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Department for Digital, Culture Media & Sport

Understanding evaluation and learning needs in the youth sector

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March 2022

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Key messages

Key messages (1)

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The aims and approach of the needs analysis

- The **overall aim** of this research was to understand the needs, perceptions and demands of evaluation and evidence support across the informal and non-formal youth sector (with a primary focus on England, in line the DCMS support and policy)
- The insight will help the Centre for Youth Impact and the youth sector to understand how to collectively **support evaluation and learning practice i**n the future
- The research took place in **February and March 2022**
- **90** people filled in a **survey** and **82** took part in either an **interview or group discussion**

Perceptions of evaluation and learning: key messages

- There is a **strong commitment to evaluation and learning practices** amongst participants in this research – **76%** of survey respondents said they **would measure the impact of their work even if no one was asking them to**
- There are **significant barriers** across the youth sector that can hinder evaluation and learning practices and mean that learning gets missed, it is hard to motivate staff to invest time, and there are few incentives to share approaches
- Participants in the research felt the **least amount of control over funders** – **57%** of survey respondents agreed or strongly agreed that funders have the greatest **power and influence** over evaluation and learning practices
- There is a **level of frustration** that the sector can feel 'stuck' – and a desire to move on and for the sector to lead the way

Key messages (2)

Current evaluation and learning practices: key messages

- Organisations that are represented in the needs analysis are at **different stages of their evaluation journey** – different elements of evaluation and learning practice tended to be seen in isolation rather than as a cycle of continuous improvement
- There is a **mixed picture in terms of confidence, knowledge and satisfaction** with current practices – e.g., only **39%** of survey respondents agreed or strongly agreed that **evaluation in their organisations is useful for young people and is supporting them to reflect**
- **Organisational context is very influential** – only **47%** of survey respondents agreed or strongly agreed that there was **buy-in for evaluation and learning across their organisation**

Priorities and needs for future support: key messages

- **Building evaluation capacity is on people's minds** – there were a wide range of topics around evaluation and learning that respondents would like to develop. However, respondents also perceive there to be a lack of support and training on offer at the moment - or are unsure where to find it.
- Only 7% of survey respondents said they "just wanted someone to tell them what to do" to evaluate their work, suggesting that participants want to be **actively engaged in the complexities** around evaluation and learning
- **Priorities for support are varied** – the three main groupings are 1) help with the fundamentals; 2) further development of evaluation and learning practice and 3) going to the next level
- **Needs differ accordingly** but respondents wanted to see **consistency** more than anything – including agreed definitions, central data dashboards, a common set of outcomes and recommended tools to collect data

Key messages (3)

A future offer

The insight from the needs analysis has helped to identify what might inform a future support offer for the youth sector.

- **A future offer should work towards:**
  - **Consensus** – a common language to talk about youth work and provision for young people – both practice and impact
  - **Proportionality** – recognising the diversity of youth work and provision for young people, the context in which it operates and the influence on approaches to evaluation and learning
  - **Research literacy –** long-term studies into the impact of youth work and provision for young people, and how this insight is applied in practice
  - **Capacity** – funding organisations to properly resource evaluation and learning outside of projects and programmes
  - **Knowledge** – building up a good quality database of evaluation practice examples

- **Support needs to:**
  - Develop **knowledge**
  - Build **confidence**
  - Support **reflection**

- **Key principles of future support include:**
  - **Flexibility** – to accommodate different roles, contexts and needs
  - **Simplicity** – with tools and resources that are simple to use and widely accessible
  - **Practical** – focusing on examples of how evaluation has been done in practice
  - **Reach** – to those who are not currently engaged

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1. Introduction

Aims of this research

This report presents the findings of a needs analysis that was conducted in February and March 2022

- **The overall aim** was to understand the **needs**, **perceptions** and **demands** of evaluation and evidence support across the youth sector – organisations and agencies that are working with young people through youth work, youth services and informal/non-formal learning.
- The **insight** will help the Centre for Youth Impact, the sector and its supporters to understand how to collectively support evaluation and learning practice in the in the future.
- The needs analysis was **supported by the Department for Digital, Culture, Media and Sport (DCMS)** as part of a wider project focused on the Centre for Youth Impact to review and refresh its core support offer and resources

The research questions

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The needs analysis was guided by the following six questions:

1. How confident are organisations about evaluation and learning practices?
2. What are the current evaluation and learning practices of organisations?
3. What value do organisations place on evaluation and learning?
4. What are the main challenges organisations face around evaluation and learning practices?
5. What are the main needs organisations have that would help them improve their evaluation and learning practices?
6. What are the views of organisations about what the youth sector collectively should be doing around evaluation and learning?

Rationale for this needs analysis

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The Centre exists to bring about a step-change in the way those working with and for young people understand and act on evaluation and continuous improvement, in all youth settings, to improve outcomes.

- The youth sector **lacks detailed understanding** of the needs of those leading and/or engaged in evaluation and learning in youth work and informal/non-formal youth provision.
- The Centre knows there is a need for **ongoing support** to encourage and enable those working with and for young people to draw on data as a powerful source to **inform, develop and improve practice.**
- The Centre has not undertaken a needs analysis at national level since 2014.
- Organisations with the **fewest resources**, often in **areas of deprivation**, have some of the greatest needs in relation to evaluation support.
- Ultimately, better quality provision supports **greater positive change with and for young people**.

Approach

The needs analysis was a short and rapid piece of research

Set-up (Feb 2022)

- Reviewing **previous research** from the Centre and existing resources/training on offer
- Developing **research questions** and **lines of enquiry**
- **Testing the questions** with Regional Impact Network Leads*

Data collection (Feb-Mar 2022)

- **Regional deep dives** – group discussions with Regional Network members
- **Semi-structured interviews** with youth organisations – recruited through the Centre's contacts, recommendations from network leads and 'snowballing'
- **A survey** for anyone involved with evaluation in a youth organisation - disseminated through the Centre's newsletter and other national and regional youth networks

Analysis (Mar 2022)

- **Coding interviews and group discussions** using qualitative analysis software Dedoose
- **Analysing the survey** in Excel
- Slide deck **report** of the main findings

* The Centre supports Regional Impact Networks across the country. These are either Regional Youth Work Units (or their legacy structures) or organisations committed to progressing evaluation and learning practice with a regional infrastructure remit

Engagement with the needs analysis

The research reached 172 people, and participants were from a range of organisations across the informal and non-formal youth sector

Method	Engagement numbers and detail
Focus group	• **11** participants – Regional Impact Network leads • All regions in England represented
Semi-structured interviews	• **25** interviews with **32** individuals (five interviews involved more than one person from the organisation) • Interviewees included national infrastructure organisations, delivery organisations operating at a national level, regional and local infrastructure organisations, organisations that were part of a larger network, funders, local authorities, and local VCS organisations • All individuals were involved in evaluation and learning as part of their role
Group discussions	• **4** with Regional Network members in four areas (London, Yorkshire and Humber, South West and East Midlands) • **39** participants across the four groups
Survey	• **90** respondents • Representation from all regions • Most worked for either a charity (66%) or a local authority (24%) • The majority were either CEOs/senior leaders (39%) or managers/team leaders (37%)

We monitored the sample for geography, organisation size and type and main form of youth provision

- Refer to the Appendix for the sample breakdown

Considerations and limitations

The needs analysis is a snapshot – things to take into account when reading:

- **The sample is clearly not representative** of the youth sector as a whole, and was not seeking to be.
- There are **some specific gaps:**
  - **Geography** – less representation from the South East, East of England and the West Midlands (across all forms of data collection)
  - **Organisation size** – only four in the micro (less than £10k income) category (none in interview sample)
  - **Organisation type** – most were charities or local authorities (across all forms of data collection)
- Whilst efforts were made to disseminate interview opportunities and the survey far and wide, we recognise that those who participated were **more likely to be already engaged** in questions around evaluation and learning. The timescales meant we were restricted in being able to **further the reach** of the research.
- Eleven organisations in the interview sample had an **infrastructure role** (sometimes alongside direct delivery) either at a local, regional and national level and were able to offer a wider perspective from their engagement with the sector. However, they do not necessarily represent the views of those smaller voluntary and community sector (VCS) organisations.
- There were limits to **testing out differences** across places and contexts, settings and forms of youth practice due to the clustering of respondents in certain regions and organisation types.

- Survey respondents were mainly from four regions, and two main organisation types, which limited the options for analysing survey findings. It was also hard to track the types of youth provision offered for the qualitative interview sample and participants in group discussions due to the diversity of practice.

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2. Perceptions of evaluation and learning in the youth sector

Overview of Section 2

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This section explores perceptions of evaluation and learning in the youth sector – its value, pressures and challenges at sector level

Key messages:

- The **commitment to evaluation and learning practices is strong** – this was a sample who were already engaged, but respondents were clear on why they were doing evaluation, its wider purpose in the youth sector, and were thinking critically about some of the issues and trade-offs

  76% of survey respondents said they would measure the impact of their work even if no one was asking them to

- There are **some barriers** across the youth sector that can **hinder evaluation and learning practices**, and make it hard to focus on continuous improvement

  Nearly a third of survey respondents felt that evaluation would always be burdensome

- **Funders' practices** were a key theme and an area where a perceived lack of control and influence was apparent

  57% of survey respondents strongly agreed or agreed that funders have the greatest power and influence over evaluation practices

- There is a **level of frustration** that some parts of the youth sector remain 'stuck' around evaluation, alongside a feeling that the sector should be leading the way

The state of the sector

The needs analysis reaffirmed some long-standing issues - this is important context for understanding perceptions of evaluation and learning

- **Tensions** and **challenges** across the youth sector remain high.
- Participants in the research were **passionate about the value of youth work (in particular)** and its diversity.
- There were **ongoing frustrations** that youth work is seen as inferior to other services that are involved in young people's lives.
- **Exhaustion (and anger)** over precarious funding situations, fragmentation and an emphasis on targeting support on ever more complex needs.

