

An Evaluation of Barnardo's Works Services

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Executive Summary - An Evaluation of Barnardo's Works Services

1. Introduction and Aims

This report presents an evaluation of the Barnardo's Works (BW) programme. It was carried out by the Employment Research Institute, Edinburgh Napier University on behalf of Barnardo's.

The overall aim of the research was to evaluate the contribution of BW to young people, employers, society and in meeting national outcomes. Evidence was gathered through interviews with: 36 young people participating in the BW programme; 32 employers providing placement opportunities for young people; senior Barnardo's managers and those involved with day-to-day programme delivery within the Edinburgh, Dundee, Renfrewshire and Inverness BW offices (14 people). The report also uses data supplied by Barnardo's on programme outcomes for participants and an analysis of levels of deprivation amongst the client group.

BW develops partnerships with employers to provide 16-24 year olds from deprived areas with opportunities to secure sustainable employment and access training opportunities. BW is a 26 week scheme: for the first 13 weeks of a work placement, young people continue to receive jobseeker benefits. During weeks 14 to 26 the employer meets half the wage costs with the remainder being met by Barnardo's. In some cases, after 26 weeks the individuals may be kept on as an employee. BW operates with a range of industrial sectors to create these employment opportunities.

2. Overall outcomes and costs

46% (171) young people were in employment, including apprenticeships) and a further 4% (14 young people) in Further Education, meaning half (49.5% or 185 young people who started the programme) had successfully moved on from the programme after 26 weeks. Using figures provided by Barnardo's, the average cost per young person participating in the programme is approximately £7,457 (Table 2.4). Over the first three years of Barnardo's works, total costs for the 123 participants amounted to just under £1 million, with costs per participants ranging from £6,371 in 2008-09 to £8,163 in 2007-08, presumably related to the usual higher start-up costs and also fewer economies of scale. In 2010-11 the average costs for these four locations was similar at £8,118

3. Client Group

Anonymised data on client outcomes highlights the characteristics of the clients at each of the four BW offices. The majority of participants (80%) on the programme are young men. The mean age of participants across all services is 20 years old. The Inverness office has a slightly older client group compared with other offices. The Edinburgh office has more 17 year olds registered than other offices, suggesting a different recruitment strategy. Across all offices there is a tapering off of the number of older clients in the 22-24 age range.

The Scottish Index of Multiple Deprivation 2009 data is used to analyse levels of deprivation among young people participating on BW. The proportion of young people engaged in BW increases in areas of higher deprivation. 42% of young people across all BW offices are resident in the 20% most deprived Scottish data zone areas and 61% of young people participating in BW are resident in the 30% most deprived SIMD data zones.

4. Selection of Programme Participants

Interviews with the young people and staff reveal that the programme participants face a range of issues/barriers, e.g. offending behaviour, poor work histories and low levels of qualifications were common. Some young people are more work ready than others and the service is sufficiently flexible to offer differing levels of support to those with complex needs. Tailored and more intensive support is provided to enable a transition into the workplace. For those with difficulties in their personal lives, project workers provided closer support arrangements. Referrals are also made to specialist support services, such as GPs, which helps address barriers to work such as debt, addiction and mental health problems.

5. Key Findings from Interviews with Young People

Referral routes onto BW are informal and do not appear to target specific client groups. Most of the young people have little knowledge of BW prior to their contact with Barnardo's. Young people who do possess a limited level of understanding of BW expressed positive views having been informed by friends, family and partners.

Most of the young people have little formal education and work experience. Their employment experience prior to engagement with BW is often characterised by continuous unemployment or short-term or seasonal low-skilled employment. Post-programme assessment of young people show comprehensive improvement across a range of outcome measures including: self esteem; social

skills; levels of offending behaviour; work experience, education and training; access to work experience and placements and understanding the requirements of the job market.

6. Key Findings from Interviews with Employers

Social responsibilities are driving larger employers to participate in the programme. The wage subsidy is used by employers to mitigate some of the risk associated with recruiting from a disadvantaged client group. Employers are strongly encouraged to provide training to the young people on placement and many use Barnardo's funding for this. There was no evidence of significant displacement (i.e. employers taking on a Barnardo's recruit *instead of* someone else) or deadweight (i.e. the employers would have taken on these young people even without the help of Barnardo's) effects caused by the programme. In a small number of cases, employers stated that the wage subsidy helped reduce training costs and that this helped enable the creation of a full-time, more permanent post.

7. Conclusions and Recommendations

1. The wage subsidy and the offer from Barnardo's to cover training costs play a key role in employers' willingness to engage with the programme and shapes the support they offer to young people. The subsidy may be acting as compensation for employers taking on young people who may not otherwise have been considered for recruitment, due to their lack of work experience, qualifications and perhaps criminal backgrounds.
2. UK and Scottish Government policy priorities emphasise the importance of skills training and access to labour markets as means to address poverty and social deprivation. Through their Works programme, Barnardo's are providing some of the most disadvantaged young people in Scotland with access to skills training and work.
3. By adopting a more purposeful recruitment strategy using criteria to identify and define potential participants, the programme could expect to more consistently deliver support to those furthest from the labour market.
4. Young people spoke highly of the contribution that the programme had made to their lives. Their primary concern was for access to work and training. Training and qualifications were

understood as the way in which they would progress into employment. Work had given them greater self-respect and confidence.

5. The outcomes in terms of young people moving into employment, apprenticeships or Further Education are high for this population (50%). The costs per participant appear reasonable for such a client population and geographical coverage at around £8,000. However, more work is needed on long-term monitoring and on achieving consistency in data between locations and databases.
6. Outcome scores are one crucial mechanism by which the impact of the programme can be measured. Young people engaged with BW demonstrate substantial improvements in the 12 criteria under assessment. The process of generating outcome scores needs to be standardised across all offices and consideration given to the way in which young people complete outcome assessments so that results between areas and over time are fully comparable.
7. There is a disproportionately high number of young men on the programme. This may be due to, young men being more likely to be out of education, employment or training than their female counterparts. In addition, it may be due to a legacy of the manual type occupations that have historically been offered through placements and the exit from the labour market of young females as they take on parenting roles. Furthermore In spite of these factors it is clear that to ensure growth of the service, recruitment of young females must increase. This could be done by offering placements in occupational sectors that have traditionally attracted females or both genders.
8. Outcome scores are a crucial mechanism by which the impact of the programme can be measured and these should be improved by: reconsidering the scoring process; standardising processes across offices; considering the roles of young people, employers and Barnardo's workers on the scoring process.

1. Introduction

This report presents an evaluation of the Barnardo's Works programme. It was carried out by the Employment Research Institute (ERI) at Edinburgh Napier University and commissioned by Barnardo's. Barnardo's Works (BW) supports young people aged 16 to 24 from deprived areas to secure employment. Employers participating in the scheme provide training and employment opportunities. BW is a 26 week scheme. For the first 13 weeks of a work placement, young people continue to receive jobseeker benefits. During weeks 14 to 26 the employer meets half the wage costs with the remainder of wage costs being met by Barnardo's. In some cases, after 26 weeks the individuals may be kept on as an employee.

The evaluation was commissioned to provide an independent review of the effectiveness of BW. Evidence was gathered through interviews with: young people participating in the BW programme; employers providing placement opportunities for young people through the Works programme; senior managers and service managers within Barnardo's regional offices with responsibility for the implementation of BW across Edinburgh, Dundee, Renfrewshire and Inverness. The report used data supplied by Barnardo's on programme outcomes for participants. Sources were analysed to provide a detailed evaluation of the effectiveness and impact of the BW programme. The report also presents an analysis of levels of deprivation amongst the client group.

1.2. Aims

The overall aim of the research was to evaluate the contribution of BW to young people, employers, society and meeting national political outcomes. The research had the following aims:

1. A quantitative and qualitative analysis of the value of BW including an analysis of the savings and benefits provided by the service.
2. The provision of a profile of the users of the service including: an account of the barriers to employment experienced; the duration of unemployment prior to beginning on BW; the number of jobs applied for and in what area prior to commencing the programme.
3. The impact of the programme on tackling barriers to work and an assessment of subsequent benefits to society from making young people more job-ready.

4. An assessment of the value of the programme to employers including: the impact of BW for employers in terms of recruitment, management and training costs; potential impacts on labour and training costs within the organisation.
5. An analysis of the how the programme links with national employability outcomes at both Scottish and UK levels.
6. A qualitative analysis of the views of service users regarding their experience of the programme.

1.3 Methodology

The methodology for the evaluation had four stages:

1. A review of current policy and research documents on BW to inform and guide the direction of the research and to highlight areas to be covered during interviews with young people and Barnardo's staff.
2. Figures on numbers participating (374 young people from 1 July 2007 to 30 June 2010), their success rates and costs were provided and analysed by the team.
3. Interviews with Barnardo's staff responsible for delivery of BW. Interviews took place across all delivery offices in Edinburgh, Dundee, Inverness and Renfrewshire. Within each office, a range of staff were interviewed including senior managers and those involved with day-to-day programme delivery.
4. Interviews with young people participating in the BW programme at all delivery offices¹.
5. Analysis of programme data including outcomes and levels of deprivation for the sample of participants for whom data were available (149 young people).

¹ Young people were offered the opportunity to discuss their views through one of three ways. Firstly, a focus group was introduced on the advice of the client. It was suggested that some of the young people were more likely to express their views in an environment with their peers. Secondly, telephone interviews were carried out as a way for the research to incorporate the views of those in remote rural areas unable to travel to the Inverness office. Thirdly, online interviews were used as a way of increasing the response rate for those that could not, or were unwilling to participate in face to face interviews.

Table 1.1 provides details of the number of interviews conducted with young people, employers and Barnardo's staff.

Office	Young People	Employers	Barnardo's Staff
Dundee	10	6	3
Edinburgh	7	10	3
Renfrewshire	8	10	4
Inverness	11	6	4
TOTAL	36	32	14

Table 1.1: Interviews conducted

2. Overall Outcomes and Costs of the Programme

Based upon data supplied by Barnardo's there were 374 young people participating in Barnardo's Works from 1 July 2007 to 30 June 2010. This chapter considers the numbers participating, their outcomes and success rate in gaining employment, and the costs of the programme.

2.1 Outcomes for participants

There were 374 young people who started on Barnardo's Works between 1 July 2007 and 30 June 2010 across the four locations (Table 2.1). Of these 80% were still: on the course (6%) or had moved to placement (65%), Further Education (2%), unsubsidised employment (5%) all as part of the Renfrew programme in construction) or had started an apprenticeship

OUTCOMES FOR YOUNG PEOPLE WHO STARTED BETWEEN 1 JULY 2007 AND 30 JUNE 2010		
SCOTLAND		
OUTCOMES AT END OF FIRST 13 WEEKS		
	No.	%
STILL ON COURSE	24	6.4%
STARTED PLACEMENT/ SUBSIDISED EMPLOYMENT	243	65.0%
FURTHER EDUCATION	9	2.4%
SUPPORTED INTO NON-SUBSIDISED EMPLOYMENT	17	4.5%
STARTED APPRENTICESHIP	5	1.3%
DISMISSED/LEFT EARLY	38	10.2%
UNEMPLOYED	38	10.2%
TOTAL STARTED	374	100%
FINAL OUTCOMES AT 26 WEEKS		
STILL ON COURSE	68	18.2%
EMPLOYED	165	44.1%
FURTHER EDUCATION	14	3.7%
APPRENTICESHIP	6	1.6%
DISMISSED/LEFT EARLY	38	10.2%
UNEMPLOYED	83	22.2%
(1%). TOTAL	374	100%

Table 2.1: Outcomes for young people – Scotland (totals may not add to 100% due to rounding)

By the end of the 26 weeks some two thirds of young people were still in employment or other relevant activity, with 18% still on the course, 44% in employment, 4% in Further Education and 2% in apprenticeships. This means 46% (171) young people were in employment, including

apprenticeships) and a further 4% (14 young people) in Further Education, meaning half (49.5% or 185 young people who started the programme) had successfully moved on from the programme after 26 weeks.

When the individual locations are considered (Table 2.2), then after 26 weeks only 17% were unemployed in the Highlands, 34% in Dundee, 17% in Edinburgh and 47% in Renfrew (including those who left early or were dismissed in the latter two areas). These figures are likely to be influenced by the type of programme, type of clients and the local economic circumstances.

OUTCOMES FOR YOUNG PEOPLE WHO STARTED BETWEEN 1 JULY 2007 AND 30 JUNE 2010								
	RENFREW		EDINBURGH		DUNDEE		HIGHLANDS	
OUTCOMES AT END OF FIRST 13 WEEKS	No.	%	No.	%	No.	%	No.	%
STILL ON COURSE					4	4.4%	20	20.2%
STARTED PLACEMENT/ SUBSIDISED EMPLOYMENT	71	51.4%	36	78.3%	68	74.7%	68	68.7%
FURTHER EDUCATION	1	0.7%	3	6.5%			5	5.1%
SUPPORTED INTO NON-SUBSIDISED EMPLOYMENT	17	12.3%						
STARTED APPRENTICESHIP	5	3.6%						
DISMISSED/LEFT EARLY	31	22.5%	7	15.2%				
UNEMPLOYED	13	9.4%			19	20.9%	6	6.1%
TOTAL STARTED	138	100%	46	100%	91	100%	99	100%
FINAL OUTCOMES AT 26 WEEKS								
STILL ON COURSE	14	10.1%	22	47.8%	12	13.2%	20	20.2%
EMPLOYED	50	36.2%	13	28.3%	45	49.5%	57	57.6%
FURTHER EDUCATION	3	2.2%	3	6.5%	3	3.3%	5	5.1%
APPRENTICESHIP	6	4.3%				0.0%		
DISMISSED/LEFT EARLY	31	22.5%	7	15.2%		0.0%		
UNEMPLOYED	34	24.6%	1	2.2%	31	34.1%	17	17.2%
TOTAL	138	100%	46	100%	91	100%	99	100%
* because of the different format Edinburgh NETworks operates with, some young people have been on the programme for longer than 26 weeks.								

Table 2.2: Outcomes for young people – by location

In terms of young people being in employment or apprenticeships, these were 40% in Renfrew, 28% in Edinburgh, 49% in Dundee and 58% in the Highlands. When we consider those in employment, apprenticeships or Further Education then the figures are high at: 42% in Renfrew, 35% in Edinburgh, 52% in Dundee and 63% in the Highlands (Tables 2.2 and 2.3). Due to the nature of the Edinburgh NETworks programme, a large share (48%) was still on the programme after 26 weeks, so excluding those still on the course, exactly two-thirds had moved into work or Further Education.

In employment, apprenticeships or Further Education after 26 weeks									
RENFREW		EDINBURGH		DUNDEE		HIGHLANDS		SCOTLAND	
No.	%	No.	%	No.	%	No.	%	No.	%
59	42.8%	16	34.8%	48	52.7%	62	62.6%	185	49.5%

Table 2.3: In employment, apprenticeships or Further Education after 26 weeks – by location

2.2 Costs per young person

In 2010-11 the average costs for these four locations was similar at £8,118 (Table 2.4). Note that these exclude the new Cairngorm project which has higher costs and brings the overall average up to £8,445. The higher unit cost for Barnardo's Works Cairngorm is mainly due to the full wage being paid to the Young Person for 26 weeks.

Around 90% of the costs are direct, relating to the subsidy etc. for the young person and only 10% are allocated as central. The central overheads relate to an allocated cost for HR, IT, Management etc. These can increase/decrease depending on number of staff and on the cost and turnover of the service.

Figures based on 2010/11 Budgets								
	Barnardo's Works Renfrewshire	Barnardo's Works Dundee	Edinburgh Networks	Barnardo's Works Highland & Island	Subtotal	Barnardo's Works Cairngorm	Total	
Direct Costs	£ 283,640	£ 295,940	£ 298,114	£ 294,530	£ 1,172,224	£ 202,963	£ 1,375,187	
Central overheads	£ 33,020	£ 27,872	£ 31,816	£ 34,000	£ 126,708	£ 18,286	£ 144,994	
Total Costs	£ 316,660	£ 323,812	£ 329,930	£ 328,530	£ 1,298,932	£ 221,249	£ 1,520,181	
No. of Young People	40	40	40	40	160	20	180	
Unit Cost	£ 7,917	£ 8,095	£ 8,248	£ 8,213	£ 8,118	£ 11,062	£ 8,445	

Table 2.4 Costs for 2010-11(Based upon budgets)

It should be noted that the total numbers of participants in the outcome data and those in the financial data vary. More work is needed on long-term monitoring and on achieving consistency in data between locations and databases and these issues are raised again later in this report.

Again, using figures provided by Barnardo's, the average cost per young person participating in the programme in Renfrew is approximately £7,457 (Table 2.5). Over the first three years of Barnardo's works, total costs for the 123 participants amounted to just under £1 million, with costs per participants ranging from £6,371 in 2008-09 to £8,163 in 2007-08, presumably related to the usual higher start-up costs and also fewer economies of scale. This suggests that, while relatively stable, there are still some variations in costs over time, even within an area, but that the average is generally just over £8,000 per young person.

YEAR	TOTAL EXPENDITURE	NO. OF PARTICIPANTS	COST PER INDIVIDUAL
2007-08	£ 277,563	34	£ 8,164
2008-09	£ 305,806	48	£ 6,371
2009-10	£ 333,845	41	£ 8,143
TOTAL	£ 917,214	123	£ 7,457

Table 2.5 Total cost per annum and cost per individual participant Renfrew, 2007-08 to 2009-10

3. Background

Barnardo's has had a presence in Scotland for more than a century. The aim of Barnardo's Scotland is to ensure that disadvantaged children and young people have a good start to their lives. Barnardo's aims to ensure that *'every young person is able to reach their full potential, whatever their circumstances in life'*. Barnardo's Scotland works with over 10,000 children, young people and their families across the country addressing a range of issues including poverty, abuse, disability and homelessness.

The BW programme supports young people from deprived areas to secure sustainable employment. BW partners with employers to ensure that young people aged 16 to 24 can make a transition into employment. Employers are encouraged to provide training and qualifications for those who they recruit. BW is a 6 month programme. In the first 13 weeks that a young person is placed with an employer there is no wage cost to the employer. Young people continue to receive jobseeker benefits throughout this time. During weeks 14 to 26, the young person receives a subsidised wage with Barnardo's supporting half the cost of the wage. During their time with employers, young people have access to a Barnardo's key worker who provides personal support and help with issues such as finance, housing and substance misuse.

BW operates with a range of industrial sectors to create opportunities for sustainable employment in Dundee, Renfrewshire, Edinburgh and Highlands and Islands. BW uses wage subsidy, mentoring and partnerships with employers to improve employment opportunities for the young people on the programme. Data from Barnardo's suggest that the programme has enjoyed considerable success with more than 80% of young people participating in BW moving into sustainable employment. Almost all young people (98%) that participate in the programme achieve some form of accreditation (Source: Barnardo's²).

Employers' working with Barnardo's to create opportunities for young people are drawn from a wide range of industrial sectors including: hospitality; security; waste management; utilities; and housing associations. The employers offer young people experience and tailored training that leads to employment in the local industry. Barnardo's is planning to develop further services across the

² www.fsb.org.uk/021/assets/da/barnardos_works_info.pdf

country. South of Scotland Electricity (SSE) has been a funder of BW and is committed to continuing this partnership working with Barnardo's Scotland in order to achieve this.

3.1 Context

The principal behind wage subsidies is to reduce the cost to employers of recruiting from a pre-defined cohort of the unemployed, thereby stimulating demand for these workers and increasing their employment rate and earning potential. Employment is considered to have social and economic benefits that outweigh unemployment³. High levels of unemployment may be associated with social problems, a reduction in tax revenue for the state and increased expenditure on welfare payments.

BW uses jobseekers benefits and wage subsidies as an inducement for employers to offer employment to young people that have struggled to enter the labour market. This form of 'categorical' wage subsidy is used to target specific groups within society. In the case of BW, the group is unemployed young people aged 16-24 with issues that may, without the use of a wage subsidy, substantially limit their opportunities for participation in the labour market.

For young people participating in Barnardo's Work's, their wage costs to employers, assuming a 26 week placement period, are approximately a quarter of that which would be expected under an unsubsidised programme. Wage subsidies may act as an inducement for employers to incorporate young people with poor employment records into their workforce.

Subsidised employment has been widely used as a tool of active labour market policies as a mechanism to improve employment opportunities for certain groups. Although common in countries that have a more interventionist approach to their labour markets such as Germany, France and Scandinavia, it's use is also evident in more liberal markets such as the US, Canada and the UK.

A key reason for the use of wage subsidies for groups such as unemployed young people is that by bringing them into the labour market they acquire skills and demonstrate their potential for

³ Freeman, R., Gottschalk, P., (1998) Generating jobs: how to increase demand for less skilled workers. Russell Sage Foundation.

productivity to employers. Furthermore, employment may improve self-esteem, confidence and provide opportunities for skilled accreditation thereby improving their value to future employers. Subsidies may compensate employers for the risks they take by hiring workers with a weak employment history⁴.

BW limits costs to employers by ensuring that employees referred through the programme continue to claim unemployment benefits for the first 13 weeks of their placement with an employer. During weeks 14 to 26, wage costs are shared equally between the employer and Barnardo's. Employers choose at the end of the 26 week period if they wish to continue to employ the young person without a subsidy. Further discussion on wage subsidies is provided in Annexe A.

