviews undertaken during delivery of the pilot cohorts

### Evaluation briefing with delivery partners

Following the co-design of the evaluation, a workshop was held in January 2020 to brief delivery partners about the purpose of the evaluation; the set-up and timing of the individual data collection activities; and the administrative support required in terms of administering surveys and gaining consent and help with the organisation of focus groups with young people. The workshop did not involve any training on the appropriate use of standardised measures but only provided a general overview of the questionnaire content and the content of the GDPR documents.

In addition, the EBGC took responsibility for overseeing and monitoring the collection of project monitoring data and, in turn, acting as the hub for collating all this data and transferring it securely to the evaluation team. This decision was made as EBGC had existing relationships with all four of the other delivery partners, and it was therefore felt to be the most appropriate means of collecting the data. For the survey, it was agreed that the evaluation team would arrange a tracked collection from each delivery partner, with EBGC supporting the coordination of the collection.

### Monitoring data

The EBGC provided each delivery partner with their standard monitoring data and requested that they all complete the template for each cohort of participants and subsequently return the data to them. The template included the following fields:



- Full name and date of birth of participants who attended each stage of the project
- Number and type (e.g. activity days, life-skills sessions, residential or graduation) of sessions that took place and the date
- Indicators for whether each participant had attended the sessions
- Reasons for not attending a session

Given the disrupted feasibility cohort delivery and the strain placed on the EBGC by the COVID-19 pandemic, it became apparent during the summer of 2021 that limited resources had been and continued to be available to oversee this data collection process. As a result, the evaluation team adapted the process in August 2021 and took responsibility for liaising with the individual delivery partners to support the collection of participant monitoring data.

This resulted in three out of five delivery partners completing the monitoring data in the template provided, while a fourth provided monitoring data in their own template, which contained most of the required information. However, despite the provision of evaluation guidance and follow-up support to all delivery partners, monitoring data was not provided by the fifth delivery partner. This appeared to be because this form of data collection was not routinely undertaken across their activities, and they therefore had no established means to facilitate the process.

### **Survey data**

Paper-based surveys were the main data collection tool used to gather outcomes data from project participants. The survey used 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.<sup>3</sup> Selection of the relevant surveys also ensured that they were proportionate to the project stage, scope and level of funding and that they provided the rigour and validity required while minimising the burden on participants and the project team. In collaboration with the project delivery partners, a survey using the validated tools listed in Table 1.2 was developed to measure social and emotional well-being, problem-solving skills, peer relationships, resilience and behaviour.

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<sup>3</sup> The SDQ measurement tool, YEF's standard validated measure, was considered during the co-design phase of the evaluation. This was intentionally not selected as it had been trialled by the Respect team for a period of a year with 10–12 cohorts of young people, and it was felt that it did not capture the changes the intervention was seeking to achieve.

**Table 1.2: Selected validated tools for participant survey**

Validated measure	Associated research theme
Short Warwick–Edinburgh Mental Well-Being Scale (SWEMWBS) – this tool had historically been used by EBGC to assess the impact of Respect (see Brown et al., 2008)	Increased well-being
Child and Youth Resilience Measure (CYRM-R; see Jefferies et al., 2018)	Increased self-esteem, resilience and soft skills.
Nineteen questions from the Edinburgh Study of Youth Transitions and Crime (McVie, 2001)	Improved behaviour (i.e. reduced antisocial and/or offending behaviour)

A double baseline design was adopted, which resulted in the survey being administered by the delivery partners at three data collection points:

1. **The first baseline survey** was administered on the first activity day (Stage 1)
2. **The second baseline survey was administered** on the first day of the life-skills sessions (Stage 2), around one month after the first data collection.
3. **The endline survey** was administered after the residential activities (Stage 3), around three months after the second data collection.

The double baseline design aimed to track changes in the outcomes of interest (as measured in the surveys) before the main elements of the project (the life-skills sessions and residential) took place. Although this strategy cannot account for the influence of competing factors (as there is no comparison group), it helps, to some extent, to rule out that any changes observed after the intervention were not due to other factors that would have occurred independently of the intervention, e.g. participation in other activities that could have an impact on the same outcomes (see Morgan and Morgan, 2009). Table 1.3 illustrates the total number of surveys received from the feasibility cohorts, which includes surveys from all five of the delivery partners.

Of the 12 cohorts recruited during the feasibility stage, five were disrupted due to COVID-19 restrictions, and seven cohorts were completed. It was not possible to assess the total number of participants that completed each stage of the Respect project as monitoring data was not available for all feasibility cohorts, and hence it was not possible to assess survey response rates precisely. However, looking at the discrepancy between attendance and survey data, it appeared that most participants engaged with the survey tools.

**Table 1.3: Overview of survey data collection against delivery**

Element of the study	Number of cohorts	Stage 1		Stage 2		Stage 3	
		Participants in Stage 1	First baseline surveys received	Participants in Stage 2	Second baseline surveys received	Participants in Stage 3	Endline surveys received
Feasibility	12	At least 260	260	At least 91	83	At least 53	50

**Source:** Respect monitoring data and Ipsos UK Respect pre/post surveys. Note that participants may have completed a later survey without completing an earlier survey.

### **Interviews with delivery partner leads and their staff**

Interviews with delivery partner leads and their staff were originally scheduled to take place towards the end of delivery of the feasibility cohorts. However, given the disruption to delivery, a decision was made to wait until stakeholders (i.e. project leads and staff) had sufficient experience of the project before undertaking this element of the research.

As a result, fourteen qualitative, semi-structured interviews with delivery partner leads and their staff were conducted between November 2021 and January 2022 (i.e. during delivery of the pilot cohorts). Given the delays experienced, the interviews were used to inform both the feasibility and pilot studies. Topic guides were developed by the evaluator for these consultations and signed off by the YEF. The topic guides mapped the questions to the key outcomes described in the logic model.

The feasibility elements of the consultations focused on gathering information to understand the extent to which partners had been able to deliver the project effectively and as intended; the key enablers and challenges experienced in relation to effective delivery; and the extent to which the research tools were felt to be appropriate.

### **Focus groups with participants and observations**

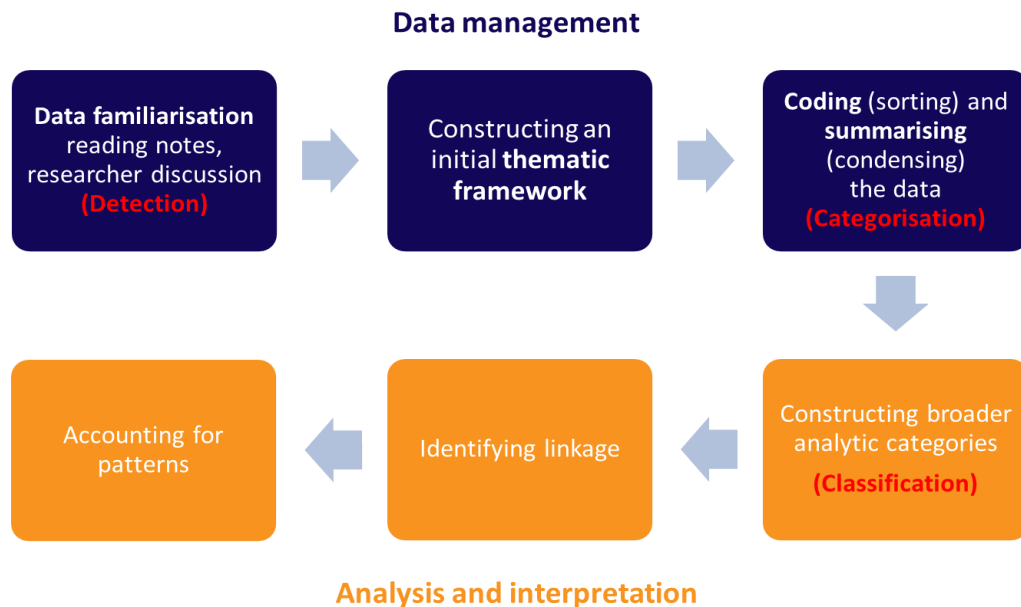
It was not possible to undertake focus groups with participants or project observations as a result of the COVID-19 delivery disruption experienced and difficulties of communication with the delivery partners during those challenging times. These elements of data collection were therefore completed (as far as was possible) as part of the pilot study.

## Analysis

### Qualitative data

Our qualitative data management and analysis approach is summarised in **Figure 1.1** below.

**Figure 1.1: Our approach to qualitative data management and analysis**



All interviews were transcribed by an approved supplier. The evidence was then thematically organised according to the feasibility research questions using both content and thematic analysis (see Bryman and Burgess, 1999):

- **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 to ensure a complete picture of the project and understand of the context in which it operates.

Data summaries from each source were entered into an Excel coding frame, aligned to the research questions and identified themes.

## Quantitative data

As a preliminary analytical step, the monitoring and survey data were cleaned to produce a final dataset for the analysis. This involved the creation of anonymous unique identifiers (using first and last names and dates of birth of participants, as provided in the monitoring data) for each participant. This step also involved the removal of the surveys for which monitoring data were not received (as this meant it was not possible to cross-check the identification of the relevant individuals, and therefore it was not possible to construct unique identifiers) and the removal of incomplete or invalid responses to some questions. Table 1.4 sets out the number of surveys received and the number of surveys analysed after data cleaning. It is important to note that the total number of observations for each specific question and validated measure may differ from the total number of surveys analysed because of item non-response to some questions, as explained below.

**Table 1.4: Feasibility surveys received and analysed**

	First baseline surveys		Second baseline surveys		Endline surveys	
	Received	Analysed	Received	Analysed	Received	Analysed
Feasibility	260	212	83	83	50	50

Both monitoring and survey data were then interrogated to understand the extent to which the project was able to engage the intended number of cohorts and associated participants and the sufficiency and appropriateness of the data collection tools.

## Data synthesis

The qualitative and quantitative evidence was subsequently synthesised as follows:

- **Development of internal notes:** Each evidence source was mapped against the suite of research questions by each researcher, and each researcher developed internal notes to then be discussed in the analysis session.
- **Triangulation of evidence:** A process of meta-synthesis (Sandelowski and Barroso, 2006) was then employed, which sought to analyse the findings from across all the relevant data sources to form interpretive explanations and thematic descriptions.
- **Analysis sessions:** An internal analysis session was facilitated with the evaluation team to ensure that all members were familiar with the different data sources, discuss emerging findings and identify areas for further exploration.

## Timeline

Twelve feasibility cohorts were recruited (of which only seven delivered in full – the other five were interrupted at different stages due to national lockdown rules) between January 2020 and April 2021. Associated data collection with young people and delivery partners and their staff took place between January 2020 and February 2022 as a result of the adaptations that were made to the delivery of the evaluation to accommodate the delivery-related disruptions. Table 1.5 sets out a summary of the data collection timeline.

**Table 1.5: Timeline**

Date	Activity
January 2020	Familiarisation workshop with delivery partners (Ipsos and delivery partners)
January 2020–April 2021	Delivery of Respect cohorts in five project sites (delivery partners) Obtaining consent to data collection from participants and parents/guardians (delivery partners) Collection and compilation of monitoring data (delivery partners) Collection of survey data (delivery partners)
September 2021	Second familiarisation workshop with delivery partners
September 2021–March 2022	Monitoring data sent to Ipsos (delivery partners) Cleaning and analysis of monitoring data (Ipsos) Surveys sent to Ipsos (delivery partners) Surveys transcribed (Ipsos)
November 2021–February 2022	Interviews with project delivery staff and project leads, informing both feasibility and pilot study (Ipsos)
March 2022–May 2022	Analysis of survey data (Ipsos) Analysis of qualitative data (Ipsos)

## Findings

### Participants

More than half (56%) of participants in the feasibility cohorts were male, and 40% were female (the rest replied that they preferred not to say or provided invalid answers). The majority of participants were white or white British and lived with their parents, with a small minority living with foster parents or in a foster care home.<sup>4</sup>

### Intervention feasibility

The following section considers the issues of dosage, responsiveness and adherence/adaptation to assess the extent to which the intervention proved feasible and was delivered as intended. This draws on a descriptive analysis of the monitoring and survey data collected both at feasibility and pilot stage and thematic analysis of the qualitative consultations undertaken with delivery partners and their staff. Given the exceptionally challenging circumstances in which the feasibility cohorts were delivered, it was decided to include the evidence collected at both feasibility and pilot stages as part of this assessment.

### Dosage

Originally, each area was planning to deliver up to four cohorts of participants (including feasibility and pilot), with each delivery cycle for an individual cohort of participants taking four months to complete. This was to involve all Respect cohorts being delivered between the last quarter of 2019 and the end of third quarter of 2021. On average, and based on previous experience in delivering the project, it was expected that around 15 participants per cohort would have taken part in the life-skills sessions and residential activities. This would have translated into a maximum of 300 participants completing the project.<sup>5</sup>

Several changes were made to the original delivery plan. First, as explained above, the Boys and Girls Club of Greater Manchester withdrew from the programme and was replaced by EBGC. Second, COVID-19 restrictions impacted the delivery of the Respect cohorts in several ways. Most cohorts were disrupted or delayed, with consequences on young people's engagement with the programme.

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<sup>4</sup> Based on the 212 baseline questionnaires analysed for the feasibility cohorts.

<sup>5</sup> Five areas, up to four cohort per area, and up to 15 young people per cohort.

COVID-19 restrictions also led to a change in the design of the programme. In its initial form, each cohort comprised of three schools, with 15–20 young people from each school participating in activity days. This set up guaranteed that enough young people were selected to take part in the life-skills sessions and that, typically, around 10–12 young people per cohort could participate in the week-long residential. With the restrictions to social mixing, the three-school design was no longer feasible, which meant each cohort was made up from a single school. This new set-up created recruitment challenges, which partially explains why some cohorts were smaller than initially envisaged (on average, eight young people participated in the residential). Another consequence of the one-school model was that participants had fewer opportunities to establish new relationships with other young people they did not know before, which has an effect on the development of social skills – an essential part of the Respect programme. The single-school model was retained after relaxation of the COVID-19 rules to fulfil school-specific rules on social mixing. Of all cohorts that formed part of this evaluation, only one was delivered in two schools because these schools were already cooperating for other reasons (e.g. they shared the same school bus), hence the young people from these schools had regular contact before the COVID-19 pandemic.

Finally, during the pandemic, schools were more reluctant to let delivery staff into schools, either to talk about the programme or to deliver some of the life-skills sessions. One delivery partner tried to overcome this challenge by delivering the life-skills sessions in schools and delegating the life-skills sessions to external staff who already cooperated with the schools and hence were part of the pupils' social bubble. This, however, changed the style and expectations of the life-skills sessions for the young people involved. In-school life-skills sessions tended to be more formal than the ones delivered in community-based facilities and might have influenced the outcomes of the project.

Given the challenges experienced as a result of the pandemic, YEF extended the contract with EBGC until February 2022. By the end of the extended funding period, the Respect project had engaged at least 141 young people.<sup>6</sup> This was less than the initial plan, which reflected the challenges in recruitment created by COVID-19 restrictions. Indeed, while the number of cohorts delivered exceeded those planned (24 instead of 20), due to the switch to the 'single-school' recruitment model, the number of participants was less than planned in all delivery areas (with the exception of most cohorts organised by EBGC, who were more

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<sup>6</sup> It is not possible to precisely state how many young people participated in the residential, as monitoring data was not available from one of the delivery partners.



established). This resulted in an average of six residential participants per cohort, which is around half of what was envisaged (between 12 and 15 participants).

**Table 1.6: Overview of delivery (feasibility and pilot cohorts)**

Number of Respect cohorts planned	Number of Respect cohorts delivered (feasibility and pilot)	Number of participants planned	Number of participants engaged <sup>1</sup>
20	24	300	At least 141

<sup>1</sup>This is based on the number of participants taking part in the residential.

Source: Ipsos UK from monitoring data and initial delivery plans.

### Responsiveness – young people engagement

Overall, project leads and staff reported that young people had engaged well with the project, and engagement generally increased over the four stages as a result of the trust and relationships built between the project delivery staff and participants and between the participants themselves. Engagement from the stakeholders’ point of view included a mix of participation in discussion and activities and attendance of the sessions. Several stakeholders also went on to highlight that good engagement was directly related to having the right staff in post to deliver the project and the sequencing of the different types of activities that took place during the different stages:

*‘We go and pick up the young people, bring them to the youth centre and run the life-skills sessions. They play a bit of pool, they have a bit of fun as well, and, you know, it’s that sort of repeat open-ended engagement. They lay those foundations and build a lasting relationship with the young people, and then the residential encapsulates all those bits that they’ve gone through.’*

Stakeholder interview 1

The flexible nature of the life-skills sessions, which were tailored to meet the needs of each cohort both in relation to content and logistics, also supported greater participant engagement. For example, some delivery partners found that having the life-skills sessions directly after school, instead of later in the afternoon, proved an effective way of keeping young people engaged and avoided drop out.