"The youth sector has to be properly funded – we get crumbs from the local authority. It can't just be left to trusts and foundations." (NA22)

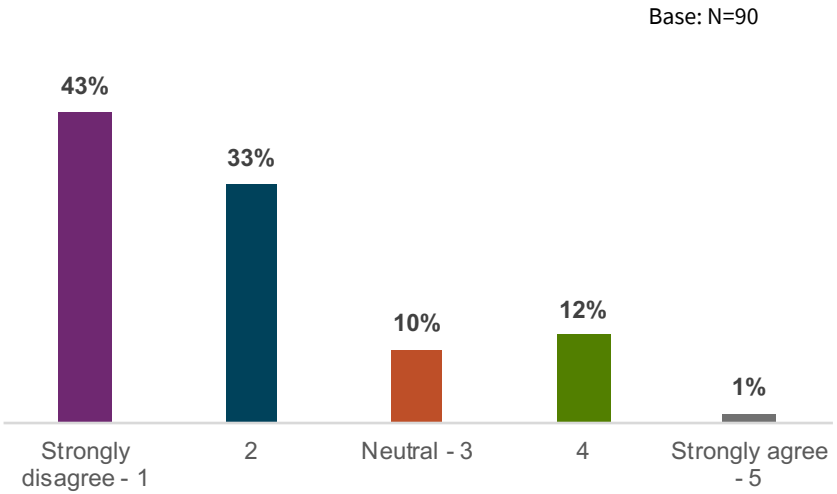
"The sector has been so fragmented through funding cuts, so there's no capacity for collaboration, Competition has been established." (NA03)

"Youth work is still the little brother and sister of social work – we're not statutory, not invested in. But we do it all – mental health, housing… I think there should be more high impact research which tells decision makers how good it can be if it is funded in right way. (NA16)

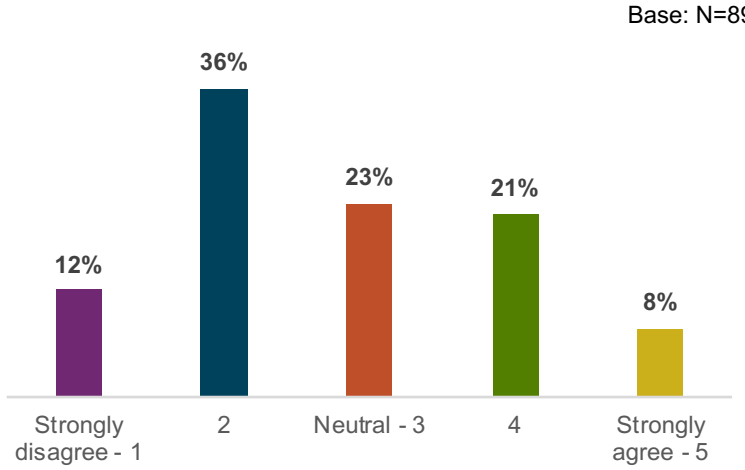
The value of evaluation and learning: survey responses

The survey asked for respondents' views on some different perspectives on evaluation in the youth sector.

"If no one asked me to measure the impact of my work, I wouldn't do it."



"Evaluation will always be burdensome – we just need to minimise its impact on provision."



- Survey respondents were **firmly supportive of evaluation** - 76% would measure the impact of their work even if no one asked them
- Respondents were **more on the fence over evaluation being burdensome** – most respondents tended to disagree (48%) or were neutral (26%). However, nearly a third (29%) agreed.

- We asked respondents to give their instant reactions and answer as honestly as they can. There was no indication of which position was 'right' or 'wrong'. We recognise that the sample likely included respondents already engaged in evaluation and learning, and that this will have naturally influenced their responses.

The purpose of evaluation and learning (sector wide)

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Interviewees were asked to reflect on the purpose of evaluation in the youth sector as a whole

Purpose of evaluation – youth sector as a whole

Learning – most commonly raised in the interviews from organisations of all types:

- Generating insights and making decisions about what to do differently
- Supporting staff to reflect on and improve their practice

Funding – the majority acknowledged that evaluation was a requirement for funders – but this mostly came after talking about learning

Impact – some felt they needed to 'prove' the value of what they were doing

Responses also covered: the importance of feedback from young people; advocacy (raising the profile of youth work; sharing evidence across the sector); and focusing on the 'how and why' of change happens – but these were less common

"The purpose is three parts – for the young people so they can see improvement, for managers to see how well they are doing with their project and for the organisation to see where to improve." (GD01)

"It's extremely important – we need to know if we're doing a good job, doing it well and in the right way, and if we're delivering the right sessions, programmes and projects. If you don't evaluate, then it won't allow you to develop and grow projects." (NA09)

"There is an over-reliance in our sector on individual practice wisdom and not enough on systems, learning. I am not anti-evaluation and learning – and I think it is important for youth work practice." (NA15)

The purpose of evaluation and learning (in organisations)

Interviewees were also asked to reflect on their reasons for undertaking evaluation in their organisations – the answers were broadly similar to the sector-wide perspective, but with more of an emphasis on funding

"We have a complex array of commissioners and funders – they do need to know what we're doing. If we are not meeting those original targets then at end of the day, will we still get funding and be able to provide opportunities for young people? But another reason is [for us] to make sure we're meeting our organisational targets and objectives as well." (NA13)

"I would like to prioritise it for many reasons – it helps us to look at the quality of service, the gaps, knowledge, experience and delivery. It shapes our organisational plan moving forward and how we can improve our delivery. We could become complacent if we're not looking at internal, or peer to peer validation of our work." (NA06)

Reasons for undertaking evaluation, at an organisational level

'For **funders**' tended to be the instant reaction, although many reflected that they would *like* to say 'for young people' (regardless of organisation size and type)

Learning about delivery – responses covered:

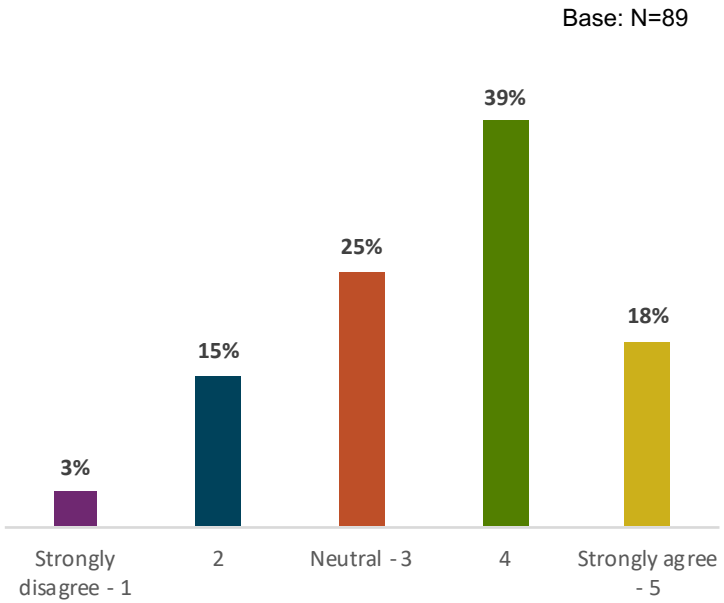
- Improving the offer to young people;
- Making decisions about programmes, projects and sessions in real time; and
- Growing as an organisation.

Understanding the impact on young people was also raised – though sometimes conflated with listening to youth voice

Pressures and challenges

Just over half of survey respondents (57%) agreed or strongly agreed that funders have a significant role in influencing evaluation practices

"Funders/commissioners have the greatest power and influence over how evaluation gets done."



"I think funders need to re-think their approach to evaluation, outcomes and outputs and be more realistic. I'm tired of having to save unicorns and solve world hunger in my practice, for which funders have given us £1500." (open survey response)

Pressures and challenges

The interviews explored the pressures from the funding and commissioning context in more detail. This was, by far, the most commonly-raised issue.

Unhelpful pressures raised in the interviews included:

- **Evaluation and learning 'bolted on'** – not incorporated from the start, and hard to cost 'thinking time' to develop it proactively
- **Different reporting requirements across funders** – particularly an issue for organisations reliant on multiple sources of grant funding and commissioning income
- **An over-emphasis on outputs** – leading to organisations feeling they are counting things 'for the sake of it'
- Funders asking for evidence of outcomes that organisations are **not already** collecting, or feel are outside their 'sphere of influence'
- Organisations receiving **little feedback** from funders – which feeds into the negative cycle

"We need to be braver - if we want good evaluation and impact management, we're going to have to pay for it. If we want to win the bid, the reality is we often don't do full cost recovery and that's detrimental." (NA21)

"The squeeze on the sector changed what organisations do. People collect more data – but whether they are using it to learn about services – I'm less sure that is the case." (NA25)

"The emphasis on monitoring for funder reporting is tainting the role of evaluation and learning in the sector. Tick box compliance in the worse possible way –poorly designed data collection is forced upon organisations, with no benefits in learning what works or making more generalisable knowledge claims." (NA24)

- Participants in the research were largely already engaged in evaluation and learning – these frustrations were sometimes their own views, but also drawing on what they had seen in other organisations, across their networks etc.

The impact of the pressures and challenges

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These challenges impact how practitioners feel about the value of evaluation and learning in the sector, and what they feel able to do

Organisations feel forced to bend their provision towards available funding, and 'prove impact' on its pre-set aims

Lack of agency in evaluation focus & practice

Prioritising the 'wrong' things in evaluation – e.g., counting outputs at one end of the spectrum, and control group studies at the other

Short-term, individual and instrumental –a focus on immediate (individual) changes and 'demonstrating what works' (without the 'how and why')

Learning is de-prioritised

Makes it harder to focus on (continuous) improvement

Becomes even more challenging to motivate staff and volunteers to invest time in evaluation and learning

Overall: The constraints feel systemic and it becomes easy to remain fixed on the 'youth provision is hard to measure' narrative
There is little incentive to share approaches to evaluation (and data), and changing this feels too hard

Some cautious optimism?

