Controlling Migration Fund evaluation

Project-level evaluation report

Lead LA: Hackney Council
Project name: Building Foundations

August 2022
Department for Levelling Up, Housing and Communities

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Executive Summary

This project-level evaluation report presents the key findings relating to the delivery and outcomes for the Building Foundations project led by Hackney Council.

Project overview and objectives

Hackney Council received £291,679 Controlling Migration Fund (CMF) funding for the Building Foundations project. The project aimed to address resource limitations in meeting the immediate and longer-term needs of Unaccompanied Asylum-Seeking Children (UASC) in the borough including: support with their asylum claim; facilitating access to appropriate accommodation and foster placements, education, health services; and proving practical support for social integration into the community. The project planned to improve existing support for UASC by recruiting a Foster Carer Recruiter and a Youth Advisor to deliver two related strands: one aimed at increasing foster carer capacity to support UASC in the borough through recruiting foster carers from specific communities that reflect the UASC population; and the other aimed at developing capacity and expertise to support UASC with their asylum application and integration. These activities aimed to contribute towards the Controlling Migration Fund outcomes listed in Table 1.1 below.

Ipsos MORI undertook an evaluation of the Building Foundations project between January 2019 and January 2020. Evaluation activities included interviews with project staff, stakeholders and foster carers; a focus group with beneficiaries; analysis of two pre- and post-paper questionnaires administered by the project; and a review of monitoring information and secondary information collated by project staff and shared with the evaluation.

Progress towards intended outcomes

Progress towards intended Controlling Migration Fund-level intermediate outcomes, and longer-term outcomes where expected during the project timeframe, is summarised in table 1.1 below. Of the five outcomes, there was evidence that the project contributed towards three outcomes and more limited evidence that it contributed towards the two remaining outcomes.

Table 1.1: Summary of contribution towards project outcomes

Intended Outcome	**Assessment of progress made by January 2020**
Intermediate outcome 1: Acquired expertise and structures in place to deal with local issues	The evaluation found evidence that establishing a single UASC Unit enabled the local authority to gain additional expertise to more appropriately address UASC needs. While the intended activity of recruiting foster carers from specific communities

	was ultimately unsuccessful, there was some evidence to suggest that the local authority gained useful information regarding the approach as a result of the project.
Intermediate outcome 2: Increased understanding of and access to local public services (for UASC)	The project appeared to have had only a limited role in increasing the confidence of UASC to access and understand public services. The evidence suggests that many UASC did not require this support, as they received sufficient support through their foster carer, social worker or from other sources.
Intermediate outcome 3: Increased access to English for Speakers of Other Languages (ESOL) and English as an additional language (EAL) provision (for UASC)	Evidence suggests that the project contributed to increasing access to ESOL classes and courses in Hackney and surrounding local authorities, particularly for UASC with additional needs and for whom formal college provision was less appropriate.
Intermediate outcome 4: Access to labour market skills, training and accreditations (for UASC)	The evidence indicates that the project helped a small number of beneficiaries to identify opportunities to gain relevant experience and skills for future training and/ or employment. However, barriers to access remained. These included UASC not having permission to work in the UK and a lack of trust in statutory and voluntary sector organisations who promote work experience opportunities in the community.
Longer-term outcome 1: Increased UASC well-being	The evaluation found early signs of evidence that the project contributed to increasing the support networks of UASC. The evidence also appears to suggest a positive direction of travel towards improving the mental and physical well-being of UASC.

Based on the contribution of the project towards the outcomes above, there is evidence to suggest the project is likely to contribute towards the CMF longer-term outcome of **building the evidence base of "what works locally"** in supporting UASC. The project may also contribute to **reduced costs on public service**, by freeing up capacity among social workers through more efficient and effective service provision for UASC.

What works?

- Having a dedicated UASC Unit that worked in collaboration and in partnership with other internal departments and external agencies. This helped to facilitate UASC's access to existing services in order to support their education, mental health and integration into society. However, the project encountered challenges engaging all UASC to the same extent and participation varied based on nationality, gender and how far beneficiaries lived from Hackney.

- Having in-house skilled social workers with expertise in understanding and meeting the needs of UASC. This helped to consolidate the decision-making process around UASC within the local authority and enabled staff to act as a first point of contact for all UASC.

- Difficulties recruiting foster carers from the three communities led project staff to consider alternative ways to approach their outreach and recruitment. However, the evidence suggests that this approach may not necessarily result in improved support for UASC

- Project staff encountered challenges brokering connections between former and current UASC. However, project staff or foster carers felt that relationships that formed spontaneously were more likely to be long-lasting.

- A cost benefit analysis of monetizable project outcomes (related to increased educational attainment and improved individual wellbeing) estimates that every £1 of CMF funding returned on average £0.41 of monetizable economic benefit to society. However, as no foster carers from the three communities (Albanian, Vietnamese and Eritrean) were recruited, this cost resulted in no monetizable benefit. Had the project forgone this expenditure, its estimated cost benefit ratio would have increasedas the project would have attained the same monetised benefit for half of the cost.

For whom

- Setting up a new and dedicated unit within the Children and Families Services meant that the local authority was able to increase its expertise about UASC and to effectively address specific needs within the UASC population that it was unable to do so before.