3.2 Links with National Employability Outcomes

At its core, BW is about the provision of access to skills and employment opportunities for young people from disadvantaged groups. Access to skills and employment is important because it offers a route out of poverty and social deprivation. By providing young people with opportunities for skills development and work experience as they start adult life, there is hope that early intervention could produce long-term benefits to the individual and society.

This section briefly outlines how BW fits with current UK employability policy. It focuses on two key areas: why skills matter to the national economy; skills and young people.

3.2.1 Why Skills Matter

UK Employability policy has been significantly influenced by the Leitch Review of Skills (2006)⁵. This report recommended that the 'UK commit to becoming a world leader in skills by 2020, benchmarked against the upper quartile of the OECD' (Leitch, 2006: 3). This was to be achieved by increasing basic literacy and numeracy and shifting the balance of intermediate skills from Level 2 to Level 3. The second trend in the field of employment and skills has been the establishment of the link between raising skills levels and creating a more economically prosperous society. Related to

⁴ World Bank. 2006. World Development Report 2007: Development and the Next Generation. World Bank, Washington D.C.

⁵ Leitch Review of Skills. Prosperity for all in the global economy – World class skills. Final Report. December 2006. HM Treasury.

this aim is the Government's intention to improve social inclusion and social mobility. The Skills White Paper describes a requirement for a 'step change in productivity and social mobility' (HMG 2005: 4)⁶.

Skills shortages have a direct impact on the productivity of firms and individuals. Although UK productivity has improved in recent years, there remain significant gaps between productivity levels of UK firms and those of major competitor nations. Historically the UK has experienced a skills deficit. Although there have been improvements in skills levels, the UK's performance when compared with other nations is unremarkable. Although there have been improvements in the number of people with basic qualifications over the previous 15 years and the number of people with no qualifications has fallen from 22% in 1994 to 13% in 2005, other countries have also been improving their skills levels (Leitch 2006⁷):

In OECD comparisons of 30 countries, the UK lies 17th on low skills, 20th on intermediate and 11th on high skills. 7 million adults lack functional numeracy and 5 million lack functional literacy. 17 million adults lack Level 1 numeracy – equivalent to a low level GCSE. The proportion of people with low or no qualifications is more than double that in Sweden, Japan and Canada.

As firms participate in an increasingly globalized and competitive international marketplace, their ability to succeed against international competition is directly affected by their capacity to draw from a skilled labour force. Skilled workers demonstrate flexibility and adaptability (Leitch 2006). There is a direct relationship between the volume of skills within the labour market and capital production: 'Higher levels of skills drive innovation, facilitate investment and improve leadership and management. For innovation to be effectively implemented, businesses must be able to draw on a flexible, skilled workforce' (Leitch 2006: 8). The ability to influence skills levels within the labour force is an important 'lever' (Leitch 2006: 7) in government's ability to improve productivity and global competitiveness.

3.2.2 Skills and Young People

⁶ Skills: *Getting on in Business, Getting on in Work* (HMG 2005)

⁷ Leitch review of Skills. Prosperity for all in the global economy – world class skills. December 2006. HM Treasury

Employers participating in BW emphasised the importance of young people having the right attitude to their work. Employers placed a high value on a young person's willingness to demonstrate commitment to the post, a willingness to learn and co-operate with colleagues. Where young people held these qualities, it was seen to be easier to teach the technical skills required by the job. There is a substantial body of evidence to suggest widespread dissatisfaction among employers with the quality of the generic employability skills of school leavers. Areas such as team-working, problem solving and basic literacy and numeracy were seen to be lacking. The UK Commission for Employment and Skills (UKCES) in a 2008 survey found that half of employers surveyed reported a lack of relevant workplace skills among school leavers. These findings were reinforced by the National Employers Skill Survey in England (UKCES, 2010). The survey found that a third (29%) of employers interviewed felt that 16 year old school leavers were poorly prepared for work. Issues included, a lack of experience of work/life, poor attitude, personality or lack of motivation, as opposed to any technical skills.

Similar findings are also evident at a Scottish level. The Futureskills Scotland, Skills in Scotland report (2008) noted that where employers consider that school leavers have a lack of preparedness this is commonly attributed with 'a lack of understanding of what working life entails and a poor attitude towards work characterised by frequent absence, poor timekeeping, a perceived lack of responsibility to their employer and a poor attitude to career development and training' (Futureskills Scotland, 2008: 58)⁸. Consistent with findings discussed in this report, 'employers were less concerned about school leavers' technical skills and many said that they did not expect them to have these skills in any case. Provided young people had the correct attitude to work, they were generally able to develop these skills when in work' (Futureskills Scotland, 2008: 58).

⁸ Futureskills Scotland. Skills in Scotland, 2008. Available at:
<http://www.scotland.gov.uk/Publications/2009/03/11153237/14>

4. Client Group

Key Points

1. **80% of young people recruited to BW are male**
2. **The mean age of participants across all services is 20 years old**
3. **Edinburgh has the youngest client group. Inverness has the oldest**

The purpose of this section is to provide an introduction to the client groups engaged with the BW programme. We use anonymised data on client outcomes to discuss the characteristics of clients at each Work's office and their progress, if any, under the programme. It covers 149 participants, across the four locations, for whom data are available.

Figure 5.1, shows the age distribution of young people on BW programmes across all offices. As would be expected from a programme that targets the 16-24 age range, there are large numbers of young people in their late teens and early twenties with the average (mean) age of the client group being almost exactly 20 years.

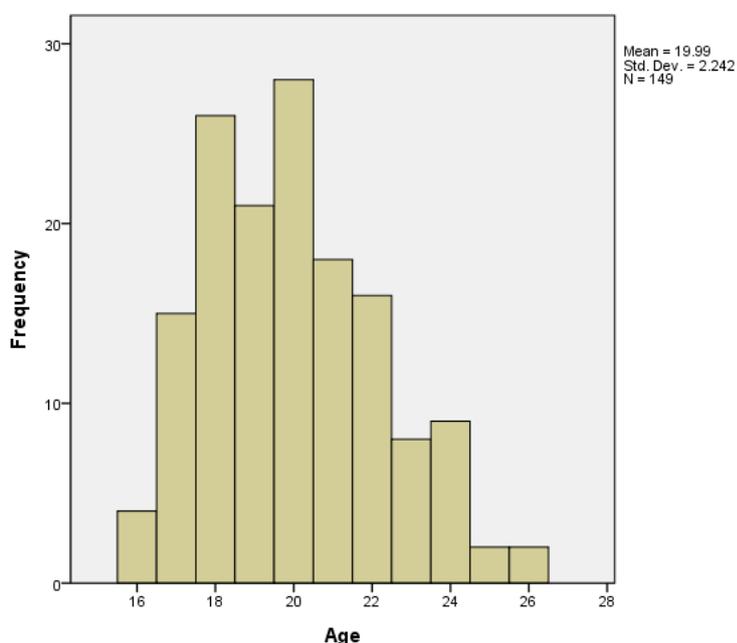


Figure 4.1 Age distribution of young people on BW programmes across all offices (Source: Barnardo's)

We can also look at age distribution by regional office to show differences in the age structure. Figure 5.2 shows that the Inverness office has a slightly older client group compared with other offices. The Edinburgh office has more 17 year olds registered than other offices, perhaps suggesting a different recruitment strategy. Across all offices there is a tapering off of the number of older clients in the 22 – 24 age range. This may suggest that:

- people in this age group are more likely to have built an employment history or career structure and do not require the sort of early employment intervention provided by BW;
- or that they are not targeted by BW;
- or that suitable people in this age group will have previously been on the programme (but given the small numbers, this last point is unlikely).

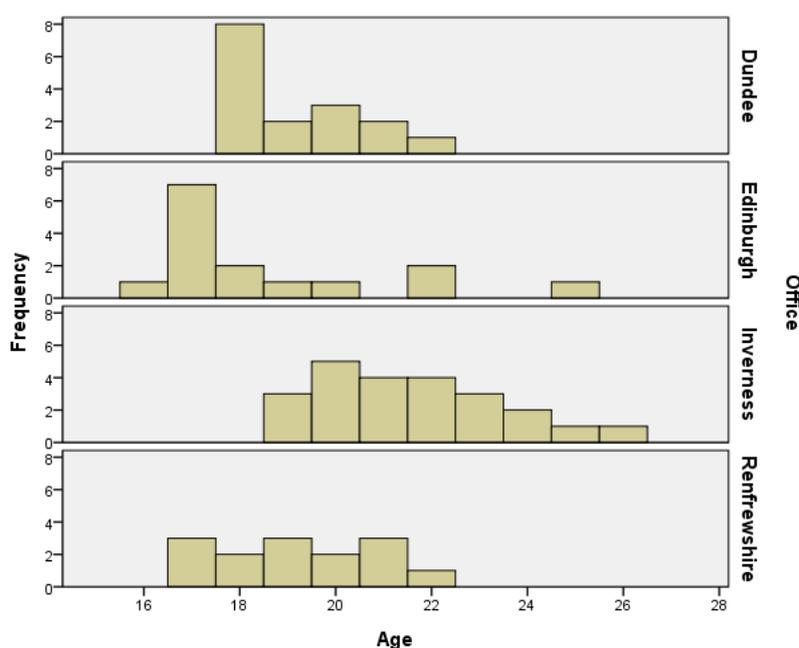


Figure 4.2 Age distribution of young people on BW programmes by office

The majority (80%) of young people recruited to BW are young men (Figure 5.3). This reflects the historic legacy of the Works programme where placement opportunities have traditionally arisen in male dominated manual sectors. A Barnardo's project worker described how male domination had recently begun to change due to the economic recession and the erosion of job opportunities in manual placements: *'There was a larger proportion of males at the start because the type of placements we got given were more manual to begin with but obviously due to the breakdown of*

manual placements we've obviously got more placements that attract females so its probably very much a 50:50 split now'.

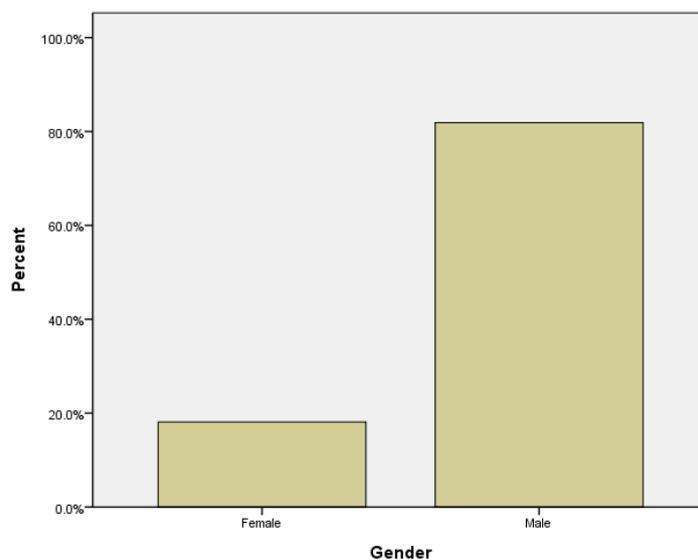


Figure 4.3 Gender distribution of young people on BW programmes

BW has limited scope to create placements that could offer more opportunities for young females. A project worker noted that *'placements available depends a lot on what they (employers) give us and initially they gave us a lot more manual and now we don't get any manual...we can only work with people that are willing to give us placements'.*

Figure 5.4 shows the gender distribution of young people by office. Across all offices, young men are capturing the majority share of placements. This does not suggest that females are less successful on the programme, but that there are fewer young females initially registering with BW.

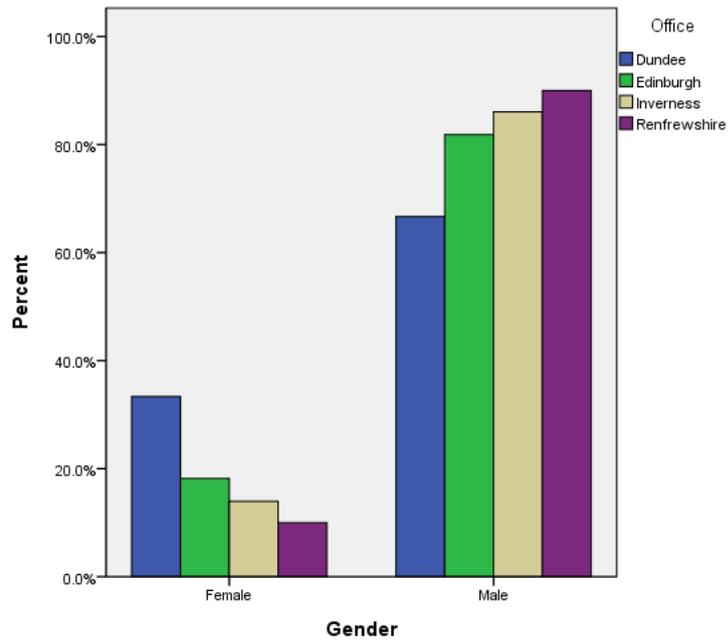


Figure 4.4 Gender distribution of young people by office

The Renfrewshire office has the highest proportion of young men of all BW offices. Initially founded in 1999 as Youthbuild Paisley, it focussed on helping young people into the construction sector and subsequently widened to include gardening, horticulture and mechanics. The role of the construction sector in shaping the service appears to have had a continuing legacy in terms of the dominance of young men at the Renfrewshire office. Further office level details are provided in Annexe C.

5. Selection of Programme Participants

Key Points

1. **Offending behaviour, poor work histories and low levels of qualifications were common**
2. **The service is sufficiently flexible to offer differing levels of support**
3. **Referrals to specialist support services help address barriers to work**

Staff were asked to outline issues that young people who came onto the programme faced. Issues included:

- Homelessness
- A history of drug or alcohol dependency
- Offending backgrounds
- Poor work history
- Low levels of formal qualifications
- Difficulties in their home and personal lives
- The effects of being a young carer for family member/s
- Mental health issues

The range of issues faced by the young people is diverse and requires considerable flexibility when they are being considered for entry onto BW. Some are more work ready than others and require less support to enable them to move into a placement. Others require more tailored support to enable a transition into the workplace. For those with additional support needs, a more intensive support programme may be initiated that pro-actively seeks to engage the young person in getting to work in the morning. This may involve text messages or phone calls and, in some cases, home visits to ensure that the young person is getting ready for work that day.

Barnardo's staff also raised the issue of the way in which their understanding of young people was limited by the amount of personal information that young people were willing to share during initial

meetings. Staff described cases where a young person had been selective regarding the information they had chosen to share and this had subsequently affected their ability to undertake their work placement. A project worker described how although '*an initial meeting is used to assess the needs of the young person, as time goes on different issues arise that need to be addressed*'. Several of the young people on the programme had mental health issues that did not come to light until they were doing their placement. In these cases, project workers were closely involved with the employer and the young person to ensure that they received the support they required whilst maintaining a daily work routine. Similarly for young people with chaotic home lives, project workers described a close level of supervision and support to ensure that they met their work commitments. For those with difficulties in their personal lives, project workers provided closer support arrangements. For those with mental health issues there was, depending on the severity of the issue, access to support services by referral from their project worker. Referral services could provide support with debt and addiction problems while GPs could act as a gateway to access for more intensive health support for mental health conditions. A project worker outlined that:

We would normally refer them onto a specialist service. We've had experiences of people who've had mental health issues and have had to take time off and then we've had to renegotiate how they come back. There is a cut off where we would say people are not well enough to take part – we would take advice and not make that decision ourselves. If people are diagnosed half way through we've had to negotiate time out and get specialist services involved.

Another project worker described other referral routes for young people with debt or substance abuse issues:

They also work with other organisations in Dundee – Making Money Work to help those with debt issues. They would contact organisations for example AdAction or GPs to help with the needs of the young people. Barnado's can refer young people to these various groups throughout their placement. But not all the young people have these issues.

Young people considered more vulnerable could expect a closer level of in-work support. Young people who do not need such high levels of support can expect monthly review meetings.

6. Key Findings from Interviews with Young People

Key Points

1. Referral routes onto BW are informal and do not appear to target specific client groups
2. Client groups have little formal education and work experience
3. Post-programme assessment of young people show comprehensive improvement across a range of outcome measures

This section presents findings from fieldwork undertaken with young people engaged with BW. Interviews were conducted with young people across all four BW offices. The research used a mixture of one-to-one face-to-face interviews, focus groups and telephone interviews. These different approaches were used to ensure that young people were given several opportunities to participate in the research.

6.1 Routes onto Barnardo's Works

Young people arrived onto BW through several referral routes. Referrals routes included:

- Friends, family and partners suggesting participation on BW
- Training providers
- Jobcentre Plus (JCP) and jobs fairs
- Local youth groups making referrals
- Adverts in local papers
- Careers advisors
- Self-referral

In almost all cases, young people have little knowledge of BW prior to their contact with Barnardo's. Young people who do possess a limited level of understanding of BW expressed positive views having been informed by friends, family and partners of their own positive experience with the

programme. Young people were asked to describe how they came to be involved in BW. Some of their responses are included below.

Dad's girlfriend works with a similar group to Barnardo's and she got emails about other organisations about the things going on and suggested I got in touch.

Young person, female – Dundee

The Jobcentre asked me to go to Careers Scotland and then Careers Scotland told me about Barnardo's Works.

Young person, male – Dundee

I was at a youth group in town. The youth worker contacted me and put me in touch with Barnardo's about a place on their programme.

Young person, male – Dundee

My girlfriend was with Barnardo's Works. I went to meet them with her because my criminal convictions were making it hard for me get a job in other ways

Young person, male – Dundee

I saw Barnardo's Works at a job's fair and I gave them my CV.

Young person, male – Dundee

Two of my mates came before and they told me it was good, so I thought I would give it a go.

Young person, male – Inverness

I finished work in a seasonal job and my boyfriend was on it so he gave them my number and they phoned me

Young person, female – Inverness

My mates told me about it, but it was actually CIB construction skills because I was an apprentice painter and they couldn't get work for me and they said the best thing you can do is phone Barnardo's and they can put you through

Young person, male - Inverness

6.2 Barriers to Employment

Young people described a range of barriers to employment including:

- Poor work histories
- Low levels of educational qualifications
- Early school leaving age and poor education experiences
- Difficult home lives
- Offending backgrounds
- Extended periods out of the labour market
- Employment in seasonal labour markets
- Perceived discrimination by employers against ethnic background.
- Caring responsibilities
- Confidence, self-esteem and motivational issues

Interviews with young people revealed a complex range of factors that underpinned their struggle to secure employment and training. A young person from the west of Scotland described how his experience of informal education had not provided him with the qualifications he needed to find work: *'I was home schooled for a year and stopped when I was 15 and didn't get any qualifications'*. A young person described the impact of his offending behaviour on his ability to secure employment: *'My criminal convictions make it hard for me to get past the initial screening for a job. So I was unemployed, just lying in my bed every day'*.

These barriers were frequently interlinked with many young people describing multiple barriers to work. Many had had poor work histories, few qualifications and criminal backgrounds. Others had acted as carers for family members and had experienced difficulties balancing school with the demands of being a young carer. Consequently they had left school with few qualifications, low confidence and little workplace experience.

A 17 year old male participant in BW described how he had moved house a lot as a child. This had had a negative effect on his schooling and his subsequent approach to formal education. He was referred to BW through the careers service at his school.

I left school when I was 15 because my Mum moved around a lot and couldn't be bothered going to a new one. Tried college and didn't like it – I did mechanics; they just want to get as many in the class as they can and they can't spend time teaching you or finding out if you're struggling. There were at least 20 in the class. They lied to me, said I would get qualifications. Three months in I said "when am I sitting these tests" and they said "you're not" and I was "just fine, I'm off then". Then I tried it again and that was half the same and half me just no discipline, because college doesn't have discipline – it's too easy and tempting to take a day off, it was my fault obviously. They don't ring you up.

A young male also aged 17 described initially finding work with a fun fair shortly after leaving school at 15. His referral to BW came through Careers Scotland. His referral to Careers Scotland was compulsory because he was under 18 and applying for Jobseekers Allowance through his local Jobcentre (JCP). Once at Careers Scotland, the advisor had recommended participation on the 'Get Ready for Work' scheme.

I applied for quite a few jobs and I ended up travelling with a fun fair – got a job there, got to T in the Park and stuff for free. Then once that stopped I couldn't get anything else. I think there's a thin line. When you apply for a job and you've got travelling they automatically think con man, not trustable, and it's like no, it's not true. The work was not contract or seasonal – you either travel or you don't. I left because I wanted to settle down – I'd been travelling all over England and Scotland – and you only go back to Paisley maybe twice a year and I don't like being away from family that much.

A young male aged 19 was referred to BW whilst being in contact with Enable Scotland. Enable Scotland referred the interviewee to JCP from where he could be referred to BW. Prior to his referral to BW he had been at college.

I was at college for a year until 2009 and it was after that that I started signing on. I was doing Fabrication and Welding – I got no qualification. It was the Maths, I'm not very good at my Maths and that's how I failed. All the practical I passed, but failed my Maths. I got my Intermediate 2 but I never got my NC.