Despite the criticisms of the funding context there were some signs that practices might be starting to shift

- A small minority of interviewees talked about cases where they had told funders which **outcomes** they were able to measure rather than agreeing to a set that they did not feel were feasible
- In one case, a funder challenged the organisation to **not** focus on outputs but instead to learn from a pilot approach
- Some felt that the emphasis on RCTs and quasi-experimental methods as the 'gold standard' was declining – apart from on some larger, more-targeted, programmes of funding
- There were references to a few funders being open to **different ways of evidencing impact** - but this could lead to anxieties over what could be presented (e.g., are creative methods 'good'?)

"We found ourselves in a position where we were promising big numbers to the funder. We went through a review with that funder and they did say these KPIs were what you sold us, so why don't you come back with different ones. Interesting isn't it? The narrative is always funder will be upset – but it wasn't the case." (NA18)

"In the past year we've had a bit of a stance where we decided to say this is what we collect and you funders can fit into this. We have five methods of data collection for our organisation and we can offer you that. Some want extra and if the pot of money is big enough, we'll do it. Others are old commitments." (NA12)

"I think that RCT requirement has softened now. There is more proportionality in the debate that it might not be helpful to do evaluation at that level." (NA08)

- This suggests that perceptions about funders are deeply rooted
- What happens in practice might sometimes contradict funder behaviours that organisations have experienced in the past
- Overall, there is still a **mismatch in both expectations and trust,** which needs to be addressed

Ways forward

There were some clear views amongst respondents about wider evaluation and evidence debates – the vast majority wanted to see changes

- **Rise up** - the sector should lead rather than be told what to do, be bold and be part of the solution.
- **Pragmatic** – the evidence is there and we can find proportionate approaches – not everyone has to do the same thing, the same way.
- **Exasperation** - enough with the excuses – evaluation and learning has to be taken seriously across the sector. It's not acceptable to just count outputs.
- **Blame** – the sector has not grasped the challenge.
- **Tiredness** – this debate has been going on for too long.

"We in the sector have to lead the way. It's not up to someone else to do it. Whether it's CEOs, or the middle manager level that is engaged – it's having the momentum to take it forward. We have to really tap into that. It is up to us that is doing youth work to make it worthwhile." (NA11)

"We have to prove ourselves as a sector – it doesn't have to be onerous. No debate – we have to evidence. Get over it." (NA17)

"I do appreciate that it is extra work. But evaluation is not embedded as a good process in our sector, which is why it is extra work." (NA06)

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3. Reflections on current evaluation and learning practices

Overview of Section 3

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This section explores current evaluation and learning practices: a) what organisations have in place, and their reflections on what works well currently, and b) the barriers and enablers that can exist across organisations

Key messages:

- Organisations are at **different stages of their evaluation journey** – and not necessarily linked to size or capacity
- Respondents talked about a **range of different evaluation and learning practices they call on** – but tended to see these in isolation rather than holistically
- The survey responses suggest a **mixed picture in terms of confidence, knowledge and satisfaction** with current practices in organisations. Lacking confidence also came through in the interviews.
  - 60% of survey respondents agreed or strongly agreed that they **understood different kinds of data** and how to use them
  - 59% of survey respondents agreed or strongly agreed that they were **asking the right questions** as part of their evaluation
  - 44% of survey respondents agreed or strongly agreed that evaluation in their organisation supports practitioners to **reflect on their practice**
  - 39% of survey respondents agreed or strongly agreed that evaluation in their organisation is **useful for young people too**
- Organisational contexts have a big influence on evaluation and learning practices and responsibility too often rests on the commitment of one individual who is passionate about evaluation and learning
  - Only 47% of survey respondents agreed or strongly agreed that there was **buy-in for evaluation and learning** across their organisation

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3a. Current practices and what works well

Current evaluation practices: what is in place

Interviewees were asked to highlight what they currently do in their organisations around evaluation and learning

"Most of our information is organic. We write down what we heard young people talking about in the session." (GD4)

"Evaluation sheets have all the issues that might impact on young people. We ask staff to tick those issues. We then expect staff to look at what issues rise week in and week out, and to see those being addressed within their planning." (NA13)

"I like that our Theory of Change is front and centre of the strategy and the way we developed it. It was a participatory process – not just a framework created from nothing." (NA14)

"We developed our own Theory of Change for where we are as an organisation and try to align our funding applications to that as much as we can. We try to collect similar datasets across the our delivery work – we've seen some projects and programmes have an impact on things wouldn't expect." (NA25)

Early stages/start of the journey

- Tends to be smaller organisations operating at a more local level
- Session-specific evaluation (by practitioners) often described as the main evaluation practice
- Feedback from young people was mainly anecdotal, based on conversations and observations – so sits outside of 'formal' evaluation approaches

Invested **time** and got processes in place

- Tends to be **larger charities** (local, regional and national)
- More likely to have a Theory of Change, an evaluaiton framework and have thought through their plan for data collection (even if hard to do in practice)

Been doing this for a while and systems more embedded - always more to do!

- Large national organisations grappling with challenges of large-scale delivery with volunteers and limited options to directly survey young people
- Larger/medium regional/local charities – often with an infrastructure or network role and striving for consistency

Current evaluation practices: working well

The main areas interviewees felt were working well can be grouped as follows:

- Most feel they are **collecting user and engagement data confidently**
  - Some have invested in systems – Views, Lamplight and Salesforce, for example
- **Outcomes measurement –** in specific contexts:
  - Where organisations had used a framework or tool and adapted it for their context
  - Where this was incorporated into delivery (e.g., as a conversational tool) to minimise burden on young people
- Using **session evaluations** to feed into wider reflection conversations (that can then lead to changes in delivery)
- Experimenting with **some creative methods** – photos, videos or scrapbooks, for example

"It's a commissioned contract – so the provider has to give quarterly feedback meetings and reports. They're quite in -depth. We have an in-house database which we've designed. At any moment in time – I can see how many young people they're working with and produce highlight reports." (NA23)

We use the survey questions as part of a conversation tool. It's part of the youth work offer across the network so it's not a tick box exercise. [But] youth workers still see it as something they have to do rather than something they benefit from." (NA02)

"We collect a range of data – SDQ, WEMWBS, have a questionnaire and case studies, informal focus groups, voting, testimonials. At beginning of each calendar year – I have a data collection calendar so nothing is ever a surprise." (NA12)

Current evaluation practices: views on current approaches

- Using research and evidence to support our approach ✓
- Regularly referring to a Theory of Change
- Using an evaluation plan that sets out the different kinds of data we collect and why
- Defining outcomes that relate to our provision and how we expect young people to achieve them ✓
- Using measurement tools that help us understand our impact ✓
- Involving young people in the design and implementation of evaluation and learning activities
- Assessing the quality of our provision for young people ✓
- Analysing our evaluation data so we clearly understand what it's telling us
- Changing the way we work/what we do in response to evaluation findings ✓

In the survey, we asked respondents to look at a range of evaluation and learning practices, and indicate how they currently feel about these in their organisations:

- The topic areas that people **felt worked well**, or they were **broadly happy with** have a tick on the list to the left
- Only 13% of responses fell in the *'our current approach works well'* category (across all the practices) which suggests a **relatively small number of respondents are happy and confident with what they are doing**
- Far more people chose *'I'm broadly happy with what we do but I have identified things I want to do to improve'* (46% of responses across all the practices)
- Overall, the responses to these questions mainly indicate that there is not much consistency – people have **different strengths** and **areas to improve** across a whole range of topics

- See Appendix for the full breakdown of responses to these survey questions. The highlighted areas that participants felt were working well were calculated by combining the responses to 'our current approach works well' and 'I'm broadly happy with what we do but have identified things I want to improve'
- Areas to improve and develop are explored more in Section 4

Current practices: individual confidence and knowledge

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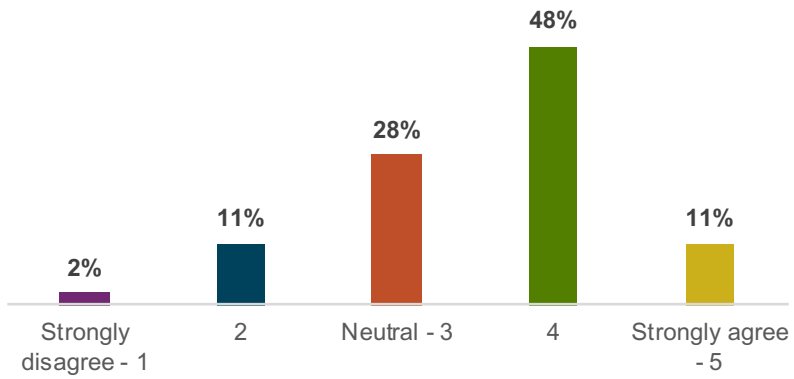
In the survey, two statements probed around asking the right questions and understanding types of data – another way of exploring people's individual confidence in their current practices

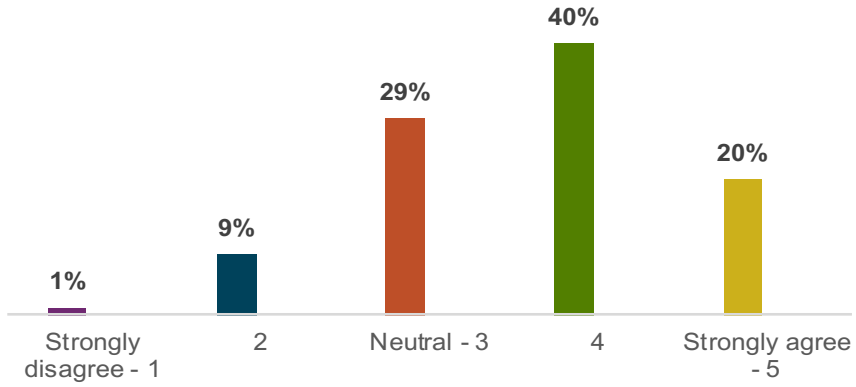
"I feel confident I am asking the right questions when it comes to the evaluation of my work and with young people."