- By extension, the local authority also benefitted by acquiring additional expertise, increasing capacity and consolidating all UASC cases into a single team in order to relieve pressure on other social workers.

- Most UASC benefited from improved referral routes and activities organised by the project, including sports activities, ESOL classes, mentoring and therapeutic sessions.

- Most UASC benefited from the referral routes to external ESOL provision identified by staff. However, inconsistent participation among project beneficiaries suggests that more could be done to overcome barriers to participation.

In what circumstances?

- Recruiting staff with previous experience of working in the voluntary sector proved to be a key factor to build strong networks and relationships with non-statutory stakeholders in the local area.

- Creating a specialised UASC Unit could be replicable in another local authority seeking to provide targeted services for a cohort of newly arrived unaccompanied asylum-seeking young people. However, outreach and recruitment of foster carers should not necessarily aim to target specific communities in order to facilitate culturally matched placements for UASC.

- The project could be amenable to scaling up to support young adult UASC. If capacity was increased in the team, the project could be scaled up by expanding its remit to work with UASC care leavers (over the age of 18). This would allow young people who have not yet received a decision on their asylum claim to remain in the care of the Unit so that they can receive support up until receiving an outcome.

1 Introduction

The Department for Levelling Up, Housing and Communities (DLUHC), then known as the Ministry of Housing, Communities and Local Government commissioned Ipsos MORI alongside the Migration Observatory at the University of Oxford to conduct an independent evaluation of the Controlling Migration Fund (CMF) in May 2018. Launched in November 2016, the CMF aims to help local authorities across England develop and deliver activities to mitigate the perceived negative impacts of recent and unexpected migration on communities in their area. DLUHC provided funding to local authorities to deliver projects that aim to address local service pressures, tailored to their context and local needs. While the primary emphasis is on relieving pressure on public services in a way that delivers benefits to the established resident population, the fund also seeks to support wider community cohesion and the integration of recent migrants. Interventions can also focus on gaining a greater understanding of the local migration data landscape where there is currently a lack of accurate local data.

Project-level evaluations of 14 CMF-funded projects were conducted as part of the CMF evaluation. The project-level evaluations aim to assess the effectiveness of various project approaches in delivering against their local-level objectives and those of the wider fund.[1] They seek to build an understanding of what works, for whom and in what context to relieve pressure on local services due to recent or unexpected migration. This project-level evaluation report presents the key findings relating to the delivery and outcomes for the ***Building Foundations*** project led by Hackney Council.

The area context

The London Borough of Hackney has a young and ethnically diverse population. The borough had one of the youngest median ages in England & Wales at the time of the 2011 census (30 years).[2] A quarter of Hackney's population was aged under 20 years old and a further 23% aged between 20-29 years old (compared to 19% for Greater London and 16% for England and Wales). The 2011 Census found that around 40% of the population were from Black and Minority Ethnic groups, with the largest group (approximately 20%) being Black or Black British. A third (36%) of the population was White British and 16.2% were “other White”.[3] Hackney is home to a number of national and cultural communities, including well-established Caribbean, Turkish and Kurdish, Vietnamese and Orthodox Jewish[4] communities as well as newer communities from African countries and Eastern Europe.[5]

In this multicultural and ethnically diverse context, Hackney Council provides support to Unaccompanied Asylum-Seeker Children (UASC)[6] who have arrived in the borough in

[1] An overall Theory of Change, created during the scoping stage, outlines the intermediate and longer-term fund outcomes (see Appendix 2).
[2] ONS, Census 2011
[3] Ibid.
[4] Les Mayhew, Gillian Harper, Sam Waples, Counting Hackney’s population using administrative data. An analysis of change between 2007 and 2011. July 2011
[5] ONS, Census 2011
[6] The UN Declaration on Rights of the Child defines unaccompanied children (also called unaccompanied minors) as “children who have been separated from both parents and other relatives and are not being cared for by an adult who, by law or custom, is responsible for

recent years. Since the introduction of the National Transfer Scheme (NTS) in 2016,[7] Hackney saw an increase in the number of UASC it supports under Section 20 of the Children Act 1989.[8] As of September 2017, Hackney was supporting 31 UASC. The NTS commits local authorities to supporting UASC to the equivalent of 0.07% of their total population of children and young people in one year. On this basis, Hackney is expected to support up to 44 UASC at any one time.[9] This represents almost one fifth of the looked after children overseen by the Children and Families Service, approximately 250 children and young people at any one time.[10]

Of the 31 young people supported in 2017, just under three-quarters of the cohort were of three nationalities: Albanian (29%), Eritrean (26%) and Vietnamese (19%).[11] There also were young people from Afghanistan and Ethiopia among other countries.[12] The borough's process for placing young people with foster carers (the "matching process") aimed to reflect culture and background when placing young people with foster carers, starting from the assumption that children and young people would be more comfortable to be placed with foster carers with a similar cultural background. However, while Hackney recruited 18 foster carers in 2016/17,[13] none were from Albanian, Eritrean or Vietnamese communities. The local authority felt this was due to these communities not typically offering foster care in the local area. Hackney Council identified a need for specialised resource to recruit foster carers from target communities, as the existing Fostering Recruitment Team's priority focussed on increasing the number of in-house foster carers and supported lodging households that could better meet the needs of the majority of looked after children and young people.

