

## Twenty Twenty Social Return on Investment (SROI) Summary

The aim of this evaluation is to use the principles of Social Return on Investment (SROI) to evaluate the value of the Leicestershire Twenty Twenty scheme. SROI is a tool that helps measure the value created by a project or service by considering a range of outcomes for all stakeholders affected. It aims to put a monetary value on a range of social outcomes, both intended and unintended. It also takes into account what would have happened anyway and who else may have contributed towards the outcomes to ensure that an activity's contribution to value is not over-claimed.

Twenty Twenty is a charity that specialises in education and support for disadvantaged young people in Leicestershire between the ages of 11 and 18. Having been set-up four years ago by local people in response to a lack of quality educational and support provision for young people who come from the most deprived backgrounds, Twenty Twenty aims to overcome barriers of economic disadvantage to enable effective and inclusive learning. The theory of change is based in the belief that with the right environment, training and tools, young people from the toughest backgrounds can create a positive future for themselves. Twenty Twenty operate through Lifeskills centres, based in and around priority estates, in addition to running detached work with young people in their homes, schools and community centres.

The Mentoring scheme facilitates adult mentors and young people mentees to meet on a weekly basis and undertake a range of activities. Each pair spends time getting to know each other before setting weekly goals that the young person aims to achieve.

Five young people who had a mentor were interviewed about the impact of the scheme. There were a range of outcomes that the young people talked about:

*"I'm less angry because I don't bottle things up"*

*"I'm more confident and more likely to speak out now"*

*"I feel less depressed and I'm getting on better with mum and sister"*

*"I'm applying for courses at the moment. I'm waiting to hear from Loughborough College"*

*"My mentor has provided the encouragement to do more"*

*"My mentor provides reassurance and encourages self belief."*

Many of the young people described how the mentor helped them to think about the decisions they made which led them to be able to deal with things better.

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*“I can deal with things better - I don't fly off the handle as much - I have better self control”*

*“My mentor taught me who the good people are and who to be wary of. I've made friends who are true friends and not going to get you into trouble”*

The outcomes can be grouped into the following broad categories:

- Improved relationships
- Improved decision making
- Education
- Employment

Five mentors were also interviewed about the impact that the mentoring had on them. The mentors described how rewarding the experience was and also how some had used the experience to shape their careers:

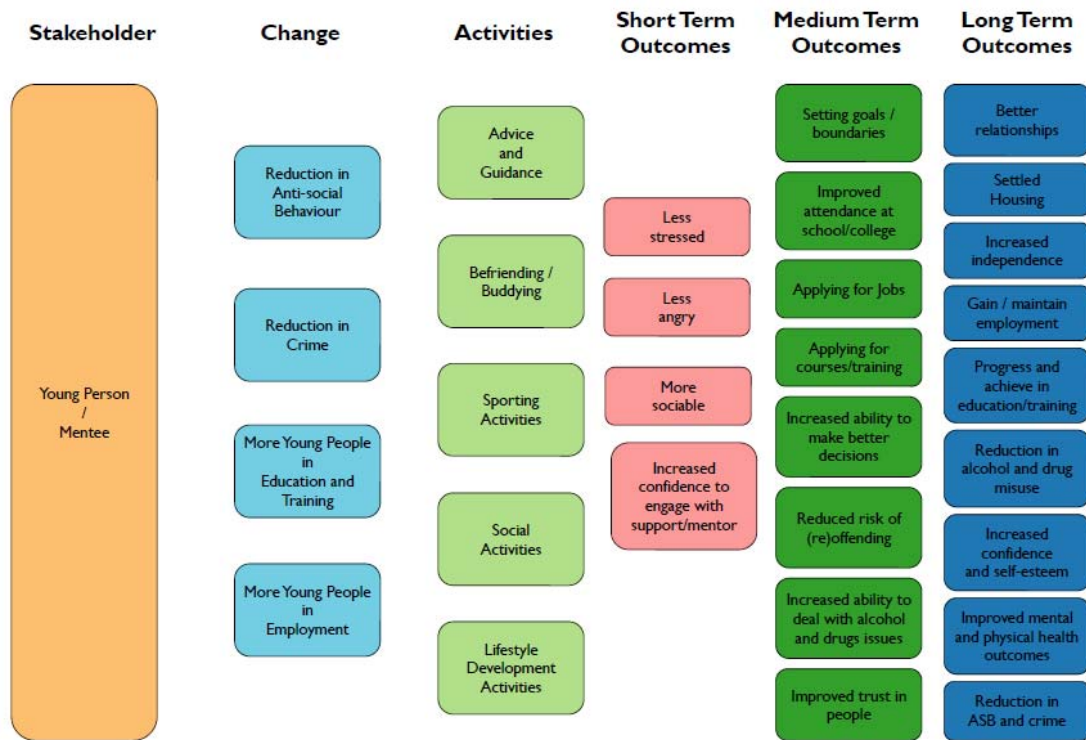
*“I've become more open minded and I look at things differently. I can relate to their issues about school, bullying and lack of confidence. I left school at 15 and got a meaningless job. Then a trainer at the gym took me under his wing. He was like a mentor to me. I never thought I would be good mentor. Do I think I'm a good mentor now? Yes. I feel like I've achieved something. I love it. I'm doing an NVQ in youth work now after 2 years of being unemployed. I'm very committed to this.”*