Several stakeholders also mentioned the importance of providing transport to and from the life-skills sessions from either school or home in supporting higher levels of engagement. This was often vital for participants who lived or went to school far from the youth club facilities

and provided an opportunity for delivery staff to become closer to the environment where young people lived and to have some interaction with their parents. One stakeholder described the bus trip itself as a very enjoyable and bonding experience for participants:

*'... usually like the last two on the bus, they actually do make quite a good bond, and they're just getting into the routine of getting dropped home. So, when they're on the bus for like an hour or so [...], that is also part of the bonding experience, and on the week away, I maintain that sort of safe space of the bus.'*

Stakeholder interview 2

### **Responsiveness – parental engagement**

Given the target age of the Respect project, gaining consent to take part in the various activities and ongoing parental engagement was vital to its success. The starting point for this engagement was brokered through participating schools, who sent emails or written letters to parents asking them to provide consent for their children to participate in the project. After receiving the initial consent to take part in stage one of the project, delivery staff were able to follow up directly with parents to gain ongoing consent for the selected young people to take part in the subsequent stages of the project.

Stakeholders reported that once responsibility to contact parents had been passed to them, it was sometimes difficult to elicit the required responses. One stakeholder mentioned that it was important to choose the right mode of communication, e.g. phone calls or text conversations rather than emails. This ensured that parents were given the opportunity to ask questions and be offered reassurances about the activities they were asked to provide consent for their child to take part in. A more direct and informal way of communication allowed delivery staff and parents to build a closer relationship.

*'...parents, I think maybe wanted a bit more of a relaxed approach with communication, not as formal. They wanted to chat to who was taking the kids away... .'*

Stakeholder interview 3

Following the consent process, delivery staff were also required to keep parents informed about the practical aspects of the life-skills sessions, e.g. sending reminders about a session or informing them of any logistical delays. This was often effectively facilitated through group conversations (e.g. on WhatsApp), which also proved valuable during the residential, when young people were not allowed to use their phones or there was poor connection, as it enabled delivery staff to keep parents up to date.

*'So, by using the WhatsApp group, I could just send one message to everyone, say to them, "Everyone's okay, going well." You know, add a photo of what we've been doing on the day, and all the parents are reassured because I think the parents are more anxious than the kids.'*

Stakeholder interview 2

### **Responsiveness – school engagement**

Stakeholders identified that good cooperation from schools was also crucial to the success of the Respect project. For each Respect cohort, school staff were responsible for referring young people into the project and for authorising their pupils to attend non-school activities during school time (i.e. some of the life-skills sessions and the residential). Hence, the schools' initial buy-in was fundamental to initiating a cohort, including selecting a group of young people that was likely to benefit the most from participation and facilitating their ongoing engagement and participation.

Although stakeholders reported some challenges in obtaining the initial buy-in to the project from teachers and headmasters, it was acknowledged that this was a common issue for the youth work sector that had been further exacerbated by the COVID-19 restrictions. Despite these initial challenges, stakeholders reported that once delivery staff had had an opportunity to explain the purpose of the project and obtained initial buy-in from school staff, subsequent engagement with schools was a lot smoother. In most cases, youth clubs established a good relationship with key teachers in the schools, who helped recruit the most suitable young people for the projects and, in some cases, keep the young people engaged (e.g. by talking to those who were missing life-skills sessions).

*'The schools have been very positive in their feedback to us, and [...] most of the time, the teachers that we have contact with kind of go that extra mile to make sure that the young people are, you know, staying on the program and not kind of just wandering off it.'*

Stakeholder interview 4

### **Additional enablers that supported successful delivery of the intervention**

In addition to some of the enablers and barriers set out above, stakeholders also highlighted the importance of the following:

- Having the right mix of staff who were experienced in working with young people, proactive and positive in their approach and could instil the right attitude and inspire young people.

- Drawing on the skills and resource of wider agencies in cases where the delivery staff did not have sufficient expertise to run a particular life-skills session. For instance, one stakeholder reported that they had a member of the police force delivering a session on knife crime, while another stakeholder reported that they had sexual health and drug awareness sessions delivered by external agencies.
- Ensuring all sessions provided space for young people to reflect on their experiences to enable them to learn more about themselves and deepen their engagement with the project.

### **Adherence, adaptation and general reflections**

With the exception of the COVID-19-related adaptations that had to be made to enable delivery of the project during the pandemic (e.g. the single-school recruitment model and the additional activities introduced to keep young people engaged during disruptions), no other significant changes were reported to have been made. In part, this reflected the overwhelmingly positive feedback nearly all project leads and staff provided about the project in relation to its structure, flexibility and resultant outcomes. Of course, these opinions should be interpreted with caution as they may suffer from bias.

### **Feasibility of data collection**

The following section assesses the quality of the monitoring and survey data collected, barriers to data collection and delivery partners' engagement in supporting the data collection. This draws on the same data used to inform the intervention feasibility section.

#### **Delivery partners support to the evaluation**

There were challenges in communicating with delivery partners and in understanding implementation progress, a lack of clarity on the part of some of the delivery partners about how they were expected to support the evaluation and delays in the evaluation team receiving data. These issues were addressed as far as was possible at the point at which the pilot cohorts were being delivered by the evaluation team taking on this responsibility from EBGC.

Despite limited oversight of the data collection processes, delivery partners were generally supportive of the evaluation. As a result, all but one delivery partner was ultimately able to submit monitoring data, and all successfully administered the surveys following some initial teething problems. This included ensuring they were available to explain the meaning of any questions that were unclear to individual participants, which supported the maximisation of the survey response rates.

Following the transfer of oversight for collection of the monitoring data from EBGC to the evaluation team, delivery partners also provided short regular updates on the data collection, which ensured a smoother and more effective process.

### **Availability and quality of monitoring data**

Monitoring data was collected using a template provided by the EBGC. Three delivery partners provided monitoring data within this template, while one delivery partner used their own template, which contained all the information required for the evaluation:

- Full name and dates of birth of participants who attended each stage of the project
- Number and type (e.g. activity days, life-skills sessions, residential and graduation) of sessions that took place and date
- Indicators for whether each participant had attended the sessions
- Reasons for not attending a session.

As explained above, monitoring data was not available from one delivery partner. The quality of monitoring data received was good in general (i.e. all fields completed for all participants), especially for participants that took part in Stages 2, 3 and 4 of the project. Monitoring data for some Stage 1 participants who were not selected to take part in the subsequent stages were often not collected. This resulted in the removal of some of the first baseline surveys from the analysis relative to the total number completed (see Table 1.3).

### **Feasibility of primary data collection with young people and resulting survey data quality**

During the consultations, stakeholders were asked to provide their feedback on the appropriateness of the survey tools used in the evaluation and the extent to which the administration process was feasible. This showed there was a general acknowledgement that surveys were the most robust and effective way of measuring project outcomes at scale. There was also recognition that some of the questions in the survey were included to ensure consistency in the data collected throughout YEF projects. Stakeholders also reported that, in general, young people had been willing to complete the surveys once delivery staff had clearly explained their purpose.

Stakeholders also provided the following more detailed reflections, which should be considered as part of any future evaluation work involving project participants:

- **Length of the survey:** Stakeholders felt that the surveys were lengthy, which discouraged some participants from completing them. Suggested ways to mitigate this issue included designing a more 'agile' survey that young people could complete independently and in a shorter time (stakeholders reported that it took some

participants between 15 and 20 minutes to complete a survey) and/or to simply shorten the survey by only asking for profile information once (e.g. age, gender, date of birth and living arrangements).

*'[...] we found that on the activity day, when we were trying to do questionnaires with young people, that we were taking them away, and it was taking between 15 to 25 minutes, depending on the young person that completed a questionnaire with them. Which, you know, if you've already got that young person for a certain amount of time during that day, that's quite a big chunk of the day. And more importantly, you know, staffing to do it with them.'*

Stakeholder interview 9

- **Wording of questions:** Stakeholders highlighted that some of the questions were not accessible and would benefit from being reworded. For instance, all stakeholders reported that the word 'optimistic'<sup>7</sup> was challenging to understand for many of the young people they were working with and suggested that it could be replaced with a more familiar word, such as 'positive'. One of the questions that explored young people's relationship with their parents asked how often they felt that their parents treated them fairly when they had done something wrong.<sup>8</sup> One of the options was 'most days'. Participants felt this was a difficult question because if they had answered 'most days', they would have implicitly admitted that they had done something wrong most days. Stakeholders therefore suggested the options could be reworded to address this issue.
- **Redundancy of some questions:** The surveys contained batteries of questions aimed to investigate different aspects of young people's behaviour or well-being. Stakeholders reported that young people perceived these questions as very similar to each other and were almost 'irritated' by having to answer several questions they thought seemed the same. In a similar vein to one of the above suggestions, the main recommendation to alleviate this issue was to revise the survey and find ways to make

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<sup>7</sup> The exact wording of the question was: '*Below are some statements about your thoughts and feelings. Please tick the box that describes your experience of each in the last two weeks*'. The first statement was: '*I've been feeling optimistic about the future*'. Options for responses were on a five-point Likert scale for frequency, ranging from '*None of the time*' to '*All of the time*'.

<sup>8</sup> '*When you do something wrong, how often do your parents treat you fairly?*' Options were: '*Most days*', '*At least once a week*', '*Less than once a week*' and '*Hardly ever*'.

it 'lighter', although stakeholders admitted that it was hard to find a balance between the level of detail evaluators wished to collect and the practicalities of data collection with young people.

- **Concerns about anonymity:** The surveys contained some sensitive questions, in particular concerning criminal behaviour. Stakeholders reported that young people were concerned about answering these questions because they struggled to believe that the information was not going to be passed on to their parents or to police forces. Part of the problem was that the surveys contained participants' names, dates of birth and postcodes, which made the assurance of anonymity less credible. According to stakeholders, the possible consequences were that young people either skipped the most sensitive questions or did not provide truthful answers to them.

*'Even though we had that trust and we said to the young people, "Look, no one is going to look at this internally here. Your teacher is not going to see it; your school is not going to see it; your parents aren't going to see it. It's not going to go to the police tomorrow," people generally are a little bit, kind of, "Well, actually, if I don't put it down, it's probably better I don't put it down, really. At least no one is going to come back on me".'*

Stakeholder interview 10

- **Relevance of questions on criminal and antisocial behaviour to the outcomes of the programme:** Stakeholders queried the relevance of the questions on criminal behaviour (specifically, questions 11–21 in the questionnaire, taken from the Edinburgh Study of Youth Transition and Crime) for most participants in the Respect project. Respect is an early intervention project, and participants tended to be young people who, in general, had not committed any crimes. Stakeholders therefore found it difficult to link the content of this set of questions with the project outcomes, which they viewed as relating to improved self-esteem, well-being, resilience and behaviour at school. In addition, stakeholders reported that some participants voiced their disappointment at this line of questioning being included in the survey (as they felt they were associated with a perception that they were involved in crime), which potentially could undermine the relationship that youth workers were trying to establish with them. Stakeholders suggested that this element of the survey should instead be tailored to reflect the profile of Respect participants.

The impact of this perception was reflected in the response rates to the questions on criminal behaviour in early cohorts, where the percentage of missing responses ranged from 14% to 17%. Later cohorts (i.e. those that were analysed as part of the pilot study)

do not seem to have experienced the same issues; however, some of the feedback provided by stakeholders indicates that these responses could be subject to positive bias.

*'There's some questions on there that they don't want to answer... so, there's one about having carried a weapon in the past month or past fourteen days or something like that [...] Regardless of how many reassurances you could try to offer them that it's just for research purposes, it's either their name is off there and they'll answer it or their name is on there and they won't, or you get young people who will inflate their response.'*

Stakeholder interview 8

- **Additional outcomes to explore:** Stakeholders reported that they typically discussed and reflected on the successes and challenges faced by each cohort at the end of each project. They suggested that some of the topics that are more routinely discussed could also be considered in the evaluation, e.g. more details on life in school.
- **Online versus paper-based surveys:** There were mixed opinions among stakeholders as to whether the surveys should be online rather than paper based. Some youth clubs have the facilities to administer online surveys (and they administer their own satisfaction surveys) and would have liked to have been provided with that option. Other delivery staff found the delivery of paper-based surveys more practical.

Despite the above, the quality of the survey data received was generally good, with relatively few non-responses to individual questions (with the exception of the questions on criminal behaviour in early cohorts, as discussed above). The percentage of missing responses ranged from between 0.5% and 5% and was especially low for the well-being questions. Survey evidence also demonstrated the percentages of missing observations for each question and tended to decrease in the endline survey relative to the first baseline survey. This may reflect increasing levels of participant engagement and an increase in familiarity with the survey as they progress through the stages of the project.

As set out previously, it was not possible to precisely assess the survey response rates. However, the data collected illustrated that take-up appeared to be higher at endline rather than first and second baseline surveys, which again is likely to relate to increasing levels of participant engagement with the project and its associated processes.

### **Obtaining young people and parental consent**

Stakeholders did not report any problems with obtaining consent from young people to take part in the evaluation. Obtaining parental consent for the use of their children's data was more problematic. This was partly related to the general issues of parental engagement,



mentioned above, and partly the result of the large number of consent forms that parents are asked to complete in relation to their child’s participation and then the evaluation.

*‘If they've got to sign in more than one place to send their kid on a trip [...] it's like, “Well, hang on, what am I filling in?” You're less inclined to get their signatures, and then the school's not going to let the kids out because they've not got the signature from the parent. So, yes, it's a bit of a knock-on effect.’*

Stakeholder interview 1

One stakeholder suggested it may be valuable to amalgamate the consent forms associated with participating in the project and the evaluation to make the process of giving consent easier for parents, which could be considered for any future evaluation activities.

## Logic model development

No changes were made to the logic model as a result of the feasibility study, as it was not felt that the intervention needed any major changes in the future, nor that the overarching aims and outcomes of the projects were different than hypothesised.

## Conclusion

### Summary of main findings against research questions

Table 1.7 sets out a summary of the evaluation findings against each of the research questions.

**Table 1.7: Summary of feasibility study findings**

Research question	Finding
<b>Dosage:</b> Were all Respect cohorts delivered as planned?	The Respect feasibility cohorts experienced severe disruptions due to the COVID-19 pandemic. Of the 12 feasibility cohorts organised, seven were completed.
<b>Responsiveness:</b> To what extent did young people, schools and families engage with the intervention?	<p>Delivery partners reported that engagement with the activities was high among participants.</p> <p>In areas where delivery partners had already established relationships with schools, participants’ recruitment through the schools worked smoothly. In other cases, the relationship with schools had to be established, and it took some time for schools to fully engage with the project.</p> <p>Delivery partners had generally been successful in establishing effective and trusted relationships with young people’s families, which was supported by the facilitation of appropriate and accessible channels of communication with parents during the project.</p>

Research question	Finding
<p><b>Adherence and adaptation:</b> Were any changes made to the delivery of the Respect cohorts relative to the intended delivery model?</p>	<p>Project delivery was severely disrupted by the COVID-19 pandemic. This included:</p> <ul style="list-style-type: none"> <li>• <b>Recruitment of 12 feasibility cohorts of varying sizes</b>, with seven cohorts able to complete delivery (with adaptations made to the delivery modes and an extension in the four-month standard project duration in most cases)</li> <li>• <b>Change in delivery partner:</b> In October 2020, one of the delivery partners – Boys and Girls Clubs of Greater Manchester – made a decision to withdraw their participation due to the disruptions following COVID-19. They were therefore replaced by cohorts recruited directly by EBGC.</li> </ul> <p>No other significant changes were reported to have been made.</p>
<p><b>Delivery partners’ support to the evaluation:</b> To what extent did delivery partners engage with the evaluation and support data collection?</p>	<p>There were challenges in communicating effectively with delivery partners and in understanding implementation progress. There was also lack of clarity on the part of some of the delivery partners about how they were expected to support the evaluation, which led to delays in the evaluation team receiving data. These issues were addressed as far as was possible at the point at which the pilot cohorts were being delivered by the evaluation team taking on this responsibility from EBGC.</p> <p>Despite limited oversight of the data collection processes, delivery partners were generally supportive of the evaluation. As a result, all but one delivery partner was ultimately able to submit monitoring data, and all successfully administered the surveys following some initial teething problems. This included ensuring they were available to explain the meaning of any questions that were unclear to individual participants, which supported the maximisation of the survey response rates.</p> <p>Following the transfer of oversight for collection of the monitoring data from EBGC to the evaluation team, delivery partners also provided short regular updates on the data collection, which ensured a smoother and more effective process, in particular because receiving information helped planning the qualitative work.</p>
<p><b>Availability and quality of monitoring information:</b> To what extent was monitoring information collected and available from different project sites? How consistently was it collected, and what information did it include?</p>	<p>Monitoring information was available from four out of five delivery partners. Three delivery partners provided monitoring data in the template developed by EBGC. A fourth delivery partner provided monitoring data in their internal template, which contained all of the information needed for analysis. However, despite the provision of evaluation guidance and follow-up support to all delivery partners, monitoring data was not provided by the fifth delivery partner. This appeared to be because this form of data collection was not routinely undertaken across their activities, and they therefore had no established means to facilitate the process.</p>

Research question	Finding
<p><b>Feasibility of primary data collection with young people and resulting survey data quality:</b> To what extent did participants engage with the data collection? Were the surveys sufficiently clear? To what extent was it feasible to obtain the relevant consents? How many participants completed baseline and endline surveys? Which questions had the highest percentage of missing information?</p>	<p>The following challenges emerged in relation to the feasibility of data collection with young people:</p> <ul style="list-style-type: none"> <li>• Length of the survey</li> <li>• Unclear wording of some questions</li> <li>• Redundancy of some questions</li> <li>• Concerns on anonymity for paper-based surveys</li> <li>• Relevance of the criminal behaviour questions to the evaluation</li> </ul> <p>The percentage of missing responses was between 0.5% and 5% for all questions, except for those investigating criminal and antisocial behaviour (where they reached between 14% and 17%). The well-being questions had the lowest missing response rates. Missing responses tended to decrease in the endline survey relative to the first baseline survey. This may reflect increasing levels of participant engagement with the data collection and an increase in familiarity with the survey as they progress through the stages of the project.</p>

## Feasibility of the Respect project and recommendations for improvement

With the exception of the COVID-19-related adaptations that had to be made to enable delivery of the project during the pandemic, delivery partners were able to implement the Respect project model (described at the beginning of this section) across diverse areas of England and Wales, despite challenging circumstances. This includes delivery of the intentionally flexible model by suitably qualified delivery partners and strong engagement from schools and young people (and their parent/carers). A definite assessment on the feasibility of replicability could not be formulated, given the lack of formal eligibility criteria and of a manual for the project delivery. It is also worth noting that the qualitative evidence was only based on delivery partners' views, and hence the findings need to be interpreted with caution.