Hackney Council applied for CMF funding to address resource limitations in meeting the immediate and longer-term needs of vulnerable UASC including: support with their asylum claim; providing access to appropriate accommodation and foster placements; access to education; access to health services; and practical support for social integration into the community (including facilitating access to leisure activities, support to create social networks, and advocating on behalf of UASC). Project staff considered community integration a key enabler for UASC to strive, learn and socialise successfully in the local environment, while enjoying the benefits of an active and engaged lifestyle. Stakeholders within the local authority highlighted barriers to UASC accessing ESOL, including UASC dropping out of ESOL classes due to mental health issues (attributed to their experience of trauma and uncertainty regarding their status in the UK), or from personal difficulties

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doing so. In the United Kingdom, a UASC is a person under 18, or who, in the absence of documentary evidence establishing age, appears to be under that age, is applying for asylum in his or her own right and has no relative or guardian in the United Kingdom.

[7] The Government introduced the National Transfer Scheme (NTS) on 1st July 2016. The scheme is designed to ensure an even distribution of UASC across local authorities nationally. Under the NTS, where an unaccompanied child first presents in a Local Authority which already has over 0.07% UASC to child population, the authority is able to arrange for the transfer of the child to another area. A flowchart of the processes involved in a transfer under the NTS can be found here.

[8] Section 20 of the Children Act 1989 provides the local authority with the power to provide accommodation for children without a court order when they do not have somewhere suitable to live.

[9] At a meeting of London Labour Leaders on 26th April 2019, there was agreement that Labour led authorities would move to a threshold of 0.08% from 0.07%, in order to create additional capacity across those authorities. Hackney Council confirmed its commitment to this increased threshold. This started on Monday 10th June 2019 and, on this basis, Hackney is expected to support up to 50 UASC at any one time. *NTS Threshold Increase and Pan London Rota*. London Asylum Seekers Consortium (LASC) E-Bulletin, June 2019.

[10] More information is available at: https://hackney.gov.uk/looked-after-children

[11] Data provided by the Hackney Council's Placement Management Unit (PMU). This is the one-stop shop for placements and accommodation for looked after children, care leavers and young people supported under section 20 of the Children Act. PMU is a business unit that supports improving placement standards and stability, as well as reducing expenditure through better and consistent management of contracts and negotiating competitive and consistent prices.

[12] See: https://hackney.gov.uk/young-refugees#young

[13] Data provided by the Hackney Council's Placement Management Unit (PMU).

learning ESOL in a group setting (i.e. struggling with reading or writing). Furthermore, interviews with both project staff and internal stakeholders highlighted that where UASC present in a borough during term time, they are unable to access formal ESOL provision. Since most of the college courses start in September, it is more difficult to secure a college place outside this time.

Local authority staff also identified a lack of continuity of care and support for UASC in the borough. When they arrived in Hackney (either through the London rota[14] or another route) UASC were allocated one social worker for an initial assessment, after which they were allocated another social worker for a longer period of time. This was considered disruptive for UASC, particularly those who had experienced trauma. Furthermore, according to project staff, some keyworkers considered UASC to be "easy cases", as they misinterpreted common behaviours (such as a need for privacy and quiet) and mannerisms (such as prolonged silences) as a sign that they required less support when they were instead common signs of trauma.

> *"You would have some [keyworkers] who had really good skills and knowledge because they have been working so long in the area and they were interested; then you had others who had absolutely no idea and they just felt a bit lost. And as a result, sometimes we felt that those young people were getting less of a service and less support" Internal stakeholder, interview*

Furthermore, staff identified a need for a separate, specialised service to undertake age assessments. These were undertaken by the Access and Assessment service as the initial point of contact. However, Age Assessment Guidance suggests that UASC should not be assessed by their allocated social worker as this can undermine their relationship.[15] In addition, project staff felt that some staff within the Children Services department were not fully aware of the wide array of services provided by voluntary organisations in the community that might be relevant to meeting the needs of UASC. As a result, social workers lacked confidence and were unsure about how to best support UASC.

The CMF-funded project

Hackney Council was awarded £291,679 CMF funding to develop and establish the Building Foundations project over a two-year timeframe from December 2018 to December 2020. By recruiting a Foster Carer Recruiter and a Youth Worker and Advisor, the project aimed to improve existing support for UASC in the borough.

The project consisted of two related aspects: 1) increasing foster carer capacity to support UASC in the borough and 2) developing capacity and expertise to support UASC with their asylum application and integration through a Youth Advisor role.

1. **Increasing foster carer capacity**: For the first aspect of the project, Hackney Council intended to build upon the Recruitment Team's existing expertise of recruiting foster carers in the borough and increase capacity by employing a 'Foster

[14] The "London Rota" is an agreement by Directors of Children Services in different local authorities to support an equal distribution of UASC 16/17 years old across London. The Rota is a voluntary arrangement and most London local authorities have contributed to receiving rota referrals, with exception of those recognised as significant entry points in London

[15] The Age Assessment Guidance outlines that UASC should not be assessed by their allocated social worker as this can undermine their relationship. See https://adcs.org.uk/assets/documentation/Age_Assessment_Guidance_2015_Final.pdf

Carer/ Supported Lodgings' Recruiter focussed on recruiting foster carers and supported lodgings from the Albanian, Eritrean and Vietnamese communities.[16] The Recruiter's planned activities included:

- Community engagement, including targeted marketing and communications;
- Development of links with the three identified communities;
- Assessment of foster carers or supported lodgings households from the identified target communities; and
- Training of foster carers and supported lodging households recruited through the project in the asylum process and the specific needs of UASC (including experiences of trauma and persecution).

