



Haringey Community Gold Interim Evaluation Report - Yr 2

Haringey Community Gold Evaluation

Interim Report - Yr 2 -2020

Introduction

As part of the first round of the Mayor's Young Londoners Fund (YLF), Haringey was awarded funding to deliver the Haringey Community Gold (HCG) scheme to support young people to discover their talent and fulfil their potential. HCG uses a strengths based public health approach to engaging young people and benefits from a network of connected community programmes to listen and respond to young people.

The Bridge Renewal Trust was appointed as the evaluation partner for the programme. Our aim, working with all partners, is to support the process of planning and reflection to create a clear theory of change that describes the logic underpinning the project and to create an evaluation plan that is meaningful and proportionate to measure key outcomes and mechanisms of change. This interim report is split into three sections.

The first section provides an overview of the programme including what the programme offers young people and what it is that partners believe makes the programme work. The second section summarises findings from the process study element of the evaluation, including key lessons from the implementation and ongoing management of the partnership. The third section focusses on YP experience of the programme in 2020 - which YP accessed the programme, how they accessed it and what activities YP participated in and how they have supported YP.

Method

The findings included in this report are based on the following data:

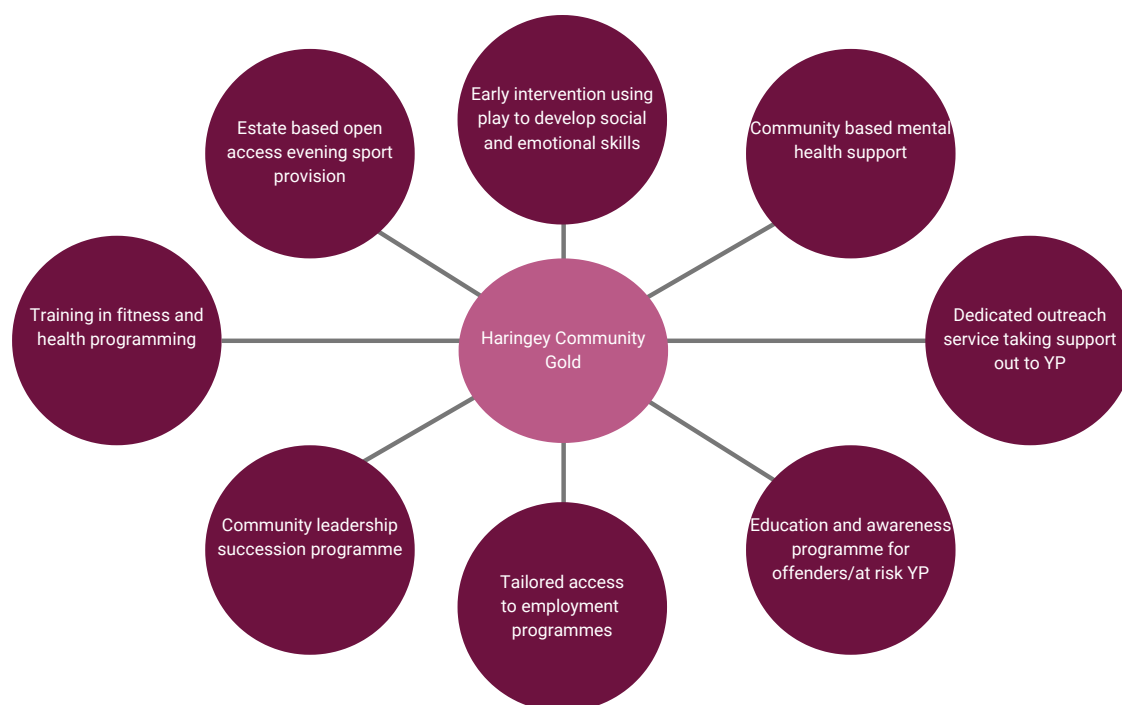
- Theory of change development with each of the 9 individual delivery partners plus at programme level
- Evaluator attendance at key project meetings & documentation review
- Qualitative interviews with delivery partners at year end
- Output data submitted to GLA
- Case study data
- Survey data

A fuller description of the evaluation methodology is included at Annex A

Section A: Programme Overview

Who delivers the programme?

The HCG programme is made up of detached youth work and community programmes. It allows young people to find local provisions which range from sports, training and employment, future leaders programme, mental health support and a BAME careers service. The consortium of providers was formed following a series of consultation meetings in Tottenham, following which organisations submitted individual proposals to Haringey Council - who operate as the lead partner for the YLF bid.



The programmes are run by the following partner organisations:

- **ACCESS UK:** Provides a specialist BAME careers service, supporting young people in to employment
- **Exodus programme (Up Skill U):** Support to high risk offenders and those excluded and at risk of exclusions, including group work, therapeutic mentoring and family conflict mediation/systemic family therapy. Techniques used to address trauma, knife crime and gangs.
- **Haringey Council Youth Outreach team:** A team of five youth outreach workers helping connect young people to the programme and other services in Haringey.

The team have also recruited apprentices to support their work and provide opportunities for young people and facilitate a Youth Advisory Board that ensures young people's voices inform the programme.

- **Haringey Play Association:** Working with 10-15 year olds offering play based support both as a drop-in and through regular weekly group programmes.
- **My Training Plan:** Provides fitness sessions for disaffected young people, providing training on personal fitness and nutrition.
- **North London Partnership Consortium Ltd (NLPC):** Delivering a community leader programme that aims to create and cultivate young offenders/disaffected youth into future community leaders through an accredited training programme and targeted work experience placements. NLPC also act as the managing agent for the programme.
- **Off the Street Less Heat (Delivered by London Elite Sports & Football Academy) :** Open access sports provision for young people aged 13 to 21 on Broadwater Farm Estate one evening per week.
- **Thinking Space:** Service supported by the Tavistock and Portman NHS Trust which provides training to youth workers to facilitate a safe space where individuals can talk about their feelings.
- **Work Works Training Solutions (WWTS):** Works to empower young people by upskilling them and creating a tangible avenue that leads to sustainable employment

In addition, **The Bridge Renewal Trust** is delivering the independent programme evaluation.

How does the programme work?