No significant areas of delivery-related improvement were identified by stakeholders, who generally reflected that they would welcome the opportunity to continue to deliver the project and that it would be easily replicated in other areas. The only exceptions to this included some minor suggestions made by a small number of stakeholders:

- It may be helpful to provide more guidance materials for schools to alleviate some of the issues experienced during the initial set-up phase in some of the areas.
- EBGC could consider increasing the flexibility of how the residential is delivered to include the potential to break up the current one-week break into two long weekends to enable more young people to attend.

The evaluation team would also recommend that the delivery partners consider the following to improve future delivery of the project and enable its evaluation:

- **Formalising the participant eligibility criteria and the associated recruitment process:** The current participant eligibility criteria lacked sufficient specificity, which made it challenging to enforce and subsequently monitor. The project would therefore benefit from tightening the eligibility criteria and associated recruitment process to ensure the intended target group are invited to participate in the activities.
- **Formalising the selection process between Stages 1 and 2 of the project** – for the same reasons as set out above.
- **Manualising the Respect delivery model:** Although some elements of the project have already been manualised, it would be useful to have a more comprehensive manual of the project that specifies the facilities required to deliver the residential and enables more granular replication of the project to take place and a more detailed specification of the theory of change. In particular, it would also be useful to specify which elements of the programme are core and which are more flexible and can be changed at the discretion of the delivery partner.

### **Implications for pilot study**

As some aspects of the feasibility and pilot study were run concurrently owing to COVID-19-related disruptions, there was no formal gateway required to proceed from one study to the next.

## Pilot (Pre/Post-Test) Study

### Study overview

#### Objectives and research questions

The aims of the pilot evaluation were 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.

In a similar vein to the feasibility study, the original aims were subsequently expanded to align the pilot study (as far as possible) with the formalised frameworks put in place by YEF during 2020/21. The extended pilot research questions are listed in the box below.

#### Pilot research questions

- **Engagement with parents:** Is there a discernible difference in young people's engagement with parents?
- **Increased well-being:** To what extent does the project lead to increased well-being? Are specific external enablers contributing to this? What are they?
- **Increased self-esteem, resilience and soft skills:** Does the project improve young people's self-esteem and resilience? Are specific external enablers contributing to this improvement? Are there any barriers? Have young people's transferrable skills evolved in ways that are conducive to the project objectives? To what extent do young people use what they have learnt in their day-to-day life?
- **Improved behaviour:** How has young people's behaviour changed in a positive way inside/outside of school? Has participants' attitudes towards school changed after the project? To what extent has the project facilitated re-engagement with education?
- **Awareness and education:** To what extent are participants aware of the risks of alcohol and drugs misuse? To what extent do young people indicate that increased awareness of gangs, grooming and county lines will result in sustained behaviour change to reject violent attitudes and behaviours?

#### Targets

The target for the pilot phase of the project was to recruit 15 cohorts of participants, or a total of 375 young people, to take part in Stage 1 of the project. This in turn implied that a total of 225 young people were expected to take part in the full programme across the five locations.

As per the feasibility study, specific success criteria or targets were not set for the project.

## Methods

### Participant selection

Participants' selection for the pilot cohorts followed the same process as for the feasibility cohorts (see the 'Participant selection' section of the feasibility study).

### Data collection

As set out in the feasibility section ('Survey data'), paper-based surveys were the main data collection tool used to gather outcomes data from project participants. The survey used a combination of validated research tools to assess the views of participants both pre and post project and to measure social and emotional well-being, problem-solving skills, peer relationships, resilience and behaviour.

0 below sets out a summary of the data collected to address each of the research questions. This is followed by a more detailed explanation of what was achieved and how and why it was achieved in relation to the individual data collection processes.

Before starting the pilot analysis, the list of research questions set out in the pilot plan was reviewed to ensure that all the research questions were still pertinent to the evaluation, based on the evidence gathered. This review led to retaining most of the original research questions, with the exception of the following:

- How confident are young people in interacting with/challenging someone of authority?
- Would young people define themselves as role models? What behaviours have they exhibited?

The above were removed as there was no sufficient evidence to answer these research questions.

**Table 1.8: Overview of pilot study research questions**

Research question	Approach	Data collection planned	Data collection undertaken
<b>Pilot</b>			
<b>Engagement with parents:</b> Is there a discernible difference in young peoples' engagement with parents?	Analysis of survey questions from the <b>Edinburgh Study of</b>	<i>Pilot specific:</i>	<i>Pilot specific:</i>

Research question	Approach	Data collection planned	Data collection undertaken
<b>Improved behaviour:</b> How has young people's behaviour changed in a positive way inside/outside of school? Has participants' attitudes towards school changed after the project? To what extent has the project facilitated re-engagement with education?	<b>Youth Transitions and Crime</b> , triangulated with qualitative evidence from project leads and delivery partners, focus groups with young people and observations	Monitoring data from five delivery partners and 15 pilot cohorts  Pre/Post surveys from five delivery and 15 cohorts  Up to 10 focus groups	Monitoring data from four delivery partners and 10 pilot cohorts  Pre/Post surveys received from five delivery partners and 12 pilot cohorts
<b>Increased well-being:</b> To what extent does the project lead to increased well-being? Are specific external enablers contributing to this? What are they?	Analysis of survey questions from the <b>Short Warwick–Edinburgh Mental Well-Being Scale (SWEMWBS)</b> , triangulated with qualitative evidence from project leads and delivery partners, focus groups with young people and observations	Up to five observations  <i>Relevant to feasibility and pilot:</i>  Up to 15 stakeholder interviews	Five focus groups  One observation  <i>Relevant to feasibility and pilot:</i>  14 stakeholder interviews undertaken during delivery of the pilot cohorts
<b>Increased self-esteem, resilience and skills:</b> Does the project improve young people's self-esteem and resilience? Are specific external enablers contributing to this improvement? Are there any barriers? Have young peoples' transferrable skills evolved in ways that are conducive to the project objectives? To what extent do young people use what they have learnt in their day-to-day life?	Analysis of survey questions from the <b>Child and Youth Resilience Measure (CYRM-R)</b> , triangulated with qualitative evidence from project leads and delivery partners, focus groups with young people and observations		
<b>Awareness and education:</b> To what extent are participants aware of risks of alcohol and drugs misuse? To what extent do young people indicate that increased awareness of gangs, grooming and county lines will result in a sustained behaviour change to reject violent attitudes and behaviours?	Qualitative evidence from project leads and delivery partners, focus groups with young people and observations		

## Monitoring data

The monitoring data template used for the feasibility cohorts (developed by EBGC) was also used for the pilot cohorts. As with the feasibility cohorts, four delivery partners submitted monitoring data (with one submitting data in a different template than the one provided). Monitoring data was not provided by the fifth delivery partner. This appeared to be because this form of data collection was not routinely undertaken across their activities, and they therefore had no established means to facilitate the process.

## Survey data

The double baseline design adopted during the feasibility phase was replicated in the pilot phase. Table 1.9 illustrates the total number of surveys received from the pilot cohorts, which includes surveys from all five of the delivery partners.

As with the feasibility monitoring and survey data, it was not possible to assess the total number of participants that completed each stage of the Respect project, as monitoring data was not available for all the pilot cohorts. However, the pilot data showed that engagement with the survey appeared lower relative to the feasibility cohorts, especially for the second baseline. Although it is challenging to understand the reasons for the decrease in response rates, it is likely that the lower response rate for the second baseline was caused by research fatigue, given that completion took place relatively soon after the first baseline survey.

**Table 1.9: Overview of survey data collection against delivery**

Element of the study	Number of cohorts	Stage 1		Stage 2		Stage 3	
		Participants	First baseline surveys received	Participants	Second baseline surveys received	Participants	Endline surveys received
Pilot	12	At least 218	218	At least 125	66	At least 88	78

Source: Respect monitoring data and Ipsos UK Respect pre/post surveys.

## Interviews with delivery partner leads and their staff

As described in the feasibility methods section, fourteen qualitative, semi-structured interviews with delivery partner leads and their staff were conducted between November 2021 and January 2022. Data collected during the interviews was used to inform both the feasibility and pilot studies.

The focus for the pilot element of the consultations was to gather delivery partner and staff perceptions of the outcomes realised by Respect participants.

## Focus groups with participants

Five focus groups were undertaken with a total of 17 project participants that had completed the Respect project between September 2021 and February 2022. Participants were recruited on a voluntary basis by three out of the five delivery partners, with each group consisting of young people who had taken part in the same cohort and had completed the project up to the residential to ensure a degree of familiarity across the participants.



The focus groups were facilitated as online groups, as opposed to in person, as a result of COVID-19 risks and generally took place a few days after the graduation event.

Each focus group involved between three to four participants, as opposed to the planned six to eight participants because:

- The total number of young people participating in each cohort was often significantly less than intended (five to six as opposed to 15 young people), which made the recruitment pool smaller; and
- Online groups of this nature tend to be more effective with smaller group sizes.

It was not feasible to conduct the intended number of 10 focus groups as a result of the COVID-19-related disruptions.

### **Observations**

Given the disrupted nature of project delivery across the majority of the cohorts, it was only feasible to conduct one observation, rather than the five originally planned. This took place during Stage 2 of one of the cohorts – i.e. an in-person observation of a life-skills session.

### **Analysis**

#### **Qualitative data**

The management and analysis of qualitative data used the same methodology as the feasibility study (see the 'Methods' section of the feasibility study above). This included analysis of outcome-related data gathered from interviews with delivery partners and their staff, focus groups with participants and the observation write-up.

#### **Quantitative data**

The procedure followed to clean the pilot monitoring and survey data replicated the method used in the feasibility study.

Table 1.10 sets out the number of surveys received and the number of surveys analysed after data cleaning. It is important to note that the total number of observations for each specific question and validated measure may differ from the total number of surveys analysed because of item non-response to some questions, as explained below.

**Table 1.10: Pilot surveys received and analysed**

	First baseline surveys		Second baseline surveys		Endline surveys	
	Received	Analysed	Received	Analysed	Received	Analysed
<b>Pilot</b>	218	165	66	66	78	78

The analysis of the pilot surveys was based on a pre/post comparison of the three survey waves, which proceeded as follows:

- **Step One:** Measures were computed for well-being and resilience by combining the questions in the Child and Youth Resilience Measure (CYRM) survey and the Short Warwick–Edinburgh Mental Well-Being Survey (SWEMWBS), respectively (see below for more details).

The resilience score was computed using the recommended method set out in the CYRM manual<sup>9</sup> to create a single measure of resilience as the sum of the scores for survey and participant.<sup>10</sup> Scores can take values between 17 and 85, with higher values of the score representing higher levels of resilience.

Responses to each well-being question were assigned a score from 1 to 5 (with 1 corresponding to ‘None of the time’ and 5 corresponding to ‘All of the time’), which were then aggregated by survey and participant.<sup>11</sup> The aggregated score was in turn converted into a metric in accordance with the SWEMWB conversion table.<sup>12</sup> The resultant well-being metric can take values between 7 and 35, with higher values representing higher values of well-being.

**Step Two:** Mean outcome measures were computed across the three surveys for the group of participants who took part in all stages of the programme. Hence, the statistics presented

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<sup>9</sup> Available at <https://cyrm.resilienceresearch.org/download/>

<sup>10</sup> As recommended in the guidance, cases with missing or invalid answers to any question item were not used in the analysis. This contributed to a high number of missing values in this measure (101 out of 170 in the first baseline survey, 50 out of 80 in the second baseline survey and 39 out of 71 in the post survey).

<sup>11</sup> Participants who did not provide a response to the comprehensive set of well-being items and participants for whom the response to any of the items was invalid (e.g. more than one item checked) were excluded from the analysis. This did not considerably affect the number of missing values in the validated measure (18 out of 170 in the first baseline, 16 out of 80 in the second baseline and three out of 71 in the endline survey).

<sup>12</sup> [swemwbs\\_raw\\_score\\_to\\_metric\\_score\\_conversion\\_table.pdf \(warwick.ac.uk\)](#)

here do not include those young people who dropped out or were not selected to participate in further stages of the programme. The number of observation across surveys may differ, however, because: 1) some young people completed later surveys but skipped an earlier one, or 2) there are different numbers of non-responses for individual question items.

## Data synthesis

The qualitative and quantitative evidence was subsequently synthesised following the same methodology detailed in the feasibility section.

## Timeline

Twelve pilot cohorts were delivered between September 2021 and January 2022, all of which completed delivery. Associated data collection with young people and delivery partners and their staff took place between April 2021 and February 2022. Table 1.11 sets out a summary of the data collection timeline.

**Table 2.11: Timeline**

Date	Activity
<b>April 2021–January 2022</b>	Delivery of Respect cohorts at five project sites (delivery partners) Obtaining consents to data collection from participants and parents/guardians (delivery partners) Collection and compilation of monitoring data (delivery partners) Collection of survey data (delivery partners)
<b>September 2021</b>	Second familiarisation workshop with delivery partners
<b>September 2021–March 2022</b>	Monitoring data sent to Ipsos (delivery partners) Cleaning and analysis of monitoring data (Ipsos) Surveys sent to Ipsos (delivery partners) Surveys transcribed (Ipsos)
<b>September 2021–January 2022</b>	Data collection: focus groups with young people and one observation (Ipsos)
<b>November 2021–February 2022</b>	Interviews with project delivery staff and project leads, informing both feasibility and pilot study (Ipsos)
<b>March 2022–May 2022</b>	Analysis of survey data (Ipsos) Analysis of qualitative data (Ipsos)

## Findings

This section presents an analysis of the outcome and impact data collected as part of the evaluation. It therefore brings together findings from across the quantitative and qualitative data collection activities. As agreed with YEF in early spring 2021, the quantitative elements of the impact analysis drew on the monitoring and survey data from the pilot cohorts only, as these were subject to less disruption than the completed feasibility cohorts and were therefore more likely to have been delivered in line with the original intentions.

As a result of significant COVID-19-related disruptions to the delivery of the project, the evaluation was unable to collect the breadth and scale of quantitative and qualitative data originally intended. The findings presented in this section of the report should therefore be treated as indicative as they are often based on small sample sizes. In addition, it may also be the case that the survey sample size was too small to detect some of the effects of the project, which should be considered when assessing the comprehensiveness of the findings.

### Profile of Respect participants

The intended target group for the project was 13–14-year-olds (School Year 9) who were at risk of school exclusion, frequently truant, had a family member with criminal convictions and/or had low levels of educational achievement. In addition, recruitment into the project was facilitated by participating schools, who were asked to select the students they felt met the criteria of the target group and were likely to benefit from taking part.

Looking specifically at the twelve pilot cohorts, analysis of the profile-related responses provided in the surveys showed that:

- More than half (59%) of participants were male, and around 40% were female.
- Ninety per cent of participants were white or white British.
- Around 98% of participants lived with their parents at the time of their participation in the project, and only a small fraction lived with foster parents or with someone else (e.g. grandparents).<sup>13</sup>

In addition, project partners estimated that at least half of the participants came from disadvantaged backgrounds, e.g. low-income families or unstable family situations, and tended to either exhibit poor school performance, high levels of anxiety and low levels of confidence, or antisocial or risk-taking behaviour. Several of the project participants that took part in the focus groups also noted that they lived in deprived areas, where there were limited

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<sup>13</sup> Based on the responses given to the 165 first baseline questionnaires analysed for the pilot study.

facilities and opportunities to take part in activities or socialise with friends outside of school and home.