2. **Youth Worker and Advisor:** Hackney Council intended to develop capacity through a specialist Youth Worker and Advisor post to support current UASC with their asylum application, integration into the community and to build independence. In this way, the council hoped to enable social workers to concentrate their work on other aspects related to the health and well-being of UASC. The Youth Worker and Advisor's priorities were to:

- Advise UASC on the asylum process and coordinate with UASC's Home Office caseworker to clarify their status and support UASC to plan for all eventual outcomes from their case (including preparing young people for the possibility of adverse decisions and support with repatriation);
- Provide practical support to UASC to aid their social integration into the community through creating opportunities for them to meet each other through: planned activities; signposting to relevant external services; and promoting sport opportunities. The role included supporting UASC to understand UK social norms and behaviours (such as those relating to individual liberty, rule of law, gender equality and equal opportunities) through organising trips to museums to learn about British history and culture and referrals to cultural festivals;
- Signpost UASC to relevant support groups, organisations and services available to them to meet their wider needs and encourage independence;
- Signpost UASC to external services providing support to develop the English language skills (including reading, writing, speaking and listening) of UASC in order to support progression onto more advanced English courses, further education or employment;

[16] By mixing their offer between foster care and supported lodgings, Hackney aimed to expand its recruitment pool by generating interest amongst households who may have been unable or unwilling to become foster carers but were more amenable to a supported lodgings arrangement. This would have also allowed Hackney to increased flexibility and responsiveness to the needs of individual UASC who may have benefitted from varying levels of support between foster care and supported lodgings, especially in shifting to independence.

- Signpost UASC to suitable education provision, such as local colleges and the Virtual School for Looked After Children,[17] and encourage their attendance at volunteering opportunities and work placements available in the local area.

- Set up mentoring relationships between former and current UASC to provide peer support, increase UASC independence, promote integration and reduce social isolation.

While not originally intended through the bid, CMF funding was also used to hire a Consultant Social Worker with experience of working with UASC and the third sector.[18] This post contributed to the creation of a new specialist UASC Unit that acted as a hub within the Children and Families Service and provided services (centralised decision-making processes, tailored support and signposting to external services) for newly arrived UASC in Hackney.

Project objectives

Project objectives were identified following a review of project documentation and a consultation between the Ipsos MORI Relationship Manager and Building Foundations project staff. Following the consultation with project staff, the Ipsos MORI Relationship Manager developed a logic model, which was reviewed and agreed with project staff (see Figure 1.1).[19] The logic model outlines planned activities and outputs and how these relate to project and CMF fund-level outcomes.[20] How the project aimed to contribute to CMF intermediate outcomes is outlined below, including longer-term CMF outcomes where contribution of the project towards these outcomes was expected or seen within the evaluation timeframe.

Through the planned project activities, the Building Foundations project aimed to contribute towards the following CMF **intermediate outcome for the local authority**:

- Through the work of the Youth Worker Advisor and the Recruiter, the project aimed **to improve expertise and structures in place to deal with local issues within the local authority**. This included recruiting foster carers with the same nationality and cultural background of UASC, who were considered better able to support UASC. In addition, by recruiting staff who had both previous experience and specific knowledge related to the services available to UASC, the local authority intended to address gaps and system weaknesses (such as a limited knowledge around different cultures and languages of UASC). Although not an intended activity at the outset of the project, the UASC Unit aimed to contribute to building professional knowledge of asylum processes, expertise of dealing with children who have no responsible adult to care for them and increase capacity to manage responses to all individual UASC in Hackney. The aim was to support those working

[17] More information available at https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/service.page?id=SwKFQm1g07c
[18] The funding for the consultant was originally planned to be used for an external evaluator.
[19] A logic model is a diagrammatic representation of a project which depicts the various stages required in a project that are expected to lead to the desired outcomes. The logic model in turn is used to inform the evaluation approach; specifically, what needs to be measured to determine whether outcomes are being met, and how.
[20] CMF fund-level outcomes are outlined in the Theory of Change in Appendix 1.

with UASC to manage the uncertainty around asylum and immigration status, with future planning for transition to adulthood and leaving care.

- This CMF outcome also links to the project-level outcome of "increased UASC's and foster carers' understanding and of the asylum process" and "improved planning in case of a negative decision on an asylum claim and subsequent repatriation".

- Project activities and outputs also aimed to contribute towards the following **CMF intermediate outcomes for migrants (UASC):**

- The activities carried out by the Youth Worker Advisor were intended to **increase understanding of and access to public services** (such as NHS, schooling, public transport, leisure opportunities) among UASC. This was closely linked with the project-level intermediate outcome to "support UASC to assimilate into the local community".

- The project aimed to **increase access to ESOL provision and increase access to labour market skills, training and accreditations** through identifying and signposting UASC to suitable provision.

