

# Race equity in evaluation: SOS+

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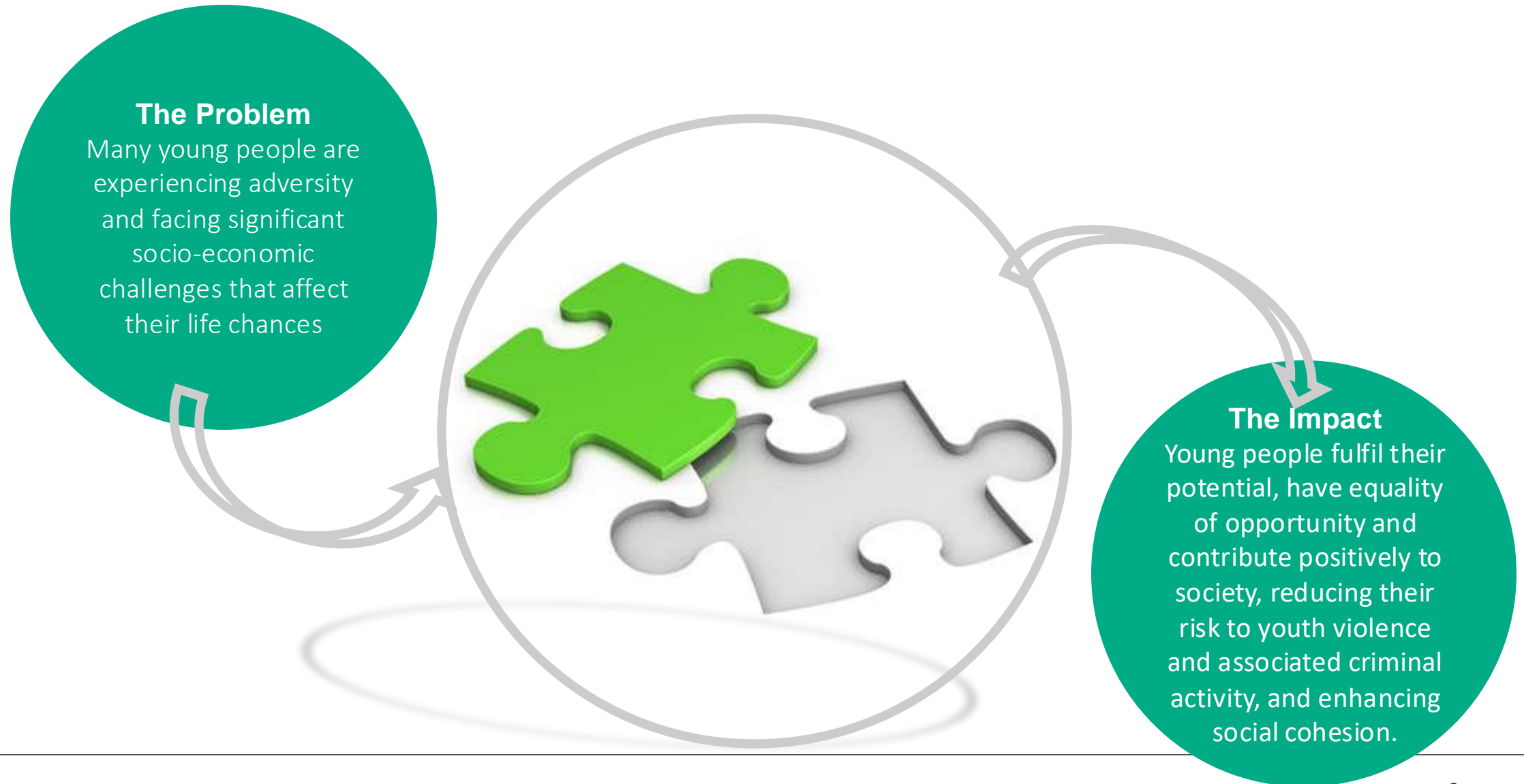
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## St Giles SOS+ Project - Education As Part Of The Solution



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# St Giles SOS+ Project - Education As Part Of The Solution

## - Access -

35hrs+ week

## - Knowledge -

- Individuals
- Families
- Communities
- Friends & Influencers
- School

## - Opportunity -

Places education settings in a unique position in identifying risk factors and indicators to inform early intervention & support



- **Early intervention** - within education settings (mainstream & alternative)

- At risk or involved within criminality or exploitation
  - At risk of PEX / disengaged
- Vulnerable &/or facing adversity

Needs led evidence informed practice:

- Mentoring
- Small group interventions
- Large group awareness

Annual reach 100,000+  
5 regions nationally  
Education settings 250+

Lived (shared) experience model

# Evaluation of SOS+

This evaluation has three components:

- A **two-armed individual-level Randomised Controlled Trial (RCT)**, stratified by school setting. Involves 960 young people from 19 schools: 480 pupils will receive SOS+ and 480 pupils will receive pastoral care as usual (PCAU).
- Implementation and Process Evaluation (IPE) **exploring facilitators and barriers to effective implementation and fidelity and contextualise findings** from the impact evaluation, which includes depth interviews with SOS+ mentors, linked statutory workers, school referrers and mentees.
- The **cost evaluation** will estimate the average marginal costs per individual (mentee).