### **What did participants achieve as a result of taking part in the project?**

Evidence drawn from the qualitative elements of the evaluation provided overwhelmingly positive accounts of the perceived contribution the project had made to the lives of many of the participants. This included delivery partners, staff and young people reflecting that the project had contributed to participants achieving the following to differing extents:

- Improved confidence and self-esteem
- Improved relationships with teachers and/or their parents/carers
- Improved communication skills
- Improved ability to work in a team
- Increased ability to manage anger and frustrations
- Increased awareness of the consequences of drug and alcohol abuse and/or knife crime

Stakeholders also noted that the perceived contribution the project had made to the achievement of specific outcomes highly depended on the starting point, characteristics and needs of each individual, and the tailored foci selected for the life-skills sessions for each cohort. For instance, when discussing the potential change in knowledge about drugs and alcohol misuse, one stakeholder noted:

*'I find it really depends group to group because the last session I did that with a group, they weren't necessarily the sort of kids you would think would be involved in drugs or alcohol; they were a lot more knowledgeable [...]. You could tell they'd probably paid attention when [drugs or alcohol] had been talked about in school. Whereas kids who tend to miss a bit of school [and] think they know everything about drugs are generally a lot less knowledgeable.'*

Stakeholder interview 5

In line with the objectives of a pre/post pilot study, this evaluation has not attempted to make any causal claims or to infer attribution from the evidence collected. However, it is important to note that stakeholders were reasonably confident that participation in the project had been one of the main drivers of the perceived positive outcomes experienced by the participants, or at least a factor that interacted positively with other drivers of change.

*'[For the group last week], this project was probably the biggest reason, if not the only reason, for an increase in respect for each other and respect for themselves and respect for staff. I know most of the kids in that group are kids who haven't responded to school, so it's unlikely that anything else would be responsible other than the work they've done with us.'*

Stakeholder interview 5

Many of the outcomes that were perceived to have been achieved were reported to have been underpinned by the development of practical life skills, which had contributed to a growth in independence and, ultimately, self-confidence. For instance, one stakeholder noted:

*'I've had young people say the best thing they've learnt is to help to tie their shoelaces. [...] it's something that the young people thought was really, really important [...] looking after yourself, making sure your bag is packed, making sure you've got your food. So, look after yourself and then you can look after other people.'*

Stakeholder interview 2

This was reinforced by feedback from participants, who also noted the importance of the practical skills learnt over the course of the project:

*'I'd describe it as it's a place where you learn stuff not in school or in a job, and once you learn about the stuff, you can actually do it, so like when we learned about road safety, we actually were able to go on quad bikes.'*

Focus group participant 1

### **Timeline for the realisation of the outcomes**

Several stakeholders highlighted that the outcomes of the Respect project were likely to be realised beyond the scope of the evaluation. For this reason, some suggested that it would be useful to undertake follow-up research with participants in the medium/long term to understand how they have progressed and to fully appreciate the difference that participation in the project made to their lives. This should be considered as part of any future evaluative work that takes place.

*'Often, young people don't realise how the project affected them until maybe six months, a year, after the project and how they change and how their outlook on life changes [...]. We get feedback from the schools who have said that they've seen total change around in young people and their attitude towards education and that sort of thing. (...) Every person is affected by the week away and by the project as a whole, in one way or another.'*

Stakeholder interview 6

## Evidence of promise

### Improved engagement with parents

**RQ: Is there a discernible difference in young people's engagement with parents?**

Mixed evidence emerged on the effect of the Respect project on participants' engagement with parents and care givers. Stakeholders reported that they received positive feedback from some parents, who had witnessed a positive change in their child's attitude at home and felt that the project had been a good experience. In addition, some focus group participants stated that they had started to engage more effectively with their parents after the residential (e.g. doing sport activities with their parents).

*'When [the young person] got home, his words to him were, "Hi, Dad. I'm glad to be home." And [the foster parent] said it's the first time he's ever [been] called this his home. It's the first time he's ever said, "Thank you, Dad.".'*

Stakeholder interview 7

The survey explored further aspects of young people's engagement with their parents through six questions from the Edinburgh Study of Youth Transitions and Crime. Results reported in Appendix B show that, at the descriptive level, the group of participants who completed the project experienced only a slight or no improvement in engagement with parents between baseline and endline surveys, as measured by each of the six questions. It is important to note that these results may be partial as the evaluation did not gather evidence from parents or guardians as to whether they observed any changes among participants.

## Improved self-esteem, resilience and skills

### RQ:

- Does the project improve young people's self-esteem and resilience?
- Are specific external enablers contributing to this improvement? Are there any barriers?
- Have young peoples' transferrable skills evolved in ways that are conducive to the project objectives? To what extent do young people use what they have learnt in their day-to-day life?

The positive influence of the Respect project on participants' confidence and self-esteem emerged as a recurring topic in consultations with stakeholders and participants. Most young people felt that the project had resulted in them experiencing increased confidence in their ability to face challenging situations in their lives and lower reluctance to ask for help if they struggled. They tended to attribute these attitudinal changes to the experience of the residential, where delivery staff had consistently supported them when they were undertaking challenging activities and celebrated their achievements with them.

*'No matter how much you want to give up, they won't let you because they know you can do it, and they'll keep pushing you until you do, and then they're [...] really proud of you when you do it, proper embracing it.'*

Focus group participant 2

Qualitative evidence from both stakeholders and participants also showed that the Respect project had supported the development of interpersonal and social skills, which enabled young people to socialise more and better interact with both their peers and adults. Participants, for example, reported that after the Respect project, they felt more confident to speak and work in a group while also respecting the views of others. Stakeholders provided several examples of noticeable changes in participants' group interaction over the course of the project:

*'I had a young lad last week who basically found it unbelievably difficult to speak in group sessions, and if you put pressure on him to even just answer a question in a group session, he just went totally silent and was almost reduced to tears. But by the end of the week, he was actually opening up and talking and joining in the group discussion, so that was massive bonus for him and, you know, a really good outcome for the project.'*

Stakeholder interview 6



In addition to the above, the qualitative evidence showed that the experience of the project had likely contributed to participants gaining an increased sense of independence and recognition of how to keep themselves safe, which in turn contributed to improved self-confidence. One stakeholder defined the overall set of skills learnt in the Respect project as a ‘toolbox’ that the young people were equipped with to support more effective handling of other similar situations in their lives:

*‘I think, generally, the communication, conflict, peer pressure, the anger management side of [...] the project can help and trigger young people to pull different tools from their toolbox at the time that they need it. [...] and generally, the young people that I've come across that have done a project, one, have valued the project, two, want to carry on.’*

Stakeholder interview 2

The survey questions captured elements of the outcomes discussed above since they focused purely on changes in resilience, as measured by the CYMR survey. The table below compares the resilience score computed from the CYMR at baseline and endline. Results need to be interpreted with caution given the small number of observations for this measure.

The group who completed the programme displayed a slight improvement (two points in a 17–85 scale) in resilience between the first and second baseline and endline surveys, hence confirming, at least descriptively, the qualitative evidence.

**Table 1.12: CYMR resilience score**

First baseline	Second baseline	Endline
Average score out of a 17–85 scale		
74.33 (N = 27)	74.2 (N = 25)	76.7 (N = 36)

**Notes:**

The resilience score was computed following the methodology in the CYRM manual, i.e. summing the score of each question item and participant. Following the recommended methodology to construct the validated measures, cases with missing or invalid answer to any question item were not used in the analysis.

**Improved well-being**

Both the qualitative and quantitative evidence indicated early signs of improved well-being after participation in the Respect project.

Participants that had taken part in well-being focused life-skills sessions reported that they had learnt about the benefits of being healthy, including having a healthier diet and/or doing more physical exercise. This was reinforced by participant feedback about the residential, which many said had helped them to appreciate the benefits of being outdoors and away from social media, understand ‘what healthy eating looked like’ and, in turn, relax and decrease their stress-levels.

Stakeholders supported this feedback and added that improvements in well-being had been achieved as a consequence of the other more direct outcomes of the project, in particular confidence and self-esteem:

*‘Yes, and just their general well-being, their mental health and I think just their general day-to-day self. They just have a bit more about themselves, and, yes, whether that’s well-being related or whatever, [...] they just seem to be a bit more of a better person.’*

Stakeholder interview

Quantitative evidence on well-being was collected using the SWEMWB to construct a well-being score. The table below compares the well-being scores before and after the project for the two groups of participants. Participants in the full programme displayed a slight improvement in well-being (two points on a scale from 7 to 35) between baseline and endline surveys, in line with the reported qualitative evidence.

**Table 1.13: SWEMWB well-being score**

First baseline	Second baseline	Endline
Average score out of a 7–35 scale		
21.70 (N = 64)	21.95 (N = 55)	24.12 (N = 75)

**Note:**

The metric was computed by first scoring items from the SWEMWB survey from 1 to 5 (with 1 corresponding to ‘None of the time’ and 5 corresponding to ‘All of the time’) and summing the scores by survey and participant. The summed score was then converted into a metric following the SWEMWB conversion table. Cases with missing or invalid answers to any question item were not used in the analysis.

## Improved behaviour

RQ:

- How has young people's behaviour changed in a positive way inside/outside of school?
- Has participants' attitudes towards school changed after the project?
- To what extent has the project facilitated re-engagement with education?

Stakeholders (and participants themselves) reported that many of the participants that they perceived had experienced an increase in self-esteem and confidence as a result of the project had often harnessed this to engage more effectively in school and with their friends. Stakeholders received feedback from parents and teachers on participants' improved behaviour and engagement with school and in wider settings after the project. For instance, a small number of parents reported that their children had been subject to fewer exclusions following the residential, and similarly a small number of teachers noted a range of positive changes, e.g. increased focus in class and better and more respectful interaction with teachers and other students, in general and especially in group work.

*'I did speak to one of the teachers regarding one of the kids we worked with on the very first one, which was a couple of years ago now. It was one of the girls on that who was, sort of, probably the most challenging, shall we say, and the teacher said that she'd really turned it around. She's in Year 11 now, and she said she was really doing well. Now, I can't say whether that's anything to do with the Respect programme, but I'd like to think it certainly helped.'*

Stakeholder interview 5

The above evidence is mirrored in the opinions collected directly from participants, where some reported the following after the project:

- They had been able to concentrate more on their studies; as a result, their grades had started to improve.
- They felt more confident participating in school activities that they previously perceived as too difficult for them.

*'I won't not do things at school, like PE and certain lessons, because I think I can't do it. I'll try to do it.'*

Focus group participant 3

*'I, kind of, believe in myself more and to not be so negative about things.'*

Focus group participant 5

- The project helped them manage their frustrations at school and develop more respect for teachers and other students.

*'The residential taught me to be patient with the teachers, not get narky with them, let them do their thing, and be respectful to the teachers, be respectful to everyone; [it] also taught me how to calm myself down when the teacher annoys me or is getting on my nerves, so it's actually helped me quite a bit in school, to be fair. [...] Before the residential, if I couldn't do something, I always used to get mad, [and] they always used to give me detentions. But after, it's just, I don't know, like I said, it kept me calm, and just ask if I need help. If I don't need help, just carry on going through it.'*

Focus group participant 1

### Awareness and education

RQ:

- To what extent are participants aware of the risks of alcohol and drugs misuse?
- To what extent do young people indicate that increased awareness of gangs, grooming and county lines will result in sustained behaviour change to reject violent attitudes and behaviours?

Where relevant, some of the Respect cohorts took part in life-skills sessions that focused on the consequences of risk-taking and criminal behaviours, e.g. drug and alcohol misuse, county lines, gangs and knife crime. This element of the project was therefore not applicable to all participants.

Focus group participants that had taken part in a relevant session were able to recall the information they had discussed about knife crime, drugs and alcohol misuse. This included being provided with information about what the relevant types of risk-taking behaviour generally involved, the potential consequences of this and how to ensure they were able to maintain their own safety if they ever found themselves in a potentially dangerous situation.

*'Just learning about different knives, what knives are legal, how an ordinary kitchen knife can kill someone, how easy it is to ship in a knife that's illegal and stuff like that.'*

Focus group participant 1

*'More aware of how much it can damage you and everything. We had two police officers come in and tell us about knife crime and everything. [...] They told us what to do if we were ever in that situation or if we saw someone with a knife and everything.'*

Focus group participant 4

While the qualitative evidence provides some support that participants benefitted from the sessions, the accompanying survey results showed only weak evidence of promise that they positively changed risk-taking or criminal behaviour. In part, this is likely to relate to the nature of the target group of the Respect project, who are, for the most part, young people who have not been involved in criminal activities. It may also be the case that participants engaged less with these questions (for the reasons explained in the feasibility section), and hence the results may be positively biased.

Appendix B shows the results for the survey questions from the Edinburgh Study of Youth Transitions and Crime, investigating whether the respondents had taken part in any antisocial or criminal behaviour in the previous month. Among the group of young people taking part in the entire programme, there was some weak evidence of improvement in behaviour, as measured by the difference between baseline and endline responses.

## Conclusion

### Summary of main findings against research questions

Table 1.14 sets out a summary of the evaluation findings against each of the research questions.

**Table 1.14: Summary of pilot study findings**

Research question	Finding
<p><b>Engagement with parents:</b> Is there a discernible difference in young peoples' engagement with parents?</p>	<p>Mixed evidence emerged from consultations with participants and stakeholders on the effect of the Respect project on participants' engagement with parents and care givers. The survey results showed only a weak improvement for the group of participants. It is important to note that these results may be partial as the evaluation did not gather evidence from parents or guardians as to whether they observed any changes among participants.</p>
<p><b>Improved behaviour:</b> How has young people's behaviour changed in a positive way inside/outside of school? Has participants' attitudes towards school changed after the project? To what extent has the project facilitated re-engagement with education?</p>	<p>Although the quantitative evidence on this research question was inconclusive, feedback from stakeholders and participants indicated that the increased self-esteem and confidence experienced as a result of the project had often been harnessed by the participants to help them engage more effectively in school and with their friends. Participants also felt that the project helped them manage their frustrations at school and develop more respect for teachers and other students.</p>
<p><b>Increased well-being:</b> To what extent does the project lead to increased well-being? Are specific external enablers contributing to this? What are they?</p>	<p>Participants reported they had learnt about the benefits of being healthy, including having a healthier diet and/or doing more physical exercise. Participants also said that the residential had helped them to appreciate the benefits of being outdoors and away from social media, understand 'what healthy eating looked like' and in turn relax and decrease their stress levels.</p> <p>The quantitative evidence on the SWEMWB showed a small improvement of well-being among participants.</p>
<p><b>Increased self-esteem, resilience and skills:</b> Does the project improve young people's self-esteem and resilience? Are specific external enablers contributing to this improvement? Are there any barriers? Have young peoples' transferrable skills evolved in ways that are conducive to the project objectives? To what extent do young people use what they have learnt in their day-to-day life?</p>	<p>The qualitative evidence indicated that the Respect project had had a positive influence on participants' confidence and self-esteem, which emerged as a recurring topic in consultations with stakeholders and participants. According to stakeholders and participants, the Respect project supported the development of interpersonal and social skills, which enabled young people to socialise more and better interact with both their peers and adults. It also contributed to participants gaining an increased sense of independence and recognition of how to keep themselves safe, which in turn contributed to improve their self-confidence.</p> <p>The quantitative results are in line with the qualitative findings. Participants' resilience score (measured through the CYMR) improved after participation.</p>

Research question	Finding
<p><b>Awareness and education:</b> To what extent are participants aware of risks of alcohol and drugs misuse? To what extent do young people indicate that increased awareness of gangs, grooming and county lines will result in a sustained behaviour change to reject violent attitudes and behaviours?</p>	<p>While the qualitative evidence provided some support that participants learnt about the risks of drugs and alcohol misuse and knife crime, the accompanying survey results showed only weak evidence that they positively changed risk-taking or criminal behaviour. In part, this likely relates to the nature of the target group of the Respect project, who are not, for the most part, young people who have been involved in criminal activities. It may also be the case that participants engaged less with these questions (for the reasons explained in the feasibility section), and hence the results may be positively biased.</p>

## Evaluator judgement of intervention and evaluation feasibility

The core aims of the project were to prevent young people from being drawn into crime and youth violence by:

- Equipping them with transferrable soft skills
- Improving their social and emotional well-being
- Improving their attitude at school and relationship with authority figures to enable more effective engagement with their education
- Providing them with a strong sense of achievement
- Enabling them to play a positive role in society.

Perception-based evidence drawn from the five delivery partners, combined with qualitative evidence from a small number of participants, indicates that the Respect project has resulted in some young people experiencing an improvement in one or more of the intended outcomes. Furthermore, while some of the complementary survey-related evidence was inconclusive, it has shown that participants experienced, on average, a small improvement in their well-being and their resilience after taking part in the Respect project.

However, although the evaluation evidence indicates evidence of promise:

- The evaluation was unable to assess the extent to which the achieved outcomes were sustained beyond the end of the project.
- It was not possible to gather evidence on all the outcomes included in the initial evaluation framework.
- It was too early to assess whether achievement of the relevant outcomes ultimately led to the prevention of young people being drawn into crime and youth violence.
- It was not possible to comprehensively assess the characteristics of the young people that participated in the evaluation cohorts to understand the extent to which they met the eligibility criteria for the project.
- The sample used to conduct the qualitative consultations was small, and hence the qualitative evidence may suffer from positive bias.

The evaluation team would therefore recommend that the project considers the recommendations set out in the conclusions section of the feasibility study and that further evaluation is undertaken to assess its impacts more definitively.