6.3 Previous Employment

The employment experience of young people prior to engagement with BW shows several patterns:

- Continuous unemployment from leaving school
- Continuous unemployment from leaving college
- Short-term low-skilled employment before involuntary redundancy
- Low-skilled employment before voluntary departure from employer
- Low-skilled seasonal employment

In almost all cases, young people who were employed at some point prior to commencing on BW were performing low-skilled jobs with low rates of pay in seasonal occupations. Young people described their struggle to secure stable employment in a range of occupations including agricultural processing, marquee construction, warehousing, labouring, construction and grounds work. Young people were generally less concerned with the rate of pay than with their difficulty in being able to secure employment that offered stability beyond which could be offered by seasonal employment. Patterns of employment also varied according to the age of the young person. Those who had recently left school and were in the 16 to 18 age bracket had little work experience and few work-based qualifications. Their experience since leaving school had in many cases been defined by one of inertia and a lack of motivation. An 18 year old male when asked to describe what he was doing prior to starting with Barnardo's described himself as *"just a lay about, easiest way to put it"*. Other recent school leavers described becoming de-motivated by unemployment and a gradual loss of confidence in their ability to work.

6.4 Impact of the Programme on Tackling Barriers to Work

Participation in the programme helps address barriers to work in several ways. It was common for young people to report an improvement in their self-confidence and self-esteem. In most cases the young people attributed these improvements to their participation in the workplace and associated social benefits. Young people could expect training, support through a workplace mentor and learn how to deal with a wide range of people as part of their placement. For many in the younger age groups of 16-18, having to get ready for and attend work provided a structure to their weeks that

was previously absent. A male, aged 20, described how prior to his work placement he was *'staying at home and smoking dope and it's stopped me doing that. I'm not under my Mum's feet, her moaning at me to get a job'*. Another young male aged 18 described how *'when you're on Jobseekers Allowance you're always in the house. You haven't got enough money to go out and enjoy yourself'*.

Working had given them confidence and in some situations improved their relationships with family members. Several young people described how their family members were proud and happy that they had made progress towards work where previously their days had been spent sleeping or seeing friends who were also unemployed. A 19 year old male described how *'mum was happy that I got a job'*. A 19 year old female described how *'I'm a lot more confident now that I've got a job'*. Another young female aged 19 described how employment had given her independence and encouraged her to re-engage with her family: *'I had my own flat that was part of the reason I was feeling down, because I was always on my own. When I started working I moved back in with my Dad and it was so much easier having money, being independent. Having money that I worked for, not people just giving me money to sort of help me along'*.

6.4.1 Outcome Scores from Assessments

Barnardo's assesses the progress of young people using numerical scale data. Young people are asked to consider their level in the following outcome variables using a 10 point scale where 0 is lowest and 10 is highest:

1. Improved self esteem
2. Social skills gained/improved
3. Reduction in offending
4. Reduction in anti-social behaviour
5. Achieve accredited qualification
6. Access to employment, education or training
7. Enter and sustain employment, education or training
8. Acquire vocational skills
9. Engaged in personal action planning
10. Access to work experience and placements
11. Positive attitude towards employment, education or training
12. Understanding the requirements of the job market

Young people complete three assessments during weeks 1, 13 and 26 and can therefore be used to measure the progress of young people over time. In some cases, young people will complete more assessments if their time on a placement is extended beyond 26 weeks or if they take leave from the programme and rejoin at a later date. Although there is some variation between regional offices, assessments are completed through a discussion between the Barnardo's project worker and the young person; they are not completed by young people acting alone. Young people are asked to rank their score on a ten point scale. For example, a young person who felt they had low self-esteem may give a score in the 0-5 range and those with higher self-esteem may score in the 6-10 range. Once completed, the scoring would then be reversed and converted to a 5 point system used by Barnardo's staff. A score of 1 would indicate that little or no additional support was required by the young person in that area. A score of 5 would indicate that a high level of support was required in that area.

The following section summarises outcomes across each of these measures. Annexe E presents an analysis of the 5 point data scales generated by Barnardo's staff after interviews with young people. The analysis uses data aggregated from all four BW offices. The difference in scores between the first and last assessment is included for each outcomes measure in the technical annexe. Each section begins with the assessment question and the meaning of the scoring. Further detail can be found in the technical annex that accompanies this report. Readers are also advised to read the notes accompanying the choice of data sets as discussed in the technical annexe.

6.4.2 Improved Self-Esteem

- 51% of young people (n=26) made two steps of progression towards having greater self-esteem, i.e. from a 5 to a 3 or a 4 to a 2, and a further 14% (n=7) progressed three steps demonstrating a dramatic improvement.

6.4.3 Social Skills Gained / Improved

- A fifth of all young people (20.4%, n=11) were noted to have poor social skills, lack of eye contact, nervousness and be worried about group contexts. 31% (n=17) were described as having support needed for participating in group contexts but were able to accept feedback given in one to one sessions.

6.4.4 Reduction in Offending Behaviour

- A high proportion of young people at the time of the first assessment are persistently (9%, n=2) or occasionally (35%, n=8) involved with the police. Once young people had completed a programme on BW, they exhibited a noticeable reduction in their levels of offending behaviour.

6.4.5 Reduction in Anti-Social Behaviour

- After completing their 26 week assessment, a greater proportion of young people were described as having no present engagement in anti-social behaviour. This represents a significant improvement in outcomes measures over the duration of the programme.

6.4.6 Achieve Accredited Qualification

- There has been a substantial reduction in those reporting no accredited qualifications from 40% (n=23) to 3% (n=2). Furthermore the proportion of those reporting additional or high levels of qualifications has increased from 3% (n=2) to 54% (n=32).

6.4.7 Access to Employment, Education or Training

- The number of young people reporting they possess a variety of work experience, training and educational opportunities has increased from 0% at the start of the programme to 56% (n=33) at the end.

6.4.8 Enter and Sustain Employment, Education or Training

- The proportion of young people claiming to have experience of employment or training sustained for more than a year has increased from 0% at the first assessment to 33% (n=21) at the time of the last assessment. Similarly, the proportion of young people with experience of employment or training sustained for between 6 months and a year has increased from 0% to 19% (n=12) at the time of the last assessment.

6.4.9 Acquire Vocational Skills

- Almost a quarter of young people (23% n=15) made a four point improvement, thereby moving from low levels of vocational skills required to possessing a skill set that is relevant to their placement.

6.4.10 Engaged in Personal Action Planning

- There was a clear improvement in the ability of young people to think and plan for their future. The proportion of those able to think strategically about their future plans and goals with autonomy has increased from none at the time of the first assessment to 43% (n=25) at the time of the last assessment.

6.4.11 Access to Work Experience and Placements

62% (n=36) of young people could, at the time of the last assessment, claim to have had access to longer term work experience with entry into sustained employment. At the time of the first assessment, none of the young people had any such experience. 6.4.12 Positive Attitude Towards Employment, Education and Training.

6.4.12 Understanding the Requirements of the Job Market

- There had been a significant improvement in levels of understanding of job market requirements. 42% (n=27) of young people could, at the time of the last assessment, report that they possessed a good understanding of the requirements of the job market and the ability to apply this knowledge with autonomy.

6.5 Young Persons Experience of the Service

Young people that participated in BW described a positive experience. Few young people were critical of the support that they had received. Where young people were critical of BW, it appeared to focus on disaffection with the type of work they were currently undertaking or with matters around personal relations with colleagues. A small number of young people were not enjoying their placement because it did not involve the type of work that they would choose. When probed further if there were any other problems with the placement, those same young people did not appear to have criticism of the placement rather they were expressing a desire to be doing their placement in a different area. A young person from Dundee described his wish to be undertaking manual work rather than the administrative duties he was currently doing: *'it's not my type of work. I wanted something more manual and I am trying to find something within [employer] at the moment'*. Another young person from Dundee felt that his experience of a previous placement had been undermined by a poor working relationship with his manager: *'I don't get on with my boss, but just kept myself to myself'*.

For the majority of young people, their experience on the programme was enriching and offered an alternative future where work could replace welfare. Young people described being welcomed into a supportive process where issues in their background that had held them back from employment and training were addressed by Barnardo's staff. Young people described a holistic service that sought to address the complex aspects of their worklessness. Where young people lacked suitable clothing for job interviews, Barnardo's worked to ensure that this would not be a barrier to attending an interview for a placement. Where young people lacked transport to get to a placement, Barnardo's provided transport wherever possible. Where a young person was known to have time keeping problems, Barnardo's staff would call or visit the young person to ensure that they arrived at their placement on time. Where young people were unsure of the application process for placement or work, they could expect guidance from Barnardo's. The following excerpts from interviews with young people illustrate the ways in which they received support from Barnardo's as they sought, and moved onto, a work placement. The young people describe a range of support mechanisms in place to ensure their continued participation on the placement. The young people describe a support process that is flexible and adaptive to their needs.

Barnardo's are constantly telling me I have to have proper skills to get a job and they're pushing me to get in contact with them and see what's happening with the application because I sent a lot of applications over the internet and I don't get replies and they say you need to chase it up as people who show keenness tend to get a job – they say they know I can get a job.

Young person on placement - Paisley

They're more encouraging than the Jobcentre, wanting you to get experience but you can leave it if it doesn't work out. Barnardo's help with your moans and groans.

Young person on placement - Dundee

I wanted something in the local area. Barnardo's picked out what they thought was best. I had freedom to choose the placement that I wanted, I felt comfortable and they're always checking up on us.

Young person on placement – Dundee

They (Barnardo's) made regular phone calls to my house to make sure I was getting to the placement and gave me help with work clothing. If it wasn't for them I wouldn't have a job right now.

Young person on placement – Dundee

Barnardo's emailed the company asking if they needed labourers and I just started on the Monday and that was it. They've been dead helpful. They do the research and help you – find out what the job's really about. They tell you what best trains and buses to get – first time you go they make sure you can get there and back.

Young person on placement – Paisley

They are here to help you and get to know you – they don't just see you as a 'case' if you know what I mean. They congratulate you and it makes you feel good – they want you to achieve and keep going and all that. If the worst and you don't get kept on they'll be there to help you again and stuff. It feels like they enjoy their work.

Young person on placement - Paisley

7. Key Findings from Interviews with Employers

Key Points

1. **The wage subsidy is understood by employers to mitigate some of the risk associated with recruiting from a disadvantaged client group**
2. **Corporate social responsibility is a driving force for larger employers to participate in the programme. Smaller employers cited personal reasons for participation**
3. **There was no evidence of significant displacement or deadweight effects caused by the programme**

7.1 Employer Involvement with Barnardo's Works

Employers were asked to consider how and why they came to be involved in BW. Responses suggested three primary responses:

- an approach by a member of the BW team;
- informal word of mouth involvement through friends or existing work colleagues;
- a desire to meet corporate social responsibility targets or a wish to contribute something to society.

Contact initiated by Barnardo's appeared primarily to come through local Employment Liaison Representatives. The manager of a nursing home in the north of Scotland described how *'I think Employer Liaison just happened to call me one day and introduced herself and we had a meeting and it just followed on from there'*. A similar experience was described by the leader of a business representative group: *'Barnardo's Works contacted me. I had always known of Barnardo's but didn't have exchange with them. Employment Liaison Inverness came on board and wanted to meet everybody. When we met I didn't realise Barnardo's Works had such a link with employers. She wanted to know who she needed to speak to'*. An Edinburgh based employer who, at the time of the interviewee had recruited two young people through BW, described why he felt that BW was an

opportunity to give back to society. The interviewee was asked to consider factors that led to the employer's participant in BW.

We wouldn't have gone through the normal Jobcentre routes to take on a youngster – we would probably have used word-of-mouth and probably taken on an experienced individual. The wage was one aspect and the support from Barnardo's was the second – they were persuasive – talked about corporate social responsibility – guys, kids needing a chance. There are some risks involved in that sometimes but I felt the support that Barnardo's offered at the front end mitigated a lot of that risk - that they would interview them – they would give them an initial induction into work type sessions – which for me mitigated a lot of the risk that we would have in taking a random guy off interviewing – yes the salary did have a bearing to some degree but equally the support that Barnardo's offered.

Employer – East of Scotland

The use of wage subsidies as a mechanism to compensate employers for recruiting from social groups with little work experience and low skills has been previously discussed. In the case of this employer, the wage subsidy was understood to be compensation for taking on a new recruit outside the normal channels of recruitment and with little experience.

7.2 Impact on Recruitment

The Works programme is built around a 26 week placement with an employer. Wage costs for the first 13 weeks of a placement are not met by the employer. The young person continues to claim jobseekers benefits during those first 13 weeks. Wage costs for the latter 13 weeks are partly subsidised by Barnardo's. Wage subsidy programmes such as BW may have unintended deadweight and displacement costs⁹ that may need considered as part of businesses costs. To assess the potential impact of these effects on programme outcomes, employers were asked to consider if there had been any redundancies around the period at which they recruited through BW. Employers were also asked if, at the time of their association with BW, they had intended to recruit to a position similar to that which the young person through BW was undertaking.

⁹ For an explanation of deadweight and displacement see Annexe A

There was little evidence of displacement effects caused by the BW programme. In almost all cases, employers could not provide examples of situations where the arrival of a young person on the BW scheme had led to the displacement of a comparable occupational position. However displacement effects were more difficult to assess in larger employers where the interviewee had a limited understanding of firm wide recruitment processes. In a small number of cases, employers stated that the wage subsidy helped reduce training costs and that this helped enable the creation of a full-time post. An employer from the east of Scotland described how he could not afford to provide adequate training for new staff but that BW enabled a training period even though there was a prior intention to recruit. The subsidised placement period enabled recruits to receive training at low cost to the employer to then become a part of the workforce. When asked if he was recruiting for a similar (waged) position at the time at which the BW placement was created he replied:

Yes, we take them in advance of the recruitment process because I couldn't afford to have additional staff to my core basis but it allows me to have a person trained and moved into the development of the organisation. We put Barnardo's Works young people through our recruitment process – we have no fund to create posts just for them. For us the people would find it hard to get in because they lack qualifications and the benefit to us is we got that person to train and develop longer and when they get into the organisation they can hit the ground running.

Employer – East of Scotland

Employers recruiting through BW could either offer the young person a position upon completion of their placement, subject to an evaluation of their performance over the 26 weeks, or an employer was not in a position to offer a post. In cases where employers had made known their inability to provide a full-time post at the end of the placement, there were no deadweight effects because the placement does not substitute a waged position.

7.3 Impact on Training

BW appeared to have a positive impact on opportunities for work-based training and qualifications. Employers were strongly encouraged to provide training to the young people on placement. Many employers made use of Barnardo's offer to fund training for young people. A range of training opportunities were provided both on-site and off-site. Sector specific training included infection control and hands-on care in a home for the elderly, fork-lift truck driving in a depot, manual handling in a range of employment sectors and communication skills in call centres and offices. Employers appeared keen to offer time for training activities knowing that they were being funded by Barnardo's. An employer in the north of Scotland described how *'they (Barnardo's) discussed it with us and we suggested some things – they offered to pay for it all – as she was helping us and not being paid by us we paid for some her training – but they discussed with us what would be useful'*.

In spite of the inability of the employer to offer a position at the end of the placement period, there were benefits to the employer and the young person from participation in the scheme. Some employers argued that recruiting through the BW scheme helped them meet Corporate Social Responsibility commitments. This appeared to be a factor with larger employers. Smaller employers that recruited through BW frequently cited personal reasons for participation in the scheme. A small business owner described how his own background had driven him to offer a chance to young people who had struggled to secure employment and training opportunities and typified the views of many small business owners: *'But my background – we grew up not the most idyllic background and I'd rather give a young person a chance to improve themselves through Barnardo's Works'*. A small business owner from the north of Scotland described why he was motivated to participate in BW: *'Sometimes when you hear folk's stories you just think life has just been crap. You've had a few bad bounces of the ball'*.

In situations where employers were open about their inability to offer young people a position upon completion of the placement; they continued to see benefits through opportunities for improved confidence and access to internal vacancies. Some employers argued that other employers needed to re-evaluate their view of young people who had become detached from the labour market. An employer argued that *'there is a need to boost the confidence of disengaged workers - they may be put off by job adverts that 'speak up' the positions that are vacant. Re-educating employers themselves to tap into this pool of workers – recruiting them and how to work best with people, avoiding stereotypes'*. Where young people were on placement with a large employer such as the NHS there were opportunities for the young person to access internal vacancy lists. An NHS manager

describes how *'when they came onto the NHS for the 3 month period they were NHS employees so they then had the opportunity to go to the vacancy notice board and apply for internal posts'*.

7.4 Other Issues from Interviews with Employers

Employers were asked to discuss factors that led to a successful placement. Despite a wide range of employers agreeing to participate in interviews, there appeared to be a few common factors that led to successful placements. These can be summarised as:

- personal qualities;
- 'fit' with the work environment;
- continued support through Barnardo's and workplace mentors.

Employers cited the importance of a positive attitude of the young person to their placement. Employers were often aware that the young person had been denied previous opportunities to enter the labour market and their positive attitude reflected a desire to make the most of the opportunity provided by BW. An employer that had provided placements for several young people described the importance of a young persons *'dedication and their work ethic, determination to actually fulfil the job because they have been wanting to work but they've just never had the opportunity'*. Employers would frequently emphasise the importance of enthusiasm and dedication as being more important than the possession of skills or experience relevant to the placement. A positive attitude to the placement and a willingness to learn were considered critical to the successful completion of a placement.

Employers also emphasised the importance of Barnardo's sending young people who could fit into the work environment. Businesses that required staff with good customer service skills emphasised the importance of receiving young people who were communicative and approachable. Businesses that required employees to have specific occupational training, wanted young people with a willingness to participate in training schemes. An employer from the west of Scotland described how he wanted *'individuals who are compatible with this customer service environment. They've taken on board and they're learning and they've been committed to it and they've had support from the*

outset'. The following excerpts from interviews with employers illustrate the importance of the partnership between Barnardo's and the employer when placing young people.

On both sides – we got good placements from BW. The recruitment from BW they must put the correct people for the post. From our side we spent time honing their shortcomings and encouraging them to basically put these things right and achieve a higher standard and they responded to that. Their enthusiasm was important.

Employer – West of Scotland

Our first candidate was extremely under confident. Latterly they are – I don't know whether the scheme has been selecting better candidates or whether that's the type of candidate that's coming through the scheme – there are some good candidates coming through. There are still confidence issues but once they get into the working environment they make relationships and they start to ask questions – over that 6 month period there are substantial changes – confidence, bonding, making relationships and friends.

Employer – East of Scotland

Employers were also consulted on factors that prevented a young person from successfully completing their placement. A principle cause of early exit from a placement was the effects of personal issues affecting a young person's work. A large employer from the east of Scotland with an established programme for the creation of placements for young people through BW described the case of a 19 year old woman who had failed to arrive for work but was found to be living with a violent partner who had removed her phone thereby preventing her from contacting the employer to notify of her absence. The young woman was considered a competent and committed member of staff but her personal issues at home were undermining her attendance record and threatening her position on the placement. The employer expressed frustration at the limited effect her intervention could have upon the difficult domestic situation of the young person.

Turbulent home and social backgrounds were cited by employers as a significant cause of difficulties during a placement as the following employers described:

Problems arise when personal issues come into the workplace. We know from experience because we now have Apprentices and we know that young people have issues so it's not to

be unexpected that they do have issues at home – so the men and the managers are aware of the type of issues that these young individuals come up against.

Employer – East of Scotland

I think the young individual who didn't complete had issues at home – so there were issues from his home life that were being carried through into his, when he was getting employed by us. But I also feel that my managers, or one of my senior managers, didn't actually fully understand what we were trying to do and the easy option was to terminate, when that's as far as I'm concerned that's not an option. These young individuals need to be supported and they need to be managed. And that message has gone back out to them that I'm not, I won't consider early termination unless there is a substantial reason why.

Employer – North East Scotland

The use of workplace mentors was discussed with employers. The purpose of mentors was to provide a supportive link between the employer and Barnardo's for the young person. Mentors were a point of contact for the young person within their place of work. Where young people were experiencing difficult home and social situations, a workplace mentor could provide a supportive role and allow the employer to gain an understanding of problems that may have been affecting the young person's attendance record. The use of workplace mentors was variable. Larger employers appeared to have greater resources and more staff to enable a person who would be working closely with the young person on placement to receive training provided by Barnardo's. Mentors were selected based on their willingness to accept the role and due to their close working relationship with the young person. Being a mentor was seen to be a rewarding experience and one that differed from the role of a traditional line manager. Mentors were seen to have a more pastoral and supportive function. An employer from the north east of Scotland described how for the young person, *'It's great if they can buddy up with someone because it gives that member of staff you know 'oh I'm interested in this', show them the ropes and give feedback to the managers. And it's also good for them as well. The pride of mentors is nice to see'*.

Smaller employers appeared less able to allocate a single employee to the function of mentor. Where a young person was given a placement with a small employee, the role of mentor was less well defined and several experienced employees took the role of providing guidance and support to the young person. In several small firms, managers described a greater reliance on Barnardo's to

provide the additional social support that may be required. An interviewee from a large organisation described visiting the house of a young person with a HR manager to see why the young person had not attended work. Smaller employers were unlikely to have the capacity to provide this level of support. An employer that participated in BW described how he did not have the capacity to provide a workplace mentor and therefore the role was shared by several staff.