- Through organising activities in the community and mentoring relationships between former and current UASC, the project aimed **to increase UASC understanding of British culture and social norms.**

- The above CMF outcomes closely link to the project-level outcome "UASC integrate into the community".

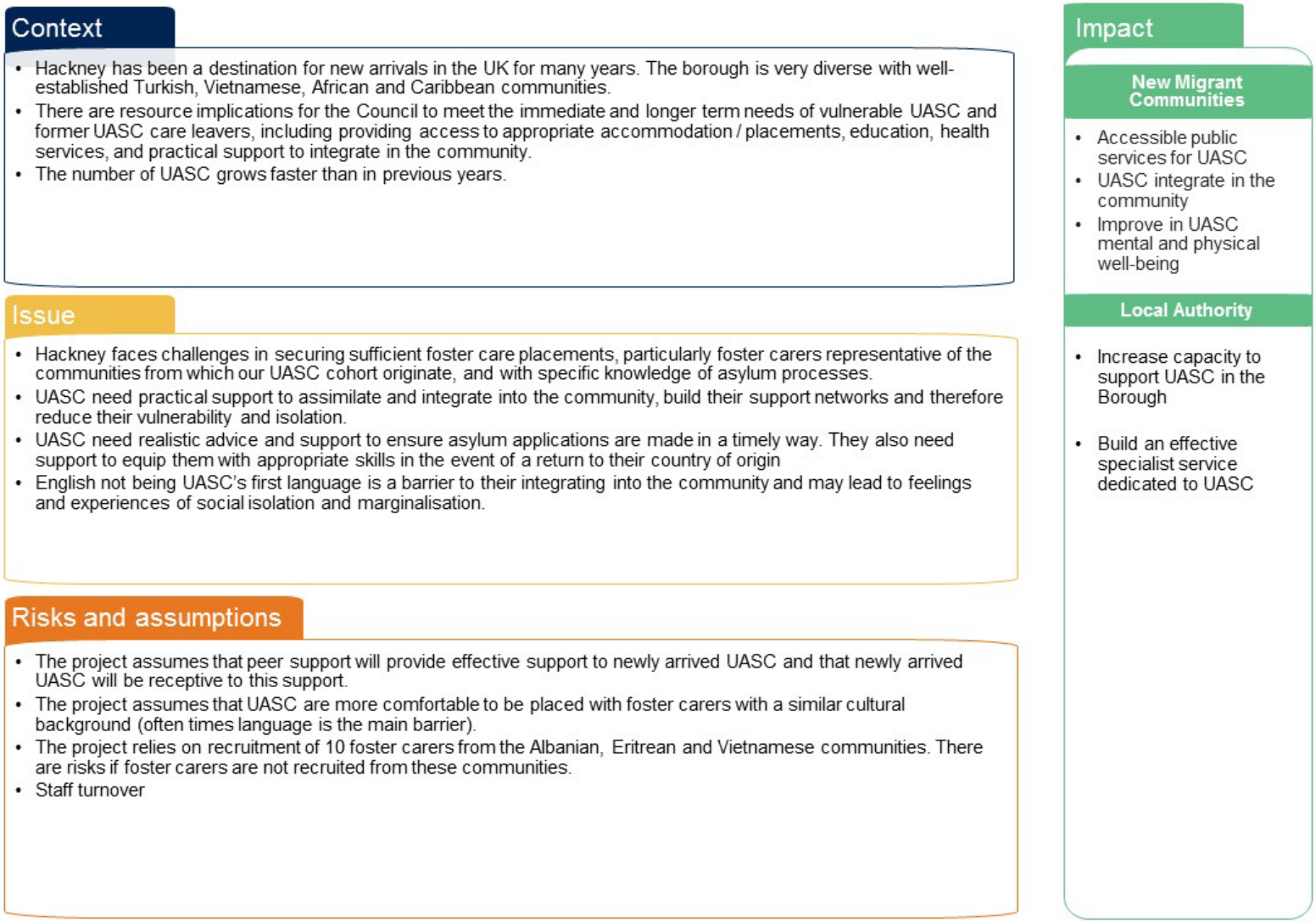
- The project also intended to contribute towards the following **CMF fund-level longer-term outcomes for migrants:**