## **Feasibility of the data collection process and recommendations for improvement**

Looking across the data collection activities undertaken as part of both the feasibility and pilot studies (as some had to be combined and others postponed from the feasibility study to take place during the pilot), and considering the unprecedented context within which the evaluation was delivered, the intended approach to data collection method proved overall appropriate.

Key learning derived from the data collection processes that should be considered in any future evaluation (i.e. beyond the pilot study) include:

- **Greater consideration of the delivery partners capacity to support the data collection:** Monitoring data was not provided by one delivery partner. This appeared to be because this form of data collection was not routinely undertaken across their activities, and they therefore had no established means to facilitate the process. Before undertaking a further scaling-up of the project and evaluation, it will be important to have a comprehensive phase where the delivery partners are trained not only for the delivery of the project but also for the data collection.
- **Review of the levels of accountability that are put in place between YEF and the lead delivery partner:** In the absence of timely data from EBGC, YEF were unable to provide the evaluation team with delivery progress updates or monitoring data during the course of the evaluation. This appeared to have been caused by EBGC not formally policing collection of progress/monitoring data from their partners and limited communication between YEF and EBGC. More formal set-up and monitoring of delivery progress would therefore prove valuable in any future evaluation.
- **The potential to streamline the double-baseline to a single-baseline survey:** Response rates for the second baseline survey tended to be lower than expected, potentially as a result of research fatigue, which could be alleviated by removing this element of the approach. This would need to be considered within the context of the wider impact evaluation approach and the extent to which the second baseline provided essential data.



- **Review of the survey content and the feasibility to tailor some of the questions that were either deemed as inappropriate or inaccessible:** Although the evaluation team recognises the value in using validated measures to assess the impact of the project, the evaluation data showed that some of the questions were felt to be inappropriate and/or inaccessible and that the responses collected for these questions would likely be subject to high levels of bias. It may therefore be valuable to consider the extent to which the relevant questions can either be removed or more sensitively tailored to ensure greater and more accurate engagement with the survey.
- **Review of the potential to administer a mixed-mode survey that enables both online and paper-based completion:** Although the completion rate for the paper-based surveys was acceptable, some delivery partners would have liked to have been provided with an online option. This may have reduced the burden placed on them to administer, collect and securely transfer the data to the evaluation team.
- **Ensuring anonymity of the data collection:** From feedback from delivery partners, it emerged that young people were concerned about the anonymity of the information provided in the survey. This might have led to biased or untruthful responses. A potential solution to this problem could be the creation of anonymous identifiers for each participant prior to administration of the surveys, which would enable anonymous completion and participant tracking. The file with the identifiers would be securely stored at the youth club, thus avoiding the researchers' exposure to sensitive information. This solution involves more extensive resources for research and coordination than were available for this evaluation, but it could be considered for future evaluation.

## Recommendations for future evaluation

The original specification for this evaluation did not include the requirement to assess the project's readiness to take part in a randomised control trial (RCT). This section therefore sets out some of the considerations that should be taken into account to inform any subsequent evaluation.

Given the pre/post nature of this evaluation and the significant COVID-19-related disruptions, any future evaluation should involve a comprehensive impact feasibility assessment and pilot trial to determine the extent to which an RCT design can be delivered. This should include consideration of the following:

- **Level of potential randomisation:** Randomisation at the individual level may bear risks of contamination, as many participants in the Respect project will be from the same schools, even if the three-school recruitment model is reinstated. Instead of

randomising eligible young people into the trial, randomisation could take place at the delivery partner level. However, this approach – a cluster-RCT – is less powerful in statistical terms and would require larger sample sizes than individual randomisation to achieve the effect size of interest.

- **Sample sizes:** The present study has shown that youth clubs differed in their ability to secure the originally planned number of participants, largely because of COVID-19 restrictions and disruptions. A pilot trial should focus on understanding challenges to recruitment and possible solutions to try and achieve the necessary sample size to detect the effect size of interest.
- **Ethical concerns:** As in other settings, delivering the Respect project as an RCT may have ethical consequences since by randomising, participation is denied to a group of young people who may potentially benefit from it. One possible way to overcome this issue is to deliver the intervention as a stepped-wedge design, where the control group is not denied the intervention but receives it later (the date of the intervention is randomised). There might be practical challenges in delivering this design. For instance, youth clubs may have limited capacity to deliver the intervention at the date allocated, or schools may deny participation if the date clashes with specific school activities.
- **Readiness of delivery partners to support an RCT:** Randomisation involves more support during the data collection phase than a simple pre/post study. To minimise non-compliance with randomisation, a sufficient preparatory phase is likely to be necessary before the pilot starts to ensure delivery partners are fully engaged and understand and are able to meet the expectations of the evaluation.
- **Attrition:** The pilot trial should focus on understanding the level of attrition in the treatment and control group and recommend possible mitigation measures (e.g. incentives). This study has shown that it was not uncommon for young people not to complete survey questionnaires, even if they participated in the project. This issue is likely to be amplified for the control group, as young people may disengage from the evaluation and data collection while they are waiting for their cohort to start (in a step-wedge design) or simply be unavailable for the endline survey (in a simple random design).
- **Follow-up data collection:** The results of this study have suggested that the endline survey may not detect long-term outcomes, e.g. the probability of being involved in crime and violence and long-term behavioural changes. The pilot should explore the feasibility of a follow-up survey (e.g. after six months) and possible ways to keep young people engaged for all this time after they have participated in the project.

Alternatives to an RCT should also be considered as part of any future evaluation. Additional analysis (presented in Annex B) suggested that it may be worth exploring the construction of a comparison group from the group of young people who are referred by their schools but are not invited to participate in Stages 2–4 of the project. This group of individuals appeared to be similar in characteristics to the group of participants (as assessed by comparing the first baseline responses for the two groups). A possible quasi-experimental design (QED) could combine matching and a ‘difference-in-differences’ approach to compare outcomes of treatment and a matched comparison group before and after the intervention. The two main challenges to this approach (even more severe than for an RCT) are sample sizes (as matching requires large samples) and engagement of the comparison group for the endline data collection.

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## Annex A – GDPR documents

### A.1 Privacy notice

**This Ipsos MORI Evaluation and your personal data:** *The Respect Project Evaluation (19-081237-01)*

Ipsos MORI has been commissioned by the Youth Endowment Fund (YEF) to carry out and evaluation of the Respect Project. This Privacy Notice explains who we are, the personal data we collect, how we use it, who we share it with, and what your legal rights are.

#### About Ipsos MORI

- This evaluation is conducted by a team from Ipsos MORI who specialise in evaluation, education, families, communities and children. Ipsos MORI is part of the Ipsos worldwide group of companies, and a member of the Market Research Society. As such we abide by the Market Research Society Code of Conduct and associated regulations and guidelines.

#### What personal data will Ipsos MORI receive for this study?

1. Essex Boys & Girls Club will obtain further details from you and your child/children during the completion of surveys which includes name, date of birth, gender and postcode and your / your child's / children's answers to the survey (survey data) –this will be shared securely with Ipsos MORI, for analysis.
2. At the end of the project Ipsos MORI will share your child's / children's name, date of birth, gender and home address and survey answers with the YEF, who will use this information to find out what works well with the project. This data will be stored in a secure and strictly controlled archive so approved researchers can use it in the future to carry out research that serves the public good. In particular, it could be linked to education and police data to look at the impact this project has on improving school outcomes and reducing reoffending.
3. Essex Boys & Girls Club would also like to share with Ipsos MORI information they hold about your child's / children's:
  - Education and development
  - Relationships, experiences and associates
  - Lifestyle and living arrangements

- Participation in extra-curricular and / or community activities
3. Ipsos MORI will also obtain further information from you during observations, interviews, focus groups and workshop activities
  4. Essex Boys & Girls Club will collect their own feedback data through surveys and interviews, this will be shared with Ipsos MORI
  5. Essex Boys & Girls Club will share data collected during the application phase of the project and again on the completion of the project
  6. Providing responses to this evaluation is entirely voluntary and it is entirely up to you if you wish to provide the information asked for.

### **What is Ipsos MORI's and Essex Boys and Girls Club's legal basis for processing the data**

- Ipsos MORI and Essex Boys & Girls Club requires a legal basis to process your personal data. Ipsos MORI's, legal basis for processing data is that it is in our "legitimate interest". This is because we are exploring your experiences, feelings and perceptions of the Respect Project to help the YEF understand what works well or less well for those taking part in the project and wider society. In doing so we have taken care to ensure that yours and your child's /children's personal data will be properly looked after.
- Essex Boys and Girls Clubs' legal basis for processing is your data is explicit consent.
- If you wish to exercise your right to object or right to the erasure of data, please see the section below covering 'Your Rights'.
- If you wish to withdraw your explicit consent, please find Essex Boys and Girls Club's Privacy Policy here: <http://www.essexboysandgirlsclubs.org/wp-content/uploads/2018/05/Data-Protection-Privacy-Notice-Consent-GDPR-2.pdf>

### **How will Ipsos MORI use any personal data you provide?**

- Firstly, taking part in the surveys, focus groups, workshops, interviews and observations is entirely voluntary.
- Ipsos MORI will keep your personal data and responses in strict confidence in accordance with this Privacy Policy. Your answers will be put together with the answers from other people involved the project which will be presented as anonymous research findings and insights about the Respect Project for the Youth Endowment Fund.
- Your answers will be kept confidential by Ipsos MORI. Nobody will be able to identify you in any results that are published.

- Ipsos MORI, will share your child's / children's survey data, name, DOB, gender and postcode with the Department for Education who will match children to the records held in the National Pupil Database before storing it on the Youth Endowment Fund's (YEF) secure archive. Once stored, it will be possible to link the records held in the Youth Endowment Fund archive to other government datasets. This includes information on school attendance and attainment and criminal offences. This data will be pseudonymised (or coded) and stored on a secure archive. This means that your child /children will not be identifiable through this data. Storing this data on the archive will help the YEF to find out whether the projects they support actually prevent children from being involved in crime and violence as they grow older. To do this, the YEF will keep information about the young people who have taken part in an archive so that more research can be done in the future.

### **Who we share your data with**

- Ipsos MORI is working with Take Note, a supplier organisation, who will have access to interview, workshop and focus group recordings to transcribe and write up conversations:
- Take Note are approved and compliant with the General Data Protection Regulations.
- Should you want to contact Take Note for further information please email: [compliance@takenotetyping.com](mailto:compliance@takenotetyping.com)
- [Take Note's Privacy Policy can be found here.](#)
- Ipsos MORI, will pass your child's / children's survey data, name, DOB, ethnicity, gender and postcode to the Department for Education, who on behalf of the Youth Endowment Fund (YEF) will:
- Link this information with a range of routinely collected government administrative records from the National Pupil Database with records held in the Police National Computer on behalf of the Youth Endowment Fund (YEF). This includes information on school attendance and attainment and criminal offences.
- Data protection law permits the YEF to keep your child's / children's personal data for long periods of time where necessary for research, archiving in the public interest, and statistical purposes. The YEF will only keep your child's / children's personal data for as long as it is needed in order to carry out research into offending outcomes. They expect this to be for a long period of time but the YEF will carry out a review every five years to assess whether there is a continued

benefit to storing the personal data in the archive, based on its potential use in future research.

- When YEF uses your personal data for archiving and research purposes, we are performing a task in the public interest and this give us a lawful basis in data protection law to use your personal information
- Further information on the YEF's data archive is provided in the Youth Endowment Fund - Participant Data Protection Guide: How we'll use and protect your data document
- The YEF Privacy Policy can be found here: <https://youthendowmentfund.org.uk/privacy-policy/>

#### **How will Ipsos MORI ensure my personal information is secure?**

- Ipsos MORI takes its information security responsibilities seriously and applies various precautions to ensure your information is protected from loss, theft or misuse. Security precautions include appropriate physical security of offices and controlled and limited access to computer systems.
- Ipsos MORI has regular internal and external audits of its information security controls and working practices, and is accredited to the International Standard for Information Security, ISO 27001.

#### **How long will Ipsos MORI retain my personal data and identifiable responses?**

- Ipsos MORI will only retain your data in a way that can identify you for as long as is necessary to support the research project and findings. In practice, this means that once we have satisfactorily reported the anonymous research report findings and shared your child's /children's name, date of birth, gender and postcode and their answers to the surveys to the Youth Endowment Fund, we will securely remove your personal, identifying data from our systems.
- For this project we will securely remove your personal data from our systems two months after the evaluation results are published.

#### **Your rights and your child's / children's rights**

You or your child / children can...

- access and obtain a copy of your data on request within the limited period that Ipsos MORI holds it.
- require Ipsos MORI to change or rectify incorrect or incomplete data;



- require Ipsos MORI to delete or stop processing your data, for example where the data is no longer necessary for the purposes of processing;
- object to the processing of your data where Ipsos MORI are relying on our legitimate interests as the legal ground for processing; and
- ask Ipsos MORI to stop processing data for a period if data is inaccurate or there is a dispute about whether or not your interests override our legitimate grounds for processing data.
- If you want to contact Essex Boys & Girls Club about data they hold about you, please see their contact details below.
- If you would like to know more about the Youth Endowment Fund's data archive please refer the Youth Endowment Fund - Participant Data Protection Guide, how the YEF use and protect your data document
- If you want to contact the Youth Endowment Fund, please see their contact details below.
- If you want to exercise your rights, please contact us at the below Ipsos MORI address.
- You have the right to lodge a complaint with the Information Commissioner's Office (ICO), if you have concerns on how we have processed your personal data. You can find details about how to contact the Information Commissioner's Office at <https://ico.org.uk/global/contact-us/> or by sending an email to: [casework@ico.org.uk](mailto:casework@ico.org.uk).

#### **Where will my personal data be held & processed?**

- All of your personal data used and collected for this evaluation will be stored by Ipsos MORI or the YEF in data centres and servers within the United Kingdom and EEA.

**How can I contact Ipsos MORI & the Essex Boys and Girls Club about this survey and/or my personal data?**

**Contact Ipsos MORI:**

**Email:** [compliance@ipsos.com](mailto:compliance@ipsos.com) with “19-081237-01 Respect Project Evaluation” in the email subject line

**Post:** 19-081237-01 Respect Project Evaluation, Data Protection Officer, Compliance Department, Ipsos MORI UK Limited, 3 Thomas More Square, London E1W 1YW

**Contact Essex Boys and Girls Club:**

**Email:** [jays@essexboysandgirlsclubs.org](mailto:jays@essexboysandgirlsclubs.org) with “19-081237-01 Respect Project Evaluation” in the email subject line

**Post:**                    Respect Project  
                                 Essex Boys and Girls Clubs

Harway House, Rectory Lane

Chelmsford

Essex CM1 1RQ

**Contact the Youth Endowment Fund:**

**Email:** [hello@youthendowmentfund.org.uk](mailto:hello@youthendowmentfund.org.uk) with “Respect Project Evaluation in the email subject line”

**Post:** with “Respect Project Evaluation in the email subject line”, Youth Endowment Fund (C/O Impetus), Floor 4, Evergreen House North, 160 Grafton Place, London NW1 2DX

## **A.2 Information sheet for parents or guardians**

### **Respect Project – Further Information About Your Child’s / Children’s Survey data**

#### **How can I find out more about the surveys my child / children completed?**

We hope that your child / children enjoyed taking part in the surveys. If you have any questions you can contact Stella Capuano or Meera Craston at Ipsos MORI at YEFprojects@ipsos.com or on 0800 014 9462 (calls from landlines are free but calls from mobile phones may be charged).

#### **What will happen to my child’s / children’s survey answers and information?**

The Respect Project team member who completed the survey with your child / children will send your answers back to Ipsos MORI, the company doing the survey.

Your child’s / children’s information will then be put together with the information collected from other children who have filled out the survey. This will be used to look at how the Respect Project works for children like yours. The information will be used to better understand the long-term effects of YEF funded projects like the Respect Project – **it will not affect your involvement in the project or the services or treatments you receive from the Respect Project team.**

Your child’s name, DOB, postcode, school identification number (if possible / where applicable) and survey data will be passed to the Department for Education (DfE) at the very end of the project. DfE will match children to the records held in the National Pupil Database (NPD). Personal data will then be deleted and replaced with their unique Pupil Matching Reference number (PMR) held in the NPD. The DfE will then release the ‘pseudonymised’ data to the Office for National Statistics (ONS), where it will be held securely in the Secure Research Service (SRS) (see more information below).

#### **How your child’s information will help us further**

As a part of your child / children participating in the Respect Project, the Youth Endowment Fund (YEF) would like to link your child’s / children’s survey data with information from a range of routinely collected government administrative records from the National Pupil Database and with records held in the Police National Computer, by working with DfE and ONS. This includes information on school attendance and educational attainment and criminal offences. The YEF will only keep your child’s / children’s personal data for as long as it is needed in order to carry out research into offending outcomes. They expect this to be for a long period of time but the YEF will carry out a review every five years to assess whether there is a continued benefit to storing the personal data in the archive, based on its potential use in future research.