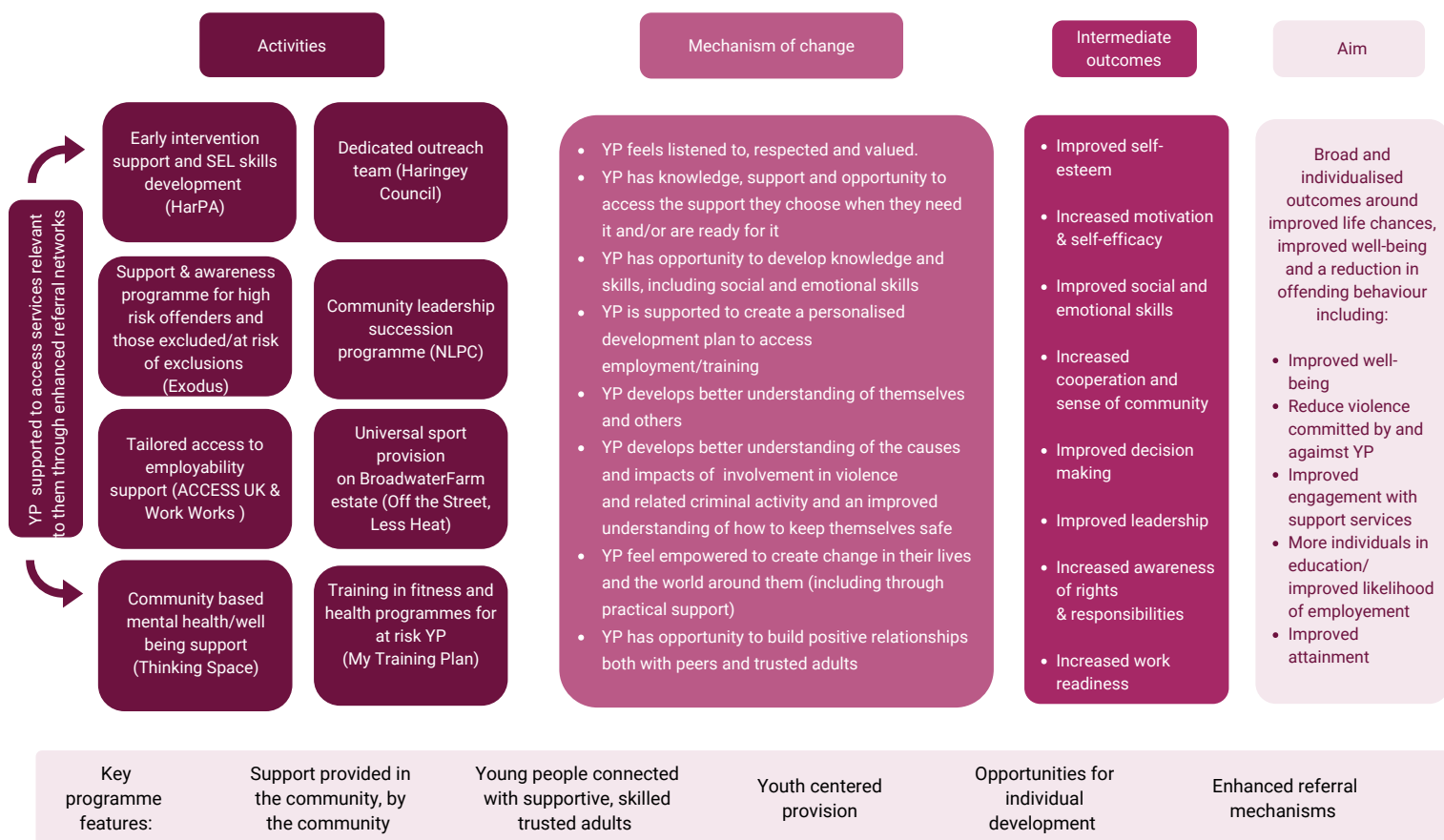
Theory of change

A Theory of Change (ToC) is a tool used to describe how a project/programme/organisation aims to achieve a certain goal. It sets out the links between the activities undertaken and the resulting outcomes needed to achieve the final aim. Figure 1. illustrates the ToC for the HCG programme. An original ToC was developed at the outset of the programme based on a workshop with the partner organisations and has been updated as our understanding of the programme has developed, including through consultation with the programme's Youth Advisory Board.

The theory of change has five elements:

- Activities – the type of activities that the YP can access as part of the programme;
- Mechanisms of change – the feelings that YP experience whilst participating in these activities. These experiences are what result in the positive intermediate outcomes;
- Intermediate outcomes – the values, attitudes, knowledge and skills and behaviours that young people develop as a result of participating in activities;
- Key programme features - these are features of the way in which the programme is delivered that were highlighted by partners as key to the approach
- Aim – the longer term and sustained effect that the programme aims to achieve.

Figure 1: Programme Theory of Change



The key programme features highlighted in the theory of change above are described in more detail below:

Support provided in the community, by the community:

HCG provides support in the community through detached outreach and community based delivery partners. Research highlights both the potential value of providing support in the places that young people regularly go and of delivery by community-based organisations who are able to recognise the local need and have direct access to the most vulnerable people. Partners also report the importance of being known within the community in building trust amongst YP, which is seen as an essential precursor to being able to provide effective support. Being staffed by individuals with lived experience of the issues faced by YP is seen to provide a level of authenticity that promotes engagement from YP.

YP connected with supportive, skilled, trusted adults:

Relationships with caring, trusted adults, in addition to parents or caregivers, can influence young people's choices and reduce their risk for involvement in crime. The majority of projects in the programme offer an element of formal/informal mentoring. These relationships support YP to get the most from programmes and to connect them with other services where appropriate. In addition, partners highlighted the value of providing visible role models for YP, highlighting the potential transformative effect of connecting with someone who has already found success in spite of facing similar adversities to the YP being supported.

All partners reflected on the value they placed in having skilled staff who are deeply committed to the work they do and have lived experience of the challenges faced by the YP they are supporting. It is known that building trust, developing respect, being accepting and understanding and stable and consistent are key practitioner qualities when working with vulnerable young people and these behaviours were described often during interviews with the providers.

Youth Centred provision:

Learning shows that trusting young people as experts in their own lives and creating a range of levels of engagement so that young people can commit their time and inputs at a level that works for them supports effective intervention. YP in the programme can choose which projects they are interested in to create a bespoke experience for themselves. Partners also highlighted the importance of responding to the needs and activities that YP feedback they want. For example, the outreach team have set up a number of regular sporting activities specifically following requests from YP and other partners have used the provision of food as a way of encouraging a wider range of YP to engage with their projects. In addition, Haringey Council have set up a Youth Advisory

Board for the programme, providing YP with opportunities to directly influence the services designed to support them.

Providing opportunities for individual development:

Skills development has a robust research base, which shows building young people's interpersonal, emotional, and behavioural skills can improve life chances and reduce both youth violence perpetration and victimization. Projects within the programme support social and emotional skill development as well as providing practical support into education and employment, including access to accredited training.

Enhanced referral networks (inc. multidisciplinary work and safeguarding):

YP at risk of involvement in offending and violence often have multiple support needs. In addition their lives stretch across families, schools and communities and research suggests that the most effective projects do the same. The programme's scope is limited to working directly with YP but one of the aims of the programme was to enhance referral networks both within and outside the programme it aims to help connect YP (and their families) to other sources of help. The partnership works closely with Early Help, Social Workers, Schools and Youth Centers, Voluntary and Community Sector organisations as well as the private sector. This enables effective intelligence sharing about young people and agreeing the best strategies to approach concerns. This is also an important aspect of safeguarding, which is core to the delivery of the programme. All staff working with children undergo vetting and are trained on local safeguarding practices and policies.

Key implementation lessons

At the end of the first year of the programme an initial process evaluation was undertaken, which explored some of the key implementation lessons of the first year in relation to how the programme was working in practice. A full discussion of the findings can be found at Annex B. Key learning points included:

1. Allow sufficient time in the programme set-up to support process, practice and people

This finding related to the importance of ensuring that sufficient time is built into a programme to allow organisations to get activities up and running effectively. The activities that need to be undertaken ranged from finalising operational plans, releasing funding to all partners, recruiting staff, completing safeguarding training and checks, and establishing referral mechanisms between partners and agencies outside the partnership. The programme targets for reaching YP assumed equal activity with YP across all four quarters of the first year, however in practice work with young people was not able to start until the second quarter which placed additional pressure on the partners to meet targets within an effectively reduced delivery period.

2. Invest resource in supporting partnership working

A common reflection from partners was that in order to meet their individual projects' targets of YP worked with, partners had tended to focus on their developing their own services, sometimes at the expense of investing time in developing the partnership.

Reflections on how partnership working could be enhanced going forward included:

- Maintaining better communication through meeting structures and use of collaboration tools such as online discussion forums
- Keeping abreast of what's on offer for young people across the partnership through improving information channels
- Keeping referral mechanisms under review including ensuring performance management systems encourage referrals and ensuring mechanisms are in place for secure information sharing - a central system that all partners can access and input data into is recommended.

3. Enable flexibility in provision whilst ensuring clarity

This finding related to the importance of enabling services to adapt their service delivery from original proposals to accommodate delivery constraints and to allow projects to change and evolve as understanding of what works best with YP grows. This flexibility has been a strength of the programme but has also emphasised the importance of providing clarity to partners on what is possible within the constraints of the funding.

For example, in some cases a perceived lack of clarity led to partners carrying out work which they were unable to claim for (e.g. with young people outside the agreed age criteria).

4. Develop clear and effective reporting structures

This findings related to ensuring that organisations clearly understood and were equipped to report on the work undertaken with young people which has continued to be challenging for the programme owing to the lack of a central system for partners to report on cases.

Feedback from providers in year two of the programme indicates that changes were implemented on the basis of this learning from the first year and that this led to positive outcomes. For example, many cited clear improvements in the level of partnership working as evidenced by partners reporting increased levels of cross-referrals and increased levels of communication within the partnership. However, progress in these areas was in many respects stalled by the impact of the global pandemic, which greatly impacted on programme delivery.

Impact of the COVID 19 pandemic

The impact of the global pandemic on the delivery of the programme has been significant across all partners. The majority of programme delivery is designed to be face-to-face and delivered in group settings, and therefore the social distancing restrictions and related lockdowns have prevented delivery going ahead as planned.

A full assessment of the impact of the pandemic is outside the scope of this evaluation, however Haringey Council and NLPC commissioned a separate study to look specifically at this issue. The full report can be accessed at www.haringey.gov.uk/hcg. It highlights the multiple challenges faced by the delivery organisations in continuing to meet the original targets of new young people and set out a proposed reduced re-profile for the programme which was presented to GLA. Ultimately the targets for individual organisations were re-profiled into the final year but not reduced. This represents a challenge for some delivery partners who will be expected to make up any lost numbers in the final year of the programme.

Despite the many challenges of delivering during a global pandemic as a programme, HCG actually reached over its target of 2,000 young people during 2020. As highlighted in the study on the impact of lockdown, some of the positive impacts expressed by partners included greater collaborative working and mutual learning and realisation of meeting existing and emerging needs with innovative services.

The next section of this report discusses in more detail the outputs and outcomes for the second year of the programme.

Section C: Outputs and outcomes

Who did the programme support?

In 2020 a total of 2,119 additional YP were supported by the HCG programme.

Gender: Two-thirds (66 per cent) of YP were male, with a third (34%) female.