Base: N=90



"I understand the different types of data that can be collected as part of evaluation and learning and what they are best used for."

Base: N=89

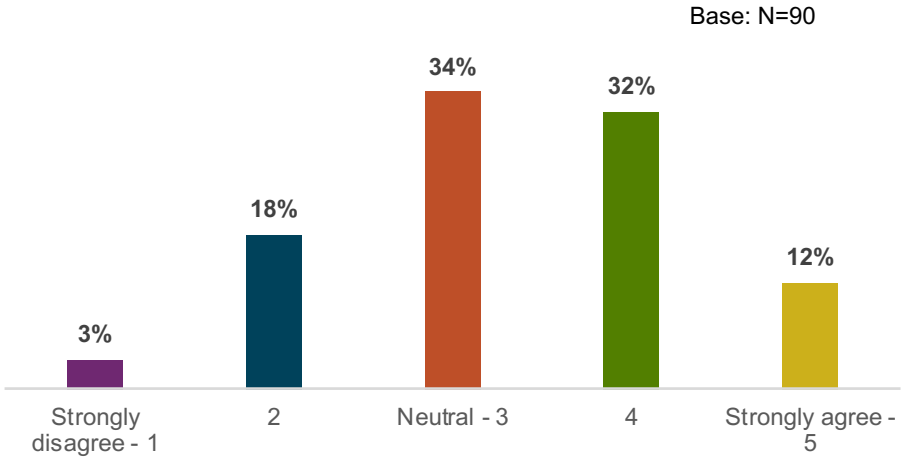


- Survey respondents described themselves as being **fairly confident in their abilities in asking the right questions** (59% agreed or strongly agreed) and **understanding data** (60% agreed or strongly agreed)
- We also did a **'confidence pulse-check'** in some of the interviews – most tended to rate themselves a 3 or 4 in their overall confidence in evaluation and learning (with the rest of the organisation often being behind)

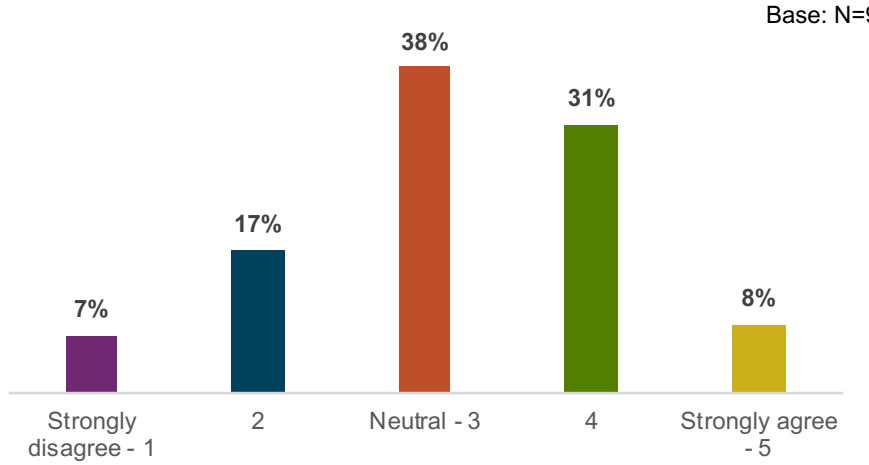
Current practices: supporting reflective practice

In the survey, two statements focused on whether (at an organisational level) evaluation supported practitioners and young people to reflect

"I feel my organisation's approach to evaluation supports practitioners to reflect on their practice."



"I feel my organisation's approach to evaluation is actually quite useful for young people and helps them reflect too."



- Most of the responses were in the middle – 66% were **neutral or agreed that their organisational approaches support practitioners t**o reflect on their practice
- 69% were neutral or agreed that their **organisational approaches were useful for young people** and supported them to reflect too
- These statements were **more neutral overall compared to some of the others in the survey** – suggesting that these are both areas people might want to develop further

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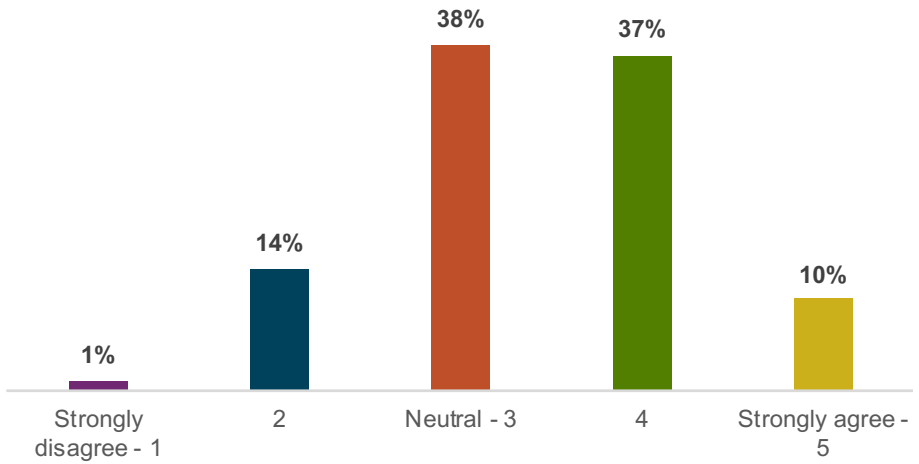
3b. Organisational contexts

Organisational commitment: survey responses

We asked people to reflect on the levels of organisational buy-in for evaluation and learning

"I feel certain there is buy-in across our organisation for evaluation and learning."

Base: N=89



- Just under half (47%) of respondents agreed or strongly agreed that there was organisational buy-in across their organisations
- This potentially suggests that respondents are relatively isolated in their evaluation and learning work

Organisational commitment: insights from the interviews

Interviewees highlighted how their organisational contexts were not always supportive of evaluation and learning

"I struggle to have the time in my role. I need space to really think about it, develop plans with the team, put them in place, and reflect on it. The focus so much on delivery, working with young people – it's hard to find time." (GD4)

Evaluation is placed on the people who do the work… the practitioners. Particularly in organisations where there aren't other staff – just youth workers, and an admin person and that's it. It's a role that sits nowhere neatly unless you employ someone and most don't have capacity to do that." (NA07)

"We're pretty good across the organisation – but I have to chase. Unless you have it as a constant item on the agenda, people forget." (NA17)

- **Resourcing** - larger organisations are more likely to have dedicated evaluation posts or a central impact/research function, which helps with buy-in and capacity. However, some medium sized and local VCS organisations had also invested in these posts.
- **Priorities** – individuals with responsibilities for evaluation and learning in organisations of all sizes often have to fight to keep evaluation and learning on the agenda, and chase colleagues for data
- **Senior levels of governance** – a small number of organisations talked about trustee/Board level interest in evaluation. More junior staff were less certain of what action senior leaders took based on evaluation findings.

Organisational barriers

Alongside wider organisational contexts (and funding), the following factors were most commonly identified as making evaluation and learning more challenging

- **Time and capacity** – unsurprisingly the biggest issues with part-time, sessional workers being particularly stretched
- **Practitioner attitudes to evaluation** – not seeing the benefits and treating evaluation as an after thought
- **Practitioner skills in evaluation** – lacking confidence in evaluation practices, evidence and data
- **Unwillingness to 'burden' young people** – feeling young people were there to have fun or participate in a programme, not fill in questionnaires
- **Complexity** – finding some tools and frameworks too complicated

"Our youth workers are exceptional youth workers, but they are not researchers. So the importance of asking the same questions month after month isn't something they think about in a room of young people doing arts and crafts. Their priority is with the young people – and making sure they are safe and happy." (NA12)

"Youth workers are very practical creatures and want to see a result for effort." (NA16)

Organisational enablers

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The following factors were identified by interviewees as supporting evaluation and learning in their organisations

"I've done a number of exercises with all teams throughout the years. If you can tap into the team's desire, why are they in the room - you get to that gold circle of what and how. Why are you here? To make young people's lives better. That change is what I'm trying to capture and asking you to evidence." (NA11)

"You've got to try to make it fit with what they want to or should be doing rather than something separate. Having a tablet with them takes the pressure off – and automatically goes to the young person's record. The youth worker doesn't have to do much." (NA02)

"Taking it slowly has payed dividends in terms of buy in across team. It means staff are confident in the framework, systems, how to monitor, report back – it's well embedded. I've been guilty in the past and jumped straight into more complex things. Staff pushed back." (NA05)

- **An enthusiastic individual** – passionate about evaluation and able to inspire others in the organisation;
- **Framing** - linking evaluation to the bigger picture (the importance of supporting young people's learning and development and why evidence matters);
- **Awareness** – making sure that people at every level in the organisation are aware of the purpose of evaluation and learning in their role. This was largely through internal training, followed by regular updates and reminders;
- **Staff involvement** – testing and giving feedback on new tools, and focused training on how to use them;
- **Simplicity** – approaches that are easy to absorb and use – normally involving digital tools;
- **Leadership** – from senior members of the team; and
- **Compliance** – being part of a larger network where there is a contractual obligation to use an agreed evaluation approach.

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4. Priorities and needs for evaluation and learning support in the future

Overview of Section 4

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This section explores priorities and needs around evaluation and learning – areas organisations want to improve, develop or need support with. It outlines preferences for how to access support in the future.