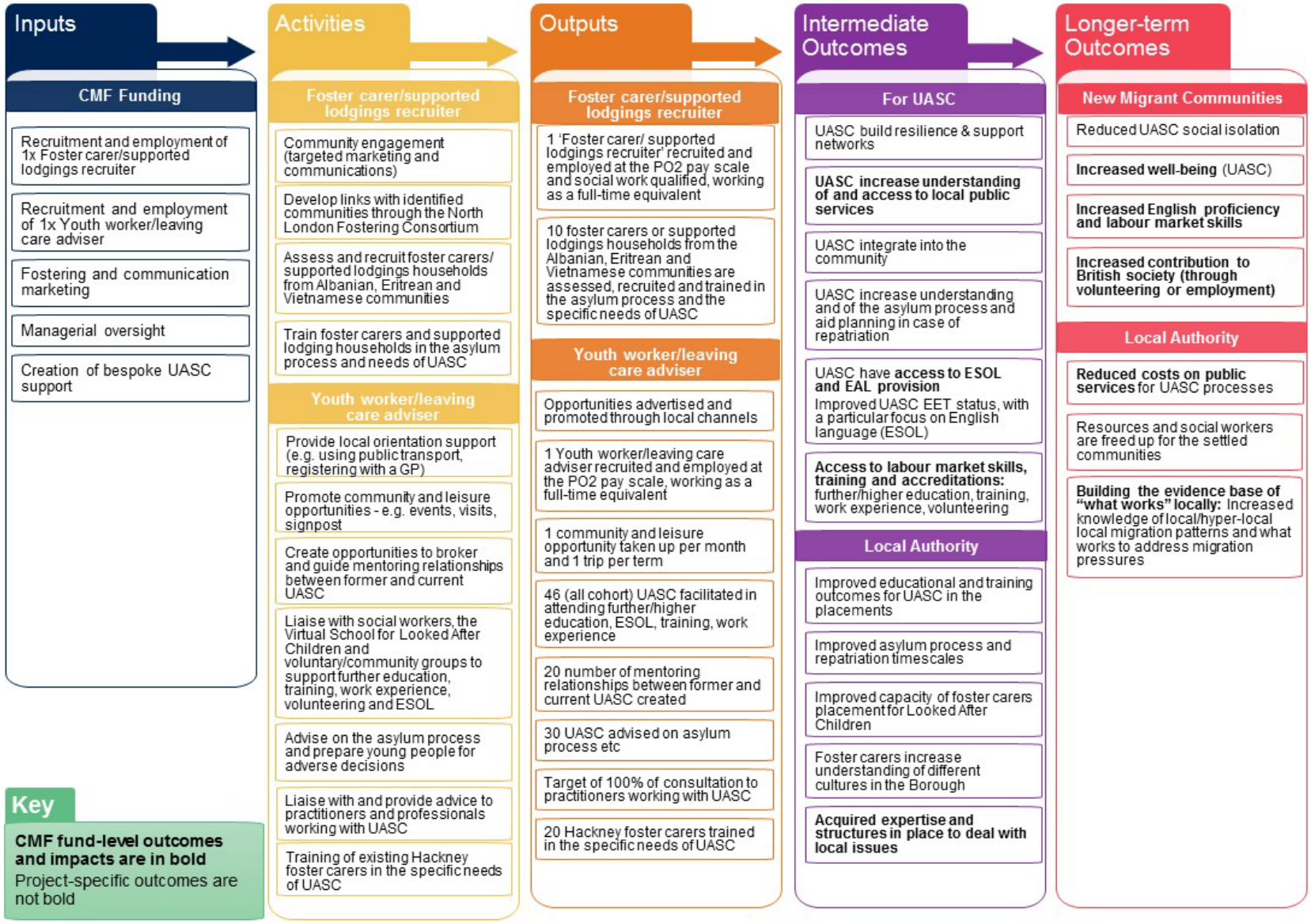
- **Increasing UASC's physical and mental well-being** through building resilience and wider support networks (a project-level intermediate outcome). An indication of positive change was expected within the project timeframe.

- Specific project outputs were expected to feed in to the above outcomes. These outputs, as well as the intermediate and longer-term outcomes, are detailed in the below logic model.[21]

[21] A logic model is a diagrammatic representation of a project which depicts the various stages required in a project that are expected to lead to the desired outcomes. The logic model in turn is used to inform the evaluation approach; specifically, what needs to be measured to determine whether outcomes are being met, and how.

Figure 1.1: Building Foundations logic model




Inputs
CMF Funding
Recruitment and employment of 1x Foster carer/supported lodgings recruiter
Recruitment and employment of 1x Youth worker/leaving care adviser
Fostering and communication marketing
Managerial oversight
Creation of bespoke UASC support
Activities
Foster carer/supported lodgings recruiter
Community engagement (targeted marketing and communications)
Develop links with identified communities through the North London Fostering Consortium
Assess and recruit foster carers/ supported lodgings households from Albanian, Eritrean and Vietnamese communities
Train foster carers and supported lodging households in the asylum process and needs of UASC
Youth worker/leaving care adviser
Provide local orientation support (e.g. using public transport, registering with a GP)
Promote community and leisure opportunities - e.g. events, visits, signpost
Create opportunities to broker and guide mentoring relationships between former and current UASC
Liaise with social workers, the Virtual School for Looked After Children and voluntary/community groups to support further education, training, work experience, volunteering and ESOL
Advise on the asylum process and prepare young people for adverse decisions
Liaise with and provide advice to practitioners and professionals working with UASC
Training of existing Hackney foster carers in the specific needs of UASC
Outputs
Foster carer/supported lodgings recruiter
1 'Foster carer/ supported lodgings recruiter' recruited and employed at the PO2 pay scale and social work qualified, working as a full-time equivalent
10 foster carers or supported lodgings households from the Albanian, Eritrean and Vietnamese communities are assessed, recruited and trained in the asylum process and the specific needs of UASC
Youth worker/leaving care adviser
Opportunities advertised and promoted through local channels
1 Youth worker/leaving care adviser recruited and employed at the PO2 pay scale, working as a full-time equivalent
1 community and leisure opportunity taken up per month and 1 trip per term
46 (all cohort) UASC facilitated in attending further/higher education, ESOL, training, work experience
20 number of mentoring relationships between former and current UASC created
30 UASC advised on asylum process etc
Target of 100% of consultation to practitioners working with UASC
20 Hackney foster carers trained in the specific needs of UASC
Intermediate Outcomes
For UASC
UASC build resilience & support networks
UASC increase understanding of and access to local public services
UASC integrate into the community
UASC increase understanding and of the asylum process and aid planning in case of repatriation
UASC have access to ESOL and EAL provision
Improved UASC EET status, with a particular focus on English language (ESOL)
Access to labour market skills, training and accreditations: further/higher education, training, work experience, volunteering
Local Authority
Improved educational and training outcomes for UASC in the placements
Improved asylum process and repatriation timescales
Improved capacity of foster carers placement for Looked After Children
Foster carers increase understanding of different cultures in the Borough
Acquired expertise and structures in place to deal with local issues
Longer-term Outcomes
New Migrant Communities
Reduced UASC social isolation
Increased well-being (UASC)
Increased English proficiency and labour market skills
Increased contribution to British society (through volunteering or employment)
Local Authority
Reduced costs on public services for UASC processes
Resources and social workers are freed up for the settled communities
Building the evidence base of "what works" locally: Increased knowledge of local/hyper-local local migration patterns and what works to address migration pressures
Key
CMF fund-level outcomes and impacts are in bold
Project-specific outcomes are not bold