Age: HCG provision is restricted to YP aged between 10 and 21 years old. In 2020, the most common age group supported was 16-17 years (40 per cent), followed by 12-13 year olds (24 per cent) and 18 -19 year olds (15 per cent).

Special educational needs/disabilities: 133 (6 per cent) of YP accessing the service were recorded as having special educational needs or disabilities.

Looked after children/care leavers: The same number (133, 6 per cent) were recorded as being a looked after child or care leaver.

Known offending: 147 YP (7 per cent) were recorded as known to be involved in criminal activity, although this may be an underrepresentation as not all YP will disclose involvement in criminal activity.

Ethnicity: Of the new starts reported in 2020, 36 per cent of YP were Black or Black British and one quarter were White (25 per cent). Excluding cases where ethnicity was unknown this rises to 44 per cent and 30 per cent respectively.

2,119

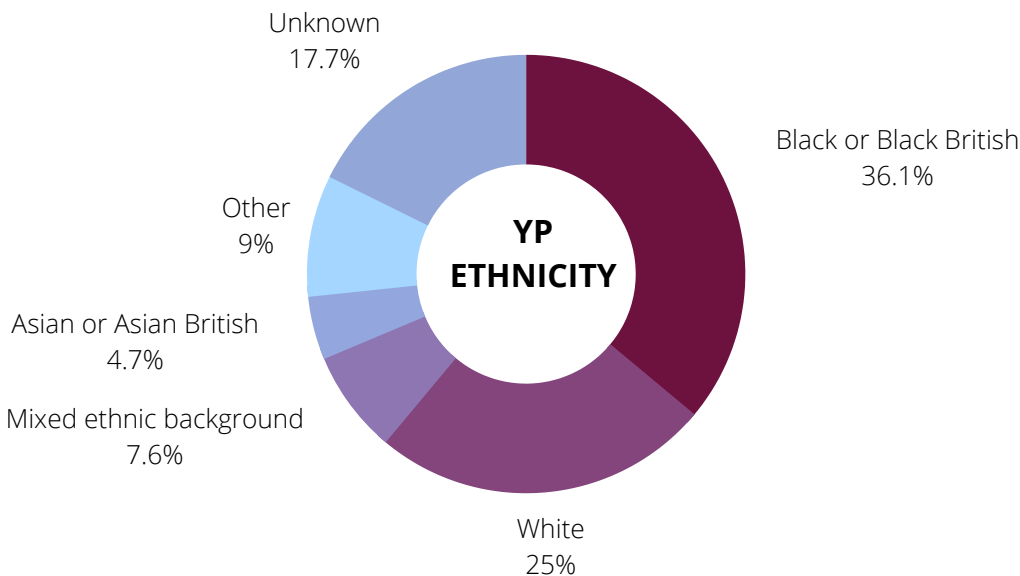
PROGRAMME 'STARTS'



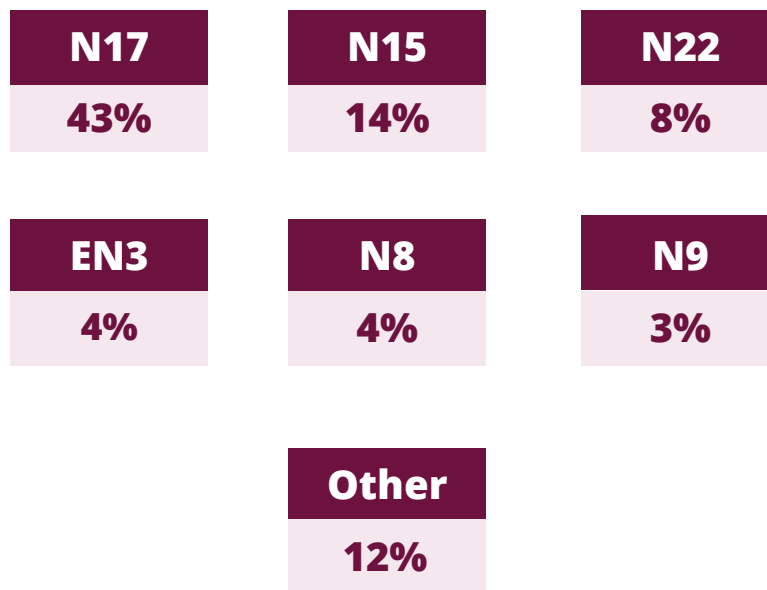
**66%
MALE**



**34%
FEMALE**



Postcode: YP participating in the programme in 2020 most frequently resided in an N17 postcode (43%), followed by N15 (14%), and N22 (8%).



How do YP access the programme?

The majority (around two thirds) of YP accessing the HCG programme do so through the Haringey Council Outreach team. The dedicated outreach team take support to YP where they are, including street outreach in the community and detached and mobile outreach in community locations, including schools, community centres, libraries and other public places for young people referred by others. The outreach team also operated the website for HCG through which YP could self refer. Other Haringey Council and related services also refer to HCG through the outreach team, including Social Workers and Family Support Workers. Case study data indicates that, excluding in-school engagements, just over half of YP had been referred to the team this way.

At the outset of the programme the outreach team had placed a greater emphasis on reaching those 'higher risk' young people (i.e. those already known to the council or other agencies/services). However, as the programme progressed the team shifted their focus towards reaching as many young people as possible in areas that have been affected by youth violence. This was found to be beneficial because it allowed them to reach young people earlier and to reach those who may not otherwise have connected with support. In addition, higher risk young people continued to access HCG via referrals to the outreach team from existing support services e.g. Family Support Workers.

Whilst the majority of YP access HCG through the outreach team, for some partners especially those estate based provisions i.e. Off the Street, Less Heat based on the Broadwater Farm estate and Haringey Play Association at Northumberland Park the majority of young people accessed the service through word-of-mouth referral, reflecting the nature of these services which are very closely embedded in the community.

What support did YP on the programme receive?

Youth Outreach

The services provided by the outreach team are flexible and youth-led. Their approach is to engage YP by listening to what they need and want and then responding and referring on to other support services within the HCG partnership or outside of it as appropriate. In addition to connecting YP with specialist support services, the outreach team also set up and ran a range of specific activities all of which were developed based directly on feedback from YP on what services they would like to be able to access. The team reported that the YP they engaged with wanted more spaces to be able to play **group sports** together and so the team set up regular basketball, football and boxing activities. In response to a need identified within schools, the outreach team also set up a **conversation forum which took place in school** and provided a safe space for YP to talk as a group about issues concerning them. The outreach team provided longer term **1-2-1 mentoring and support** to those who needed it as illustrated in the case study below:



Case Study 'A' - HCG Youth Outreach 1-2-1 mentoring & support

A is a 17-year-old who has been known to Children's Services throughout her life and was a looked after child 3 times. A initially met with an outreach worker through street outreach was supported to secure employment at McDonalds. A few months later A contacted her outreach worker again say that she'd been asked her to leave home. A advised she had a Youth Justice Service appointment she needed to attend so the outreach worker met her there. A was supported through a MASH referral to Children's Services due to being homeless. A was advised that as it was late in the day she would need to stay with a friend or family member for the night. A was supported by the outreach worker with breakfast the following morning and sat within children's services for an assessment to take place.

She consented to engage with an NHS mental health provision who were able to offer her weekly mentoring. Children's services were unable to find a placement for A and she spent 4 nights with her extended family until they advised she could stay no longer. A phoned the outreach worker after children's services had closed advising she had no where to stay for the night and she was supported to contact the out of hours team. A was provided with housing after 5 nights of being homeless. The regular contact from the outreach worker enabled the team of professionals to maintain contact with A during this period and the mental health service continued to meet with A weekly.

The Outreach Team's key routes to engagement with YP included:

Street outreach:

Outreach workers have built an in-depth knowledge of locations within the borough, building relationships with YP through becoming a recognised face in hotspot areas, bringing support to where YP are. This work also supports community safety efforts by helping to identify and disrupt issues, in partnership with contextual safeguarding efforts across the borough.

Partnerships with schools & colleges:

Partnering with schools and delivering assemblies enabled the Outreach team to become known as trusted adults within local areas. One of the key successes highlighted by the team related to their work in Northumberland Park, N17 where they had the highest rates of engagement in the borough. The approach targeted YP identified as being at the greatest risk with 1-2-1 mentoring, tackled issues affecting large numbers of YP through schools workshops, and led to the development of **The Conversation Space**. This project involved groups of around 15 YP coming together weekly to talk about the issues they faced in a safe-space.

A similar approach was developed working with the local college enabling the Outreach team to engage over 400 YP and those who were older to raise awareness and discuss issues impacting them such as gangs and safety. By building relationships with YP within their trusted space the team were able to support YP to access and engage with other relevant support/opportunities. The team reported that through this work they were able to engage with YP on the edge of education, supporting them to remain in education and supporting NEET YP to register through relationships forged at the college. One example of this was the outreach team working with YP accessing English As a Second Language (ESOL) supporting them to access a Football United programme offering a bespoke community space for refugee and asylum seeking young people.