There's not a specific person as a designated mentor. We're a small team and I've got a good relationship with all of them (staff) and I would hope that they can talk to me about anything – home life, problems with money, anything – and failing that they've got a good team at Barnardo's who look after them on a daily, weekly basis. If anyone is off, Barnardo's will chase them up for me.

Employer – West of Scotland

8. Deprivation by Residence

This section uses the Scottish Index of Multiple Deprivation (SIMD) 2009 data to analyse levels of deprivation among young people participating on BW. The SIMD 2009 combines 38 indicators of deprivation across 7 domains. These are: Income; Employment; Health; Education; Skills and training; Housing; Geographic access; Crime.

There were two purposes to this exercise. Firstly, to understand the extent to which participants on BW are subject to deprivation and are therefore more likely to be unemployed, on a low income and lacking in skills and training opportunities. Secondly, to analyse the extent to which Barnardo's are fulfilling their aims with regards to the provision of employment opportunities to disadvantaged groups. The analysis suggests that BW has had success in targeting those young people resident in deprived areas.

Figure 8.1 shows that 42% of young people across all BW offices are resident in 20% of the most deprived Scottish data zones.

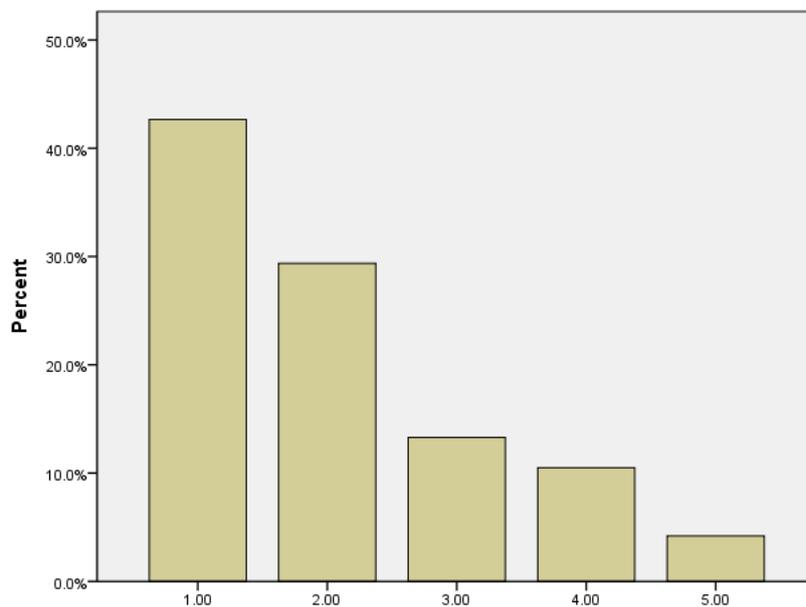


Figure 8.1: Residency of BW young people by SIMD 2009 quintile. All Barnardo's offices

These findings are consistent with attempts to target a client group that has experienced persistent worklessness and low levels of education and training. It is therefore likely that this group would also be resident in some of the poorest data zones.

A more nuanced analysis of the data using deciles shows that 61% of young people participating in BW are resident in 30% of the most deprived SIMD data zones¹⁰. More than a fifth of young people (22%) are resident the most deprived 10% of data zones. Figure 8.2 shows a pattern of increasing engagement in BW in more deprived areas.

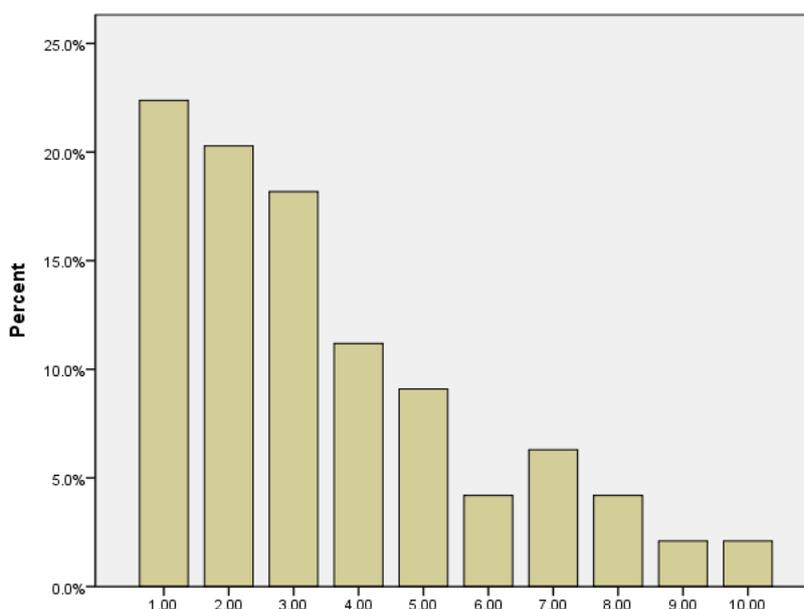


Figure 8.2 Residency of BW young people by SIMD 2009 decile. All Barnardo's offices

Analysis of postcode data using the SIMD suggest that a high proportion of young people recruited on to BW are resident in the most deprived areas. This finding supports Barnardo's claim that the BW programme is '*supporting young people from deprived communities*'¹¹. It is clear from figures 8.1 and 8.2 that the proportion of young people engaged in BW increases in areas of higher deprivation. In short, the areas of highest deprivation supply the greatest proportion of young people for participation in BW.

¹⁰ See technical annexe A14 for figures.

¹¹ Barnardo's publicity material for BW. 2010

SIMD data was also used to analyse the proportion of young people participating in BW at office level. Office level analysis shows that BW offices in urban areas are attracting a higher proportion of young people from areas of greater deprivation. Figure 8.3 shows that 70% of young people registered on BW through the Dundee office are resident in 30% of the most deprived SIMD data zones. Relatively few young people are resident in less deprived areas¹².

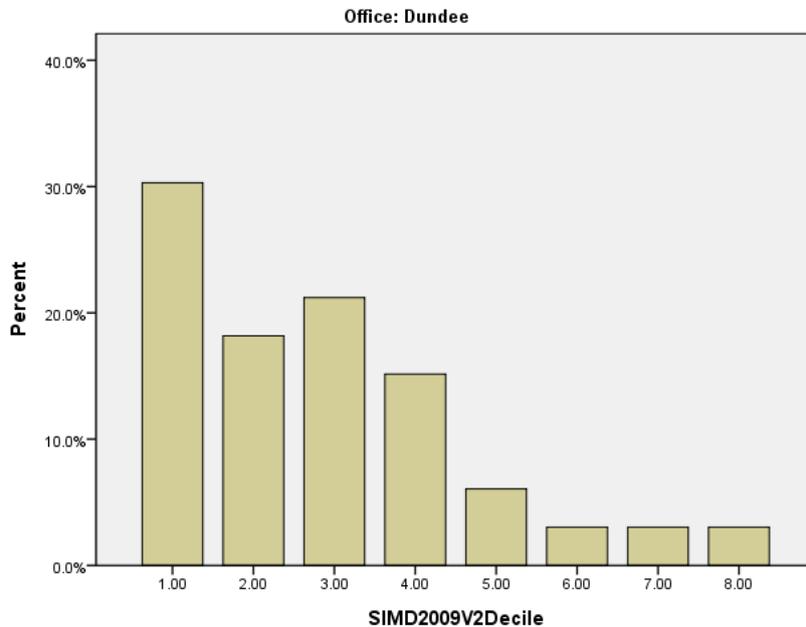


Figure 8.3: Residency of BW young people by SIMD 2009 decile: Dundee office

Figure 8.4 shows a similarly high level of young people from deprived areas registered with the Barnardo's Edinburgh office. 65% of young people are resident in 30% of the most deprived SIMD data zones. 38% of young people registered with the Edinburgh office for participation in BW are resident in the most deprived 10% of data zones. Again, there are relatively few young people from less deprived areas.

¹² See technical annexe A15

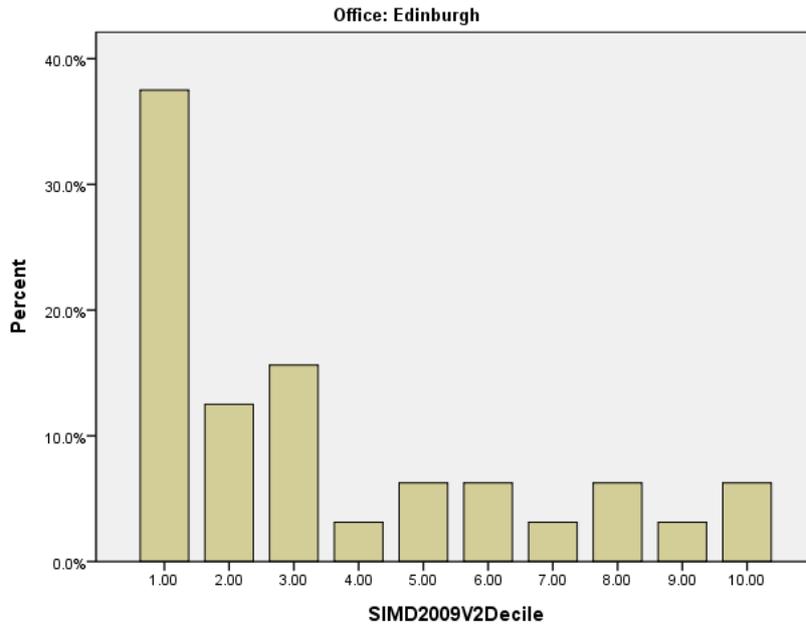


Figure 8.4: Residency of BW young people by SIMD 2009 decile: Edinburgh office

The Inverness office has fewer young people from the most deprived decile than in Edinburgh but continues to be used more heavily by those from more deprived areas than their more affluent counterparts. Half of young people registered with the Inverness service (51.2%) are resident in 30% of the most deprived SIMD data zones.

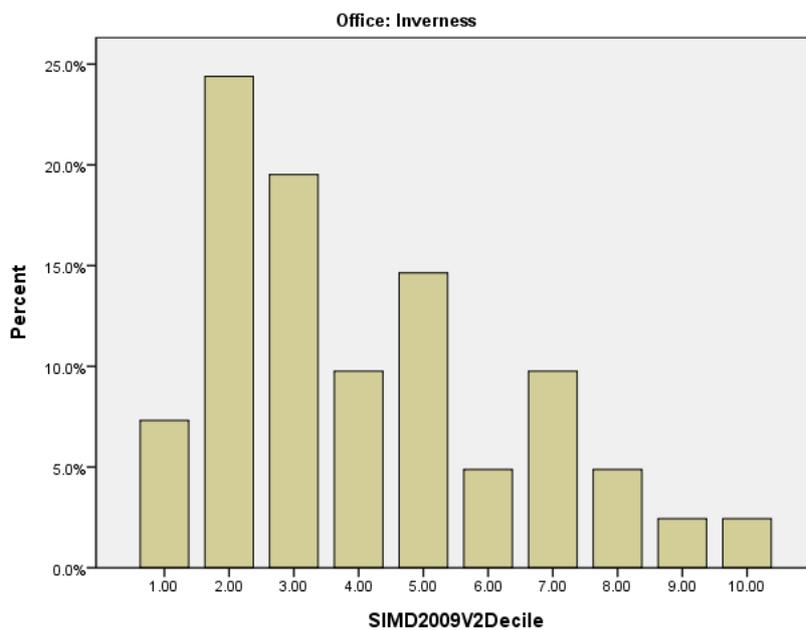


Figure 8.5: Residency of BW young people by SIMD 2009 decile: Inverness office

59% of young people at the Renfrewshire office are resident in 30% of the most deprived SIMD data zones.

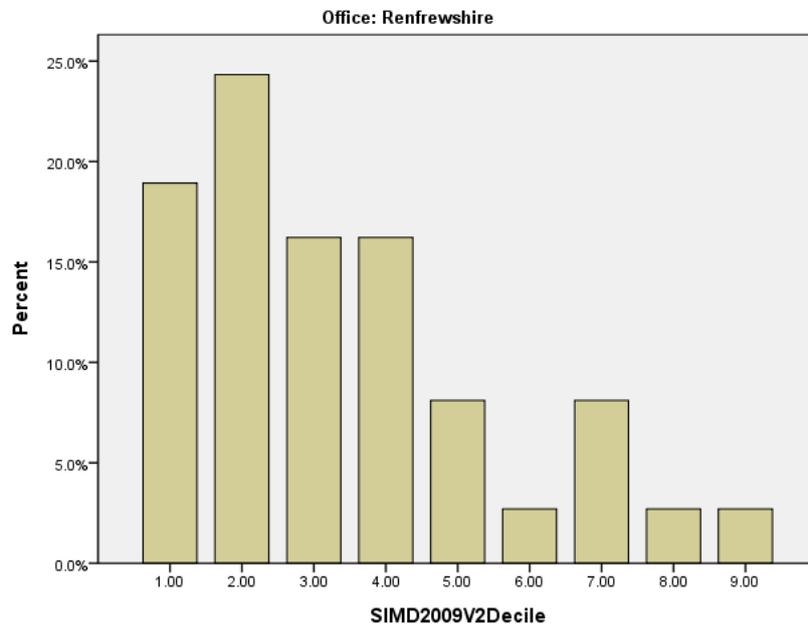


Figure 8.6: Residency of BW young people by SIMD 2009 decile: Renfrewshire office

9. Conclusion and Recommendations

1. Referral routes by which young people arrive onto BW appear informal and ad-hoc: referrals from friends and family members are common. By adopting a more purposeful recruitment strategy using criteria to identify and define those considered to be furthest from the labour market, the programme could expect to deliver support to those most in need. Without this approach, there is a possibility that some young people would have gained employment and training irrespective of the effects of the programme thereby generating deadweight effects. Closer partnership working with Jobcentre Plus could be enable the identification of those furthest from the labour market.
2. UK and Scottish Government policy priorities emphasise the importance of skills training and access to labour markets as means to address poverty and social deprivation. Through their Work's programme, Barnardo's are providing some of the most disadvantaged young people in Scotland with access to skills training and work. In this respect, BW is closely aligned with government priorities and may provide a template by which disadvantaged groups could be given access to training and the labour market.
3. The wage subsidy and the offer from Barnardo's to cover training costs play a key role in employers' willingness to engage with the programme and shape the support employers offer to young people. The subsidy may be acting as compensation for employers taking on young people who, through their lack of work experience, qualifications and perhaps criminal backgrounds, may not otherwise have been considered for recruitment. Once employers are offering placement opportunities, a high proportion of young people on placement can expect to secure longer term employment. Once on a placement, young people are given access to internal job opportunities that would not otherwise have become known to the young person. The wage subsidy should continue to act as a selling point to employers considering participation in the programme.
4. The outcomes in terms of young people moving into employment, apprenticeships or Further Education are high for this population (50%). The costs per participant appear reasonable for such a client population and geographical coverage at around £8,000. However, more work is needed on long-term monitoring and on achieving consistency in data between locations and databases.

5. Many employers are motivated to participate in the programme to improve the lives of the young people. This point should be seen as distinct from the benefits to the employer of the wage subsidy. Employers felt rewarded and satisfied that their offer of a placement could have a profound and positive effect on the life of a young person from a marginalised background. Employers valued the enthusiasm and positive attitude of the young people. BW is sending young people that 'match' the needs of the jobs and employers appreciate this. Small employers especially value the continued pastoral support provided by BW workers.
6. Young people spoke highly of the contribution the programme had made to their lives. Their primary concern was for access to work and training. Training and qualifications were understood as ways in which they would progress into employment. Few discussed the issue of salary levels or the continued receipt of benefits during the initial period of placement, suggesting that these were not significantly important at this stage. The size of the employer to a considerable extent determined the type of support the young person could expect to receive. Smaller employers were often unable to provide a workplace mentor due to staffing and resource constraints. Larger employers appeared more able to offer the role of workplace mentor. Young people on placement with smaller employers may require greater levels of support from Barnardo's to supplant that which cannot always be offered by smaller employers.
7. There is a disproportionately high number of young men on the programme. This may be due to, young men being more likely to be out of education, employment or training than their female counterparts. In addition, it may be due to a legacy of the manual type occupations that have historically been offered through placements and the exit from the labour market of young females as they take on parenting roles. Furthermore In spite of these factors it is clear that to ensure growth of the service, recruitment of young females must increase. This could be done by offering placements in occupational sectors that have traditionally attracted females or both genders.
8. Outcome scores are a crucial mechanism by which the impact of the programme can be measured. Young people engaged with BW demonstrate substantial improvements in the 12 areas under assessment. There are three areas in which outcomes scoring can be improved

Firstly, assessments conducted with young people use a 10 point scoring system. This is then converted to a 5 point system. However this process appears to cause unnecessary confusion and may lose detail captured by a 10 point system. There is a case for ensuring that the scoring system used by young people and for subsequent analysis is standardised and not subject to change.

Secondly, there is variation at an office level as to how scores are generated and an absence of standardised reporting systems. Data supplied by Barnardo's appears to show some inconsistency around when a first assessment outcome score takes place. Staff with responsibility for generating and entering outcome scores, need to treat the data consistently. There needs to be a common understanding of when each assessment score takes place.

Thirdly, the process by which young people participate in outcome scoring has the potential to allow employers influence on scoring. In some cases, outcome scores were decided through three way consultation with the employer, Barnardo's and the young person. In these situations a young person may feel pressure to provide a different score to that which they may have provided if acting alone. The process by which outcome scores are generated needs re-examined to ensure that young people are providing an accurate account of their progress. There is a strong case for standardising the process by which outcomes scores are provided and it is desirable that employers, Barnardo's and the young person are present at each outcome scoring. Alternatively, young people could complete all their scores in confidence. Improvement in these three areas will significantly enhance the legitimacy of outcome scores.

Acknowledgements:

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Annexe A

Hazards of Wage Subsidies

Although there are strong arguments in favour of wage subsidies as a mechanism for stimulating employment, skills acquisition and income generation among a specific group, wage subsidy programmes also carry potential costs such as displacement and deadweight (see below).

Displacement

Displacement describes when an employer uses a subsidised worker to replace an unsubsidised worker. Under certain circumstances, employers may use wage subsidies as a means of controlling wage costs. If an opportunity exists to replace an unsubsidised worker with one whose subsidy reduces wage costs, an employer may calculate that there are economic benefits to doing so. A key concern for any categorical wage subsidy programme such as BW, ought to be the potential displacement effects of introducing subsidised, low skilled young workers into a labour force. If employers use such programmes as a short-term cost saving measures the benefits of the subsidy are greatly reduced.

Deadweight

Deadweight describes the use of a subsidy by employers to recruit a worker who would have been hired anyway. Deadweight, as with displacement, significantly blunts the effectiveness of the wage subsidy programme. It reduces the level of additional employment created by the scheme and incurs costs on bodies providing wage subsidies. For example, if an employer in the Inverness area decided to recruit an additional employee without the use of wage subsidies this would add to the total volume of employment in the area and reduce public expenditure on jobseeker benefits were they to be drawn from the unemployed. However an employer may reason that wage subsidies would reduce the cost of a new hire even though they had anticipated the cost of an additional unsubsidised employee.

Annexe B

The NEET Group

The recent recession has had a serious effect on the employment rates of young people. The proportion of 16 to 19 year olds Not in Employment, Education or Training, the so called NEET group, was 13.8% in 2009. This figure represented a significant increase of 2% over the year prior to that point. This increase effectively wiped out employment gains made by this group in the period 2005 to 2008. The NEET phenomenon affects young males more than females with the recent recession having a profound effect on their opportunities for employment. In 2009, slightly more than 12% of females aged 16-19 were in the NEET category. For men of the same age, the figure was more than 15%. Nearly 60% of those in the NEET category have never previously worked or have only worked in elementary occupations. Of those who have previously held employment, males worked in trade, plant and heavy machinery type occupations and females in secretarial or sales occupations¹³.

The Labour Market and Young People

Across Scotland, the unemployment rate of young people targeted for assistance under the BW scheme declined between 2008 and 2009. In the 18-24 age bracket 14.2% were unemployed, an increase of 2.9% on the previous year meaning that 51,000 young people in Scotland were unemployed. The Scottish unemployment rate for 18-24 year olds compares favourably with other UK regions. In Wales, young person unemployment stands at 21.1%. While for England the figure is 17.2%¹⁴. However within a Scottish context, the period 2004 to 2009 has seen employment opportunities for young people deteriorate.

By using variables such as economic inactivity rates; claimant count; and employment by age we can better understand the decline of young people as active participants in the labour market in recent years. The claimant count for young people aged 18-24 across Scotland has increased dramatically over the previous two years. In August 2008, almost 26,000 young people in Scotland were making a claim for unemployment benefit (Jobseekers Allowance - JSA) and by August 2010, that figure had climbed to 41,000 claims for JSA among young people aged 18-24. Significantly there was a large increase in the proportion of young people unemployed for more than 12 months. In August 2008,

¹³ Analysis of 16-19 year olds not in employment, education or training in the 2001 census. Analytical Service Division. ETLDD

¹⁴ Youth Unemployment Statistics Monthly Briefing – Updated March 2010. Scottish Government. Available at scotland.gov.uk/Resource/Doc/933/0097949.doc

1.4% of those making a claim for JSA were unemployed for more than 12 months. By August 2010, that proportion had increased to 4.8%¹⁵. Long-term unemployment erodes skills and makes a return to the labour market more difficult. It can have a lasting effect on experiences of work through reduced earnings and career progression and can have a negative effect on health¹⁶. For young people with little experience in the workplace and few qualifications, long-term unemployment represents a significant threat to their future employment and social opportunities.