Key messages:

- **Improvement of their evaluation practice** is on people's minds – there were a wide range of areas and topics around evaluation and learning that those who took part in the research would like to develop

  Despite areas of potentially low confidence, the survey responses reveal that practitioners **do not want to be told what to do** – only 7% chose this as their highest priority for evaluation and learning support

  In contrast, 30% chose 'I would like to have **more sophisticated ways of embedding our evaluation practice** into my day-to-day work with young people"

- **Challenges were numerous** – practitioners are time poor in the youth sector, and struggle with embedding evaluation in day-to-day practice, involving young people and meaningfully acting on learning – as well as finding and adopting specific research tools and approaches

- Knowing what 'good' looks like, or which sources are recommended is an issue for some, regardless of where they are on their evaluation journey – it can feel complex and hard to know where to start

- Future support should involve a **menu of options** reflecting the diversity of needs in youth provision, and evaluation activity should be incentivised appropriately

- There were many preferences for **different formats** of support and training – but simplicity, elements of peer support, and the opportunity for feedback and review were common underpinning themes

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4a. Priorities for support

Priorities for evaluation and learning support

The survey asked respondents to rank a series of statements in priority order from 1 (highest) to 7 (lowest)

The statements most commonly rated as the highest priority were:

- I would like to have more time in my role for evaluation and learning from our data
- I would like to have more sophisticated ways of embedding our evaluation practice into my day-to-day working with young people

The statements that fell in the middle of priority lists were:

- I just want evaluation to be really simple
- I would like to feel more confident knowing what good evaluation looks like

The statements that were lower on priority lists were:

- I want the amount of evaluation I'm expected to do in my role to decrease
- I just want someone to tell me what to do to evaluate my work well

- Please see Appendix for full breakdown of responses

Areas for improvement: survey responses

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Using research and evidence to support our approach	
Regularly referring to a Theory of Change	✓
Using an evaluation plan that sets out the different kinds of data we collect and why	✓
Defining outcomes that relate to our provision and how we expect young people to achieve them	
Using measurement tools that help us understand our impact	✓
Involving young people in the design and implementation of evaluation and learning activities	✓
Assessing the quality of our provision for young people	
Analysing our evaluation data so we clearly understand what it's telling us	✓
Changing the way we work/what we do in response to evaluation findings	

The survey gave a broad overview of some evaluation and learning practices that respondents wanted to improve:

- Responses were **distributed across a range of topics that respondents wanted to improve (**indicated with a tick on the list to the left).
- This again suggests **needs are diverse** across different organisations.
- Only 8% of all responses were in the category *'I'm not happy with our approach but don't feel I can do anything about it'* which suggests that despite the perceptions that funders/commissioners can influence evaluation practices, people **do feel they have some agency/control.**
- The number of respondents **not doing anything** was small - 11% of all responses fell in the *'We don't currently do this'* category and Theory of Change, evaluation plan and involving young people were the main gaps.

- See Appendix for the full breakdown of responses to these survey questions
- The areas to improve were calculated by combining responses to 'not happy but plans underway to improve' and 'not happy but don't feel I can do anything about it'
- Out of the 'we don't currently do this' category 18% said they did not have an evaluation plan, 15% did not have a Theory of Change, and 17% were not involving young people in evaluation and learning

Priorities: topics/themes for improvement (1)

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There were many evaluation and learning practices that interviewees wanted to improve

”At the moment, I want to take it online so workers send the results straight away. Verbal is good but then we don’t have the records and there’s no evidence of who said it. If we had an app it would be contained and I’d know where it’s come from.” (NA10)

“I have noticed over a number of years, it’s hard to find a way to identify evaluate and measure the softer impact on young people…. the development through a programme - how they’ve changed, how that confidence that has grown.” (NA04)

”Simple apps and technical things to deal with practical problems would be useful. They should be free and easy to adapt.” (NA18)

- **Developing a Theory of Change and evaluation framework** – particularly the case for smaller organisations that were being supported by infrastructure organisations.
- **Data collection methods** – getting appropriate tools in place that were free/cheap and easy for practitioners to use and embed in practice. This applied to smaller organisations as well as larger national charities.
- **Defining and measuring outcomes** –
  - Knowing how to capture young people’s journeys in a proportionate way (particularly in group settings)
  - Selecting tools and questionnaires – to reduce the risk of being off-putting for young people and not relevant to provision
  - Understanding distance travelled in open access provision, as opposed to defined and targeted programmes (e.g., employment support)

Priorities: topics/themes for improvement (2)

- **Data literacy** – lacking confidence in how to analysis smartly, identify trends, understand different outcomes in different contexts.
  - Examples were given of data sitting on systems and not being used. A small number had accessed training to use Excel, or taught themselves particular tools (e.g. Power BI)
- **Qualitative methods** – being unsure about how to collect compelling case studies (and how to analyse qualitative data more generally)
- **Writing accessible reports for different audiences** – most of the focus was on reports for funders/commissioners rather than proactively sharing findings more publicly or across the sector
- Some more **advanced topics** – cost benefit analysis that might help show value of youth work for prevention, or use of nationally available datasets for comparison, for example

"The nut we haven't cracked is finding a systematic way that acknowledges different groups of young people we work with. We might have a group of 13 year olds on a Tues night, or 22 year olds elsewhere on a Wednesday with learning difficulties. How do we as a staff team work through that and understand outcomes?" (NA05)

"Case studies are an area that staff team need upskilling in – finding those stories of change. I now do things like have a 10 minute meeting to fill in gaps – or voice note them to me. I try to help get the story out." (NA12)

"Analysis – that's the bit I'm less happy with for the qualitative data. I want to know how to make sense of data other than the basics." (NA22)

Priorities: topics/themes for improvement (3)

The two topics that repeatedly came up in interviews (and survey open responses) were:

"The questions might be 'how did you feel yesterday' which bears no relevance to what they've just done. You then can't explain to the young person why you are asking the question… We've got to be more creative. Some funders asked for videos. We're missing a trick if we don't let young people evaluate themselves." (GD4)

"This is my dream… All the young people complete an evaluation. The system kicks out a lovely star diagram. We can see that there are lower aspiration scores across the board – so our programmes will target more on aspiration building. We might have been doing loads on confidence but the data is telling us young people's aspirations are low. So we then make sure the next six months are [focused] on experiences for young people raising aspirations and self-esteem. Then next time we review, hopefully we'll see that number boosted even if only by a small amount." (NA11)

- **Involving young people in evaluation** – this was a big theme for many respondents. Areas to develop included:
  - More consistently asking for feedback (and using this for decision making)
  - Co-creating evaluation with young people
  - Young people defining impact and indicators
  - Using more creative approaches to explore outcomes
- **Learning** – this was another common theme across all respondents:
  - There were many cases of using information to spot needs, issues, discuss these across the team, and adapt programmes.
  - However, most felt they could do be doing more to meaningfully reflect on learning, act on it, adapt provision, and feed learning into organisational decision making.

What these insights tell us about priorities

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Respondents are time poor in their roles, but…

- **They are ambitious** - developing their evaluation and learning practice is important – evaluation is not something that should 'go away' or decrease as part of their roles
- They are **not passive** - they want agency over evaluation and learning rather than being told what to do
- At the same time, they would like **greater consistency**, to make selecting and collaborating as a sector on evaluation tools and approaches easier
- **Improvement is a priority** – they are thinking about a range of evaluation and learning areas to develop further
- **Confidence is an issue for some** – e.g., in research skills, or knowing which approaches to use. This might feed into wanting things to be simple.
- **Learning and sharing** with peers was not the highest priority (1) but still scored highly – 20% ranked this as a '2', and 27% as a '3'

Priorities for evaluation and learning support

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Looking across the survey and interviews, priorities can broadly be grouped as:

Priority: Help with the fundamentals

Characteristics:

- Unlikely to have a clear approach to evaluation and learning
- Unlikely to have much data
- Feeling confused about where to start

Main support needs: Clear and simple guidance to get started and on the right pathway

Priority: Develop evaluation and learning practice

Characteristics:

- Collecting data but not always sure what to do with it
- Open to new ideas but lack the time to find them
- Uncertainty about what is 'good' or authoritative

Main support needs: Specific topics and areas of evaluation practice. Learning from others.

Priority: Going to the next level

Characteristics:

- Collecting data for a number of years and want to do deeper analysis
- Seeking feedback and critical review of their current approaches
- Improve the way they communicate and share learning and evaluation findings

Main support needs: Bespoke help with their practices. Connections to specialist expertise to push their thinking further

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4b. How to access support

Preferences for different types of support: survey responses

The survey asked, if offered in the next couple of months, which types of support respondents would be likely to access.

Most popular

- Templates (e.g., an evaluation plan) that can be easily adapted for your own use: 48% rated this '5' – most likely
- Resources available on the Centre's website to download and read in your own time: 40% rated this '5' and 47% '4'

Also popular

- Group support with 'clinics' or workshops on specified evaluation and learning topics: 40% rated this '4'
- Group training with regular sessions over a set time period: 46% rated this '4'

More neutral

- 1-2-1 support through regular coaching: 30% rated this '3'
- Peer support through action learning sets: 38% rated this '3'

- See Appendix for the full breakdown of responses to these survey questions

Preferences for different formats: interview responses (1)

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Interviewees were asked about their preferences for how to access support. Templates and resources were also popular in the interviews

- **Simple and clear measurement tools** that organisations can easily access – with flexibility to tweak
- **Templates** (e.g., for a Theory of Change or evaluation framework) that can be used across different services and adapted
- Several interviewees were keen on **short video explainers** on topics (e.g., how to write a case study, or to explain a particular tool) – rather than full length webinars.

"I've been a practitioner for 20 years – I don't have the time to generate lots of stuff. So templates are massively helpful. Particularly if it's bite size bits. I don't want to read the whole framework." (NA15)

"I like the idea of templates – that would be useful and practical. For training, capacity is an issue, so modules that I can download in own time would work for me." (GD3)

Resources to read in your own time were also popular BUT with the caveat that these needed to be short and accessible.

Preferences for different formats: interview responses (2)

Although this was a more neutral choice in the survey, there was a real appetite for 1-2-1 coaching and mentoring amongst interviewees

- The interview sample was predominantly people in their organisations who had responsibility for evaluation and had thought a lot about it. **Mentoring or coaching** could help:
  - When stuck on an issue and needing advice
  - Accessing bespoke support that was specific to the context of their organisation
  - Getting advice on the latest information and thinking across the sector
- **Bespoke 1-2-1 support** was also identified as being useful for those who needed help to pin down their ambitions and evaluation planning.