Following the school closures as a result of the pandemic, schools invited the Outreach team to support them working with YP to address the issues arising as a result of lockdown including mental health and healthy relationships. It was observed that the lockdown redefined the risks YP were facing, for example the impact of social media and of re-integrating with their peer group.

Partnerships with Early Help and Prevention Team:

This partnership involved the Outreach team undertaking extensive telephone outreach to support YP identified as being in a 'Unknown education provider'. During the pandemic the Outreach team attempted to contact 3,500 YP leading to approximately 100 YP registering onto the HCG programme and accessing support from at least one partner on the programme.

Youth Advisory Board:

In 2020 the outreach team also set up a Youth Advisory Board (YAB) for the HCG programme. Fifteen YP (age 13-21 years) were recruited to the YAB with the aim of enabling YP to have a direct impact on the strategic development of the programme and wider work of Haringey Council. Supported by a specialist youth worker activities that the YAB have been involved in included inputting on programme branding (website design and logo) and reviewing the programme Theory of Change.

In addition to their work on HCG the YAB also had a significant impact on the Council's broader work, supporting a range of projects including undertaking peer research for the 'Get Out Get Active' project, contributing to the interview design for Substance Misuse and Drugs Service, working with Mind in Haringey, and delivering co-design workshops for the Wood Green Youth Hub. The YAB was also instrumental in shaping Haringey's application to the Mayor's Violence Reduction Unit's 'MyEnds' fund which has successfully attracted £750,000 of funding to support young people in Tottenham Hale.

Participation in the YAB has the double benefit of enhancing programme delivery whilst also offering board members a valuable opportunity to develop their skills and demonstrable work experience enhancing their future employability. The outreach team reported that they had observed significant positive differences in the YP participating in the YAB particularly in relation to increased confidence as illustrated in the case study below.



Case Study 'B' - Youth Advisory Board

B first connected with HCG through outreach activities. She had been struggling with mental health issues and was looking for ways to build her self-confidence and to meet new people. The outreach worker spoke to her about the YAB and she was excited to put in an application, which was successful.

At the time of the case-study B had taken part in three meetings for the YAB and a website and logo design workshop through which she created her own website and a logo for a programme that went on to be used in practice.

She also completed a local summer programme targetted at developing YP fitness and self-confidence and has taken part in a peer research consultancy project where she helped design a survey and speak to over 80 young people in the area.

In total **2,119 YP registered with the Haringey Outreach team in 2020. Of these, 809 individuals went on to complete 1,249 activities.** Against a pre-pandemic target of 2,000 registrations and 500 completions this represents a considerable achievement given the pandemic led to regular pauses in certain group activities as a result of lockdowns. During these periods the outreach team switched to predominantly telephone based support and online events as well as outdoor summer programmes delivered with local organisations . In addition to supporting YP directly the team was also involved in arranging for food parcels for vulnerable families struggling during the pandemic.

Early Intervention through play

Haringey Play Association (HarPA) are based in Northumberland Park and provide a physical play space that was co-designed with the children and young people who use it. Aimed at a younger age group than some of the other partners (mainly 10-15yrs) facilities include a giant slide, a sandpit, a whaler, swings, zip wire and jumping-off platforms as well as some indoor space. Play and activities are supervised and/or run by experienced playworkers, recruited from the community. Organised activities include arts & crafts, cooking, climbing, camp-fire & outdoor cooking, nature/sand play, den-building, bike rides, wood-craft and seasonal events. There is a growing body evidence demonstrating the benefits of high quality play provision on children and young people, including:

- improving self-awareness, self-esteem, and self-respect
- maintaining/improving physical and mental health
- providing the opportunity to mix with other children
- increasing confidence through developing new skills
- promoting their imagination, independence and creativity
- developing social skills and learning
- building resilience through risk taking and challenge, problem solving, and dealing with new and novel situations
- providing opportunities to learn about their environment and the wider community.

In addition staff support, mentor and advocate for young people on site and externally (e.g. schools, panels), as illustrated in case study C. Through their connection with local schools HarPA also offered training placements for older age groups working on construction, tool use, design of play structure, painting, landscaping (see case study D).

In 2020 a total of **154 YP were supported by HarPA**, almost three quarters of the projected number, despite the pandemic which led to the facilities being closed for a significant proportion of the year. During these periods of closure HarPA supported the local community by becoming a foodbank as well as continuing to offer telephone support to parents and young people and providing online activities. Where possible the playground has opened but with a reduced capacity due to social distancing.



Case Study 'C' - Haringey Play Association

C a 13 year old with a history of anger and challenging behaviour was excluded from school for being violent towards a classmate, who was also known to have connections to youth crime and violence.

HarPA provided a space for C to talk about what happened and to understand the process and impact of school exclusion as well as supporting the YP through parent school mediation. C was remorseful and wanted to apologise to his classmate - as both YP were known to HarPA, and they both trusted the team there, they were able to mediate a meeting between them shortly after the incident. This enabled the YP to resolve the issue without any further escalation of violence.



Case Study 'D' - Haringey Play Association

Having been orphaned as a result of conflict in his home country D came to the UK to live with a female relative as an asylum seeker. He was referred to HarPA by his school as he was struggling and they felt he would benefit from additional support. He participated in a project where YP helped to design and build equipment for the playground. Through the project D was able to demonstrate and apply his practical skills in carpentry and built a trusted relationship with the senior play worker. The team observed that he really benefited from interacting with male role models at the playground and over the course of the project, which included the practical building tasks and fireside chats, was able to open up to the senior play worker about some of the challenges he was experiencing. His confidence and self-esteem grew and his communication skills improved. He worked well with peers and adults, taking instruction and learning to communicate issues without getting frustrated. HarPA continues to provide a safe space for D as and when he needs it.

Community based mental health support

In their role in the partnership practitioners from the Tavistock and Portman NHS Trust 'Thinking Space' service aimed to train Haringey Community Gold outreach workers, local youth workers and young people to facilitate a clinically safe space where individual stories, feelings and thoughts can be shared and insight developed. Guided by psychological therapeutic principles, the aim of the 'Thinking Space' is to promote the wellbeing, personal development, safety and resilience of it's participants through open dialogue and reflection.

What is a Thinking Space?

The Thinking Space Project aims to provide safe, inclusive and non-judgemental spaces in the community which enable participants to talk and think about their life experiences. Facilitators create and maintain an open atmosphere, where individual stories, feelings and thoughts can be shared and insight can be developed. The work will be guided by therapeutic principles and through open dialogue and reflection, from the inside out. Each session lasts for two hours.

The original Haringey Thinking Space project was commissioned following the 2011 riots in Tottenham and sits within the Adolescent & Young Adult services at the Tavistock & Portman NHS Foundation Trust. Two separate independent evaluations have found that the project delivers the following outcomes*:

- Reduced mental health needs
- Improved personal and social functioning
- Greater empathy and respect for others
- Enhanced cooperation and community cohesion
- Volunteering, education and employment gains
- Challenging entrenched beliefs and attitudes
- Support and companionship for the lonely and isolated
- Increased confidence to seek support
- Increased co-operation, understanding and friendship across cultures

*Note the Thinking Spaces evaluated were run with a range of participant groups e.g. parents and children groups, young mums groups, trauma of suicide, black mental health among others.

Source: Price, H. and Sampson, A. 2016. Evaluation of Tottenham Thinking Space Pilot: Final Report. Research Report 11. University of East London, Centre for Social Justice and Change.
doi:10.15123/PUB.5099

The aim was that four youth workers would be trained to facilitate Thinking Spaces in both years one and two of the programme with a further four young people being trained in the final year of the programme. This would enable new Thinking Spaces to be

created for young people to participate in, with facilitators receiving ongoing supervision from the Thinking Space team . However, in practice the project has experienced challenges recruiting and training trainees.

There are a number of potential reasons for this including: turnover of staff, for example one HCG youth workers who started the training moved on to a new role before completing the training; and the significant resource commitment to complete the training which includes attending training, participating in Thinking Spaces and completing an essay based reflective practice assessment. Additionally due to the nature of the intervention, which was designed to be undertaken in an in-person group setting, the progress of the project has been significantly impacted by the pandemic.

Of the nine workers that started the training, four have/are in the process of completing the training programme, all of whom are staff from local services not part of the HCG partnership.

Community Leadership Programme

NLPC deliver a community leader succession programme which aims to create and cultivate young offenders/disaffected youth into future community leaders, trained and employed to advocate for their communities. The course provides a mix of theory and work placements in the voluntary and public sector, and provides YP with an accreditation . NLPC works with organisations to ensure that the 3 month (45 hour) work placements are clearly structured and provides the opportunity for YP to get exposure to the strategic decision making process.