The ILO unemployment rate for 18-24 year olds shows a marked increase in the period 2008-2009 from 11.3% to 14.2%. An additional 11,000 young people became unemployed in this period. However these figures ought to be understood in the context of high levels of youth employment. Using ILO figures, the employment rate for 18-24 year olds during the same period was 63.4%. This was higher than all other UK countries and above the UK average of 58.6%. The rate at which young people are being added to the employment count has slowed in Scotland, however, similar increases have also occurred across the UK. However Scotland appears not to have suffered the large falls in employment experienced across the UK where the average employment rate is 58.6%. In spite of these positive trends, the Scottish NEET group of 16-19 year olds increased from 11.3% in July 2008 to 12.4% in June 2009, or 33,000 young people.

The increase in long-term unemployment has particularly affected young men. In August 2008, the proportion of young men and women unemployed for more than 12 months was roughly equal. 1.5% of men and 1.3% of women aged 18 to 24 had been unemployed for more than 12 months. By August 2010, 5.2% of men and 4.2% of women had a claim for JSA that continued for more than 12 months. For both gender groups this represents a significant increase in the proportion of those becoming long-term unemployed. Since the start of the recession the claimant count rate for young males has grown faster than for females¹⁷.

¹⁵ ONS. 2010. Available at: http://www.statistics.gov.uk/downloads/theme_labour/Monthly-LMS/LMS_monthly_Backgroundnote.pdf

¹⁶ Bell, D and Blanchflower, D (2009). *Youth unemployment: déjà vu?* (Dartmouth College Working Paper)
Gregg, P and Tominey, E (2004). *The Wage Scar from Youth Unemployment*. (CMPO Working Paper Series No. 04/097, University of Bristol)
Hammarström, A and Janlert, U (2002). Early unemployment can contribute to adult health problems: results from a longitudinal study of school leavers. *Journal of Epidemiology & Community Health*, 56: 624–630

¹⁷ ONS. Youth Unemployment Statistics Monthly Briefing – Updated March 2010

A further indicator of the difficulties that young people face on entering the labour market is evident through changes to rates of economic inactivity among young people¹⁸. In the 16-17 age group rates of economic inactivity increased substantially between 2006 and 2009. In 2006, 43.5% of 16 and 17 year olds were defined as economically inactive. By 2009, this figure had increased to 52.3%. A probable explanation for increasing rates of inactivity in this age group may lie with an increasing proportion of young people in education but who are not in employment. Once again, the rate of economic inactivity for men aged 18-24 has been greater than their female counterparts. In 2006, 18.7% of men aged 18-24 were economically inactive. This figure climbed to 24.9% by the end of 2009. Females of this age also experienced a moderate increase in the proportion of those defined as economically inactive. 27.7% of females aged 18-24 were economically inactive in 2006. This proportion had risen to 28.7% by 2009. Differences in rates of economic inactivity between males and females could in part be explained by females who have had children and are not seeking work. Given the scale of the issues facing young people in the labour market, it is unsurprising that young men and women have experienced a significant fall in their employment rates. In 2006, 68.3% of young people aged 18-24 were in employment. By 2009, this figure had fallen to 64.1%¹⁹. Again, young men experienced a significant fall in their employment rates from 70% in 2006 to 64.7% in 2009.

¹⁸ According to the Office for National Statistics, the economically inactive are *'those people who are out of work but who do not satisfy all of the International Labour Organisation (ILO) criteria for unemployment. This is because they are either not seeking work or are unavailable to start work...economically-inactive people have the potential to move into the labour market at some point in the future. Broadly speaking, the inactive group can be divided into those who want a job and those who do not'*. Source: <http://www.ons.gov.uk/about-statistics/user-guidance/lm-guide/concepts/inactivity/about/index.html>

¹⁹ ONS. 2010. Available at: http://www.statistics.gov.uk/downloads/theme_labour/Monthly-LMS/LMS_monthly_Backgroundnote.pdf

Annexe C

Edinburgh Office

Established in April 2010, the Edinburgh BW Service, called NETworks, aims to give long-term unemployed young people aged 16-24 a chance to gain training and work related opportunities that will lead to employment. NETworks is delivered in partnership with Barnardo's Scotland, North Edinburgh Trust, Muirhouse Housing Association and employers. Employers are drawn from the hospitality, security, waste management, utilities, housing and local businesses sectors. NETworkshas three goals:

- to recruit 40 young people to the programme over a 12 month period;
- to provide comprehensive support, training, qualification and waged employment for disadvantaged young people;
- and to help young people make the transition from state benefits to waged, supported employment.

Edinburgh Office Client Data

At the time of the evaluation (October 2010), NETworks had 46 young people registered on the programme. 76% (35) of those registered on the programme are young men. The average (mean) age of males registered with NETworks was 19.2 years. Females on average were slightly younger at 18.6 years.

Dundee Office

In September 2007, BW was launched in Dundee. The Dundee branch of the programme works in partnership with Scottish and Southern Energy to recruit young people into the energy sector. BW Dundee offers:

- personalised, tailored support to develop skills and confidence;
- 26-week employment placement – supported, waged employment at 13 weeks;

- quality accredited training, relevant to the industry;
- comprehensive work experience.

Up to 18 young people can be accommodated on the Dundee programme at one time²⁰. A core feature of the Work's programme is the opportunity for young people to gain accredited qualifications. These included training in First Aid; SHEA; NRSWA; GN01; NPTC (Chainsaw) Course; Manual Handling; Electrical Awareness Course; MEWP (Mobile Elevated Work Platform); CSCS H&S Operative Test; Climber Training for Masts and Towers; National Water Hygiene; SVQ Business Admin Level 2²¹.

Dundee Office Client Data

Participation on the programme has had a positive effect on participants. Almost all (97%) of young people that participated on the programme gained accredited qualifications. A high proportion (84%) moved into employment. Crucially, 95% of participants had sustained employment after 3 months. Long-term job sustainability rates were extremely high. After 6 months, 94% of participants had sustained employment. Participants with an offending background reported that there was a reduction in risk activity while they were on the programme²².

Again, at the time of the evaluation (October 2010) there was a total of 42 young people registered at the Dundee service. A majority (27 or 64%) were males. As with the Edinburgh office, females were in the minority (15 or 36%). The average age of female participants at the Dundee office was 18.9 years. The average age of young men on the programme was 19.1 years. As with the Edinburgh office, men were marginally older than their female counterparts.

The following charts use data supplied by the Dundee Office to illustrate outcomes for young people after participation on BW. Figure 5.6 describes outcomes for young people over a three year period from 2007 to 2010.

²⁰ Barnardo's Scotland. *'SPACE, Rollercoaster, Barnardo's Works and Dundee Family Support Team Services'* Annual Report 2008–2009.

²¹ Barnardo's Scotland. *'SPACE, Rollercoaster, Barnardo's Works and Dundee Family Support Team Services'* Annual Report 2008–2009.

²² Barnardo's Scotland. *'SPACE, Rollercoaster, Barnardo's Works and Dundee Family Support Team Services'* Annual Report 2008–2009.

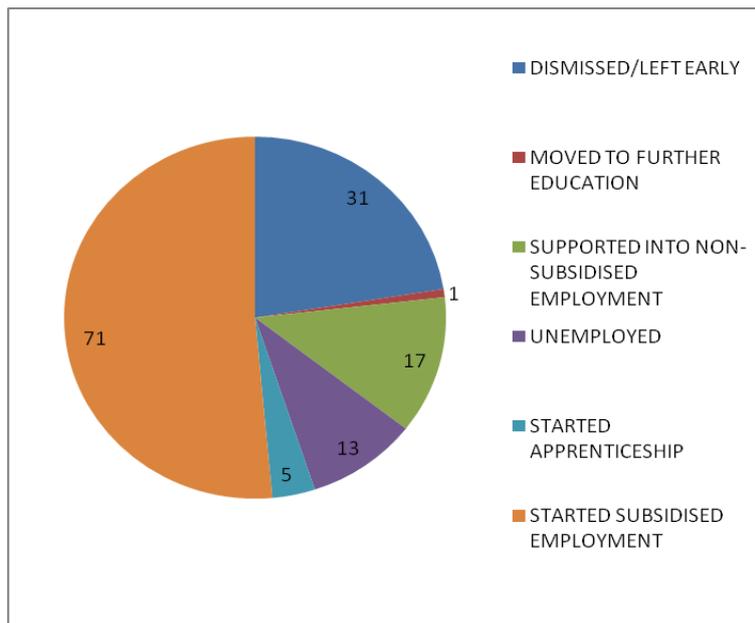


Figure C.1 Outcomes for 138 young people who started between 1 July 2007 and 30 June 2010

It is clear that the programme enjoys some success with slightly more than half of all participants (79 or 57%) going on to start subsidised employment.

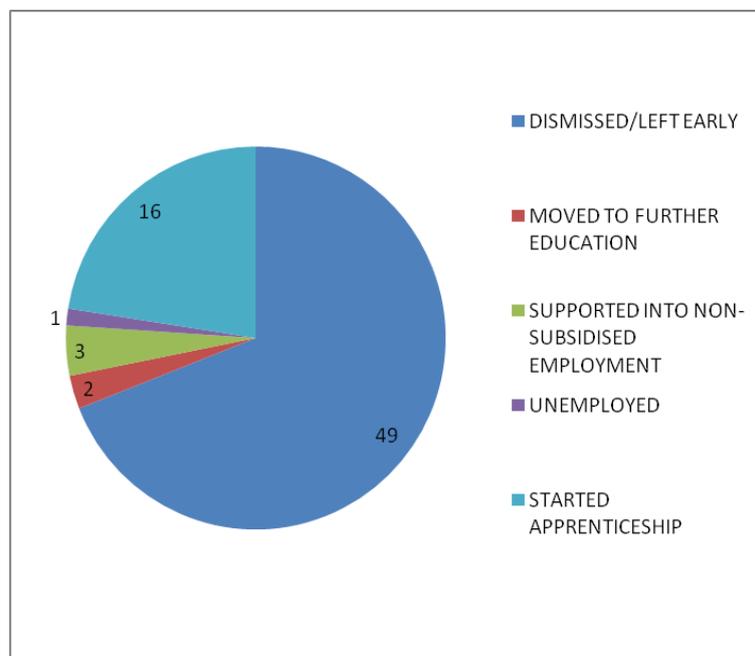


Figure C.2 Outcomes at end of 26 weeks for those who progressed to subsidised employment

Inverness Office

Barnardo's Works Highlands and Islands (BWHI) was founded in 2008. At the time of the research in Autumn 2010, there were 69 young people registered with the programme, a majority of whom were young men (77% or 53). This represents a substantial increase in the number of programme participants on the previous year. During 2008/09 there were 29 young men and 5 women. The principle barriers to employment faced by these young people include: offending background; substance/alcohol abuse; being a carer for family members; low self-esteem; homelessness; debt; lack of qualifications.

In spite of these complex issues, a high proportion of the first year's intake made progress to the labour market. Of 34 young people in the first year of the programme, 19 moved into long-term sustained employment or training; 7 moved into short-term employment; and 4 completed a New Deal placement with Barnardo's. Other young people were awarded a wide variety of accredited qualifications including: first aid qualifications; driving lessons; fork-lift truck licenses; SVQ qualifications; and apprenticeships.

At the time of the research, the average age of the men registered with BWHI was 20.6. Female participants were slightly younger with an average age of 18.8. This reflects a trend seen across all BW offices whereby male participants are marginally older than their female counterparts.

Young people are placed with local employers from a diverse range of industrial sectors including: leisure; retail; education; manufacturing; health and construction.

Renfrewshire Office

The Renfrewshire office has been operating, though under a different programme name, for 11 years. Barnardo's took over the service in 2002. The service is run in partnership with Renfrewshire Council's Work Force Plus team and employers. Young people aged 16 to 24 have been given support to enter employment in the construction, horticulture and engineering sectors. A key part of the programme has been the use of training as a means of improving choice for young people.

Renfrewshire Office Client Data

Young men constitute a significant proportion of young people registered on the programme at the Renfrewshire office. Of 66 young people that have been, or are currently registered on the Work's programme, 89% (59) were men with the remainder being women (11% or 7). This is a significantly greater proportion of young men than is registered at the other BW offices. This may be a reflection of the more labour intensive industries that the programme initially sought to place youngsters. By offering placements in construction, gardening and mechanics there may have been a greater appeal to young men. As the range of learning opportunities has expanded, this may have been accompanied by a greater willingness of young women to participate in the programme.

A further distinguishing feature of Renfrewshire programme participants is their average age. At the time of participation on the programme, females have an average age of 16 years. This is almost two years younger than the average age of female participants on BW programmes at other offices. Although some of this difference may be explained by the small sample size (7), it may also be indicative of factors that are unique to the local area or a recruitment approach that has targeted female school leavers.

Annexe D - Technical Annexe

Choice of Data Sources

Barnardo's provided two types of outcome data for this report. The first data set features outcomes from young people who have completed three assessments at 0, 13 and 26 weeks. This data source comprises outcomes from 68 young people. The second data set uses outcomes from young people that have completed three assessments *and* from those who have completed more than or less than 3 assessments. This data source comprises outcomes from the first 68 and from an additional 81 young people that have completed more or less than 3 assessments. 78 young people have completed 2 assessments and 3 young people have completed 4 assessments, giving a total of 81 young people not included in the first data source. A breakdown of these figures is provided in table D.1 (below)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Assessments	2	78	52.3	52.3	52.3
	3	68	45.6	45.6	98.0
	4	3	2.0	2.0	100.0
	Total	149	100.0	100.0	

Table D.1 Number of assessments completed

To understand the impact of the programme on tackling the issues identified by outcome measures we use a comparison between outcomes scores at the first assessment and at the last assessment. Although using this approach for all 149 young people would provide a larger sample size, it would include 78 young people who may not yet completed a final assessment thereby making a comparison between first and last assessments incomplete. By focussing only on those young people who have completed three assessments, and are therefore considered to have completed the programme, the change in outcome scores between and first and the last assessments are more robust. The disadvantage to this approach is that the population size at 68 is smaller than the 149 that would be included were we to include all young people irrespective of the number of

completed assessments. The reports authors decided to use the more robust approach, accepting that the sample size was smaller but including data from all assessments in the technical annexe.

			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	-1.00	1	1.5	2.0	2.0
		.00	7	10.3	13.7	15.7
		1.00	9	13.2	17.6	33.3
		2.00	26	38.2	51.0	84.3
		3.00	7	10.3	13.7	98.0
		4.00	1	1.5	2.0	100.0
		Total		51	75.0	100.0
	Missing	System	17	25.0		
	Total		68	100.0		

D.2 Improved self-esteem. Differences in scores between first and last assessment. All offices

			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	.00	5	7.4	9.3	9.3
		1.00	17	25.0	31.5	40.7
		2.00	23	33.8	42.6	83.3
		3.00	9	13.2	16.7	100.0
		Total		54	79.4	100.0
	Missing	System	14	20.6		
	Total		68	100.0		

D.3 Social Skills gained/improved. Differences in scores between first and last assessment. All offices

			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	.00	9	13.2	39.1	39.1
		1.00	5	7.4	21.7	60.9
		3.00	8	11.8	34.8	95.7
		4.00	1	1.5	4.3	100.0
		Total	23	33.8	100.0	
	Missing	System	45	66.2		
Total			68	100.0		

D.4 Reduction in Offending: Differences in scores between first and last assessment. All offices

			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	-1.00	1	1.5	1.7	1.7
		.00	14	20.6	23.7	25.4
		1.00	15	22.1	25.4	50.8
		2.00	14	20.6	23.7	74.6
		3.00	4	5.9	6.8	81.4
		4.00	11	16.2	18.6	100.0
		Total	59	86.8	100.0	
	Missing	System	9	13.2		
Total			68	100.0		

D.5 Achieve accredited qualification. Difference in scores between first and last assessment. All offices

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-1.00		1	1.5	1.7	1.7
	.00		2	2.9	3.4	5.1
	1.00		10	14.7	16.9	22.0
	2.00		16	23.5	27.1	49.2
	3.00		6	8.8	10.2	59.3
	4.00		24	35.3	40.7	100.0
	Total		59	86.8	100.0	
Missing	System		9	13.2		
Total			68	100.0		

D.6 Access to employment, education or training. Difference in scores between first and last assessments.

All offices

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-1.00		1	1.5	1.6	1.6
	.00		4	5.9	6.3	7.8
	1.00		15	22.1	23.4	31.3
	2.00		25	36.8	39.1	70.3
	3.00		3	4.4	4.7	75.0
	4.00		16	23.5	25.0	100.0
	Total		64	94.1	100.0	
Missing	System		4	5.9		
Total			68	100.0		

D.7 Enter and sustain employment, education or training. Difference in scores between first and last assessments. All offices

			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	.00	6	8.8	9.4	9.4
		1.00	14	20.6	21.9	31.3
		2.00	18	26.5	28.1	59.4
		3.00	11	16.2	17.2	76.6
		4.00	15	22.1	23.4	100.0
		Total		64	94.1	100.0
	Missing	System	4	5.9		
Total			68	100.0		

D.8 Acquire vocational skills. Difference in scores between first and last assessments. All offices

			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	-1.00	1	1.5	1.7	1.7
		.00	3	4.4	5.2	6.9
		1.00	10	14.7	17.2	24.1
		2.00	22	32.4	37.9	62.1
		3.00	17	25.0	29.3	91.4
		4.00	5	7.4	8.6	100.0
		Total		58	85.3	100.0
	Missing	System	10	14.7		
Total			68	100.0		

D.9 Engaged in Personal action planning. Difference in scores between first and last assessment. All offices

			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	-1.00	1	1.5	1.7	1.7
		.00	3	4.4	5.2	6.9
		1.00	9	13.2	15.5	22.4
		2.00	14	20.6	24.1	46.6
		3.00	6	8.8	10.3	56.9
		4.00	25	36.8	43.1	100.0
		Total	58	85.3	100.0	
	Missing	System	10	14.7		
Total			68	100.0		

D.10 Access to work experience and placements. Difference in scores between first and last assessments. All offices

			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	-1.00	1	1.5	1.7	1.7
		.00	3	4.4	5.2	6.9
		1.00	9	13.2	15.5	22.4
		2.00	14	20.6	24.1	46.6
		3.00	6	8.8	10.3	56.9
		4.00	25	36.8	43.1	100.0
		Total	58	85.3	100.0	
	Missing	System	10	14.7		
Total			68	100.0		

D.11 Positive attitude towards employment, education and training. Difference in scores between first and last assessments. All offices

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	7	10.3	10.8	10.8
	1.00	19	27.9	29.2	40.0
	2.00	15	22.1	23.1	63.1
	3.00	17	25.0	26.2	89.2
	4.00	7	10.3	10.8	100.0
	Total	65	95.6	100.0	
Missing	System	3	4.4		
Total		68	100.0		

D.12 Understanding the requirements of the job market. Difference in scores between first and last assessments. All offices

SIMD2009V2Quintile					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	61	40.9	42.7	42.7
	2.00	42	28.2	29.4	72.0
	3.00	19	12.8	13.3	85.3
	4.00	15	10.1	10.5	95.8
	5.00	6	4.0	4.2	100.0
	Total	143	96.0	100.0	
Missing	System	6	4.0		
Total		149	100.0		

D.13 Residency of young people across all BW offices stratified by SIMD 2009 quintiles

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	32	21.5	22.4	22.4
	2.00	29	19.5	20.3	42.7
	3.00	26	17.4	18.2	60.8
	4.00	16	10.7	11.2	72.0
	5.00	13	8.7	9.1	81.1
	6.00	6	4.0	4.2	85.3
	7.00	9	6.0	6.3	91.6
	8.00	6	4.0	4.2	95.8
	9.00	3	2.0	2.1	97.9
	10.00	3	2.0	2.1	100.0
	Total	143	96.0	100.0	
Missing	System	6	4.0		
Total		149	100.0		

D.14 Residency of young people across all BW offices stratified by SIMD 2009 deciles

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	10	30.3	30.3	30.3
	2.00	6	18.2	18.2	48.5
	3.00	7	21.2	21.2	69.7
	4.00	5	15.2	15.2	84.8
	5.00	2	6.1	6.1	90.9
	6.00	1	3.0	3.0	93.9
	7.00	1	3.0	3.0	97.0
	8.00	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

D.15 Barnardo's Dundee Office residency of young people by SIMD data zones

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	12	36.4	37.5	37.5
	2.00	4	12.1	12.5	50.0
	3.00	5	15.2	15.6	65.6
	4.00	1	3.0	3.1	68.8
	5.00	2	6.1	6.3	75.0
	6.00	2	6.1	6.3	81.3
	7.00	1	3.0	3.1	84.4
	8.00	2	6.1	6.3	90.6
	9.00	1	3.0	3.1	93.8
	10.00	2	6.1	6.3	100.0
	Total	32	97.0	100.0	
Missing	System	1	3.0		
Total		33	100.0		

D.16 Barnardo's Edinburgh Office residency of young people by SIMD data zones

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	7.0	7.3	7.3
	2.00	10	23.3	24.4	31.7
	3.00	8	18.6	19.5	51.2
	4.00	4	9.3	9.8	61.0
	5.00	6	14.0	14.6	75.6
	6.00	2	4.7	4.9	80.5
	7.00	4	9.3	9.8	90.2
	8.00	2	4.7	4.9	95.1
	9.00	1	2.3	2.4	97.6
	10.00	1	2.3	2.4	100.0
	Total	41	95.3	100.0	
Missing	System	2	4.7		
Total		43	100.0		

D.17 Barnardo's Inverness Office residency of young people by SIMD data zones

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	17.5	18.9	18.9
	2.00	9	22.5	24.3	43.2
	3.00	6	15.0	16.2	59.5
	4.00	6	15.0	16.2	75.7
	5.00	3	7.5	8.1	83.8
	6.00	1	2.5	2.7	86.5
	7.00	3	7.5	8.1	94.6
	8.00	1	2.5	2.7	97.3
	9.00	1	2.5	2.7	100.0
	Total	37	92.5	100.0	
Missing	System	3	7.5		
Total		40	100.0		

D.18 Barnardo's Renfrewshire Office residency of young people by SIMD data zones

Annexe E

Self esteem

Reflection of a young person's 'self belief', confidence in work/group based scenarios.