The key outcomes for mentors can therefore be grouped into

- Improve future job opportunities
- Increased sense of purpose

All potential outcomes can be embedded into a theory of change for young people.

**Theory of Change for Young People**



The following outcomes were identified as relevant to measure and value:

**Identified Outcomes**

Stakeholders	Outcome
Young People at risk	Young people are supported to progress to further education or training
	Young people are supported to gain employment
	Young people at risk of ASB who are able to engage with a mentor, feel positive about themselves, increase aspirations and independently deal with difficult situations and stay strong
	Relationships break down and Young people risk feeling let down
	Young people are able to improve their relationships with family and friends
Mentors	Mentors are able to gain training and experiences to improve their future job opportunities
	Mentors feel an increased sense of purpose
DWP	Reduced number of NEET young people
Police	Reduced cases of crime/ASB
Family members	Improved relationships

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Twenty Twenty record data on each young person's journey, including their risk, current situation and referral route on entry to the mentoring scheme. Their attendance is then monitored throughout the scheme and selected questions from the SOUL record are used to assess their position at the beginning and end of the scheme. Any transitions to employment, education or training are recorded and the local police are able to provide information of the crimes or ASB committed prior to starting and the twelve months during Twenty Twenty. Data is also collated on crime and ASB incidents before and after being assigned a mentor.

For the outcomes related to the journey towards better decision making and independence, the following descriptions were used to assess the change:

### Describing the stages towards independence

Stage	Description
Stuck	Difficult to engage, or not aware of any issues. At risk of ASB/NEET
Engaged	Reasonable attendance and able to engage with a mentor
Believing	Starting to feel more positive about life/seeing an alternative way to deal with things
Learning	Learning what works and starting to make positive changes/ feeling confident in self
Self reliance	Able to make and sustain positive transitions and can deal with difficult situations that may arise

The young people were involved in valuing the different outcomes based on the importance of the change to them. These weightings were then used to inform the financial proxies applied to each outcome from their perspective.

To ensure that the evaluation does not over claim the impact of the project, young people were asked what would have happened without the Twenty Twenty mentoring scheme. Many said that the support was different to other support they had received because they felt they could talk to their mentor about anything and the mentor could provide non-judgemental support tailored to their individual needs:

*"Would have no one to talk to. There's only so much you can talk to your family about .... (mentor name) is there to help me not judge me."*

*"Twenty Twenty provide tailored advice and treated me like an individual—treated me like an adult."*

The SROI calculation found that Twenty Twenty mentoring creates a Social Return of **£5.01** for every £1 invested. 82% of this value is to young people, and 14% of the police.

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Stakeholder	TOTAL Value	%
Young People at risk	276,633	82
Police	£48,282.21	14
DWP	£25,557.12	8
Mentors	£10,753.20	3
Family	£5,386.86	2

The outcomes that created the most value were:

- Young people at risk of ASB who are able to engage with a mentor, feel positive about themselves, increase aspirations and independently deal with difficult situations and stay strong;
- Young people are able to improve their relationships with family and friends
- Reduced cost of crime/ ASB to the police; and
- Reduced cost of NEET young people to DWP.

To increase the value it is recommended that;

- The contribution of the learning centre in achieving outcomes is recognised and built on;
- The impact of friendship groups and peer support in influencing behaviour is recognised for this age group;
- Where mentoring relationships break down the young person is supported to stay engaged and positive; and
- Referral routes to the mentoring scheme are clear so that those most suited to the aims and strengths of the scheme are referred.

To improve the evidence base on which assumptions were made it is recommended that;

- Family member are engaged to understand the impact (intended and unintended positive and negative) on them;
- Young peoples' journeys continued to be measured consistently at the beginning and end of the mentoring scheme using SOUL Record or Teen Star, with consideration of how to challenge inflated self scoring, particularly at the start of the scheme;
- Include a measure of improved relationships with friends and family;
- Continue to collect data from the police on crime and ASB; and
- Data is followed up to verify the durations applied.

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