The aim of the programme is to equip YP with an understanding of the skills and behaviours of effective leaders & learns new skills. The course supports the YP to reflect on their own skills and competencies and how these can be applied/developed for leadership, and gain a better understanding of how 'the system' works & their own capacity to influence it. Through the placements the YP gains exposure to policy making process & practical work experience. The longer term goal is to develop future generations of leaders who are more representative of YP & the communities they work in/for and who can successfully advocate on behalf of YP and the wider community, leading to more empowered communities.

Originally NLPC had planned to recruit young people engaged with other HCG partners and therefore more likely to be in the target group of YP, with more direct experience of violence or other offending. However, referrals to the programme from partners were lower than anticipated. Further, many of the candidates had not completed any qualifications and NLPC felt were not yet ready to embark on the qualification. As a result NLPC reviewed their recruitment strategy and worked with the College of North East London (CONEL) to engage students from the local college on the course.

Applicants who were not assessed as suitable for the course at that time were provided with alternative support to access employment or unaccredited options to build their skills.

In 2020 a total of **15 young people completed the first leadership programme** which began in 2019, including completing a work placement. **A further 30 young people enrolled on the second course in 2020.** As a result of the pandemic this second course has been delivered through a mix of face-to-face and online provision according to the relevant social distancing requirements at the time. As the course was designed to be delivered face to face the course leaders have observed that they have struggled with maintaining engagement online as key elements of the delivery e.g. group work and informal one-to-one support/observation is much harder to achieve. In addition, it has been more difficult to arrange placements whilst offices are working from home and teams adapting to the different ways of working reducing their capacity to take on YP.

NLPC Leadership Programme Learning Outcomes

The programme is accredited as providing YP with the following learning outcomes, meaning that at the end of the programme YP will have demonstrated that they:

- Understand the causes and consequences of crime, the criminal justice system including the role of local agencies
- Know about the social diversity of citizens in a community & the importance of active participation in the community
- Are able to demonstrate effective leadership skills with others and review their own leadership performance
- Understand the the basic concepts of critical analysis and how to apply this to concepts, ideas and opinions
- Understand the purpose & value of both mentoring and peer mentoring as well as good practice in both
- Are able to reflect on learning from their work placement and how this can be used to set career related goals
- Know & reflect upon their own strengths, weaknesses and skills, are able to make positive decisions and produce an action plan to support the achievement of personal goals

The case studies overleaf illustrate some of the outcomes achieved by YP attending the course as described by YP themselves.



Case Studies 'E' - NLPC Young Leaders Course

'I'd started my first year of level 3 BTEC business at CONEL. I live with my single mum and little sister. I've had a few jobs in the past, but now want something better than cleaning toilets.

I heard from my college about this project which I thought would be a good idea to join in order to get a good placement for my work experience. We learnt leadership skills before starting the work placements. This is good as it will help me to start with initiative and to be independent. I have enjoyed the group activities and presentations as it has made me feel more confident and less anxious.

[The course] has helped me to feel more confident about the knowledge I know. It has also helped with my anxieties around people, especially groups. I would definitely recommend this to anyone trying to get a job, as it's good preparation."

Young Leaders Course Participant (F, 18 yrs)



Case Studies 'F' - NLPC Young Leaders Course

"..I joined to gain knowledge and skills and for work experience. I learnt how to present, be more confident and use my body language. I enjoy the team work as it improves my communication skills.

[The course] has helped me improve my confidence and communication skills within a group and gave me better presentation skills. It is helpful for improving life skills and does a great job at teaching"

Young Leaders Course Participant (F, 17yrs)

Sports & fitness programmes

Off the Street, Less Heat

Based on the Broadwater Farm estate the London Elite Sports and Football Academy has strong and well-established links to the community. The team provide a safe space for youth directed sports activities (e.g. football/boxing) overseen by a core team of youth workers/coaches.

The benefits of community based sports provision in relation to reducing youth offending are widely reported including:

- Targeting local 'hotspots' with attractive and positive activities for young people
- Providing 'protection factors' for young people so that they can better resist pressures to take part in harmful or anti-social behaviour
- Increasing young people's self-esteem and organisational and social skills
- Providing positive role models for the young people through the coaches and local organisers leading the activities
- Decreasing the perception and fear of crime and anti-social behaviour amongst the community

(Source: Sport & Youth Offending - StreetGames)

HCG funding allowed for the team to open one evening a week with the aim of providing an alternative to being out on the streets. The sessions were well attended and the team reported that young people were travelling from across the Borough to attend which was unexpected.

A key ethos of the programme is an 'open door' approach, this has at times been a challenge for the project due to the age limits of the funding, meaning that the project is unable to count attendance of all individual's participants towards their targets. As the project lead explained *"when you have a group turn up together and one if them is 'too old' you can't turn that one person away at the door, that's going to cause trouble, or they'll just all leave"*.

The project is delivered to large groups in an indoor setting and therefore has been particularly impacted by the COVID 19 restrictions, with the community centre where they are based remaining closed for the majority of the year. The team have provided some telephone support to young people and their parents during this period as well as running outdoor sports sessions for young people when allowed. The team has also provided food bank services for the local community. As a result, despite the restrictions they have **supported 98 young people during 2020**.

The following case studies illustrate the additional support provided by the London Elite team to some of the YP attending the football programme:



Case Study G - Off the Street Less Heat

'G' and his family had been known to London Elite staff for over 6 years; they previously lived on The Broadwater Farm Estate and attended football training before being moved to another area due to domestic violence. Staff engaged with G's mother and provided an informal mentorship to G.

G's issues at home greatly impacted his behaviour, his academic progress in school and his development in football. Due to domestic violence perpetrated by his father against his mother, safety was a big concern and G was worried that this would affect him being able to attend football training. G also had a big mistrust of Children's Services and his allocated social worker; he felt that they not 'helping'. Staff at London Elite supported G and his mother by actively engaging and encouraging him to come to football, which he stated was his passion, and attend the Off The Street Programme. Staff helped alleviate his safety concerns by meeting him at the front of the community centre before training and allowing him to stay in the office when training was finished.

G was also supported when his behaviour became an issue, he was mentored, encouraged and worked with one on one to address his problems; as well as given a 'safe' space to be himself outside of the problems within his home. A member of staff also attended his school when they called a meeting to address his behaviour and academic progress. Staff worked really hard to build a positive, consistent relationship with G whilst maintaining the discipline that London Elite are known for.

Staff worked and watched G become the positive, happy young teenager that he is today. G is no longer known as a 'Child In Need' and he recently finished year 11 and sat 7 GCSE'S and is awaiting his results. Staff supported G in completing his college application and look forward to having him doing 1 day of voluntary work with London Elite soon. G also recently completed an online Level 1 course facilitated by London Elite and StreetGames which he passed successfully. The team report that his attendance at both football and The Off The Street Programme is consistent, and he always positively engages in all sessions.



Case Study H - Off the Street Less Heat

H had been in trouble with the law since he was in secondary school and was at risk of engaging in criminal behaviour. H has been engaging with the London Elite team on and off since the beginning of the programme. He told the team that over lockdown he'd started reflecting on his past and how it would affect his future and asked them for support in gaining employment - he stated that he wanted to do coaching and likes working with other young people. As a new father he wanted to build a more positive life for his family.

The team reported that H had struggled with the belief that he would be 'unable to live a normal life'. He did not think that he would be able to access a DBS, nor did he think that he would ever be able to work in a school setting. The main challenge the team experienced working with H was maintaining regular engagement, but they kept the door open to him and let him know they were always available to support him.

As a result staff were able to support H with getting his DBS. He was shown what documents were needed and the team applied for his DBS. H was able to assist the head coach with some of the sessions that were running. Staff were very impressed with his professionalism and dedication and recommended him to work in an after-school club setting in a local primary school.

H has now reached his first goal of getting employment - staff reported that his confidence and self-esteem and view of the future has increased. H stated that although the hours are short and the pay is not enough to live on, he views the job as a stepping stone to another opportunity i.e. full-time hours.

My Training Plan

My Training Plan is run by a local resident and fitness instructor who has lived experience of youth offending. The project works with small groups of young people and is targeted at young people that have traditionally been particularly difficult to reach. It's delivered weekly over 3 months and incorporates an element of mentoring as well as the fitness training programme. Fitness programmes are seen as a valuable 'hook' for engaging with YP as it's something they're interested to do.

Sessions have been delivered at a local youth centre, schools and alternative provision. Originally MTP also worked with Youth Offending Teams (YOT) so young offenders could

come with their YOT worker, however inconsistent attendance from the YP and YOT team meant that this was practically unworkable given limited hours (MTP is funded for 7 hours a week). Furthermore, not attending counted as a 'strike' against the young person which the project felt was counter to their ethos aimed at helping YP. As a result this strand of delivery was stopped. The delivery in schools has been reported as much more successful. Teachers refer young people that they have identified as being at risk, the project leader then has a one-to-one with those YP which has been found to be really important in helping those YP feel more comfortable, even within the group setting.