2 Methodology

This section outlines the methodology for the project-level evaluation of the Building Foundations project.

A theory-based approach was taken for the evaluation, which focused on reviewing and testing the outputs and outcomes within the project's logic model.[22] The suitability of different approaches was explored in an evaluation scoping phase. The possibility of implementing experimental evaluation designs, including Randomised Control Trials (RCTs), was explored and deemed not feasible at a fund level due to the broad range of projects that have been funded across different regions and local contexts – this would have needed to have been built into the programme design from the outset. The feasibility of identifying local-level control groups was explored during individual project consultations (outlined in more detail below).

Project-level outcomes were "mapped" onto relevant CMF-fund level outcomes contained in the overall fund-level Theory of Change. The evaluation approach was designed in consultation with project staff, including the development of an evaluation framework. The feasibility of a comparative counterfactual analysis was explored during the inception phase: a potential comparison group was identified made up of UASC who were not placed with foster carers from the Albanian, Eritrean and Vietnamese communities, as intended. As the project did not recruit any foster carers from those communities, this approach was not feasible.[23]

In order to assess value for money, each of the 14 projects were initially assessed through the lens of the 8-step model outlined in Appendix 1. The assessment involved a review of the availability and suitability of data collected at each of the 14 project sites. Consequently, each project was triaged to one of three methodological groupings:

1. **Cost benefit analysis (CBA):** Projects for which data on quantitative and monetizable outcomes was available met the higher threshold for Cost benefit analysis.

2. **Cost effectiveness analysis (CEA):** Where quantitative measures for outcome(s) existed, but no data (primary or secondary) is available to monetise the outcomes, cost effectiveness analysis was conducted.

3. **No feasibility for quantitative analysis:** Where there was no quantitative measure of outcomes available to the evaluation, neither cost benefit analysis nor cost effectiveness analysis could be conducted.

Two models were developed using Excel. The CBA model calculates costs relative to the monetizable benefits. The CEA model calculates costs relative to the quantifiable

[22] Theory-based approaches to evaluation use an explicit theory of change to draw conclusions about whether and how an intervention contributed to observed results. For more information, see: https://www.canada.ca/en/treasury-board-secretariat/services/audit-evaluation/centre-excellence-evaluation/theory-based-approaches-evaluation-concepts-practices.html

[23] The reasons why the project staff was not able to recruit with foster carers from the Albanian, Eritrean and Vietnamese communities is explained in detail in Chapter 3.

outcomes achieved from each of the CMF interventions (without attempting to monetise these outcomes).

As there was no robust control (counterfactual) group against which to assess impact, artificial baselines were constructed. Where possible, input from project leads was used to inform the assessment of the counterfactual and in the cases that this was not available, conservative estimates were made. Given the nature of the data used in the construction of the cost benefit and cost effectiveness models, the accuracy of results produced by the models should be interpreted with a high degree of caution.

Further information on the methodological approach, including the evaluation framework, is contained in Appendix 1. Appendix 2 outlines the CMF fund-level Theory of Change. Appendix 3 outlines the qualitative and quantitative research tools.

Overview of evaluation approach

The evaluation approach included a combination of both quantitative and qualitative data collection methods, as well as consideration of evidence from secondary sources and monitoring data.

Quantitative data

Two pre- and post-paper questionnaires were administered to project beneficiaries (UASC) at two-time points (July 2019 and January 2020). The questionnaires used were as follows:

- A standardised Strengths and Difficulties Questionnaire (SDQ) (11-17 years old);[24] and
- A bespoke questionnaire designed by Ipsos MORI, which mainly intended to capture UASC views on access to services.

Both questionnaires were administered by Hackney Council's project lead, with physical questionnaires copied and shared with Ipsos MORI. See Appendix 3 for example questionnaires.