- 5 – Little or no self-confidence, anxious about group contexts.
- 4 – Some self belief, but lacking the confidence to try new things.
- 3 – Some support still needed to encourage and build up self esteem.
- 2 – Relatively high self esteem, little support needed.
- 1 – Highly confident and self-aware²³.

Figure 6.1 shows outcome scores after the first assessment. It shows how very few young people (n=2) considered that they had 'relatively high levels of self-esteem' and required little support. This would be consistent with a cohort of unemployed young people prior to commencing on their work placement. A total of 26 young people scored 4 or 5 indicating that they had low levels of self-esteem. 23 young people noted that they required some support but still needed encouragement to build up self-esteem. A mean score of 3.69 indicates that young people required some or more support in this area.

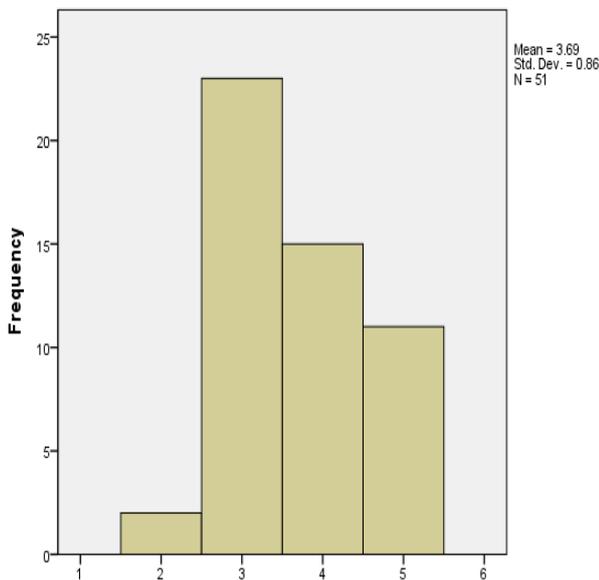


Figure 6.1 Self-esteem, first assessment score.

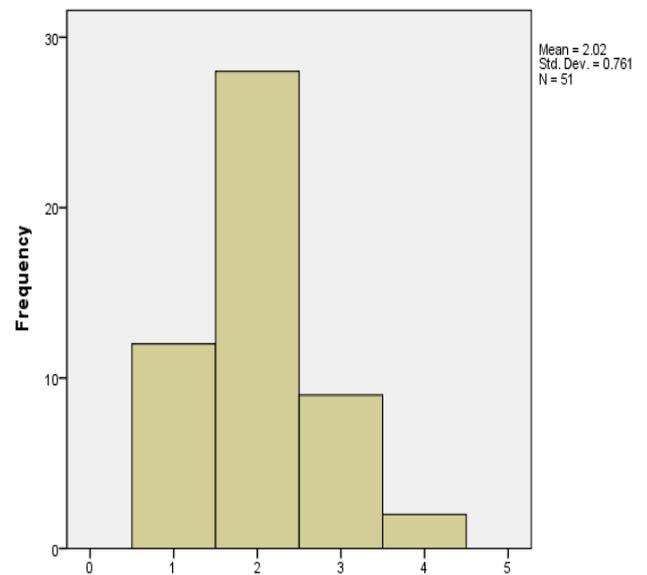


Figure 6.2 Self-esteem, last assessment score

²³ Scoring system supplied by Barnardo's Work's Inverness Office

Figure 6.2 shows scores for those young people that have completed a final assessment at 26 weeks. It shows a leftward shift indicating progression towards improved levels of self-esteem. The mean score is now 2.02 indicating 'relatively high self-esteem, little support needed'.

Although figures 6.1 and 6.2 are compiled using common variable and outcomes scores, they cannot be read as a longitudinal analysis of the same client group. Some of the clients who responded in figures 6.1 do not appear in 6.2 because they had not yet reached their final assessment. Furthermore, some who completed a first assessment did not go on to complete a final assessment due to their early exit from the programme. Figure 6.3 addresses this issue by focussing on the change in scores for each client over time. It shows that 51% of young people (n=26) made two steps of progression towards having greater self-esteem, i.e. from a 5 to a 3 or a 4 to a 2, and a further 14% (n=7) progressed three steps demonstrating a dramatic improvement. 20% (n=10) of young people improved by one step. For all clients, only 1 person felt that their level of self-esteem was worse at the end of the programme than at the beginning. While 14% (n=7) said that their self-esteem remained unchanged between the first and the last assessment²⁴. So overall, there was an improvement in self-esteem for 85% of clients.

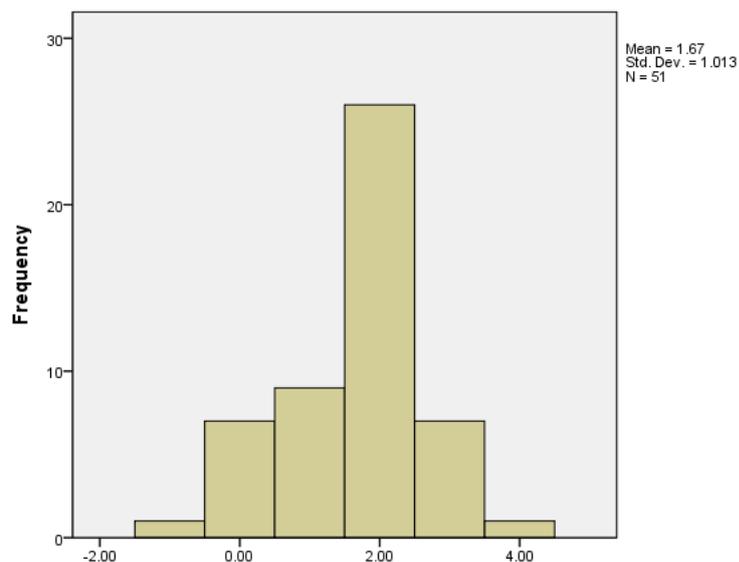


Figure 6.3 Change in self-esteem (a larger number means greater improvement). All offices

²⁴ See Technical Annexe for all figures

Social skills gained/improved

Reflection of a young person's interactions with others in one-to-one/group/interview contexts.

- 5 – Poor social skills, lack of eye contact, nervousness, worried about group contexts.
- 4 – Support needed in group contexts but able to accept feedback given in one-to-one's.
- 3 – Some support still needed for effective social interaction to take place.
- 2 – Good social skills, but support needed for situations such as interview preparation.
- 1 – Excellent social skills in all environments.

Figure 6.4 shows that a large proportion of young people felt that there were significant deficiencies in their social skills at the time of their first assessment. A fifth of all young people (20.4%, n=11) were noted to have poor social skills, lack of eye contact, nervousness and be worried about group contexts. 31% (n=17) were described as having support needed for participating in group contexts but were able to accept feedback given in one to one sessions. Almost half of all young people (44%, n=17) were described as needing some support for effective social interaction to take place. None of the young people were noted to have excellent social skills.

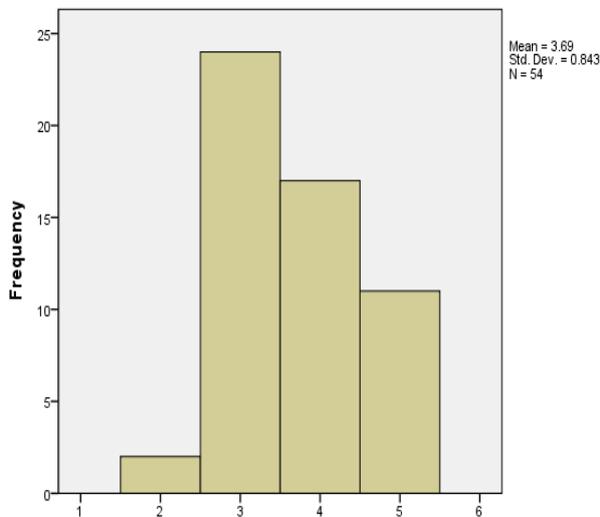


Figure 6.4 Social skills gained/improved. First assessment score.

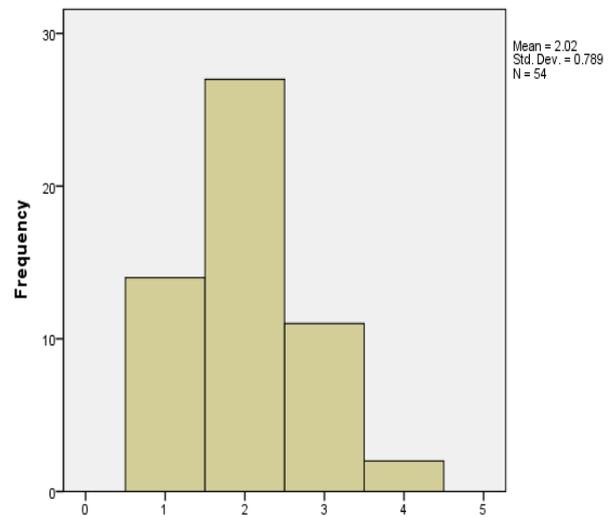


Figure 6.5 Social skills gained/improved. Last assessment score. All offices

Final assessment scores suggest a significant improvement in social skills (figure 6.5). A quarter of young people (25.9%, n=14) were noted to have excellent social skills. This represents a substantial improvement from the first assessment. Again, there has been a leftward shift in scores suggesting a general improvement in the level of social skills possessed by the young people after progression through the programme. At the first assessment only 4% (n=2) of young people were described as

having good social skills but in need of support for situations such as interview preparation. At the time of the last assessment, that figure had risen to 50% (n=27).

We use an analysis of the change in scores over time to address the issue of the comparability of initial and final assessment groups. This shows that almost all (91%) young people demonstrated an improvement in their level of social skills throughout the duration of the programme. Only 9% (n= 5) of young people had made no improvement with no young people reporting a regression in their social skills. 43% of young people (n=23) made a 2 step improvement in their level of social skills. 13% (n=9) made a 3 step improvement in their level of social skills.

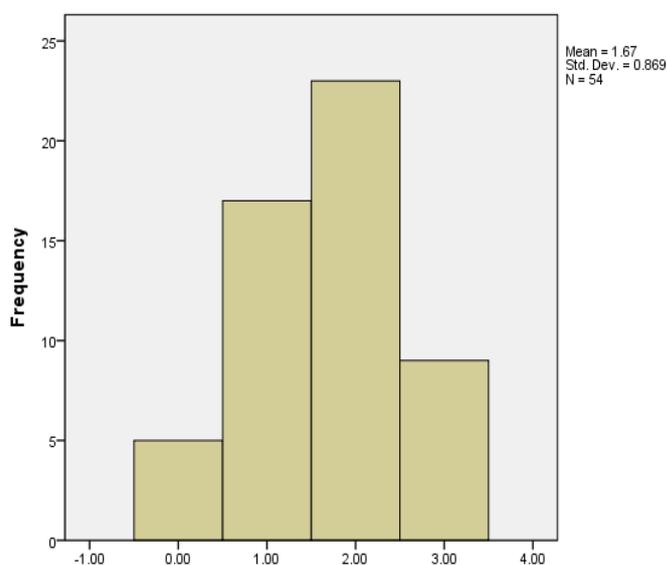


Figure 6.6 Social skills gained/improved. Difference in scores. All offices

Reduction in offending

Reflection of a young person's current behaviour, any ongoing court cases, warrants, Police involvement.

- 5 – Persistently offending, ongoing warrants, court cases and Police involvement.
- 4 – Occasional offending, some ongoing court/Police involvement.
- 3 – No new offences, but ongoing repercussions to be worked through.
- 2 – No offence, but some potential risk-taking behaviour.
- 1 – No offence or risk-taking behaviour.

The sample size for analysing the effects on the reduction in offending behaviour of BW is smaller than for many of the other measures due to the lower number of those involved in offending.

Nevertheless, it is clear that a high proportion of young people at the time of the first assessment are persistently (9%, n=2) or occasionally (35%, n=8) involved with the police²⁵.

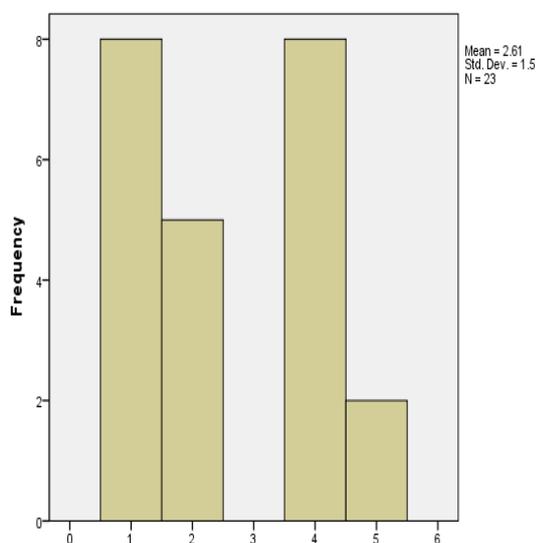


Figure 6.7 Reduction in Offending Behaviour. First assessment.

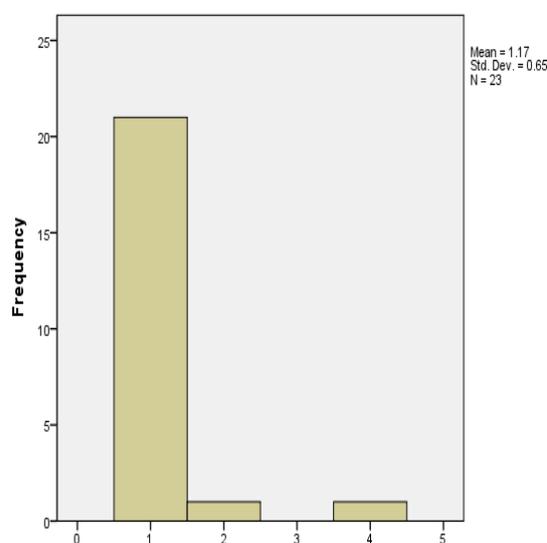


Figure 6.8 Reduction in Offending Behaviour Last assessment

Once young people had completed a programme on BW, they exhibited a noticeable reduction in their levels of offending behaviour. Figure 6.8 shows a leftward shift away from persistent and occasional offending behaviour. At the time of the first assessment, 12% of young people (n=8) demonstrated no offence or risk taking behaviour. At the time of the last assessment, 31% (n=21) of young people stated that they were exhibiting no offence or risk taking behaviour. Although the sample size is relatively small, these results would appear to suggest that participation in employment through BW may be helping reduce levels of offending behaviour by providing young people with a structured programme of work.

When considering the difference in scores between first and last assessments, some 61% scored an improvement. Figure 6.9 shows that 9 young people (39%) showed no change in their propensity to offend. However 35% of young people (n=8) showed a dramatic improvement of 3 outcome steps. None of the young people showed a greater propensity to offend as a result of participation in the programme.

²⁵ [Of those young people that completed three assessments, none scored '3'. In the data set that also includes those who did not go on to complete three assessments, four young people scored '3'.](#)

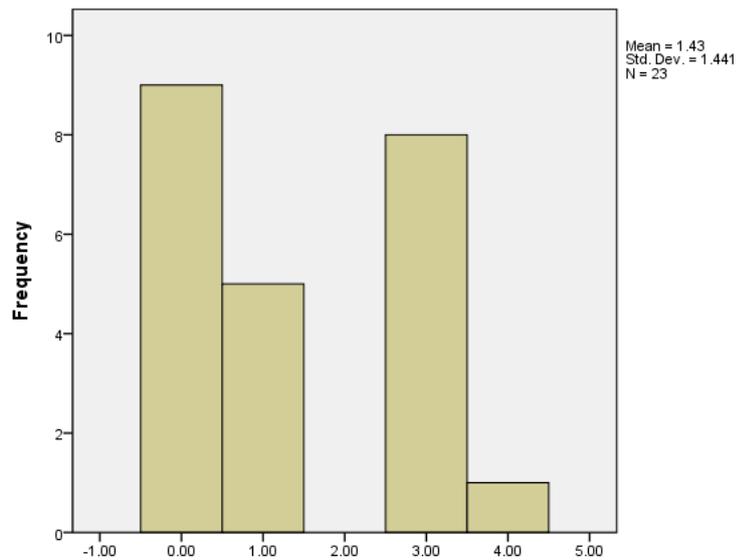


Figure 6.9 Reduction in offending behaviour. Difference in scores. All offices.

Reduction in anti-social behaviour

Reflection of a young person's present behaviour, ongoing unhealthy social patterns/involvement in risk taking activities.

- 5 – Persistently engaging in unhealthy social patterns such as heavy drinking, drug use.
- 4 – Occasionally engaging in unhealthy social patterns.
- 3 – Rarely engaging in unhealthy social patterns but support still needed in these areas.
- 2 – No present engagement in anti-social behaviour but still some potential risk.
- 1 – No present engagement in anti-social behaviour and minimal risk.

Figure 6.10 uses first assessment scores to describe levels of anti-social behaviour among those registered on BW. 56% of young people (n=14) describe themselves as rarely or occasionally engaging in unhealthy social patterns. 16% (n=4) were persistently engaging in unhealthy social patterns.

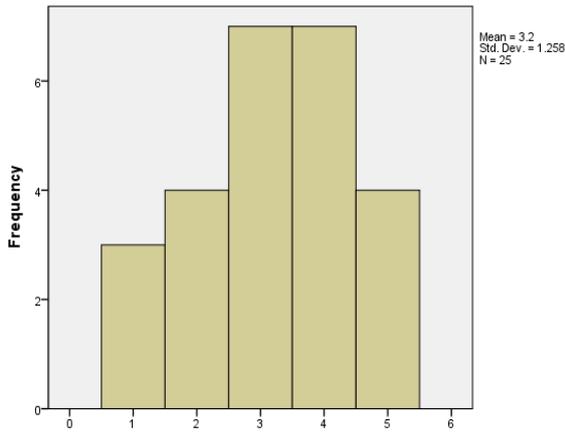


Figure 6.10 Reduction in anti-social behaviour. First assessment score. All offices.

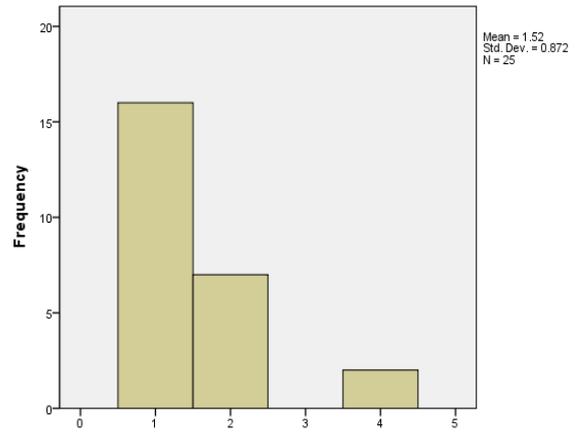


Figure 6.11 Reduction in anti-social behaviour. Last assessment scores. All offices.

Last assessment scores in figure 6.11 show a leftward trend indicating a general improvement in behavioural outcomes. After completing their 26 week assessment, a greater proportion of young people were described as having no present engagement in anti-social behaviour. This represents a significant improvement in outcomes measures over the duration of the programme. It suggests that engagement in work is a mechanism by which young people can reduce their likelihood of engaging in anti-social behaviour. Figure 6.12 shows that although 28% (n=7) of young people made no improvement between the first and last assessment a greater proportion (72%) made improvements between 1 and 4 steps. No young people demonstrated higher levels of anti-social behaviour after participation in the programme.