#### **What have I been asked to give permission for?**

Ipsos MORI will share your child's / children's survey data, name, date of birth, gender and postcode with the Department for Education who will match children to the records held in the National Pupil Database before storing it on the YEF's secure archive. Once stored, it will be possible to link the records held in the Youth Endowment Fund archive to other government datasets. This includes information on school attendance and attainment and criminal offences. This data will be pseudonymised (or coded) and stored on a secure archive. This means that your child/children will not be identifiable through this data. Storing this data on the archive will help the YEF to find out whether the projects they support actually prevent children from being involved in crime and violence as they grow older. To do this, the YEF will keep information about the young people who have taken part in an archive so that more research can be done in the future. Full information is outlined in YEF's Guidance for participants here: [https://youthendowmentfund.org.uk/wp-content/uploads/2020/11/YEF\\_Data\\_Guidance\\_Participants\\_Nov2020.pdf](https://youthendowmentfund.org.uk/wp-content/uploads/2020/11/YEF_Data_Guidance_Participants_Nov2020.pdf).

A copy of this can be found at the end of the information sheet.

### **What will happen having given permission?**

To make sure that they accurately identify your child's / children's records, we will pass your child's survey data and personal details (name, DOB, school identification number (if possible / where applicable), home address and postcode) to DfE to ensure they can accurately link your data. The DfE will then release the 'pseudonymised' data to the Office for National Statistics (ONS), where it will be held securely in the Secure Research Service (SRS). The transfer and storage of this information will be done securely.

### **What will the information be used for and who will use it?**

The only people who will be able to access the data will be researchers who have been approved by the ONS to conduct research within their Secure Research Service. This approval process includes demonstrating they have the skills and experience to analyse the data held in the archive. They will be trained in how to work safely within the ONS environment and how to make their outputs safe so that they can be published.

All researchers requesting access to our data must demonstrate that the learning from it will benefit society.

The information will be used to evaluate the long-term effects of YEF funded projects like the Respect Project. More information on ONS approved researchers can be found on the ONS website here

### **What if I do not want to give permission?**

If you don't want to give your permission for this, you can still take part to the project activities.

## **Who do I contact for more information?**

If you would like any further information or want to withdraw your permission, please contact Stella Capuano or Meera Craston at Ipsos MORI at [YEFprojects@ipsos.com](mailto:YEFprojects@ipsos.com) or on 0800 014 9462 (calls from landlines are free but calls from mobile phones may be charged). You can also contact the Youth Endowment Fund [hello@youthendowmentfund.org.uk](mailto:hello@youthendowmentfund.org.uk) and contact details for the ONS will be provided later once we have these confirmed. YEF's Guidance for participants is copied below.

### **Youth Endowment Fund Data Archive**

#### **Guide to how we'll use and protect your data**

##### **About the Youth Endowment Fund and the data we collect from our projects**

The Youth Endowment Fund (YEF) is an independent charity with a £200m endowment and a mission that matters. We're here to prevent children and young people becoming involved in violence. We do this by finding out what works and building a movement to put this knowledge into practice.

In building and sharing knowledge about what works, we'll help people in power make good decisions based on evidence. That means we won't just be providing short-term funding. We'll be using what we know to make lasting and sustainable change.

To make sure we can understand which approaches are most effective, we'll need to collect and store sensitive personal data so that we can follow-up on children's progress in the future. We'll keep the results of our project evaluations in a secure archive, so that approved researchers can use it to better understand children and young people's involvement with crime in the future.

Data in the YEF archive will be linked with official crime records, so we can see if participation in a project leads to lower offending. There are many safeguards in place to protect this data and to ensure individuals' identities won't be known to those using the data.

This document explains in detail how we'll protect and use your data and your rights.

##### **Overview of the evaluation and archiving process**

You can find a diagram showing how your data is used in the evaluation and archiving process in the Annex.

##### **The evaluation process in more detail**

Every time YEF supports a project we ask an independent organisation to evaluate the impact of the project. Evaluation can involve:

- initial tests to find out how and whether the project can be delivered, and the views and experiences of those taking part;
- further investigation to see whether the project has the potential to improve outcomes;
- more in-depth analysis that allows us to confidently say whether or not a project has reduced incidences of crime and violence.

If you take part in a project that YEF supports, you will be given information about the organisation that will carry out the evaluation and what personal information will be shared with the evaluator.

You can choose whether you want to take part in the evaluation. If you do take part, it is likely that the evaluator will ask you to complete a questionnaire or interview. They will use the information collected from you as part of their evaluation.

Once the evaluation is complete, the independent evaluator will write a report which will be published on our website. The report will not contain any personal data about the people who took part in the project and it will not be possible to identify individuals from the report.

### **The YEF archive in more detail**

We want to know whether taking part in one of our funded programmes prevents children from being involved in crime and violence as they grow older. To do this, we will keep information about the young people who have taken part in an archive so that more research can be done in the future.

YEF will take steps to protect the information in our archive:

#### **Step 1 - pseudonymisation**

YEF will ask evaluators to send the results of their evaluation, together with personal data about the young people who have taken part in a project (name, gender, date of birth, and in some cases home address), to the Department for Education (DfE).

YEF will have a contract with the DfE instructing the DfE to match each young person with their unique Pupil Matching Reference number, which is held in the DfE's National Pupil Database (NPD).

Once this has been done, the DfE will delete the personal data that they received from the evaluators. From this point on, it will no longer be possible to identify an individual young person from the information. This process is called 'pseudonymisation'.

#### **Step 2 – secure storage**

Once the information has been pseudonymised, YEF will instruct the DfE to transfer it to our secure archive. The Office for National Statistics (ONS) will hold the archive on behalf of YEF in its Secure Research Service (SRS).

### Step 3 – linking NPD data with information in the Police National Computer

The DfE links information held in the NPD (for example, information about educational attainment information, and about truancy and exclusions) with criminal justice information stored by the Ministry of Justice (MoJ) in the Police National Computer (PNC).

The DfE will transfer this linked data to the SRS so that it can be linked with the pseudonymised data held in the YEF archive. This will make it possible to carry out research into the long-term impact that the projects funded by YEF have on reducing children and young people's involvement in crime.

### Step 4 – access to the YEF archive for research

YEF will only allow information in the archive to be accessed and used for research in accordance with the ONS's 'Five Safes' framework:

- **Safe People:** researchers must apply to access the information in the archive and must have relevant academic qualifications or work experience. If their application is successful, the researchers will be trained by the ONS in how to use data in the SRS.
- **Safe Projects:** there are restrictions on how researchers can use the data. YEF must give its support to each research proposal and the researcher must demonstrate that the research will serve the public good (for example, increasing knowledge in an area of public interest such as what helps prevent children offending). All proposals must also be supported by a recognised ethics panel and will be assessed by the ONS's independent Research Accreditation Panel.
- **Safe Settings:** researchers cannot move any data in or out of the SRS. The ONS use a combination of secure technology, physical security measures, and extensive procedures and protocols to protect the data when it is being used. For example, researchers are unable to access the internet and only approved software can be used. The ONS also use protective monitoring software, including recording every keystroke made by the researcher.
- **Safe Data:** researchers can only use data that have been de-identified, so they will not be able to identify individual people from the data.
- **Safe Output:** once the researcher has completed their project, two members of ONS independently review the research to ensure that your privacy and confidentiality is safeguarded. All research must be published.

We are confident that the SRS provides a very high level of protection for the data that will be held in the YEF archive. It means that YEF data will be protected in the same way as school and higher education records.

In addition to the SRS protections listed above, data in the YEF archive will be protected by laws which:

- prevent the information from being used in any way that would be likely to cause substantial damage or distress to an individual (for example, financial loss, physical harm, significant emotional or mental harm); and
- make it unlawful for anyone to use the data to make decisions or take actions against a person (for example, it would be unlawful for the Home Office to use the data in the YEF archive data to identify individual people for the purposes of immigration enforcement).

The YEF data can only be used for research that is in the public interest and has ethical approval.

### **Matching data in the YEF archive with other information**

Information about people who take part in a project supported by YEF can be linked with education and criminal justice records (see Step 3 – linking NPD data with information in the Police National Computer).

In the future, researchers might also want to link information in the YEF archive with other data sources in order to carry out their research. All research requests will be scrutinised in accordance with the ONS's five safes framework (see Step 4 – controlling access to the archive for research) and researchers will only be permitted to combine the data held in the YEF archive with other information if their project meets the necessary criteria including:

- demonstrating that the research will serve the public good in one of the ways defined by the ONS;
- being supported by a recognised ethics panel; and
- passing assessment by the ONS's independent Research Accreditation Panel.

### **How YEF complies with data protection laws**

When you take part in a project that is supported by YEF, you should be given information about how your personal data will be used by the organisation running the project and the



organisation doing the evaluation (see The evaluation process in more detail). During the project and the evaluation period, they are the 'controllers' of your personal data. In some cases, others, such as those responsible for signing you up to the project, who will also be joint 'controllers' of your data. They will let you know.

When the evaluators transfer information to the DfE (see Step 2 – pseudonymisation), YEF will become the controller of your personal data. The DfE and the ONS will act as our 'processors'. This means that YEF controls how the DfE and ONS can use your personal data. Your personal data will not be transferred to any country outside the UK.

### **Our lawful basis for using your personal data**

The work of YEF is funded by the Home Office under their legal powers to assist victims, witnesses, or other people affected by criminal offences. When YEF uses your personal data for archiving and research purposes, we are performing a task in the public interest and this give us a lawful basis in data protection law to use your personal information.

We might also use 'special categories' of your personal data (for example, information about your health, religion, or ethnic origin) as well as criminal offence data about you. Because we will put in place safeguards to protect this kind of personal data (see The YEF archive in more detail), data protection laws allow us to use this data for archiving purposes in the public interest, research purposes, and statistical purposes.

### **How long will we keep your personal data?**

Data protection law permits us to keep your personal data for long periods of time where necessary for research, archiving in the public interest, and statistical purposes.

YEF will only keep your personal data for as long as it is needed in order to carry out research into offending outcomes. We expect this to be for a long period of time but we will carry out a review every five years to assess whether there is a continued benefit to storing the personal data in the archive, based on its potential use in future research.

### **Your rights**

Once your personal data has been transferred to YEF for archiving, you have the right to:

- ask for access to your personal data;
- ask us to correct personal data that we hold about you which is incorrect, incomplete or inaccurate.

In certain circumstances, you also have the right to:

- ask us to erase your personal data where there is no good reason for us continuing to hold it;
- object to us using your personal data for public interest purposes;
- ask us to restrict or suspend the use of your personal information, for example, if you want us to establish its accuracy or our reasons for using it.

You also have the right to make a complaint at any time to the Information Commissioner's Office (ICO), the UK supervisory authority for data protection issues: <https://ico.org.uk/make-a-complaint/>.

Our contact details

Youth Endowment Fund (C/O Impetus)

10 Queen Street Place

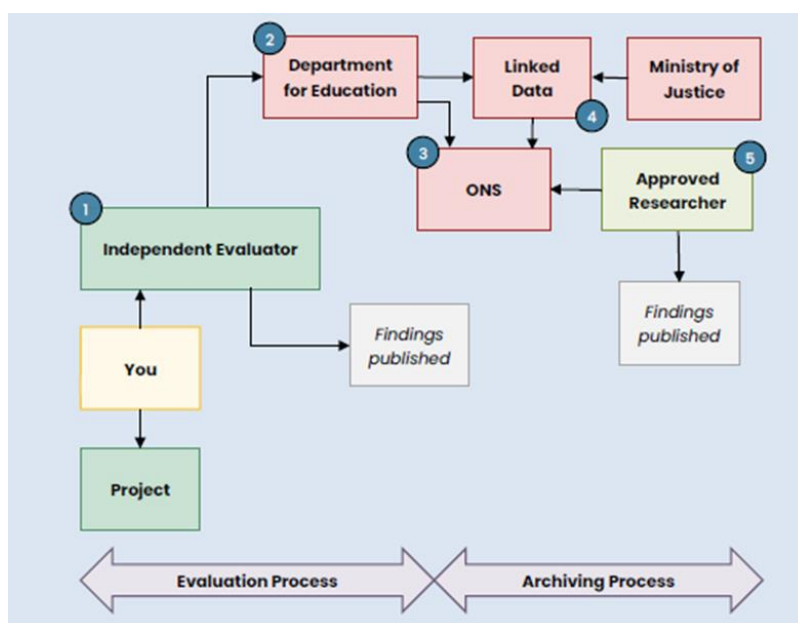
London

EC4R 1AG

hello@youthendowmentfund.org.uk

## Annex

### How your data will be used



**1.Evaluation:** - Data is collected from you as part of the evaluation to see if the project can improve outcomes over the project period

**2.Pseudonymisation:** - Personal data is removed from your records to prevent researchers identifying you when they access your data in the future.

**3.Secure Storage:** - Your deidentified data will be held securely in the YEF archive by the ONS, in a way that nobody can access it without approval.

**4.Data-Linking:** - The DfE and MoJ will link together data on education and crime records and this will be transferred to the ONS to be securely matched to the data on you and held in the YEF archive.

**5.Access to the YEF Archive:** - Only approved researchers will be able to access your data in a secure environment to see if the programme you took part had an impact on future offending.

## A.3 Information sheet for participants

### Information sheet for young people taking part in research

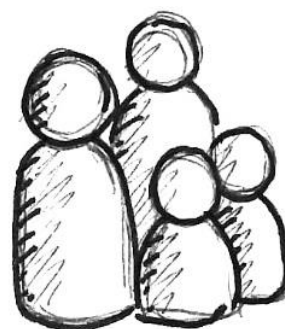
Ipsos MORI is looking at the Respect Project for the Youth Endowment Fund (YEF) on behalf of the Home Office, which is part of the government. The YEF asked us to talk to and survey young people who are involved in the Respect Project which is delivered by the Essex Boys and Girls Club.



### Why do you want to speak to me?

We want to speak to young people who are involved in the Respect Project. We really value your thoughts and experiences and would like to ask you to take part in this evaluation.

We want to know what being involved in the project is like for you, what you think has worked well, what could be better, what you have enjoyed, and things might not have liked as much, and if/how the project has supported you. We will also be talking to staff at your local council, staff involved in the delivery of the project and some local schools to see what they think.



### Who is doing the research?

Ipsos MORI is an independent research company. It is not part of the YEF or the government. The researchers are experienced at talking to different people about their views and experiences. Everything you say to the researcher will be kept private.



### What will taking part involve?

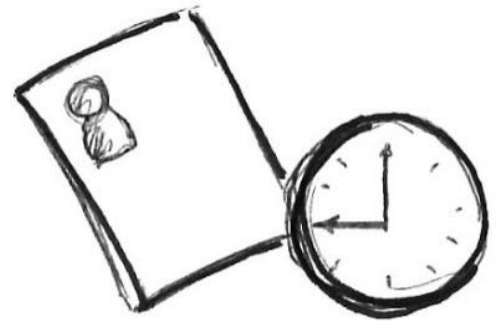
There are different activities involved in the evaluation, you can agree to be involved in all of the activities, some of the activities or choose not to get involved at all. The evaluation activities include:

**Completing surveys:** Respect Project staff will sit down with you at some point at the very beginning and end of the project to complete a couple of short surveys lasting around 15-20 minutes. The questions will ask, for instance, about your thoughts and feelings, or your relationships with your friends, teachers, parents, or carers.

The survey information you will provide will be shared with the Youth Endowment Fund (YEF). The YEF will keep the survey information in a secure archive so only approved researchers can use them in the future to carry out research that serves the public good. For example, YEF

evaluation data could be linked with education and criminal justice information in the future to find out more about the impact that the projects we supported had on the children who took part as they got older.

**Focus group activities:** Ipsos MORI researchers will invite some families to attend some group sessions that will last up to 1 hour in total to talk about your experiences and views of the course. We will provide refreshments during these activities.



There are no right or wrong answers – we just want to know what you think and feel about the project.

**Observing some of the activities you are involved in:** Ipsos MORI researchers would like to come along to see some of the activities you are involved in, so they can understand how the activities work in practice and to see what you think and feel about the activities.

### **Do I have to take part?**

No. It is your choice and you can decide whether you wish to take part. This will not affect your involvement in the Respect Project.

Even if you agree to take part now you can change your mind at any time until the research is completed in June 2022. If you decide:

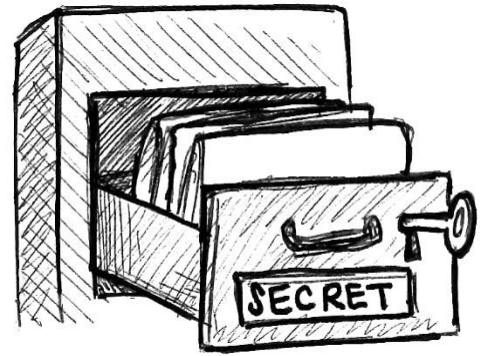
- You do not want to take part;
- You want the visit or the discussion to end;
- You do not want to answer some of the questions, that is ok, and you do not have to give a reason for this.



If you change your mind about taking part before or after the visit, you can tell us by either telling Jay Soldier who will speak to us, or by calling us on **020 3059 5198** and asking for either **Stella Capuano** or **Meera Craston**, or emailing us on: [YEFprojects@ipsos.com](mailto:YEFprojects@ipsos.com).