In addition to fitness training, MTP have run behavioural management workshops in schools. These arose in response to needs identified in their one-to-ones with YP. During these sessions MTP work with YP looking at scenarios and think through how each player could have dealt with a situation but also what, as an onlooker, the YP could do in those situations. The aim is to get YP thinking through how to manage peer pressure, what they can do to de-escalate or keep themselves out of trouble, helping YP come to self-realisation through discussion.

In 2020, **23 YP started on the face-to-face programme**. Due to the restrictions of the lockdown the physical training aspect moved online. This enabled a much broader reach and the sessions were extremely popular with **a further 284 online engagements** being reported. This was found to be a really positive unexpected outcome of the lockdown as the project lead reported *"because of the lockdown, and everyone being stuck inside, we had the parents joining in the sessions online too"*.



Case Study 'I' - My Training Plan

"[During 'Haringey Strength Camp'] I noticed a shy boy, tall, quirky and somewhat withdrawn. He would always position himself behind the other kids. He was different to the others and I knew he needed my support. But I wasn't actually sure what I needed to do.

I approached his mum, who gave me more of an insight into 'I's life. A single parent, who had escaped from a very abusive relationship with 'I's dad. She mentioned that he had minimal contact with his dad since the break up, and lacks a male role model in his life. This helped me to understand why he lacked confidence, doesn't speak much and walked with his head down.

cont. overleaf

It was already week 3 of the strength camp and 'I' came in with a smile on his face. He was ready for the class. I asked him to demonstrate one of the workouts in front of the group and he did it without hesitation. We couldn't hear him as he speaks quietly, but he interacted with the group which he found quite difficult at first.

I noticed that there was progress with 'I' and proceeded to support him in the camp. His mum had also noticed that his attitude had changed, she said that he was really enjoying the class and that she was thankful for it.

As the weeks have progressed, I have built a good relationship with 'I' and his mum. I have attended athletics to support 'I' at Lee Valley as his mum mentioned that he attended there twice a week. He was very happy to see me and explained to me what they actually do during the session. I can see that he is a good athlete, but doesn't engage with any of the other kids in his group, he just needs to believe in himself and become more confident.

'I' is an intelligent boy. He has continued to strive in the strength camp. He has improved on every workout that I have taught him. He now pushes himself and gives things a try without feeling embarrassed or defeated. He comes to the camp with a positive attitude and willingness to learn. I am very happy with his progress thus far and so is his mum. She has now been encouraged by 'I' and now joins him with the warm up and some barbell exercises. She is truly grateful that the Strength Camp has been birthed. "

My Training Plan - Project Lead

HCG Outreach - sports programmes

In addition to the two partners specifically delivering sports and fitness programmes, as mentioned previously a number of sporting activities were also facilitated by the Haringey Youth Outreach team, including football, basketball and boxing. These were set up specifically in response to feedback from YP reflecting the demand for these types of activities.

As discussed participating in sports has a range of benefits in and of itself but, as demonstrated in the case studies above, also provides a valuable opportunity to engage and support young people on other issues they may be experiencing as demonstrated in the two case studies below. This is further illustrated in the two case studies presented overleaf.



Case Study 'E' - HCG Youth Outreach team

E 'was referred to HCG by his parent as she wanted him to engage in activities offered due to his 'bad behaviour in school and also in the house'. The HCG outreach worker spoke to him and arranged for him to visit the boxing training. Through working with the boxing coach E has been able to stay consistent with the training and found the sessions helped him 'unload any built-up stress' through the physical workouts. He originally attended with no intention of taking part but is now a regular and has also been bringing along some of his school friends. He is now working towards getting into a mainstream school to continue his studies.



Case Study 'F' - HCG Youth Outreach team

F was referred to HCG through the Oasis A&E project. The Oasis worker advised that F struggles to leave the house after being assaulted and has not been to school since the attack spending most of his time at home. In this time he had gained weight and he wanted to get fit and be healthier. The HCG outreach worker tried to arrange one-to-ones with F but he did not attend these and was initially reluctant to engage in the fitness sessions he was invited to.

The outreach worker persisted, regularly speaking to F on the phone. After a while F agreed to join a football session which the outreach worker. He took part in 3 matches and then sat on the edge of the pitch talking to the outreach worker for the last hour of the session.

Oasis A&E project advised that this was the first time that he had been out with young people outside of his church group since the assault. The outreach worker reported "I think it was a big step in rebuilding his confidence and although he didn't attend again, it was important for him to have that opportunity".

F and his outreach worker continued to communicate regularly on the phone. He has since re-entered education and is doing well at school, looking forward to taking his GCSE's and plans to become a nurse. He also now attends a gym regularly and has made a conscious effort to eat more healthily.

Targetted employment support

Specialist support to develop employability skills and access employment is offered by two organisations Work Works Training Solutions (WWTS) and ACCESS UK both of whom are experienced in supporting disadvantaged young people into employment. ACCESS UK specialises in working with BAME young people. Whilst each organisation has its own model of working meaning that direct comparisons should be drawn with caution, both organisations aim to support YP into employment by developing individual plans with the YP working with the YP to understand and develop their employment goals, providing advice and support on CVs and applications and providing interview training/practice.

Both organisations emphasise the importance of developing individual plans with the YP and decrease how setting incremental targets and providing ongoing follow-up and support promotes engagement and helps to develop YP's confidence. In addition, both organisations highlight the importance of having strong connections with employers, not only in relation to accessing available vacancies but also because it increases employers confidence that candidates will be well matched to positions. ACCESS UK have for example have worked with employers to specifically 'ring fence' opportunities for BAME young people who face additional barriers to employment. The case-study below provides an example of how WWTS supported a YP into employment



Case Study 'G' - WWTS Employment Support

'G' was referred to WWTS from the YOT having been expelled from school at start of Year 11 and now age 16. WWTS worked with G on his CV and interview training and supported him into his new role. The employer was willing to take him on with the recommendation of completing his Maths and English Level 1 to then get him on to an Apprenticeship however, due the pandemic and lockdown, there have not been any courses running so wheels are in motion to understand next available opportunity and get G enrolled. In the meantime, he continues his trial, working in the specialist field of Powder Coating as Warehouse Assistant.

It has been widely reported the the pandemic has had a disproportionate impact on youth unemployment and this is reflected in the feedback from both partners. The primary challenge has been the significantly lower level of available vacancies but it was also noted that some YP were fearful of going out to work in case they brought the virus home to loved ones. In general it was observed that many young people were struggling to maintain motivation and confidence in the face of these challenges and engagement with young people was more time intensive as a result of these factors and the move to a 1-2-1 telephone support model.

Despite this, across the two organisations **the number of YP accessing specialist employment support during the 12 months of 2020 was broadly as projected (241 against a projected number of 237)**. Access UK engaged 95 starters and achieved 17 job outcomes representing an 18% progression rate of actual starters into jobs. Work Works engaged 146 new starters and achieved 13 job outcomes representing an 9% progression rate of actual starters into jobs.

In addition to the employment support provided by these dedicated employment organisations other HCG partners, specifically Haringey Council and NLPC, who also had experience with supporting YP into employment helped connect YP to employment. This included recruiting YP into roles created as part of the HCG programme, such as apprenticeship roles within the Haringey Outreach team. Overall, in 2020 the programme reported that **37 YP secured employment as a result of HCG support**.

Targeted intervention for 'high-risk' YP - Exodus Programme

Up Skill U developed the Exodus programme , which is aimed at supporting YP who are already involved in or assessed as particularly high risk of becoming involved in youth offending and violent crime. The programme consists of a tailored groupwork programme, targeted therapeutic 1-2-1 Mentoring Clinics for complex needs cases including Trauma Screening and family conflict mediation/systemic family therapy. In addition, Exodus offer a condensed version of the group programme delivered in schools to high risk pupils and Universal school seminars. Themes covered by the programme include:

- Organized Criminal Groups and Criminal Exploitation
- Healthy Relationships with female/ male peers
- Positive choices around life and future
- Victims
- Family
- Offending
- Personal Safety
- Health & well-being

Through engagement in the programme Exodus aims to support YP to:

- better understand the causes and consequences of conflicts;
- de-mystify the perception of life associated with crime, prison and gangs;
- develop a greater awareness & understanding of issues of exploitation and how to keep themselves safe;
- understand impact of trauma and how this may be affecting them and others around them; and
- reflect on what they can do to change / manage their own personal situation.