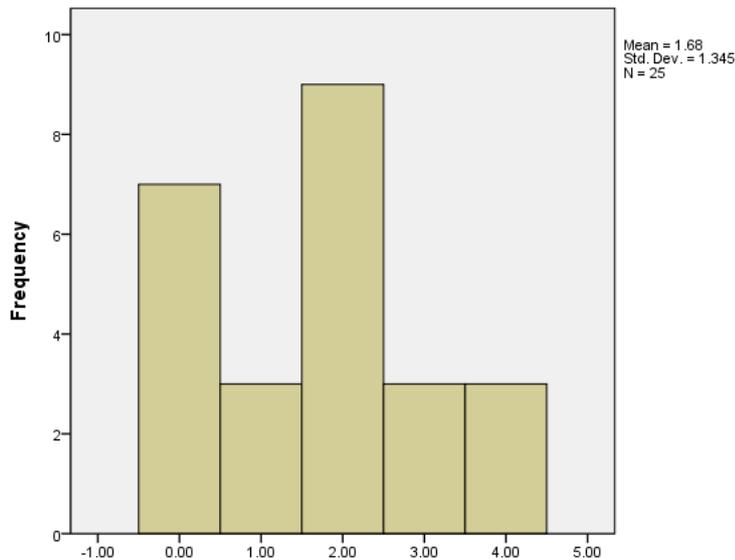


Figure 7.12

Figure 6.12 Reduction in anti-social behaviour. Difference in scores. All offices

Achieve accredited qualification

Reflection of a young person's fully or partially gained accredited qualification(s).

5 – No accredited qualifications.

4 – Some low level qualifications or partially gained qualifications (theory test)

3 – Some entry level fully completed qualifications (First Aid, CSCS)

2 – Additional qualifications, fully completed (Forklift, driving test, SVQ)

1 – High level completed qualifications (Highers, SVQ, Apprenticeships)

The funding criteria for BW states that the young people must get accredited qualifications. An accredited qualification means any formal training and includes a wide range of activities. For example, in the previous 12 months young people on the Inverness Works programme have completed training in:

- First Aid
- Higher Mathematics, Higher Physics
- Driving License
- CSCS Card (Construction Skills Scotland)
- Trailer License
- NPLQ
- ECDL
- Apprenticeships (Electrical: SSE, Painting & Decorating: Mitie, Scaffolding: Safe Access)
- Traineeships (Linesmen: SSE)
- NC Music, NC Care, NC Electrical and Mechanical Engineering, Food Hygiene, SVQ Level 2/3 Catering, Bar License, Forklift License.

Figure 6.13 shows that a high proportion of young people have very few qualifications prior to starting BW. 60% of all young people (n=35) arrive at Barnardo's with some low levels of qualifications or no accredited qualifications. 37% (n=22) have only basic entry level qualifications. Almost all young people arrive on BW with little or no formal or workplace qualifications. Training and qualifications are therefore a vital element of the Works scheme. Equipping young people with skills and training can improve their attractiveness to an employer and help break the cycle of low paid, low skilled employment.

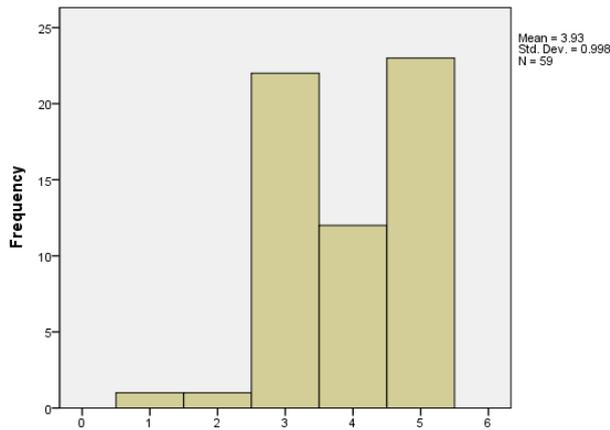


Figure 6.13 Achieve accredited qualification. First assessment score. All offices

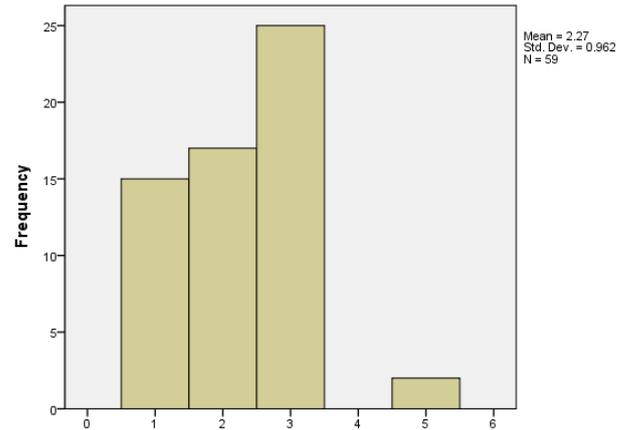
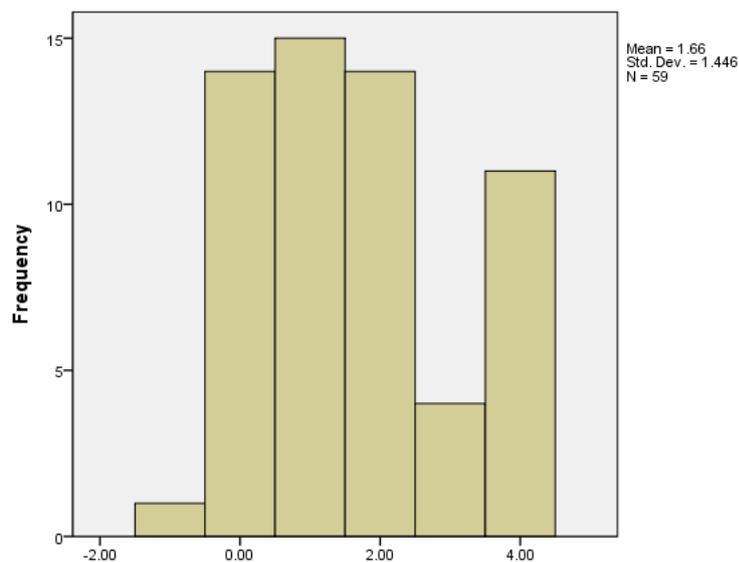


Figure 6.14 Achieve accredited qualification. Last assessment score. All offices.

Figure 6.14 reflects that the requirement for Barnardo's to provide a young person with accredited qualifications has had a positive effect on the level qualifications achieved by the time of the last assessment. There has been a substantial reduction in those reporting no accredited qualifications from 40% (n=23) to 3% (n=2). Furthermore the proportion of those reporting additional or high levels of qualifications has increased from 3% (n=2) to 54% (n=32).

These changes are evident in figure 6.15 by analysing the size of change in scores between the first and last assessments. 74% of young people (n=44) made between a 1 and 4 step improvement in their level of accredited qualifications. 24% of young people (n=14) have, however, completed a work placement without having made an improvement in their level of accredited qualifications.



6.15 Achieve accredited qualifications. Difference in scores. All offices

Access to employment, education or training

Reflection of a young person's work experience or entrance into a variety of educational opportunities.

- 5 – No work experience and little access to training opportunities.
- 4 – Little work experience and some access to training opportunities.
- 3 – Some short-term work experience/placements or training opportunities.
- 2 – Some long-term work experience or training opportunities.
- 1 – A variety of work experience, training and educational opportunities.

Figure 6.16 illustrates the extent to which the BW client group have experienced high levels of unemployment and low levels of education or training. 56% (n=33) of the young people that have completed three assessments recorded at their first assessment, no work experience and little access to training opportunities. A further 44% (n=26) of young people had, at the time of their first assessment, only minimum levels of work experience and training opportunities. Therefore almost all young people arrive onto BW with little or no work experience or training. None of the young people questioned had any substantive work or training experience at the time of their first assessment.

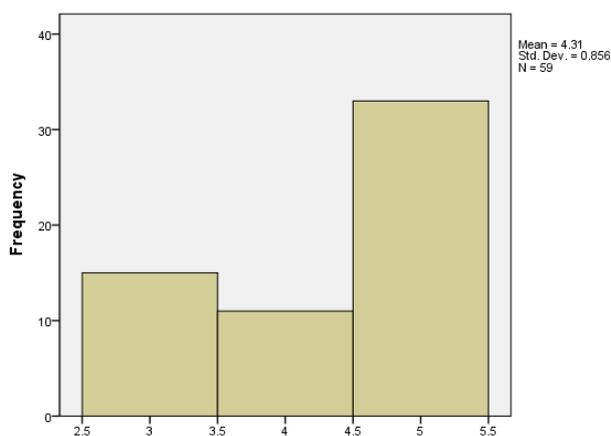


Figure 6.16 Access to employment, education or training. First assessment score. All offices

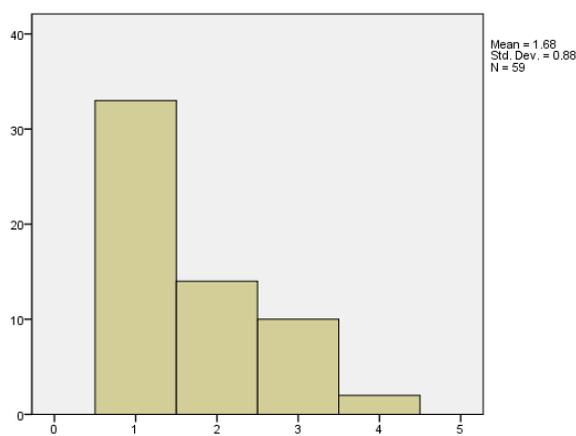


Figure 6.17 Access to employment, education or training. Last assessment score. All offices

After 26 weeks of work placement and training the picture is very different. There has been a substantial improvement in the level of education, training and work experience for all young people. No young person reported having no work experience and little access to training. The number of young people reporting they possess a variety of work experience, training and

educational opportunities has increased from 0% at the start of the programme to 56% (n=33) at the end. This is a clear illustration of the positive effects on access to employment, education or training that BW is having on the lives of young people.

Figure 6.18 presents the level of difference in scores between the first and last assessments. Again, it shows a substantial improvement in the rate at which young people are progressing from having little or no work experience or training to being able to claim that they now possess a wide variety of work experience, training and educational qualifications with 95% indicating such an improvement. 40% (n=24) of young people experienced a four step improvement in their level of education and training experience. It is unclear why one person reported erosion in their employment, education or training though one explanation may be the loss of skills acquired in one occupation when they started work in another occupation.

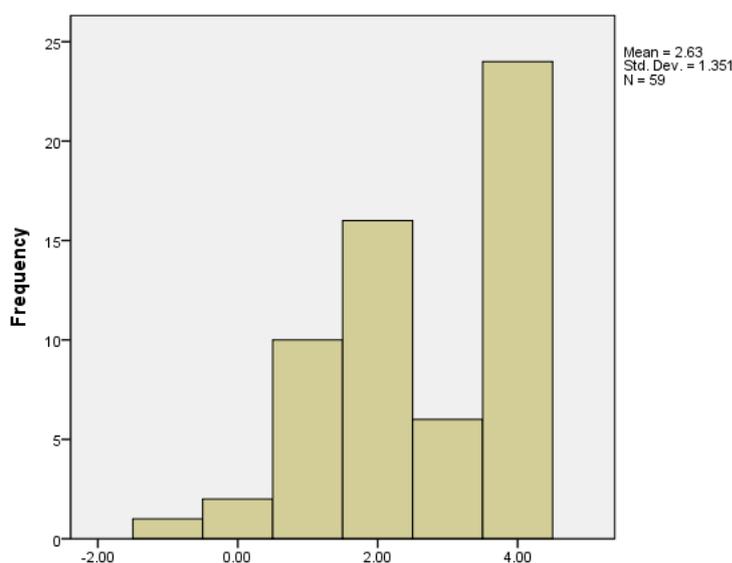


Figure 6.18 Access to employment, education or training. Difference in scores. All offices

Enter and sustain employment, education or training

Reflection of a young person's ability to sustain their chosen placement/training option, work towards set goals/targets.

- 5 – No experience of employment or training.
- 4 – Some experience of employment or training, but not sustained.
- 3 – Some experience of employment or training sustained for less than 6 months.
- 2 – Experience of employment or training sustained for 6 months – 1 year.
- 1 – Experience of employment or training sustained for over 1 year.

Figure 6.19 shows the number of young people across all BW offices that have entered and sustained employment, education or training at the time of the first assessment. These outcomes are broadly consistent with earlier findings that show low levels of employment and education among the BW client group. 59% of young people (n=38) had no experience of employment or training. The remainder of young people had experience of employment or training sustained for less than 6 months.

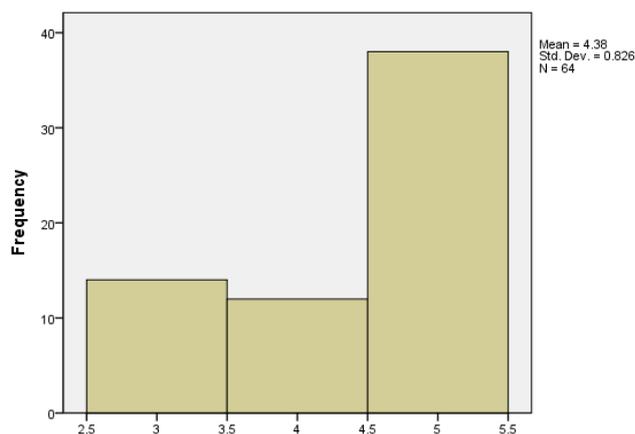


Figure 6.19 Enter and Sustain Employment, Education or Training. First assessment. All offices

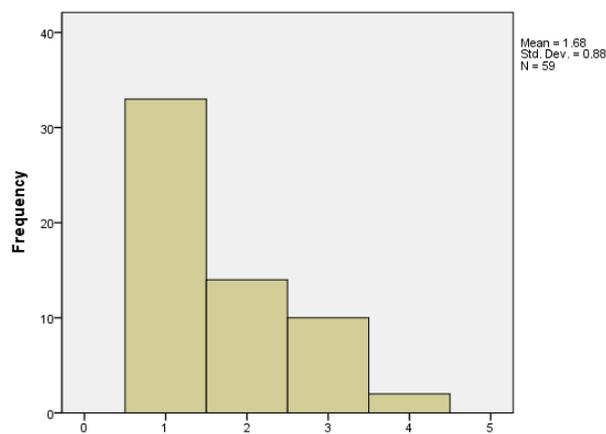


Figure 6.20 Enter and Sustain Employment, Education or Training. Last assessment. All offices

At the time of the last assessment, there has been a substantial improvement in the number of young people sustaining employment, education or training. The proportion of young people claiming to have experience of employment or training sustained for more than a year has increased from 0% at the first assessment to 33% (n=21) at the time of the last assessment. Similarly, the proportion of young people with experience of employment or training sustained for between 6 months and a year has increased from 0% to 19% (n=12) at the time of the last assessment. The number of young people reporting no experience of employment or training has fallen from 60% (n=38) at the first assessment to 0% at the time of the last assessment. This represents a significant and positive advance in the ability of young people to participate in the labour market.

Figure 6.21 illustrates the extent of the differences in scores between the first and the last assessments. As noted earlier, the use of difference scores is necessary to compare the progress of individuals (and hence compare the actual improvements of the same set of individuals). 92% of the young people showed an improvement. Figure 6.21 shows that a quarter of the young people (25%,

n=16) reported a four point progression in their ability to sustain employment or training. This means that 25% of the young people reported progressing from having no experience of employment or training to having experience of employment or training sustained for over a year. 40% (n=25) of young people reported a two point progression in their ability to sustain employment or training.

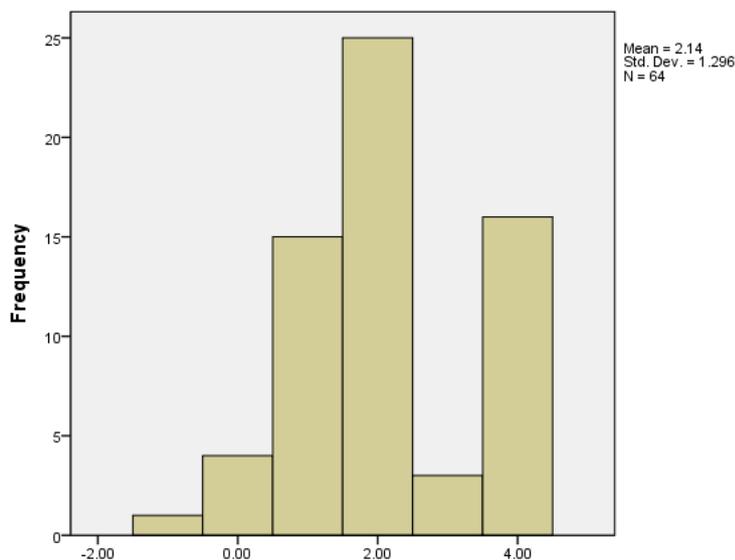


Figure 6.21 Enter and sustain employment, education or training. Difference in scores between first and last assessments. All offices

Vocation Skills

Reflection of how a young person has developed a skill-set relevant to their placement, including general skills such as timekeeping, alongside any abilities specific to the role.

- 5 – Little or no awareness of the skill-set needed to sustain a job.
- 4 – Awareness of some vocational skills, but a high level of support needed.
- 3 – Awareness of vocational skills but some support needed to continue development.
- 2 – Awareness of vocational skills but some motivation needed to seek opportunities.
- 1 – A high level of awareness and motivation to develop work-based skills

Figure 6.22 illustrates how few of the young people recruited to BW have any vocational skills. At the time of the first assessment 55% (n=35) of young people stated that they had little or no awareness of the skill-set needed to sustain a job. 44% (n=28) had limited awareness but required either high or medium levels of support to develop their skills. These findings are consistent with a picture of young people recruited onto BW with few qualifications, training and limited or no employment history.

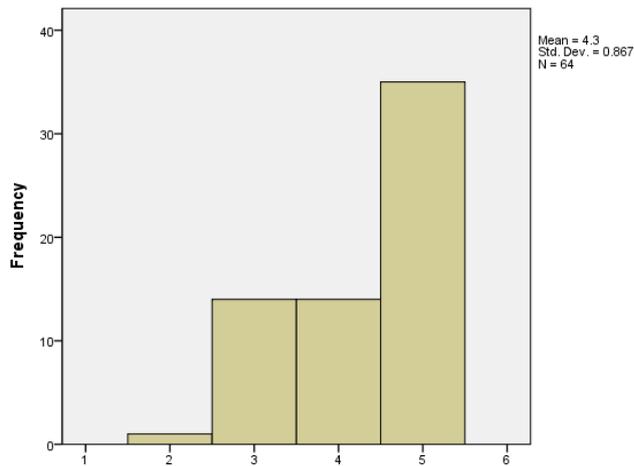


Figure 6.22 Acquire vocational skills. First assessment score. All offices

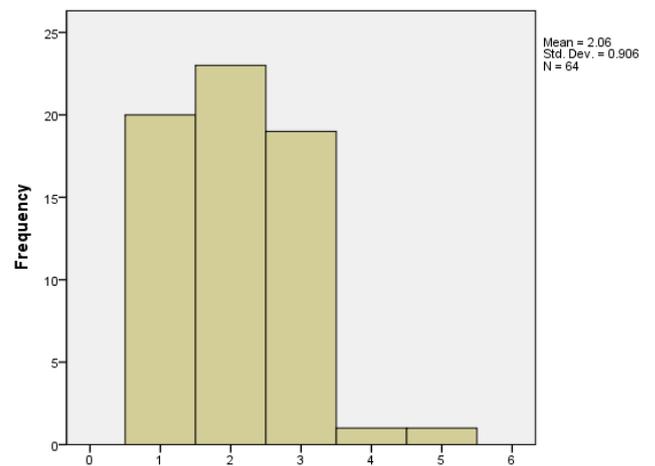


Figure 6.23 Acquire vocational skills. Last assessment score. All offices

When compared with figure 6.22, a leftward shift in the data is evident in figure 6.23. This means that a higher proportion of young people are giving scores of 1 to 3 suggesting a general improvement in awareness of vocational skills and levels of motivation required to enter employment. Figure 6.22 shows no young people demonstrating a high level of awareness and motivation to develop work based skills. At the time of the last assessment, 31% (n=20) described a high level of awareness and motivation to develop work-based skills.

Figure 6.24 shows the difference in scores between the first and last assessments with 91% showing an improvement. 28% (n=18) of young people made a two point improvement in their capacity to acquire vocational skills. Almost a quarter of young people (23% n=15) made a four point improvement, thereby moving from low levels of vocational skills required to possessing a skill set that is relevant to their placement.