### **What will we do with the information?**

- Answers to survey questions will be taken back to the office and put into a spreadsheet. Survey data will be shared with YEF at the end of the project.
- We will record what is said during interviews, focus group activities and workshop forums using a digital recorder. We will also take some notes. This will help us remember what you said when we write the report. If you would prefer for our conversations not to be recorded, that's OK and you can tell us.
- We will take notes during observations this will help us to remember the activities we have seen
- Will have application data sent through to us using secure online software



Only the research team at Ipsos MORI, the YEF and approved researchers will have access to survey data.

Only the research team at Ipsos MORI will have access to application data and be able to read the notes or listen to recordings, and will not share this data with anyone else.



The researchers at Ipsos MORI will not tell anyone else what you have told us in a way that could identify you. The only time we might do this is if someone is in danger of serious harm. In that case, we may have to tell someone, for example, a social worker. If we must do this, we will tell you first.

We will write a report for the YEF at the end of the evaluation. We might use your words sometimes, but we will not name anyone. We will make sure no one will be able to tell who has taken part from reading the report. We will also share the survey information you provided with the Youth Endowment Fund (YEF), who will keep this on a secure archive so approved researchers can use them in the future to carry out research that serves the public good. For example, YEF evaluation data could be linked with health or employment records in the future to find out more about the impact that the projects we supported had on the children who took part as they got older.

You can find more information about the YEF archive on the YEF's website [https://youthendowmentfund.org.uk/wp-content/uploads/2020/11/YEF Data Guidance Participants Nov2020.pdf](https://youthendowmentfund.org.uk/wp-content/uploads/2020/11/YEF_Data_Guidance_Participants_Nov2020.pdf)

**What do I need to do next?**

You don't need to do anything – we will be in touch. Please ask Jay Soldier if you have any questions about this research or ask us when we meet you.



## Annex B: Additional Statistical Results

This annex presents additional results which compare outcome measures for the sample of participants in the full programme (also presented in the main text) with a sample of participants who took part only in the first stage of the Respect programme (the activity days).

The group of all other participants includes those who participated in the activity days only or dropped out from the life-skill sessions. It may also include young people who participated in the residential but chose not to complete the endline survey. From information contained in the monitoring data, less than 5% of participants in the residential did not fill in the post survey.

This comparison was developed to better understand whether participants who were selected or decided to take part in the full programme were different in terms of baseline outcome measures to the others and informed the considerations on the potential options for a future counterfactual impact evaluation.

Overall, the results of this comparison suggest that the two groups of participants are similar at baseline in terms of key outcome metrics.

**Table B.1: Q3: When you have been out last month, how often did your parents / givers know...Where you were going**

	Percentage of responses			
	First baseline		Second baseline	Endline
	Group 1: Participants in the full programme	Group 2: All other participants	Group 1: Participants in the full programme	
Never	4%	2%	4%	3%
Sometimes	6%	10%	4%	9%
Usually	24%	21%	26%	20%
Always	66%	67%	67%	68%
<b>Base</b>	<b>68</b>	<b>96</b>	<b>57</b>	<b>76</b>

**Table B.2: When you have been out last month, how often did your parents / givers know...Who you were with**

	Percentage of responses			
	First baseline		Second baseline	Endline
	Group 1: Participants in the full programme	Group 2: All other participants	Group 1: Participants in the full programme	
Never	3%	1%	2%	3%
Sometimes	13%	17%	12%	12%
Usually	25%	23%	26%	20%
Always	58%	69%	60%	65%



<b>Base</b>	<b>67</b>	<b>96</b>	<b>57</b>	<b>75</b>
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**Table B.3: Q3: When you have been out last month, how often did your parents / givers know...*What time you would be home***

	Percentage of responses			
	First baseline		Second baseline	Endline
	Group 1: Participants in the full programme	Group 2: All other participants	Group 1: Participants in the full programme	
Never	1%	4	7%	4%
Sometimes	21%	15	14%	12%
Usually	21%	37	26%	24%
Always	57%	44	53%	59%
<b>Base</b>	<b>68</b>	<b>95</b>	<b>57</b>	<b>74</b>

**Table B.4: Q4: During the last month, did you do any of the following things...**

***...Staying overnight without your parents knowing where you are***

	Percentage of responses			
	First baseline		Second baseline	Endline
	Group 1: Participants in the full programme	Group 2: All other participants	Group 1: Participants in the full programme	
No, never	93%	85%	86%	95%
Yes, once or a few times	7%	8%	11%	3%
Yes, lots of times	0%	6%	4%	3%
<b>Base</b>	<b>67</b>	<b>96</b>	<b>57</b>	<b>77</b>

***...Run away from home for more than one night***

	Percentage of responses			
	First baseline		Second baseline	Endline
	Group 1: Participants in the full programme	Group 2: All other participants	Group 1: Participants in the full programme	
No, never	97%	95%	96%	95%
Yes, once or a few times	1%	4%	2%	3%
Yes, lots of times	1%	1%	2%	3%
<b>Base</b>	<b>67</b>	<b>95</b>	<b>56</b>	<b>77</b>

**Table B.5: Q5: How often do you argue with your parent(s) / care giver(s)?**

	Percentage of responses			
	First baseline		Second baseline	Endline
	Group 1: Participants in the full programme	Group 2: All other participants	Group 1: Participants in the full programme	
Hardly ever	31%	28%	32%	45%
Less than once a week	26%	25%	32%	22%
At least once a week	25%	33%	20%	15%
Most days	18%	14%	16%	18%
<b>Base</b>	<b>68</b>	<b>96</b>	<b>56</b>	<b>76</b>

**Table B.6: Q6: When you do something wrong, how often do your parents treat you fairly?**

	Percentage of responses			
	First baseline		Second baseline	Endline
	Group 1: Participants in the full programme	Group 2: All other participants	Group 1: Participants in the full programme	
Hardly ever	9%	11%	9%	13%
Less than once a week	12%	12%	7%	5%
At least once a week	18%	16%	14%	21%
Most days	61%	61%	70%	61%
<b>Base</b>	<b>67</b>	<b>93</b>	<b>56</b>	<b>76</b>

**Table B.6: Q9: Imagine you did the following things and your parent(s)/care giver(s) found out. How disappointed in you would they be? ...if you were excluded from school**

	Percentage of responses			
	First baseline		Second baseline	Endline
	Group 1: Participants in the full programme	Group 2: All other participants	Group 1: Participants in the full programme	
Not at all disappointed	0%	0%	2%	1%
Not very disappointed	1%	2%	0%	3%
Fairly disappointed	40%	20%	39%	42%
Very disappointed	59%	77%	59%	54%
<b>Base</b>	<b>68</b>	<b>93</b>	<b>56</b>	<b>78</b>

**Table B.7: Q9: Imagine you did the following things and your parent(s)/care giver(s) found out. How disappointed in you would they be? ...if you got charged by the police**

	Percentage of responses			
	First baseline		Second baseline	Endline
	Group 1: Participants in the full programme	Group 2: All other participants	Group 1: Participants in the full programme	

Not at all disappointed	1%	1%	2%	1%
Not very disappointed	4%	1%	5%	0%
Fairly disappointed	22%	17%	18%	19%
Very disappointed	72%	81%	75%	9%
<b>Base</b>	<b>68</b>	<b>93</b>	<b>56</b>	<b>77</b>

**Table B.8: Q9: Imagine you did the following things and your parent(s)/care giver(s) found out. How disappointed in you would they be? ...If you came home drunk**

	Percentage of responses			
	First baseline		Second baseline	Endline
	Group 1: Participants in the full programme	Group 2: All other participants	Group 1: Participants in the full programme	
Not at all disappointed	4%	3%	4%	6%
Not very disappointed	10%	11%	20%	13%
Fairly disappointed	41%	32%	27%	30%
Very disappointed	44%	54%	50%	51%
<b>Base</b>	<b>68</b>	<b>93</b>	<b>56</b>	<b>77</b>

**Table B.9: Q9: Imagine you did the following things and your parent(s)/care giver(s) found out. How disappointed in you would they be? ...If you stole money from home**

	Percentage of responses			
	First baseline		Second baseline	Endline
	Group 1: Participants in the full programme	Group 2: All other participants	Group 1: Participants in the full programme	
Not at all disappointed	3%	1%	2%	1%
Not very disappointed	9%	11%	4%	6%
Fairly disappointed	24%	38%	34%	23%
Very disappointed	64%	51%	61%	69%
<b>Base</b>	<b>67</b>	<b>93</b>	<b>56</b>	<b>77</b>

**Table B10: Q10: How bothered would you be if your parents found out that you had done these things? ...if you were excluded from school**

	Percentage of responses			
	First baseline		Second baseline	Endline
	Group 1: Participants in the full programme	Group 2: All other participants	Group 1: Participants in the full programme	
Not at all bothered	3%	2%	2%	1%

Not very bothered	9%	8%	9%	12%
Fairly bothered	25%	20%	32%	36%
Very bothered	63%	71%	57%	51%
<b>Base</b>	<b>67</b>	<b>92</b>	<b>54</b>	<b>67</b>

**Table B11: Q10: How bothered would you be if your parents found out that you had done these things? ...if you got charged by the police**

	Percentage of responses			
	First baseline		Second baseline	Endline
	Group 1: Participants in the full programme	Group 2: All other participants	Group 1: Participants in the full programme	
Not at all bothered	0%	3%	0%	1%
Not very bothered	4%	4%	11%	4%
Fairly bothered	21%	18%	20%	22%
Very bothered	75%	73%	69%	73%
<b>Base</b>	<b>67</b>	<b>92</b>	<b>54</b>	<b>77</b>

**Table B12: Q10: How bothered would you be if your parents found out that you had done these things? ...If you came home drunk**

	Percentage of responses			
	First baseline		Second baseline	Endline
	Group 1: Participants in the full programme	Group 2: All other participants	Group 1: Participants in the full programme	
Not at all bothered	8%	7%	6%	10%
Not very bothered	14%	15%	24%	13%
Fairly bothered	27%	25%	24%	29%
Very bothered	52%	53%	46%	48%
<b>Base</b>	<b>66</b>	<b>92</b>	<b>54</b>	<b>77</b>

**Table B13: Q10: How bothered would you be if your parents found out that you had done these things? ...If you stole money from home**

	Percentage of responses			
	First baseline		Second baseline	Endline
	Group 1: Participants in the full programme	Group 2: All other participants	Group 1: Participants in the full programme	
Not at all bothered	9%	3%	2%	4%
Not very bothered	5%	11%	13%	9%

Fairly bothered	22%	32%	25%	19%
Very bothered	64%	53%	60%	68%
<b>Base</b>	<b>58</b>	<b>88</b>	<b>53</b>	<b>77</b>

**Table B.14: CYMR Resilience score**

	First baseline	Second baseline	Endline
	Average score out of a 17-85 scale		
<b>Group 1:</b> Participants in the full programme	74.33 (N=27)	74.2 (N=25)	76.7 (N=36)
<b>Group 2:</b> All other participants	74.40 (N=42)		

**Notes:**

The resilience score was computed following the methodology in the CYRM manual, i.e., summing the score of each question item and participant. Following the recommended methodology to construct the validated measures, cases with missing or invalid answer to any question item were not used in the analysis.

**Table B.15: Well-being score**

	First baseline	Second baseline	Endline
<b>Group 1:</b> Participants in the full programme	21.70 (N=64)	21.95 (N=55)	24.12 (N=75)
<b>Group 2:</b> All other participants	20.87 (N=88)		

**Note:**

The metric was computed by first scoring items from the SWEMWB survey from 1 to 5 (with 1 corresponding to “None of the time” and 5 corresponding to “all of the time”) and summing the scores by survey and participant. The summed score was then converted into a metric following the SWEMWB conversion table. cases with missing or invalid answer to any question item were not used in the analysis.

**Table B.16: Questions 11-21 – Anti-social behaviour and potential criminal behaviour**

	First baseline	Second baseline	Endline
	Percentage of responses		
	<b>Q11: During the last month, did you travel on a bus or train without paying enough money or using someone else’s pass?</b>		
<b>Group 1:</b> Participants in the full programme	15% (N=66)	14% (N=57)	14% (N=78)
<b>Group 2:</b> All other participants	13% (N=92)		
	<b>Q12: During the last month, were you noisy or cheeky in a public place so that people complained, or you got into trouble? (DON’T include things you did at school)</b>		
<b>Group 1:</b> Participants in the full programme	23% (N=66)	26% (N=57)	24% (N=78)
<b>Group 2:</b> All other participants	24% (N=94)		
	<b>Q13: During the last month, did you steal something from a shop or store?</b>		
<b>Group 1:</b> Participants in the full programme	8% (N=65)	7% (N=57)	9% (N=78)

<b>Group 2:</b> All other participants	6% (N=94)		
	<b>Q14: During the last month, did you steal money or something else from school?</b>		
<b>Group 1:</b> Participants in the full programme	8% (N=66)	14% (N=57)	15% (N=78)
<b>Group 2:</b> All other participants	2% (N=94)		
	<b>Q15: During the last month, did you carry a knife or other weapon with you for protection or in case it was needed in a fight?</b>		
<b>Group 1:</b> Participants in the full programme	5% (N=66)	2% (N=57)	1% (N=78)
<b>Group 2:</b> All other participants	2% (N=94)		
	<b>Q16: During the last month, did you write or spray paint on property that did not belong to you (e.g., a phone box, car, building or bus shelter)?</b>		
<b>Group 1:</b> Participants in the full programme	6% (N=65)	5% (N=57)	5% (N=78)
<b>Group 2:</b> All other participants	4% (N=93)		
	<b>Q17: During the last month, did you use force, threats or a weapon to steal money or something else from somebody?</b>		
<b>Group 1:</b> Participants in the full programme	3% (N=66)	4% (N=55)	1% (N=77)
<b>Group 2:</b> All other participants	0% (N=95)		
	<b>Q18: During the last month, did you break into a car or van to try and steal something out of it?</b>		
<b>Group 1:</b> Participants in the full programme	2% (N=66)	2% (N=55)	1% (N=77)
<b>Group 2:</b> All other participants	0% (N=95)		
	<b>Q19: During the last month, did you set fire or try to set fire to something on purpose (e.g., a school, bus shelter, house etc)?</b>		
<b>Group 1:</b> Participants in the full programme	9% (N=66)	5% (N=55)	8% (N=77)
<b>Group 2:</b> All other participants	5% (N=95)		
	<b>Q20: During the last month, did you hit, kick or punch someone on purpose (fight with them)? (DON'T include brothers, sisters or play-fighting).</b>		
<b>Group 1:</b> Participants in the full programme	18% (N=66)	15% (N=55)	16% (N=76)
<b>Group 2:</b> All other participants	14% (N=95)		
	<b>Q21: During the last month, did you skip or skive school?</b>		
<b>Group 1:</b> Participants in the full programme	15% (N=66)	13% (N=57)	17% (N=76)
<b>Group 2:</b> All other participants	13% (N=95)		

**Note:**

The numbers indicate the percentage of respondents answering 'Yes' to each question, over the total number of respondents (indicated in parenthesis).

## Annex C – Topic guides

### C.1 Topic Guide: Focus group discussions with young people / participants

#### Purpose of the guide

Ipsos MORI, an independent research organisation, has been commissioned by the Youth Endowment Fund to conduct an evaluation of the Respect project. This discussion guide has been developed for use in the focus group discussions with participants aged 13-14. Focus group discussions are expected to last up to 60 minutes, depending on the depth of responses, and will be run in small groups (3-4 people per group). The guide can be adapted as necessary to ensure the groups are both appropriate and accessible for the relevant participants and the local context.

#### Purpose of Focus Group Discussions with Participants:

As part of the study, we are undertaking a set of qualitative research activities to add depth and breadth to the evaluation. For young people this will include focus group discussions and ethnographic style observations. Qualitative research will provide an in-depth understanding of the following: participants' perceived changes, perceptions of impact and experiences of the project, as well as exploring family engagement with Life Skills sessions, outdoor activities and community activities. The purpose of these focus groups is to:

- Understand what activities each participant took part in
- Understand the relevance and value of the project to each participant
- Assess the extent to which the project has met its outcomes and the impact of the project on the participant and their family
- Identify any other factors that might have contributed to the observed changes
- Identify areas for improvement.

While consent will have been gained at the outset of the project to take part in the focus groups, verbal consent will be sought, gained and recorded at the beginning of each focus group from each participant.