The course leaders act as mentors throughout the programme supporting the YP and

linking them to other services. The project lead fed back that a key to them being able to successfully engage with YP is having a mix of skilled staff. This enables them to effectively match YP with a mentor that's right for them. For example, they've observed that females are more likely to open up to a female mentor. They also highlight the importance of mentors having similar lived experience to young people, which is not solely about offending, but also in relation Adverse Childhood Experience (ACE's) that many of the YP may have experienced. In addition, having a genuine understanding of the YP's culture is seen as really important, even if the mentors are not directly from that culture themselves.

Local knowledge was also seen as important to successful delivery, with the project lead highlighting the value of having someone in the team who knows and can share with the mentor the background of particular local rivalries and postcodes, with one of the biggest challenges to delivery being finding a safe and neutral location for the sessions.

The Exodus programme was designed and developed by Up Skill U. Originally the programme was delivered in partnership with We Care Homes. **In 2020 Up Skill U agreed to take over sole delivery of the programme and a total of 15 young people engaged on the programme.** Impact of the programme is being measured using an outcome star approach, whereby mentors work with the YP to understand their current attitudes on the 8 themes outlined above at both the start of the engagement and at the end of the engagement.

Up Skill U have also provided bespoke workshops to meet specific needs identified in the area, see case study feedback below:

Case Study H - Girls Group seminars (UpSkillU)

"2019-20 academic year has seen an increase in recruitment of students associated with high conflict areas and postcode wars. This can, at times, create conflict in and outside the classroom. A significant increase in conflicts between female students has been noted, which was not necessarily common in the past. One of these incidents resulted in five permanent exclusions. As a college, we identified need of preventive measures and educational action in order to prevent further conflicts. While the permanent exclusions could not be reversed, we employed strategies for future prevention.

One of the strategies employed were the seminars provided by Exodus/ UpSkillU. These seminars offered much needed guidance and clarity in terms of risks involved through illicit actions such as county lines, knife crime, joint enterprise and instigation.

We had a spate of recent incidences where several girls had posted images on social media boasting of their association with members of a local gang. There had been confrontation in the college which potential placed some of the girls at risk.

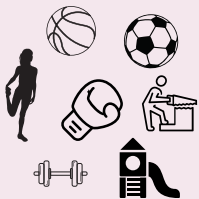
(continued overleaf)

We decided we needed bespoke the EXODUS seminars as a special girls group. We ensured that the girls involved in the incidences were part of the cohort. This enabled us to open up debates and targeted discussions around risk taking behaviour. A number of girls felt that the content and discussions really resonated with them and stayed behind the workshops for individualised support. Off the back of the positive feedback from the girls in attendance. We are looking at running an gender based empowerment programme female students."

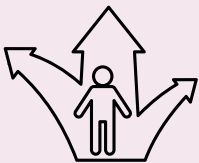
Haringey 6th Form College

Section C: Summary & Conclusions

This interim report provides an overview of the second year of the three year Haringey Community Gold programme, a partnership between Haringey Council and nine community based organisations aimed at supporting young people involved in or at risk of involvement in criminal exploitation and violence. The programme aims to engage and support YP through a variety of services including outreach, play, sports & fitness, group and individual support programmes, employment support and a leadership programme. It is predominantly youth-led in that it aims, as far as possible, to provide the support that YP want, which partners report are most commonly 'things to do', access to 'opportunities' and 'someone to talk to' (see figure below).



'Things to do' - HCG has enabled access to a wide range of enjoyable, positive activities, within safe spaces, facilitated by experienced youth workers. The support YP to keep active, safe and develop their social and emotional skills.



'Opportunities' - HCG has provided YP with opportunities to develop their skills and access training and employment. As well as providing practical opportunities the programme supports YP to see and recognise their own potential.



'Someone to talk to' - Through formal/informal mentors and group programmes HCG provides YP with safe spaces to talk to a trusted adult about their challenges and share their successes and hopes, as well as to be connected to further support/or opportunities.

In 2020, the global pandemic had a significant impact on the programme delivery which is predominantly face-to-face. Whilst some partners were able to adapt more easily to remote delivery, for others this was much more challenging and, in some cases, not possible due to venue closures and social distancing restrictions. Despite this, the programme exceeded its target of 2,000 YP new engagements in 2020, with 2,119 'programme starts', primarily driven by the Outreach team establishing links with other parts of the Council and wider services to access YP who may need support. Other key successes for 2020 included:

- The establishment of a Youth Advisory Board which has ensured YPs voices are also part of the strategic decision making for the programme and wider work across the Borough. Participation in the YAB has developed YP's skills and experience and the Board has also been instrumental in developing successful proposals to attract additional funding to support YP at risk of violence in the Borough

- The flexibility of partners to adapt and create new and different opportunities to continue to engage YP during the pandemic. The challenge of shifting practice in the face of the pandemic and the additional constraints and resources (particularly staff time) required to meet the changing needs of YP was significant. Partners responded quickly to ensure that those at greatest need were supported and to develop different ways of working.
- Improved partnership working – as the programme has become more established and relationships across partners and other organisations have solidified partners report that there has been a greater level of cross referrals and stronger partnership working, both between the HCG partners and with other services and organisations across the Borough.
- Improved connections with parents/carers - during the pandemic many organisations focus shifted to supporting those YP who were felt to be at highest risk, this often also included increased engagement with parents. In part this was because of the remote nature of the work meaning that workers often accessed YP through their parents/carers but also because families needed support such as food parcels. Strengthened relationships with parents/carers was seen as beneficial.

Outside of the pandemic related challenges, there have continued to be difficulties in relation to data collection within the programme. A number of different approaches to collecting outcome data have been trialled with mixed success (see Annex A for further discussion). Further the consistency of monitoring data, which has been contributed to by the absence of a centralised data collection tool, has meant that tracking YPs engagement across the programme has been difficult and resource intensive. In the final year of the programme further work will be undertaken focussing on establishing engaging ways to gain qualitative feedback from young people supported by the programme, to help inform future service provision within the Borough.

As the partner supporting the evaluation of the programme The Bridge Renewal Trust's aim, working with all partners, is to support the process of planning and reflection to create a clear theory of change that describes the logic underpinning the project and to create an evaluation plan that is meaningful and proportionate to measure key outcomes and mechanisms of change.

Context

A key challenge of the evaluation is that, due to the nature of the programme, which supports YP to access the services that they choose, each YP's experience of the programme is different. For example, one YP may only have attended one school based workshop whilst another may have had several months of 1-2-1 support from an outreach worker alongside attending the Exodus programme and gaining employment support from one of the specialist employment partners. Additionally YP, as part of the programme, may also be referred to a variety of other specialist support outside of the partnership.

During the programme we have trialled different types of data collection with varying success. As a result the evaluation plan has evolved as we have worked with partners to understand the most effective ways to collect outcome indicators within the resources available and within the practical constraints of lockdown. Our approach to the evaluation incorporates: pre and post outcome surveys; data tracking; wider programme measures; and a process study.

Methods

1) Pre and post outcome surveys:

The aim of these measures is to assess the 'distance travelled' by YP in certain outcome areas and with certain partners for those with specific interventions where young people consistently attend for a period and therefore where we might reasonably expect to be able to detect a change on relevant outcome. The outcomes measured link to the individual Theories of Change produced with each partner at the outset of the programme. The young people surveyed and the outcomes measured include:

a) Participants in the Exodus programme – these are the YP identified by the youth outreach team as at highest risk of involvement in youth violence and/or criminal exploitation. Outcomes are measured using a bespoke Outcome Star developed by the Exodus programme. These outcomes focus around changes in attitude on a range of areas such as victim awareness, personal safety, health and wellbeing, positive choices around life and future among others.

b) Participants in the current round of NLPC leadership training – the survey combines

the following standardised outcomes measures: Civic Attitudes Scale (measures civic attitudes related to participation in community service i.e. the extent to which youth are willing to assume responsibility to help others solve societal problems). Social self-efficacy scale (measures the ability to relate to and communicate effectively with others) and the Rosenberg Self-esteem scale.

2) Data tracking

To complement the data collected by the Exodus on the impact of their programme on young people's awareness and attitudes we will also be looking at council held data on educational attainment and youth justice outcomes for those young people completing the programme. As mentioned previously this cohort represents the YP identified by the youth outreach team as at highest risk of involvement in youth violence and/or criminal exploitation.

3) Wider programme measures

The above measures cover a small cohort of those participating in the programme as a whole. The decision to focus on these cohorts was taken based on a) feasibility of collecting data and b) the available evaluation resource. To improve our understanding of the impact of HCG on a broader range of young people the evaluation will also look at:

- Basic outcome measures, such as the number of YP gaining employment captured through the ongoing routing project monitoring.
- Analysis of case studies with follow up telephone surveys for a random sample of up to 50 young people supported by the outreach team, designed by the Bridge and conducted by the Youth Outreach apprentice team
- Select case studies provided by partners on an ongoing basis (note that as case studies are selected by the partners, introducing sampling bias, data will be illustrative only)

4) Process study

This part of the evaluation aims to explore learning around the practical implementation and delivery of the programme, based on:

- a) interviews with partners at the end of each delivery year
- b) documentation review
- c) attendance at key meetings

Data collection is ongoing and a final evaluation report anticipated within 3 months of the programme ending (March 2022).