"I know a lot would love coaching. I would thrive in that situation. For me – that would be the dream. To have a piece of work, and be able to say where I am at, gaps, challenges I'm having and this is the goalpost – action planning with someone who really gets evaluation. That would be really valuable." (NA11)

Specialist support could cover: working with learning partners, economic evaluations, or consultancy support to review overall approaches

Preferences for different formats: interview responses (3)

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Group formats were appealing on a number of levels

- Useful for **fostering peer-led spaces**
  - This was identified in a few cases as being particularly helpful for smaller organisations to encourage them think about **what is possible**, and avoid training feeling didactic
  - There was a general appetite for **learning from others and sharing ideas** – for example, on particular approaches to capturing information from young people in creative ways and practical examples of evaluation practices that other organisations were using
- Group training formats also appealed to individuals who wanted to **train others in their organisations** – e.g., on understanding the bigger picture around evaluation and learning, and how to use tools effectively
- **Reach other organisations** by cascading training offers out across a local area so people can engage near to where they live

"Sometimes when part time staff go on training, it's very top down. I would like to see more peer training with part time youth workers. For example, share a good piece of evaluation with someone doing similar work. More practitioner led, as people might not see the value if it's imposed." (GD4)

There were concerns about time and capacity to engage with regular sessions - and whether it was feasible to watch lengthy webinars in your own time

There was also some caution that it could be hard to maintain peer spaces – as contexts could be different limiting the transferability of ideas

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5. Conclusions

Evidence priorities for DCMS

We asked interviewees what evidence the sector should be sharing with DCMS in five years' time

Interestingly, this question tended to be answered in terms of what is **not helpful for central Government to request or require:**

- **Quasi experimental** or **value for money** data
- Evidence that proves that youth work is **preventative** and beneficial for long-term outcomes

Instead organisations wanted to focus on:

- **Growth conversations** – how we can make youth work stronger and better
- **Quality** of provision
- The contribution youth work makes across **different government agendas** - mental health, education, criminal justice, community building etc.

BUT > conversations about evidence need to be accompanied by a strong financial settlement

"In an ideal world, I would like the youth sector to stop having to prove that interventions at a young age are beneficial for long term life outcomes. That's what YIF [Youth Investment Fund 2017-2020] was trying to do." (NA14)

"Context is really important – if an organisation has a £3m turnover you can't compare them with [smaller organisations]. But I think people still try to do that in terms of evidence." (NA07)

"People should come down and understand the quality of work that goes on. We do have to stand up to some of the rhetoric that doesn't reflect the reality of what goes on. I am pro evaluation but we have to do it in the right way." (NA18)

What needs to change (1)

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Amongst the participants in this needs analysis there is a clear sense of opportunity (and urgency) around improving evaluation and learning practices across the sector

"The voluntary [youth] sector is so broad. You've got the big uniformed groups who can do evaluation and learning. Then you've got a granny with a group of young people in a mosque on a Friday night. They're not connected into the notion that they're actually doing youth work, so they can't conceptualise why you'd be measuring something in the first place." (NA01)

"There needs to be far more emphasis on evaluating long-term impact by longer-term studies. I think the whole sector is obsessed with short term impact measurement. The youth sector is lacking the long term data about the difference youth work made to young people years after they were involved." (Open survey response)

- **Consensus** – a common language so the sector talks about practice in the same way - what informal and non-formal learning provision offers young people, how and why
- **Proportionality** - recognising the diversity of the work and accept different models contribute in different ways to young people's lives – without using this as an excuse NOT to do evaluation
- **Research literacy** – studies into the longer-term impact of youth work and provision for young people, from which evidence is used to directly inform practice
- **Capacity** – fund organisations to properly incorporate evaluation and learning practices into their organisation culture and ways of working (rather than just funding programme/project evaluation)
- **Knowledge** – build up a good quality 'library' of evaluation practice examples

What needs to change (2)

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Consistency was one of the biggest themes

Ideas from the interviews:

- Agreed definitions of provision typologies
- A central dashboard/platform to collect data
- A set of common outcomes
- Recommended tools to collect data (whilst retaining some flexibility to tweak these to different contexts)
- An accessible question bank

"I know what the dream would be – having some form of universal tool or system which the youth sector agrees on as a baseline tool. It might not be as far as some orgs want to go - but a baseline tool any organisation could pick up and use even on soft skills development. It would be a starting point to build from". (NA05)

"One size fits all doesn't work for everyone – we do know that. What can we do that makes it as easy as possible." (NA03)

- Mixed views on whether being 'endorsed' by DCMS would help with take up
- Shared approaches feel a way off at the moment – but not impossible e.g., focusing on smaller geographical areas/types of provision

A future support offer (1)

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The insights from the needs analysis suggest that the following principles and elements are important

Key principles:

- **A menu of options:** the needs across the sector are varied
- **Flexible:** organisations want to engage in different ways – capacity and contexts are not the same
- **Simplicity:** quick and accessible - recognising the sector is time poor
- **Practical:** focus on examples of how evaluation has been done in practice in different kinds of youth sector organisations
- **Reach:** not just those who are already engaged with questions around evaluation and learning

Different elements:

Develop knowledge: about evaluation and learning practices that reflect where organisations are at on their journey

Build confidence: support to implement processes and develop capacity to make changes sustainable

Support reflection: feedback and review, sharing with peers to help achieve a sense of 'togetherness'

"You need to speak to people's different motivations, starting points, and organisational capacity. So the offer should be differentiated." (NA11)

A future support offer (2)

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A future support offer needs to be differentiated – with clear navigation routes through

Diagnostic

- To 'situate' organisations in terms of their **current evaluation literacy, confidence and practice**s – which then signposts them to the most appropriate training, resources and support

Audience

- Providing a **steer** on which training and resources are **most appropriate** for **different people** within organisations (e.g., frontline practitioner, evaluation specialist, manager etc.), accepting not everyone can engage in the same way

Delivery

- The Centre providing **core training** across regions – with the option to then cascade further
- BUT – need to establish who is best placed to do this – might be regional networks, or more local infrastructure organisations with good connections to organisations in their area

Follow up support and nudging to put ideas into practice is important

What is the Centre's role?

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There were a number of suggestions from the interviews

- **Thought leadership:** being a well respected and trusted voice on evaluation and learning
- **Raise the bar:** bridge the gap between the 'big players' and small grassroots organisations
  - Help get everyone doing something – but not just a vehicle to improve monitoring practice
  - Push the argument for learning and continuous improvement outside of project and programme funding
- Lobby for **longitudinal research** into youth provision, and youth work in particular
- **Authoritative voice:** develop shared approaches and cut through the confusion about what is out there and how to use it
- **Influence funders:** to have more common approaches across their funding streams
- **Influence the design of training** for practitioners on evaluation and learning

" A massive thing for me is we need a quality assurance framework that isn't wordy, that is attractive to look at, and accessible to all my organisations. Not lofty or long – short and sharp, top tips, handy hints. (NA19)

"If it won't work in open-access then don't expect youth workers to do it. Research bodies come up with tools and systems that are not always practical." (NA02)

Main criticism of the Centre's resources: too long, too academic, and training takes too much time, which is not realistic for practitioners.

Final thoughts

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This needs analysis is a snapshot, but there are some clear implications on which we need to reflect:

- The youth sector is **not complacent** or ignoring the importance of evaluation and learning
- There is an **appetite for change** – but also frustration at how complex and overwhelming the challenge can seem
- The **diversity of the sector** comes into everything, and evaluation and learning being proportionate and appropriate to these different settings
- **Training and support is needed** – as there does not appear to be much in place at present, and can help ground and inspire people in the future
- There is a **tentative appetite for shared approaches** to data collection and measurement – with common tools, but also potentially amongst organisations doing similar things at scale, or who have commonalities across a local geographic area

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Appendix

Appendix

Qualitative sample

Interview (N=25) Group discussion (N=39)		
Geography		
	Interviews	**Group discussions**
National	8	
London	4	8
South East	1	
South West	2	17
East		
West Mids	3	
East Mids		6
Yorks and Humber	1	8
North East	4	
North West	2	

Interview (N=25) Group discussion N=39		
Organisation type		
	Interviews	**Group discussions**
Charity	23	24
Local authority	2	9
Funder		1
Social enterprise		1
University		3
Freelance		1

Interview (N=25) Group discussion (N=39)		
Organisation size		
	Interviews (where publicly available)	**Group discussions**
Major (income over £10m)	3	Not monitored
Large (income £1m-£10m)	8	
Medium (income £100k-£1m)	11	
Small (income less than £100k)		
Micro (income less than £10k)		

Note: Forms of practice were not monitored across the qualitative sample.
This was because many organisations had more than one type of provision, and it was hard to identify which was the 'main' type.
Most forms of youth provision were represented – including fixed-term or defined projects; group work; one to one; building based; open access; drop-in; detached; referral only.