2023			2024												2025												2026																						
Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul																
Set-up and Mobilisation																																																	
						Impact Evaluation																																											
											Implementation and Process Evaluation																																						
																												Reporting																					



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## Key REDI considerations for SOS+

**Disproportionality in risk** of exploitation and offending and **overrepresentation in criminal justice system**.

SOS+ supports high proportion of CYP from **racially minoritised backgrounds**, with **Special Educational Needs (SEN)**, who are **care experienced** and have experienced **poverty and socioeconomic disadvantage**.

Previous (non-impact) evaluations have highlighted the **under-representation of girls** in the programme and suggested that the referral process may be **biased towards boys from Black and other racially minoritised backgrounds**.\*



An explicitly **anti-racist, trauma informed approach** to design and delivery, that sufficiently **disaggregates the experiences of marginalised and minoritised mentees** and explores **disparities in delivery and impact**.

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\* Thorne (2021); JH Consulting (2021)

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## Feedback from Race Equity Associate, including reflections of the process

Key points of feedback:

- Positives within NatCen's original research proposal, including recognising the **shortcomings of the existing team** and traditional **extractive research practices**
  - The **racist component of the UK education system**, and its potential impact on the programme.
  - Challenge the **assumption that the school is a "safe space"**.
  - **Evaluation / reflective summaries from the mentees.**
  - A **system for mentees to report their mentors.**
  - Use of **peer researchers.**
  - **Challenges and lack of clarity** in the Race Equity Associate model.
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## Key challenges implementing REDI feedback

Incorporating feedback that **requires significant re-design (and cost)** post co-design and late-stage protocol development.

- For example, unable to cost and plan for peer researchers when budget is already set.

Acknowledgement of **systematic racism within the UK education system**, when evaluating school-based interventions.

Recognising the **shortcomings of the NatCen research team** and traditional **extractive research practices**.

- Addressed as part of NatCen's original proposal through **partnership with local, voluntary and community sector (VCS)** organisations to conduct **participatory analysis and dissemination workshops** in local areas.
  - **Challenges finding suitable partners** during proposal development.
  - How to ensure we set the foundations of **equitable relationships** with voluntary and community sector partners whilst tackling challenges of mobilisation and early-implementation.

## What we have done and learnt so far:

### Equality Impact Assessment (EqIA)

As part of our Research Ethics Committee (REC) application.

- Multiple format recruitment materials (inc. Easy Read)
- Trauma-informed approach to qualitative interviews.
- Quota-based, purposive sampling approach

### Quick Scoping Review (QSR)

Lived experience peer mentoring programmes, focusing on minoritised and marginalised groups.

- Lack of UK-based evidence on the value of peer mentoring programmes, specifically focused on exploitation and offending, and on marginalised and minoritised groups
- Importance of dyadic exploration of the mentoring relationship

### Landscape assessments

Collate school, local and regional demographic, deprivation and crime data, and discuss with mentors in each delivery area(s).

- Discussed with mentors to build in flexible and contextualised approaches to engagement with mentees and approach to safeguarding.
- Risk-assessed need for additional language support.

### Flexible, participant-led approach

To qualitative interviews with mentees.

- Be led by mentees on best approach to conduct interviews.
- Close working with (varied) trusted adults, including mentors, schools or other support workers.



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## Upcoming activities

**(Dis)aggregating the impact** of the programme on marginalised and minoritised mentees.

- We are collecting ethnicity data **using the ONS 20 classification**, to provide best opportunity to disaggregate.
- Actively **avoid the aggregation and homogenisation** of experiences of minority ethnic mentees through analysis.
  - Challenges will be sample size / response rates from minority ethnic mentees.

Conduct **participatory, community analysis and dissemination workshops**.

- Working with community organisations to ensure findings of the evaluation are framed within a detailed understanding of local areas.
- Challenge will be identifying organisations within the context of a quite diverse implementation model, even within region.
- Experience / expertise of community organisations needs to be informed by diversity of mentee cohorts.

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## Key points of reflection

How can we **ensure the role Race Equity Associate role is most impactful?**

How can we best address the **systematic racism of the UK education system** when delivering school-based interventions?

How do we best **avoid the homogenisation of experience and impact** amongst small sample minority ethnic groups?

How do we best build **equitable relationships with community-based organisations** to aid analysis and dissemination?