In addition to the above, we have also worked with the HCG Youth Advisory Board who worked with us to review the Theory of Change for the programme from the YP's perspective.

Annex B: Key lessons from year one of implementation of the HCG programme

This annex highlights the key practical lessons learned through the implementation of HCG, as highlighted by partners during interviews and meetings. The aim is to highlight some of the challenges that the partnership has encountered, alongside the potential solutions that group has identified, and in many cases implemented, so that others setting up similar programmes can learn from these. A key strength of the partnership has been the willingness of everyone to be open and honest about what they see as working well and not so well and to remain focussed on seeking solutions to problems where they arise. For others looking to implement similar programmes it is important to note that finding the right solution is often a case of 'try and see' as it will vary depending on the individual organisations involved and resources available.

1. Allow sufficient time in the set up phase for process, practice and people

Many reflected on how the set-up phase often seems to take longer than anticipated and cited a broad range of factors that influenced this. It was acknowledged that many of these are necessary and important steps to ensure that services run safely and effectively. Nevertheless, it is useful to highlight these so that others looking at setting up similar programmes can consider whether they may apply to them and prepare accordingly.

Practice & process

Whilst community organisations are often well placed to begin delivery quickly given their location within, and connection to, the local community, there remain a number of sequential practical steps and processes that must be completed before an organisation can begin service delivery.

Key drivers of the length of set up time for HCG cited by partners were:

- Gaining approval to distribute funding held by the Council (as lead partner) to other delivery partners in order to commence work
- Drafting, approving and signing numerous individual SLAs
- Review and approval of provider marketing materials by the LA marketing team to enable partners to advertise their services
- Recruitment (this was particularly an issue within the LA where additional approval processes were required)
- Arranging and completing programme specific safeguarding training
- Enhanced DBS – this particularly relates to the use of ex-offenders as staff especially where they are delivering programmes within other organisations/institutions. Once DBS checks are received these may trigger additional safeguarding processes which may vary between organisations.

- Approval of course curriculums – where organisations are either creating a new accredited course or are delivering a course within another institution there will be a process for reviewing and approving the course content ·
- Connecting with and establishing working arrangements with schools (where services are school based or aim to take referrals from schools)·
- Sourcing venues in new areas (many of the organisations were based in Tottenham as that had been the initial geographical focus, however latterly the programme sought to also focus provision in Wood Green)

Whilst it was recognised that these necessary steps will inevitably take time, a common theme arising in interviews was the long length of time between initial discussions and actual receipt of funding to start work when compared with the speed at which providers themselves felt they were expected to be operational. This can be a source of frustration and concern was raised that is often the delivery organisations at the ‘end of the chain’ that are disproportionately impacted. For example, delays in release of funding from the LA meant that organisations were unable to start until the second quarter of the year without a corresponding reduction in their formal performance targets.

People

This relates to the young people themselves and specifically the time that is required to build the level of trust needed to effectively engage them in services. Some organisations were already well established in their areas and therefore YP, already familiar with them, engaged much more immediately. However, for newer programmes (or more established programmes working in new geographical areas) it was important to allow time to achieve this. For example, one partner reported that in the initial weeks he invested time just walking around the local area/estates where he knew YP were to build his familiarity. He reported this made it easier to then engage those YP, although even then he noted that for the first sessions many of them sat at the back of the room and didn't want to join in. By doing this and allowing them to join in at their own pace he was able to engage YP that might not otherwise have felt comfortable participating. Allowing sufficient time for this type of approach can help getting some of the hardest to reach YP to engage but it does take time and is consequently more resource intensive. It's important that funders are aware of this and that it's built into both resourcing models and performance targets.

2. Invest resource in supporting partnership working

A common reflection from partners was that during the first year they had been very focussed on successfully delivering and developing their own individual services. A common theme in all interviews was a sense of pride in how partners had managed to get up and running and delivering support to a large number of young people in spite of initial delays and challenges. However, a number acknowledged that this had, to an extent, come at the expense of investing less time in working together as a partnership.

As highlighted in the previous section a key premise of the HCG model is enhanced referral mechanisms, ensuring that YP engaging reach the services that can best support them regardless of which organisation they initially become involved through. There was a general consensus that this has been one of the more challenging aspects to deliver in practice and is an area that the partnership agreed to focus efforts on in year two. Key elements of a strong partnership include communication, co-operation and flexibility[1]. Key reflections on how these aspects can practically be supported, based on the partners learning from year one, are included below.

Maintaining regular communication

HCG convenes monthly steering groups which all partners are expected to attend, however attendance at these meetings has been inconsistent. Partner reports suggest that this has primarily been a challenge of capacity - across the partnerships services were being delivered (and PT staff working) at different times/days so finding a time that suits all is difficult. All recognised that maintaining close contact in the partnership was important and suggestions to make this more effective included:

- Vary the times and days of meetings
- Produce clear agendas and objectives for each individual meeting
- Where partners cannot attend a specific meeting ask for their contributions ahead of the meeting and circulate clear notes from all meetings afterwards
- Use a mix of virtual updates and face-to-face meetings with less frequent but longer face to face meetings (affording more time for partners to network & relationship build)
- Host meetings at different partners premises (where they can and would like to)
- Explore use of collaboration tools e.g. WhatsApp, Trello, MS Teams to maintain contact in between meetings (although it was recognised that this may need to be maintained and moderated which has resource implications)

Ensure information on activities/opportunities is easily accessible

Across the consortium a wide range of activities are happening and keeping all partners up to date on what services/opportunities are being offered has been another challenge for the partnerships. Key lessons/reflections from the learning from HCG include:

- Set time aside early on to discuss and agree how partners want to manage this (e.g. a newsletter, shared document drive, email updates etc)
- Set out clear roles and responsibilities, ensuring that all organisations take equal responsibility for ensuring that they both share information about their own services and keep abreast of other relevant activities
- Some central co-ordination will be required so identify who will do this and how this will be resourced from the outset
- Ensure information shared about services/events always includes clear information about who can/should attend, how to refer and who to contact to discuss further if needed.

Keep referral mechanisms under review

Another key learning point from the set-up of HCG is the importance of regularly reviewing the barriers and incentives to cross-referral, these include:

- Ensuring performance management systems support referrals – For example, to avoid double counting YP who are engaged with more than one partner only the first organisation to engage a YP can report them as a new engagement. This led to some confusion and inadvertently created a disincentive for cross-referrals.
- Ensure the practical referral process is clear i.e. information on who can be referred to each partner and how to do that
- Ensure mechanisms are in place for partners to safely share information about referrals (e.g. checking that a YP attended/completed).

3. Balancing flexibility and clarity

A number of partners commented on the value of having a degree of flexibility in delivery both at the programme and project level. This was important to allow projects to:

- a) adapt to delivery constraints (e.g. We Care Homes developed a condensed programme to fit into the time some schools were able to allocate them); and
- b) to change and evolve as understanding of what works best with YP grows (e.g. Works Works are planning to deliver regular one day employment workshops off site to help more YP access the service)

The capacity of the partners to operate in this way and the support of the funder to do so has been a real strength of the programme. However, partners also emphasised the importance of balancing flexibility with clarity. For example, a number of partners reported that despite being given some flexibility on the age criteria (10-21 years old) the degree of flexibility was unclear and this led to them carrying out work with older YP who they were then unable to count towards their monthly targets. It is key that all partners are kept updated and informed of any changes that impact on delivery at any stage of the programme. For example, some partners reported frustration that they were not aware that the level of funding bid for their organisation was lower than the costs originally submitted to Haringey prior to the bid being submitted.

4. Develop clear and effective reporting structures

HCG works as a partnership, with Haringey Council also acting as the lead partner and NLPC also acting as managing agent. The managing agent is responsible for collecting and validating performance monitoring. Each organisation submits monthly performance returns which are validated quarterly during which the managing agent checks a sample of evidence such as signed attendance sheets, referral forms etc.

This model provides additional assurance and whilst it is acknowledged that some partners found the level of reporting challenging and/or disproportionate to their individual level of funding, others found the process beneficial and reported that it had helped them to improve their reporting structures within their own organisation in general. Some useful reflections from the learning from HCG include:

- Ensure the right people attend workshops explaining the reporting – this includes managers who are responsible for signing off returns as well as any staff completing them-
- Make guidance on reporting available online (ideally with video tutorials) so that all project staff can access this if needed or for a refresher
- Share common Q&As and mistakes on reporting to help reduce errors