Appendix

Organisations that took part in the interviews and group discussions

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National

- UK Youth
- Youth United Foundation
- National Youth Agency
- Onside Youth Zones
- Scouts
- Girlguiding
- St John Ambulance

South East

- Berkshire Youth
- RM Adventure Learning

London

- Young Westminster Foundation
- Marylebone Bangladeshi Society
- Avenues Youth Club
- Indoamerican Refugee and Migrant Organisation
- Newham Council
- Centre for Education and Youth
- Rathbone
- Skyway
- Headliners
- The Change Foundation
- Hackney Quest
- London Youth
- Partnership for Young London

North East

- North East Youth
- Linx Youth Project
- Auckland Community Centre
- Youth Focus North East

North West

- Oldham Youth Zone
- Young Manchester
- Youth Focus North West

East Midlands

- Young Leicestershire
- CEL Sports Ltd/Richard Moore Sports CIC
- Harborough District CYP charity
- Leicestershire Cares
- Active Together Oaby and Wigston
- Blaby District Youth Council

Yorkshire and Humber

- Kirklees Youth Association
- Youth Work Unit Yorkshire and Humber
- Rotherham Council
- Onside Youth Grimsby
- Leeds City Council
- Barnardo's
- Door 84
- Doncaster Council

West Midlands

- Positive Youth Foundation
- Youth Focus West Midlands
- Warwickshire Youth Service
- Shropshire Youth Association

South West

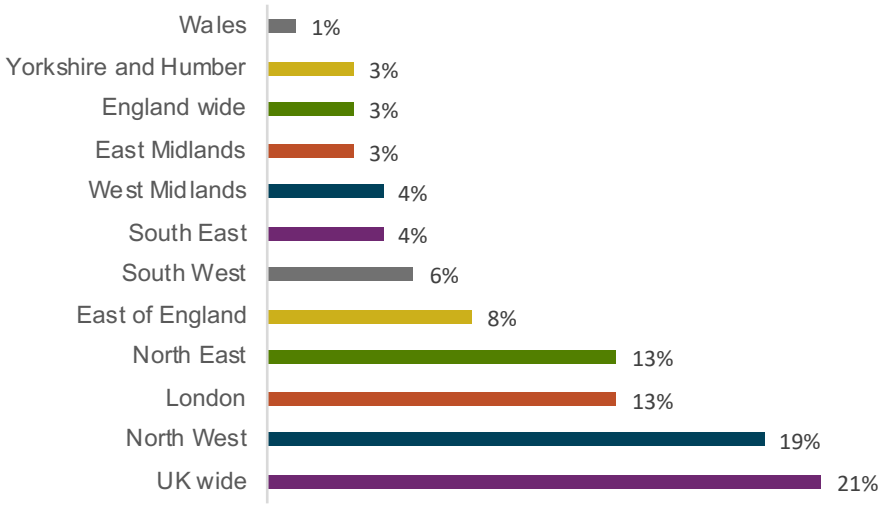
- South Gloucestershire Council
- Dorset Council
- University of Gloucestershire
- Youth Connect South West
- Youth Moves
- Young Devon
- Seeds for Success
- Creative Youth Network
- Wiltshire Community Foundation
- Plymouth Marjon University
- Space Devon
- Young Somerset
- Bristol City Council
- Torbay Youth Trust

Appendix

Survey respondents

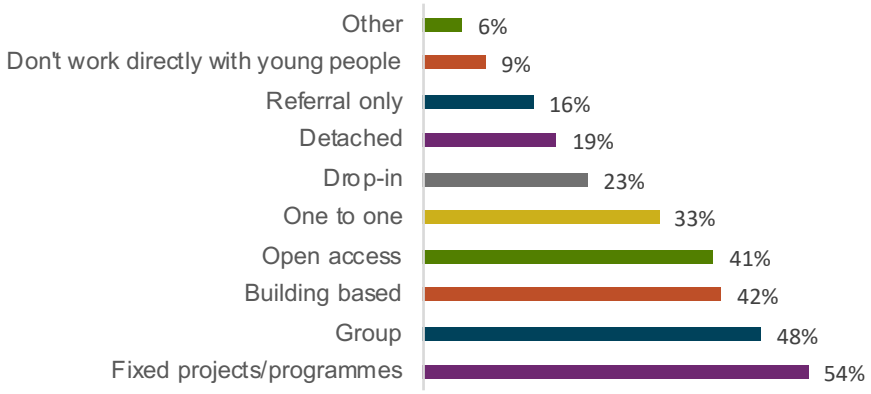
90 people responded to the survey

Which geographical area do you primarily work in?



Geography: Most respondents worked for England-wide organisations (21%); in the North West (19%); London (13%) and the North East (13%)

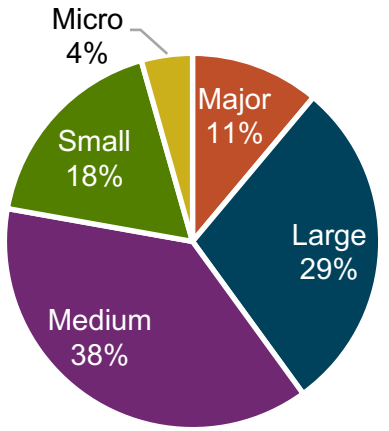
What is your main form of youth provision?



Types of provision: This varied reflecting the fact that many organisations do more than one thing. Fixed programmes/projects (54%), group (48%), building-based (42%) and open access (41%) were the most commonly selected

What size is your organisation?

Major – income over £10m
Large – income £1m-£10m
Medium – income £100k-£1m
Small – income less than £100k
Micro – income less than £10k

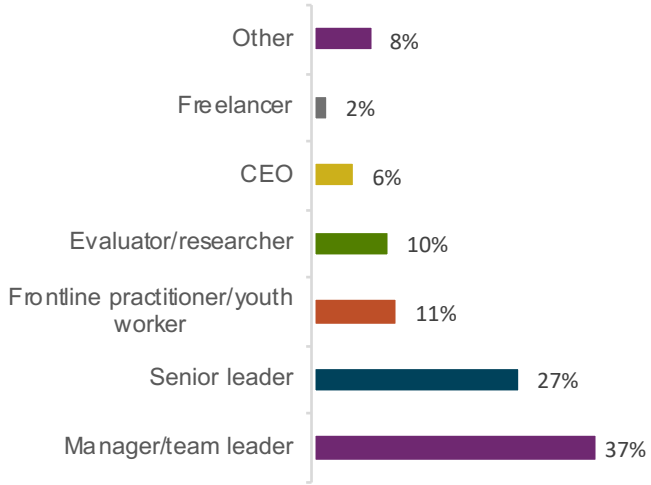


Organisation size: Most respondents were from medium (38%) or large (29%) organisations

Appendix

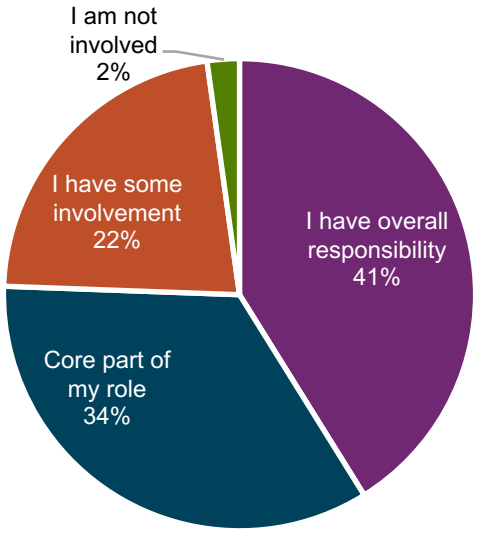
Survey respondents

Which best describes your role?



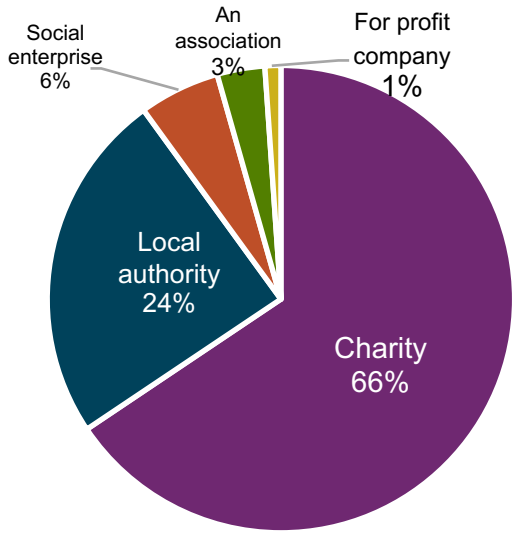
Roles: The majority of respondents were either CEOs or senior leaders(39%) or managers/team leaders (37%)

Which best describes your level of involvement with evaluation and learning?



Responsibility: Almost all respondents had an involvement with evaluation and learning (97%) and just under half (41%) had overall responsibility in their organisation

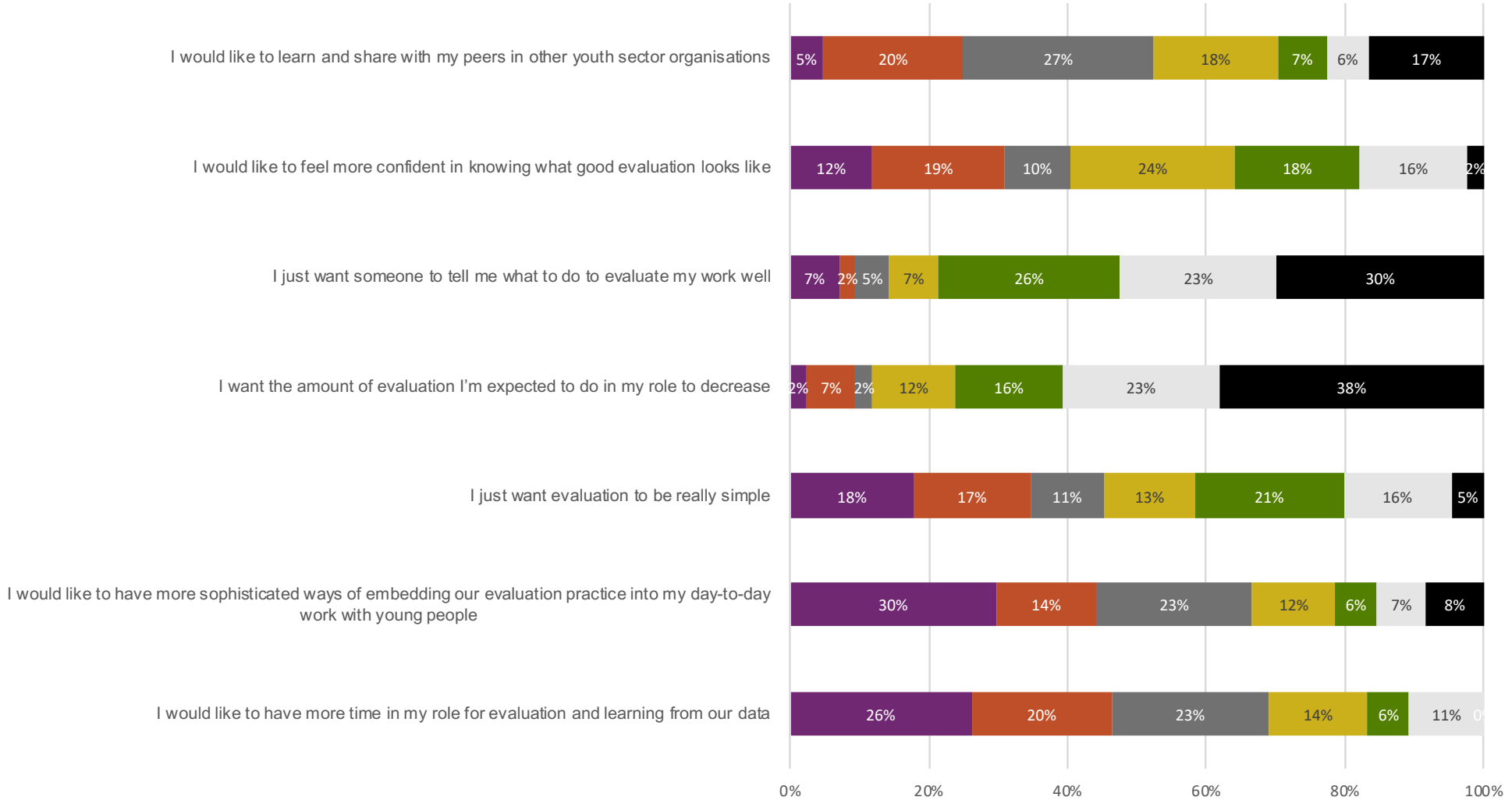
Which best describes the type of organisation you work for?