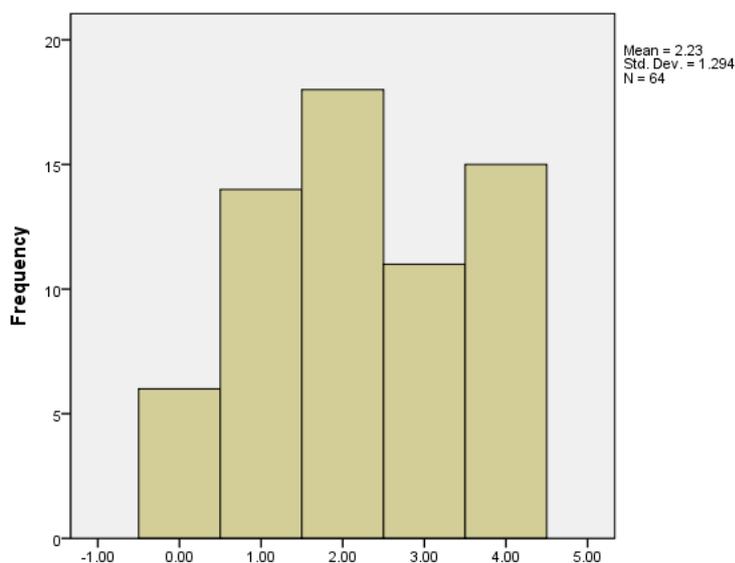


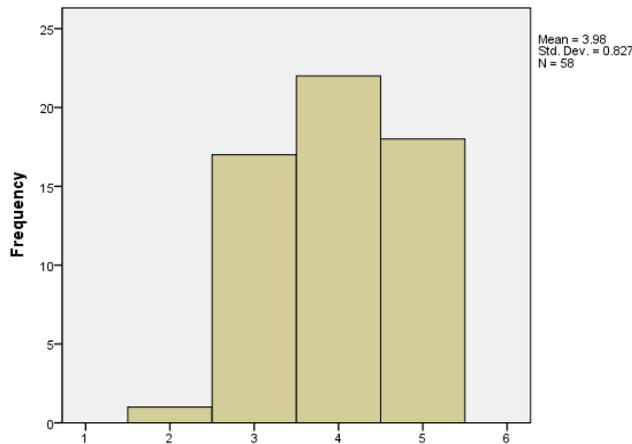
Figure 6.24 Acquire vocational skills. Difference in scores between first and last assessments. All offices.

Engaged in personal action planning

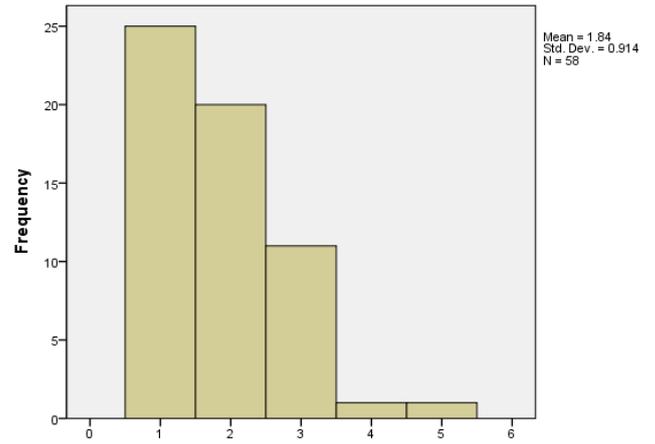
Reflection upon how a young person can create goals, and sustain or work towards these with autonomy.

- 5 – Not able or willing to makes plans or think about the future.
- 4 – Able to create and work towards short term goals with support.
- 3 – Able to create and work towards short and longer term goals with support.
- 2 – Able to create goals and work towards these with some motivation.
- 1 – Able to think strategically about future plans and goals with autonomy.

The use of personal action plans has emerged within the employment and welfare fields as a key tool in progressing an individual to employment. Personal action plans are widely used within Jobcentres to encourage the identification of personal goals and the employment or training actions required to realise those goals. Figure 6.25 shows that relatively few young people were, at the time of the first assessment, considered able or willing to make plans about their future. Approximately 70% of all young people were, at the time of their first assessment, scoring 4 and 5 suggesting an unwillingness to make plans about the future or requiring support to work towards short term goals. No young people were described as being able to think strategically about future plans and goals with autonomy.



**Figure 6.25 Engaged in personal action planning.
First assessment score. All offices**



**Figure 6.26 Engaged in personal action planning.
Last assessment score. All offices**

Figure 6.26 demonstrates a clear improvement in the ability of young people to think and plan for their future. The proportion of those able to think strategically about their future plans and goals with autonomy has increased from none at the time of the first assessment to 43% (n=25) at the time of the last assessment. At the same time, the proportion of young people who scored poorly in terms of their capacity to undertake personal action planning has fallen considerably. If we assume that a score of 4 and 5 represents a poor capacity to engage in personal planning, then the proportion of young people scoring in that range has fallen from 69% (n=40) at the time of the first assessment to 3% (n=2) at the last assessment.

Figure 6.27 shows that a large majority of the young people demonstrated more than a 2 point improvement in their score. 75% of all young people (n=44) demonstrated between a 2 and 4 point improvement in their personal action planning. A small minority (5% n=3) showed no improvement at the time of the second assessment, so in total 95% showed some improvement.

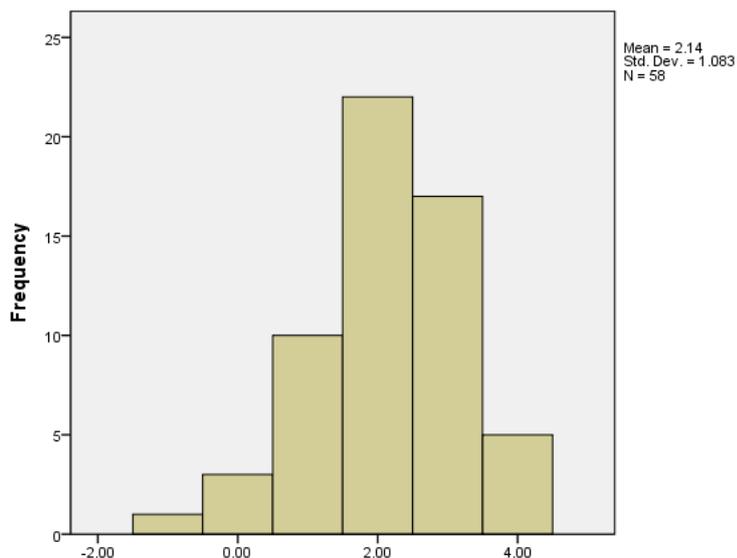


Figure 6.27 Engaged in personal action planning. Difference in scores between first and last assessments. All offices

Access to work experience and placements

Reflection of a young person's level of vocational or work-based experiences.

- 5 – No access to work experience or opportunities.
- 4 – Some access to short term (less than 13 weeks) work experience or placements.
- 3 – Some access to longer term (more than 13 weeks) work experience of placements.
- 2 – Access to longer term work experience with potential for sustained employment.
- 1 – Access to longer term work experience with entry into sustained employment.

Analysis of Barnardo's data suggests none of the young people who start on the BW programme have had access to longer term work experience with the potential for entry into sustained employment. A majority (55% n=32) have had no access to work experience opportunities. The remainder of young people included in figure 6.28 have had limited access to work experience placements.

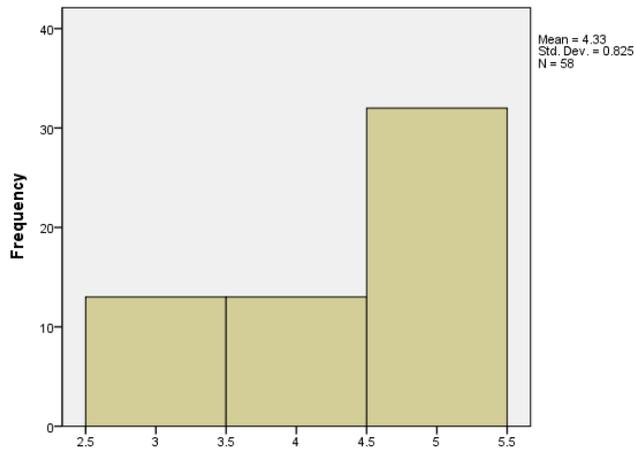


Figure 6.28 Access to work experience and placements. First assessment score. All offices

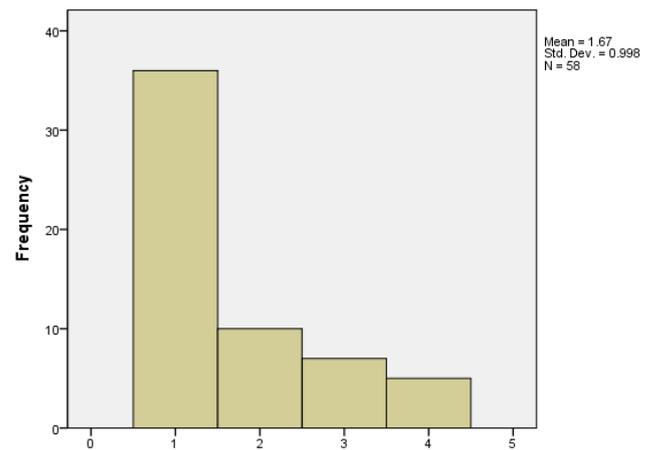


Figure 6.29 Access to work experience and placements. Last assessment score. All offices

At the time of the last assessment, there had been an improvement in the number of young people gaining access to work experience and placements. This result was to be expected given the core purpose of BW is to give young people access to employment and training through work placements with employers. 62% (n=36) of young people could, at the time of the last assessment, claim to have had access to longer term work experience with entry into sustained employment. At the time of the first assessment, none of the young people had any such experience.

The rate of improvement is clear in figure 6.30. 43% (n=25) of young people record a 4 step improvement from their scores initially recorded during the first assessment. 50% of young people (n=32) record improvements in scores ranging from 1 to 3. Only 5% of young people (n=3) say that their position has remained unchanged since the first assessment and one person showed a decline, so 93% experienced an improvement.

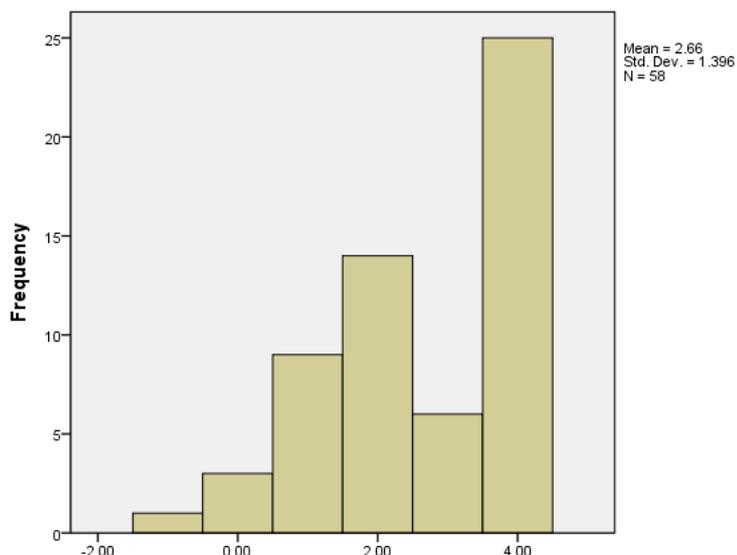


Figure 6.30 Access to work experience and placements. Difference in scores between first and last assessments. All offices

Positive attitude towards employment, education and training

Reflection of a young person's motivation, commitment and enthusiasm to placement, work-based and training opportunities.

- 5 – Negative attitude/lack of enthusiasm towards vocational opportunities.
- 4 – A high level of support necessary to maintain motivation for work.
- 3 – Some support needed to maintain motivation and a positive attitude.
- 2 – Demonstrates commitment to work, but needs occasional motivation.
- 1 – Independent positive attitude towards employment over a sustained period.

Figure 6.31 presents attitudes towards employment, education and training. At the time of their first assessment levels of motivation, commitment and enthusiasm to work were generally poor. 15% of young people (n=9) had a negative attitude towards vocational opportunities, with a further 38% (n=23) needing high levels of support to maintain motivation to work. 46% (n=28) indicated at the time of the first assessment they required some support to maintain motivation and positive attitudes.

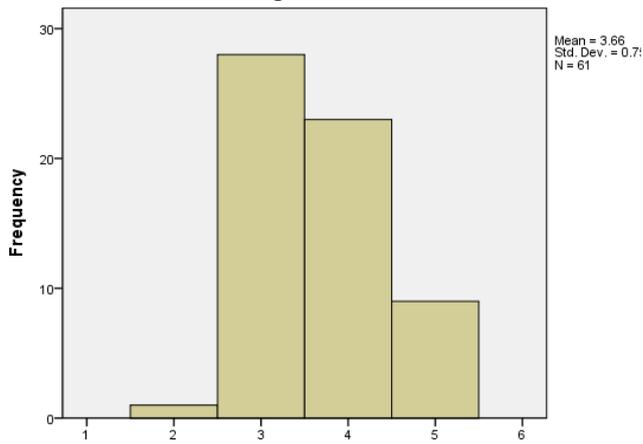


Figure 6.31 Positive attitude towards employment, education and training. First assessment score. All offices

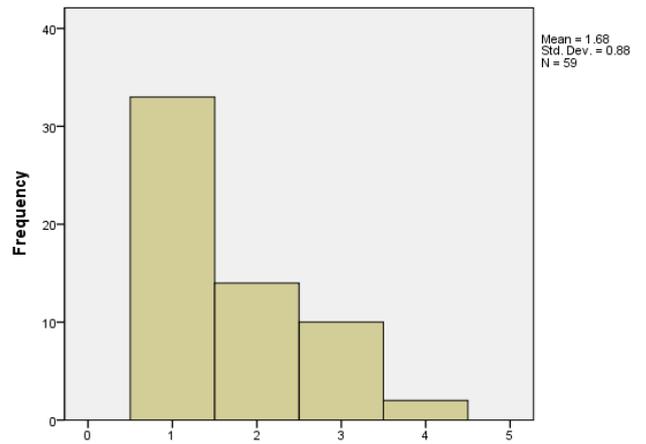


Figure 6.32 Positive attitudes towards employment, education and training. Last assessment score. All offices.

Figure 6.32 suggests that over the course of the programme an increasing number of the young people developed independent positive attitudes towards employment that were sustained over time. Between first and last assessments, there has been a significant improvement in the number of young people with positive attitudes to employment. At the time of the last assessment 40% (n=24) stated that they possessed positive attitudes to employment. At the time of the first assessment, none of the young people had positive attitudes to employment or training.

Figure 6.33 shows the rate of improvement between first and last assessments. Although the rate of change is not as dramatic as occurred with access to work experience as discussed in the previous section, there remains a substantial improvement with 97% indicating progress.

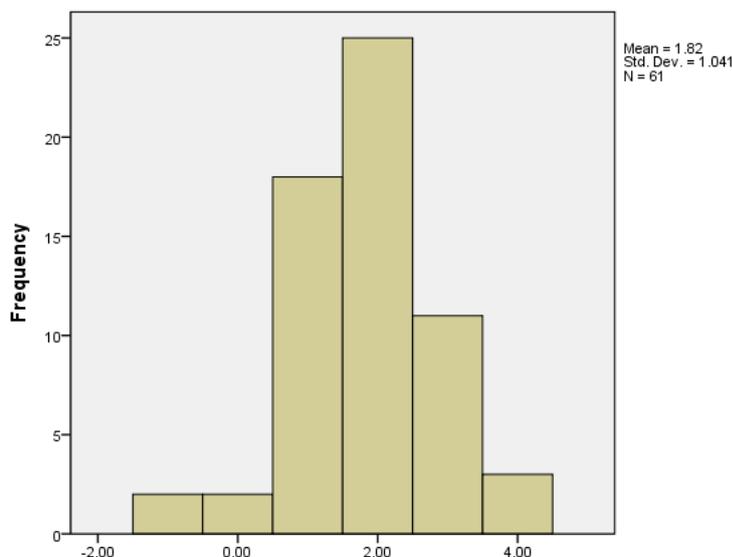


Figure 6.33 Positive attitudes towards employment, education and training. Difference in scores between first and last assessments. All offices

Understanding the requirements of the job market

Reflection of a young person's knowledge and implementation of the core skills and abilities needed in the workplace, i.e. good timekeeping, team work, interview techniques.

- 5 – No or little understanding to the skills needed to enter and sustain employment.
- 4 – Some understanding of the requirements of the job market but support needed.
- 3 – Specific support needed in order to develop certain areas of understanding.
- 2 – A good general understanding but some motivation needed at times.
- 1 – A good understanding and the ability to apply this knowledge with autonomy.

The final outcome measure used to assess the progress of young people on BW focuses on their understanding of the requirements of the job market. Figure 6.34 presents data from the first assessment when it would be expected that the young people had a relatively under-developed sense of the skills required in the workplace given the high levels of unemployment and low levels of access to training previously identified.

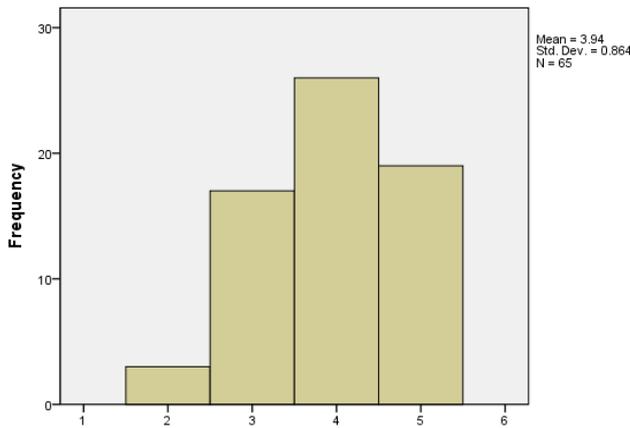


Figure 6.34 Understanding the requirements of the job market. First assessment score. All offices

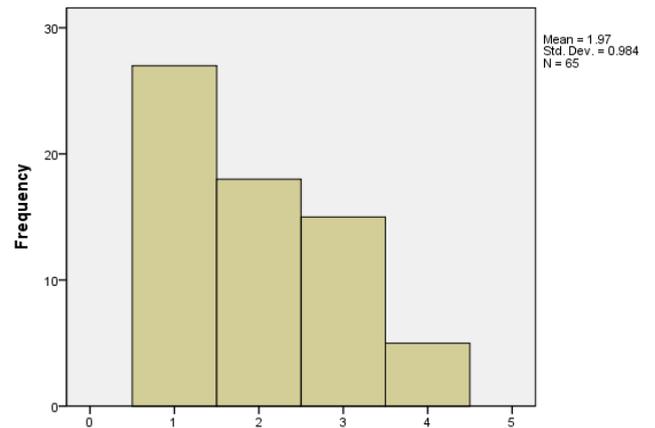


Figure 6.35 Understanding the requirements of the job market. Last assessment score. All offices

Almost a third of the young people at the time of the first assessment (29%, n=19) had little or no understanding of the skills required to enter and sustain employment. A further 40% (n=26) had some understanding of the requirements of the job market. Therefore almost three-quarters of all young people that start with BW have little or no understanding of the requirements of the labour market. The number of those with any informed level of understanding of the skills required for the labour market is small (5%, n=3). This finding is consistent with the high levels of unemployment and low levels of training exhibited by the BW client group. Most of the young people, since leaving compulsory education, have not had the opportunity to participate in the labour market and therefore develop an understanding of the skills they require to enter work.

At the time of the last assessment there had been a significant improvement in levels of understanding of job market requirements. 42% (n=27) of young people could, at the time of the last assessment, report that they possessed a good understanding of the requirements of the job market and the ability to apply this knowledge with autonomy. The proportion of young people with little or no understanding of the requirements of the labour market has fallen from three quarters at the time of the first assessment to 8% (n=5) at the time of the last assessment.

A comparison of first and last assessments scores illustrates the impact of BW on the propensity of young people to acquire an understanding of the requirements of the labour market. A relatively small number of young people (10%, n=7) made no improvement between the first and last assessment, so 90% did indicate some improvement. However many more young people demonstrated progress of between 1 and 4 levels on the assessment score included above. 29%

(n=19) demonstrated an improvement by a measure of 1 with a further 23% (n=15) making a 2 level improvement. While 37% (n=24) made even greater improvements of between 3 and 4 levels.

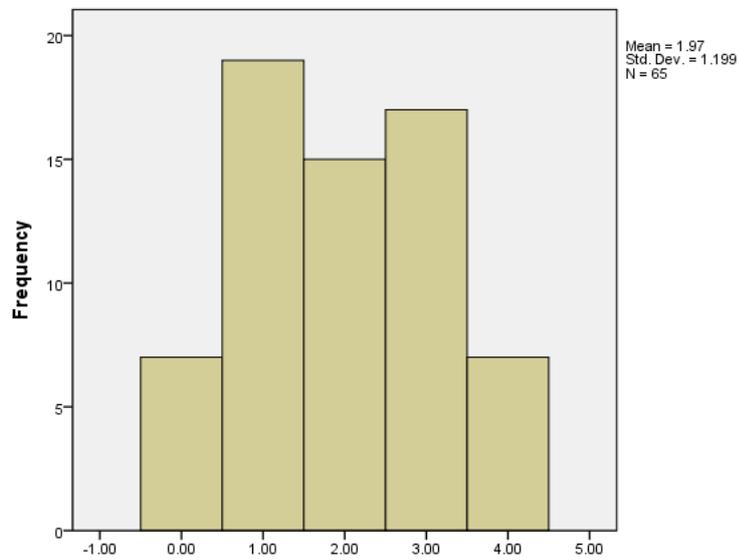


Figure 6.36 Understanding the requirements of the job market. Difference in scores between first and last assessments. All offices