1. Introduction	Timings and notes
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<ul style="list-style-type: none"> <li>○ <b>Researcher/s to introduce self – if haven’t done so already.</b> Thank you for coming to the group and speaking with us today so we can hear your thoughts and views about the Respect Project. This will take about 60 minutes in total when we start, but we can stop at any time.</li> <li>○ <b>Confidentiality:</b> It’s important that you know that I won’t tell anyone else what you tell me – unless you tell me anything which suggests that you or someone else may be at risk of serious harm. Does that make sense?</li> <li>○ <b>Consent:</b> We will be talking about your life, how you got involved in the project and what activities you took part in, what you enjoyed or didn’t enjoy, and any difference that it has made to you. Are you happy to do that with us? Do you have any questions about what we are doing today or from the forms and information given to you at the start of the project? <i>Reassure the young people that they don’t have to answer anything if they don’t want to, and they do not need to give a reason why. No right or wrong answers. Ensure signed consent from the parent (themselves and on behalf of the young person themselves) has been provided to speak to the young person, and the young person has given their consent verbally.</i></li> <li>○ I will <b>record the discussion</b> so I can listen to it again if I don’t remember something. These recordings will be used to help me and my team with the findings of the research and will not be used by anyone else. <i>[Record consent after starting the recorder.]</i></li> </ul>	<p><b>5 minutes</b></p> <p>Researchers will need to introduce themselves to the young person and fully explain the research process. Take care to check that participants understand fully what you are explaining to them.</p> <p>Get permission to record and obtain verbal consent to participate.</p>
<p><b>2. Warm-up questions</b></p>	
<p><i>I now want start by talking about your life in general</i></p> <p><b>How long have you lived in [insert area]?</b></p> <p><b>Can you tell me about your local area?</b></p> <ul style="list-style-type: none"> <li>○ What do you like about the area? Why?</li> <li>○ What do you think could be better? Why?</li> </ul> <p><b>Can you tell me about what you like to do outside of school?</b></p> <ul style="list-style-type: none"> <li>○ Any hobbies / interests?</li> </ul>	<p><b>10 minutes</b></p> <p>This section is to build rapport with the young person and find out about their local area and what they like doing.</p>



<ul style="list-style-type: none"> <li>○ What are they? Why do you like them?</li> <li>○ Who do you do these with?</li> <li>○ Where do you do them?</li> </ul>	
<b>3. How did you hear about the project?</b>	
<p><i>I'd like to ask you all about how you heard about the Respect project and what you thought about it at first</i></p> <p><b>How would you describe the project to someone who's never heard of it?</b></p> <p><b>How did you first hear about the project / when did you know you'd be involved?</b></p> <ul style="list-style-type: none"> <li>○ Parent(s), schools, youth worker, other?</li> <li>○ Were you asked if you wanted to be involved?</li> </ul> <p><b>How did you feel about being involved in the project?</b></p> <ul style="list-style-type: none"> <li>○ (Why do you think you were asked to be involved?)</li> <li>○ What were you looking forward to at the start? If anything? – why?</li> <li>○ What were you not looking forward to? If anything? – why?</li> </ul>	<p><b>10 minutes</b></p> <p>This section explores what the young person thought and felt about getting involved in the project. It also explores their expectations.</p>
<b>4. Your thoughts about the project</b>	
<p><i>I'd like to ask you all about what you think about the project</i></p> <p><b>Can you tell me about the activities you were involved in and how you felt about them? – where possible, probe to understand more about the activity days, life skills sessions, week-long residential and graduation ceremony</b></p> <ul style="list-style-type: none"> <li>○ What types of activities did you take part in?</li> <li>○ What did you think/feel about the different types of activities?</li> <li>○ What did you enjoy the most? Why?</li> <li>○ What didn't you enjoy? Why?</li> <li>○ Do you think anything could have been done differently?</li> </ul>	<p><b>15 minutes</b></p> <p>This section explores what activities the young person has taken part in and their experience of these activities.</p>
<b>5. Learning and outcomes</b>	
<p><b>What did you learn by being involved in the project?</b></p> <ul style="list-style-type: none"> <li>○ Is there anything that you do differently after participating in the project? – <i>probe on changes in behaviour e.g. dealing</i></li> </ul>	<p><b>15 minutes</b></p> <p>This section explores what different taking</p>

<p><i>with difficult situations, changed relationships with teachers, support workers, parents and friends.</i></p> <ul style="list-style-type: none"> <li>○ Has the project made any difference to the way you feel about yourself? Please tell us how? <i>Probe on feelings about self-esteem.</i></li> </ul> <p><b>Thinking now about your school...</b></p> <ul style="list-style-type: none"> <li>○ Has the project made any difference to the way you feel about your school? In what way?</li> <li>○ Is there anything that you do differently in school after taking part in the project?</li> </ul> <p><b>And more specifically...</b></p> <ul style="list-style-type: none"> <li>○ Are you able to tell me about anything you may have learnt about the dangers of using drugs or alcohol during the project?</li> </ul> <p><b>Without [project name], do you think the changes you have just talked about would have been possible?</b></p> <p><b>And have you ever been involved in a similar project? Can you tell me a little more about that?</b></p> <p><b>Are there any other things you have learnt from your participation that you'd like to talk about?</b></p>	<p>part in the activities has made to different aspects of their life.</p>
<p><b>6. Warm down and close</b></p>	
<p><b>What would you tell other young people like you who may take part in the Respect project in the future about what it is like?</b></p> <p><b>Given all the things we've discussed, is there anything about the project that we haven't covered that you feel might be important?</b></p> <p><b>Thank participants and finish the focus group.</b></p>	<p><b>5 mins</b></p> <p>Close the interview and thank them for their time.</p>

## C.2 Respect Topic Guide: Delivery Staff

This discussion guide has been developed to guide the consultations with up to ten project delivery staff.

### Introductory text (5 minutes)

#### **Introduce the evaluation and the role of Ipsos MORI**

Ipsos MORI, an independent research organisation, has been commissioned by the Youth Endowment Fund (YEF) to conduct an evaluation of the feasibility and pilot stages of the Respect project. The feasibility stage and associated evaluation is now complete, and we are now seeking to evaluate the pilot stage of the project.

The focus of our discussion today is to understand (1) how you have been involved in the delivery of the project, (2) what you feel has worked well and what could be improved, (3) your perceptions of the outcomes and impacts that have been achieved by the young people that have taken part in the project, (4) how the funding from YEF has contributed to this work and, (5) your reflections on the evaluation approach. The consultation is expected to last between 45-60 minutes.

#### **Explain confidentiality and anonymity**

Your participation is voluntary, and you can change your mind at any time. The opinions and views that you share during our discussion will be treated in the strictest confidence and used only for the purposes of the evaluation.

Alongside other data being collected, this interview will inform a final pilot evaluation report, that will summarise findings from across the evaluation and support the building of an evidence base for potential future delivery of the project. All responses will be anonymised and reported in aggregate form. We will handle this sensitively in any reporting.

#### **Do you have any questions before we begin? Are you happy to proceed with the interview?**

We would like to record the discussion for analysis purposes. The recording will be used to ensure that we transcribe details correctly. It will not be provided to anyone outside of the evaluation team and will be destroyed two months after we have completed the

evaluation. The recordings will be securely stored up until the point at which they are destroyed.

**Do I have your permission to record?**

Turn on the recorder and record consent to take part and for the discussion to be recorded

### Role and delivery team (5 mins)

**1. To start, please can you provide an overview of your involvement in the Respect project, including which aspects of the project you have delivered and how long you have been involved? Probe for:**

- Which aspects of the project have you delivered/supported? - Activity Days 1 and 2 / Life Skills sessions / week-long residential
- How did you become involved with the project?
- Have you experienced any changes to your role within the project?

**2. More broadly, please can you describe who else you have worked with on to deliver the project in [*insert name of local area*]? Probe for:**

- Who else is involved in the day-to-day delivery of the project within your area?
- To what extent have you worked with lead staff from Essex Boys and Girls Clubs?
- Have you/the local delivery team worked with any wider stakeholders, e.g. teachers, local authority representatives etc?

### Project delivery (15 mins)

Next, we would like to discuss what has been delivered and by whom, and reflecting on this delivery, what has worked well and what could be improved in the future. If you do not have the information to answer any questions, please just let us know and we will move on.

**3. Please can you describe which elements of the project have been delivered to date and to how many groups of young people? Probe for:**

- Which of the following elements of the project have been delivered - Activity Days 1 and 2, Life skills course, week-long residential, graduation event?

- Was each element of the project delivered as intended? If not, why?

**4. Were the intended number of young people recruited to each group, and did they remain engaged throughout the project?**

- Please provide any additional details on the reasons why engagement and retention worked well/less well.

**5. What aspects of project delivery worked well / less well, and why? Probe for:**

- Has this led to any changes/refinements to delivery in [*insert local area*]? If so, what and why?

**6. Building on your response to the previous question, what do you think are the key enablers that have supported the effective delivery of the project in [*insert local area*]?**

**7. And what do you think are the key barriers that have made it more challenging to effectively deliver the project in [*insert local area*]?**

**8. Do you anticipate making any further changes or refinements to future delivery of the project? If so/not, why?**

**Outcomes and impacts (20 mins)**

**9. What outcomes, if any, have been achieved by the young people that have participated in the project? Please provide examples of how these have been achieved/is there any associated evidence that you are able to provide to demonstrate this? – begin with unprompted question, and then probe on the following:**

- **YP's attitudes at school?** Have there been any improvements? How, if at all, has the school benefitted?
- **YP's relationships with authority figures?** How confident, if at all, are young people in interacting with someone of authority? What about challenging someone of authority?
- **YP's decision-making in their day-to-day life?** How, if at all, have they been using what they have learnt from the project in their day-to-day life?

- **YP's awareness around gangs, grooming & county lines?** Have young people shown any increase in awareness? How?
- **YP's peer to peer support?** How, if at all, are they showing themselves as role models? What behaviours have they shown?
- **YP's awareness of risks of alcohol and drugs misuse?** To what extent are they aware?
- **YP's behaviour inside/outside of school?** How, if at all, has it changed?
- **YP's resilience?** Have there been any improvements? What are they? How do you think this has been achieved?
- **YP's self-esteem?** Have there been any improvements? What are the barriers to this?
- **YP's re-engagement with education?** Have you seen any evidence of this?
- **YP's transferable skills? (e.g. teamwork, communication, conflict management)** How, if at all, have these improved?
- **YP's wellbeing?** Have there been any improvements?

**10. To what extent have specific groups of young people experienced the outcomes you have described, i.e. have particular types of young people benefitted from the project, relative to others?**

**11. To what extent do you feel the relevant outcomes can be directly attributed to participation in the project as opposed to external factors/something outside of the project?**

**12. Have any unintended outcomes been experienced by the young people that have participated in the project?**

### YEF funding (5 mins)

**13. Do you think this type of work would have been possible without YEF funding? Why/why not?**

- Is the project fully or partially funded by YEF?

**14. (Ask if relevant) How has YEF funding contributed to your work with the young people on this project?**

- Are you able to provide any specific examples of how the funding has been used?

### Sustainability (5 mins)

**15. What would be your ideal for the future of the project beyond this pilot phase?**

**16. To what extent do you feel the project could be easily replicated in another area and why?**

### Feedback on the evaluation process (5 mins)

Finally, we would like to ask you for some feedback on the evaluation process you have kindly supported, to inform the approach to any future evaluation:

**17. Thinking about the evaluation specific elements of the project, how easy or not, has it been to administer/support the set-up of the following processes:**

- Collection of monitoring data to demonstrate young people's attendance, ongoing engagement and completion of the project
- Provision of evaluation information sheets and administration of the evaluation consent process – for both young people and their parent/carers?
- Baseline and follow-up questionnaires
- Focus groups with young people (where relevant)

### Wrap up (5 mins)

**18. Is there anything we haven't discussed already which you think may be helpful for us to know for the evaluation?**

**19. Do you have any questions for me?**

Thank you for speaking with me today.

### C.3 Respect Topic Guide: Wider Stakeholders

This discussion guide has been developed to guide in-depth consultations with up to five wider stakeholders (e.g., delivery partners, teachers and local authorities' representatives).

#### Introductory text (5 minutes)

##### **Introduce the evaluation and the role of Ipsos MORI**

Ipsos MORI, an independent research organisation, has been commissioned by the Youth Endowment Fund (YEF) to conduct an evaluation of the feasibility and pilot stages of the Respect project. The feasibility stage and associated evaluation is now complete, and we are now seeking to evaluate the pilot stage of the project.

The focus of our discussion today is to understand (1) how you have been involved in the delivery of the project, (2) what you feel has worked well and what could be improved, (3) your perceptions of the outcomes and impacts that have been achieved by the young people that have taken part in the project, (4) how the funding from YEF has contributed to this work and, (5) your reflections on the evaluation approach. The consultation is expected to last between 45-60 minutes.

##### **Explain confidentiality and anonymity**

Your participation is voluntary, and you can change your mind at any time. The opinions and views that you share during our discussion will be treated in the strictest confidence and used only for the purposes of the evaluation.

Alongside other data being collected, this interview will inform a final pilot evaluation report, that will summarise findings from across the evaluation and support the building of an evidence base for potential future delivery of the project. All responses will be anonymised and reported in aggregate form. We will handle this sensitively in any reporting.

##### **Do you have any questions before we begin? Are you happy to proceed with the interview?**

We would like to record the discussion for analysis purposes. The recording will be used to ensure that we transcribe details correctly. It will not be provided to anyone outside of the evaluation team and will be destroyed two months after we have completed the



evaluation. The recordings will be securely stored up until the point at which they are destroyed.

**Do I have your permission to record?**

Turn on the recorder and record consent to take part and for the discussion to be recorded

### Role and involvement (5 min)

**1. To start, please can you provide an overview of your role and involvement in the Respect project, including which aspects of the project you have been involved with and how long you have been involved? Probe for:**

- What has been your role in the project (e.g., delivery partner, teacher, LA representative)?
- Which aspects of the project have you been involved in? - Activity Days 1 and 2 / Life Skills sessions / week-long residential
- How did you become involved with the project?
- How long have you been involved in the project?
- Have you experienced any changes to your role within the project?

**2. More broadly, please can you describe whether, if, at all, you have worked with the delivery team of the project in [*insert name of local area*]? Probe for:**

- Have you worked with the local delivery team?
- To what extent have you worked with lead staff from Essex Boys and Girls Clubs?

### Project delivery (15 mins)

Next, we would like to discuss what has been delivered and by whom, and reflecting on this delivery, what has worked well and what could be improved in the future. If you do not have the information to answer any questions, please just let us know and we will move on.

**3. Please can you describe which elements of the project have been delivered to date and to how many groups of young people? Probe for:**

- Which of the following elements of the project have been delivered - Activity Days 1 and 2, Life skills course, week-long residential, graduation event?

- Was each element of the project delivered as intended? If not, why?

**5. Were the intended number of young people recruited to each group, and did they remain engaged throughout the project?**

- Please provide any additional details on the reasons why engagement and retention worked well/less well.

**5. What aspects of project delivery worked well / less well, and why? Probe for:**

- Has this led to any changes/refinements to delivery in [*insert local area*]? If so, what and why?

**6. Building on your response to the previous question, what do you think are the key enablers that have supported the effective delivery of the project in [*insert local area*]?**

**7. And what do you think are the key barriers that have made it more challenging to effectively deliver the project in [*insert local area*]?**

**8. Have there been any changes or refinements to the project delivery? If so, which ones?**

**9. Do you anticipate making any further changes or refinements to future delivery of the project? If so/not, why?**

**Outcomes and impacts (20 mins)**

**10. What outcomes, if any, have been achieved by the young people that have participated in the project? Please provide examples of how these have been achieved/is there any associated evidence that you are able to provide to demonstrate this? – begin with unprompted question, and then probe on the following:**

- **YP's attitudes at school?** Have there been any improvements? How, if at all, has the school benefitted?
- **YP's relationships with authority figures?** How confident, if at all, are young people in interacting with someone of authority? What about challenging someone of authority?

- **YP's decision-making in their day-to-day life?** How, if at all, have they been using what they have learnt from the project in their day-to-day life?
- **YP's awareness around gangs, grooming & county lines?** Have young people shown any increase in awareness? How?
- **YP's peer to peer support?** How, if at all, are they showing themselves as role models? What behaviours have they shown?
- **YP's awareness of risks of alcohol and drugs misuse?** To what extent are they aware?
- **YP's behaviour inside/outside of school?** How, if at all, has it changed?
- **YP's resilience?** Have there been any improvements? What are they? How do you think this has been achieved?
- **YP's self-esteem?** Have there been any improvements? What are the barriers to this?
- **YP's re-engagement with education?** Have you seen any evidence of this?
- **YP's transferable skills? (e.g. teamwork, communication, conflict management)** How, if at all, have these improved?
- **YP's wellbeing?** Have there been any improvements?

**11. To what extent have specific groups of young people experienced the outcomes you have described, i.e. have particular types of young people benefitted from the project, relative to others?**

**12. To what extent do you feel the relevant outcomes can be directly attributed to participation in the project as opposed to external factors/something outside of the project?**

**13. Have any unintended outcomes been experienced by the young people that have participated in the project? If so, which ones?**

**Sustainability (5 mins)**

**14. What would be your ideal for the future of the project beyond this pilot phase?**

**15. To what extent do you feel the project could be easily replicated in another area and why?**

**Feedback on the evaluation process (5 mins)**

Finally, we would like to ask you for some feedback on the evaluation process you have kindly supported, to inform the approach to any future evaluation:

**17. Thinking about the evaluation specific elements of the project, how easy or not, has it been to administer/support the set-up of the following processes:**

- Collection of monitoring data to demonstrate young people's attendance, ongoing engagement and completion of the project
- Provision of evaluation information sheets and administration of the evaluation consent process – for both young people and their parent/carers?
- Baseline and follow-up questionnaires
- Focus groups with young people (where relevant)

**Wrap up (2 mins)**

**18. Is there anything we haven't discussed already which you think may be helpful for us to know for the evaluation?**

**19. Do you have any questions for me?**

Thank you for speaking with me today.





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