Organisation type: Most respondents worked for either a charity (66%) or a local authority (24%)

Appendix

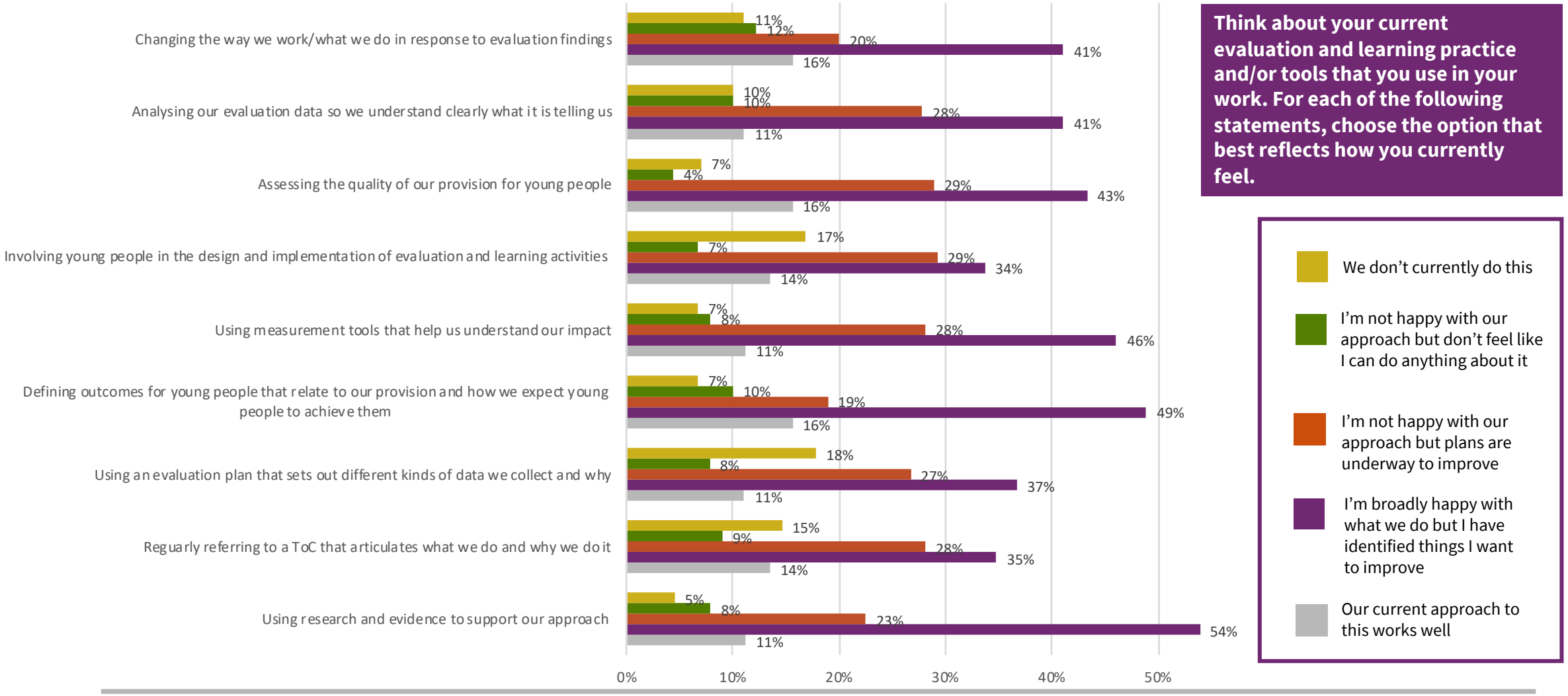
Survey responses: priority statements



Base: N=90

Appendix

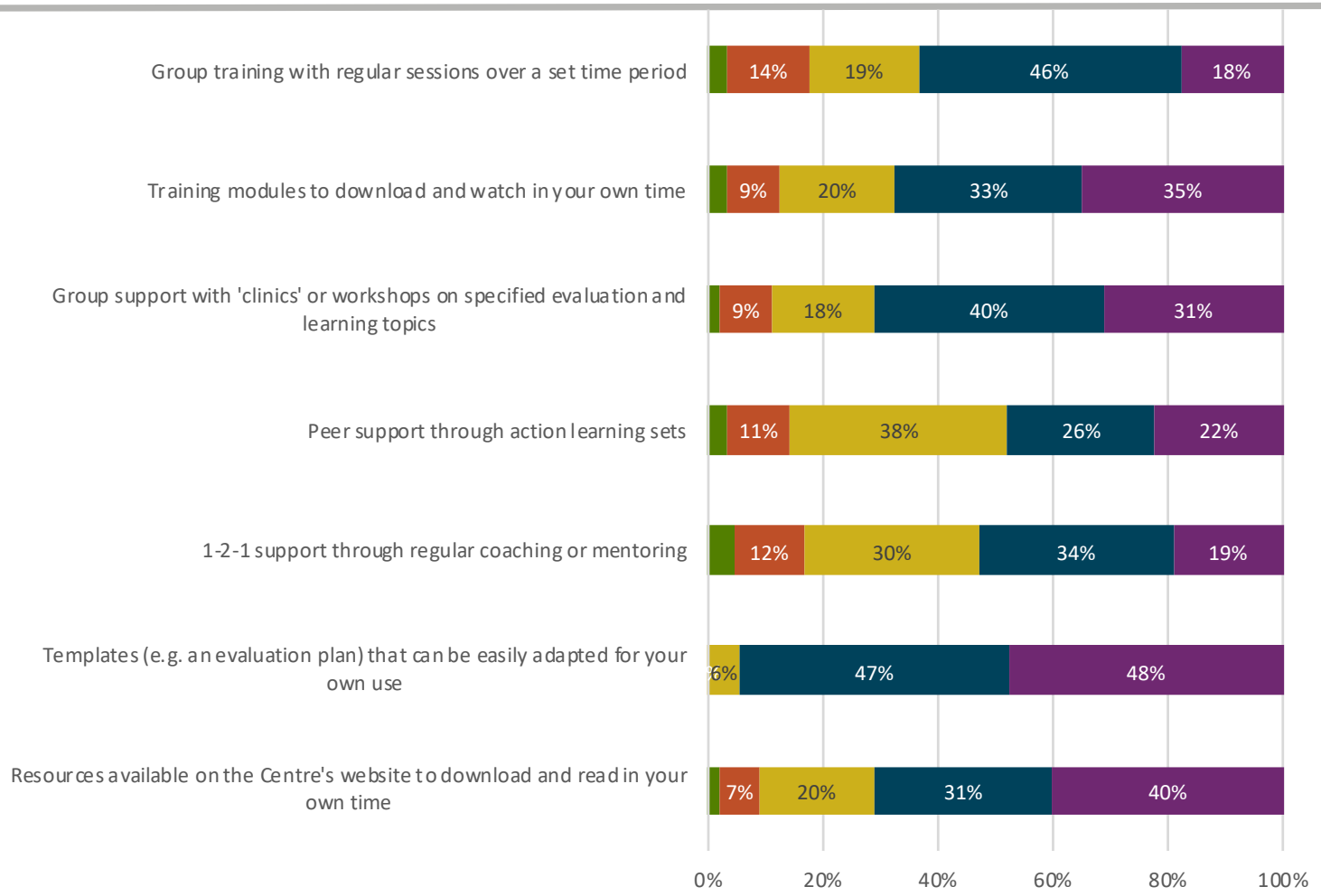
Survey responses: feelings about current practices



Base: N=90

Appendix

Survey responses: future support



If the Centre made the following types of support available to you over the next couple of months, how likely are you to access them?

5 – very likely

4

3 - neutral

2

1 – very unlikely

Base: N=90

Acknowledgements

This report was authored by Louisa Thomson, Fellow at the Centre for Youth Impact.

The needs analysis would not have been possible without the support from DCMS.

Thank you to all the individuals and organisations who offered and contributed their insight – either through an interview, group discussion or filling in a survey. We really appreciate your taking the time to share your views and perspectives, particularly at a busy time of the year.

We are also grateful to those organisations who helped make connections, share the survey with their networks and recommend people to speak to.

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