In total, Ipsos MORI received six of each pre-/post- questionnaire, out of a possible 46 (the number of eligible participants), giving a 13% response rate.[25] As only six questionnaires were returned, analysis of the statistical significance of changes from before to after project participation was not deemed appropriate. Questionnaire data is instead presented

[24] Lundh, L.G., Wangby-Lundh, M., & Bjarehed, J. (2008). Self-reported emotional and behavioral problems in Swedish 14 to 15-year-old adolescents: A study with the self-report version of the Strengths and Difficulties Questionnaire. Scandinavian Journal of Psychology, 49, 523–532.

[25] A response rate is the number of usable completed pre- and post- matched questionnaires returned divided by the number of beneficiaries taking part in the project activities (this is assumed to be the same as the number of questionnaires that were distributed/took part – i.e. all end-beneficiaries would be eligible to take part in the survey and thus all should have been asked to complete a questionnaire, although this was down to the project distributing them this way). This is expressed in the form of percentage. The response rate used in this study is 13%. This was calculated by dividing the number of pre-/post- matched questionnaires (6) divided by the number of beneficiaries eligible to take part the evaluation (46).

for illustrative purposes only, that is to indicate the direction of travel with regard to changes in attitudes and behaviours of participants.[26]

Qualitative data

Qualitative data was collected through in depth-interviews with five project staff, three wider stakeholders (representatives from local voluntary sector organisations and local authority staff), and two foster carers. A focus group was also conducted with seven project beneficiaries (UASC). Relevant participants were identified by the project leads. Further information on the methodological approach is contained in Appendix 1. See Appendix 3 for an outline of the outcomes covered in qualitative consultations.

Monitoring and secondary data

Monitoring data on relevant project outputs was collected by the project and shared with Ipsos MORI. This included the number of information and outreach materials developed, outreach activities carried out and the number of beneficiaries accessing services.

The project provided secondary qualitative information in the form of UASC case files with examples of how beneficiaries had been supported, Pathway Plans (reviewed every six months) and looked-after child (LAC) reviews[27] (held every six months). This information was collated by the project and shared with Ipsos MORI towards the end of the evaluation period (February 2020).

Value for money assessment

Based on the available data on quantifiable and monetizable outcomes, the Building Foundations project was selected for a CBA. Perceptions of project costs and benefits were also explored through qualitative consultations with staff and delivery partners. Where it was not possible to quantify monetizable outcomes, secondary data on potential monetizable benefits was considered. The findings are outlined in Chapter 5.

Methodological strengths

- **The breadth and depth of the qualitative data**, including beneficiaries, project staff and wider stakeholders, which contributed to a well-rounded analysis of the project's activities and is a key strength of this evaluation.

- **Strong communication between delivery staff and the evaluation team** allowed for a transparent and honest relationship which further strengthens the credibility of the evaluation itself.

[26] This data processing approach is in keeping best practice for reporting on quantitative data, whereby analysis of samples lower than 10 entries should be limited to the reporting in a narrative way.
[27] A looked-after child (LAC) review is a regular meeting that brings together the social workers responsible for the care of a looked after child. It is an opportunity to review the care plan, which is the document setting out how s child will be cared for while they are looked after.

Methodological limitations

- **Selection bias:** focus group participants were selected due to their high level of interactions with the project activities as part of a 'UASC Committee' which met on a monthly to six-weekly basis. This means that focus group sample may not be representative of the target population.

- **Participant self-selection biases:** focus group and interview participants could decide for themselves whether they wanted to take part in evaluation activities. This, again, means that the sample may not be representative of the target population.

- **Low English language ability of UASC beneficiaries:** Some focus group participants lacked the English language proficiency necessary to take part in a focus group discussion without an interpreter present. An interpreter arranged by the project to attend cancelled shortly before the focus group took place. As a result of the short notice, it was not possible to rearrange or organise an alternative interpreter to attend the group. This meant that some UASC were unable to express their views fully during the focus group.

- **Lack of data from foster carers:** only two interviews were conducted with foster carers. Two more interviews to provide further evidence were planned but did not take place: in one case, the foster carer accepted but then decided to withdraw participation shortly before the interview; in the other case, the interview did not happen due to non-responsiveness of the participant.

- **Low response rate of questionnaires:** With six matched pre/post questionnaire responses, there is only a small sample for quantitative data. This limited the scope of finding statistically significant differences. The evaluation, instead, reported on the direction of travel among UASC agreeing with a given statement before and after the project. In short, the evaluation was unable to draw statistical conclusions from the data as to the effectiveness of the project. Two main factors have driven the low response rate: at the point of dissemination of pre- questionnaires, project staff stated that they had limited capacity to ensure all UASC completed and returned the questionnaires. Secondly, at the point of dissemination of post-questionnaires, the project could not reach all eligible participants as some had turned 18 and were no longer supported by the UASC Unit and therefore staff were unable to administer the questionnaire.

- **Lack of counterfactual group:** The feasibility of a comparative counterfactual analysis was explored during the inception phase: a comparison group was identified from UASC who were not placed with foster carers from the Albanian, Eritrean and Vietnamese communities. This approach was subsequently not deemed feasible as the project did not manage to recruit any foster carers from those communities[28] and therefore no UASC were placed with foster carers from the three communities. Due to the absence of a comparator group, the evaluation cannot make a robust assessment to determine whether or not the changes (both

[28] The reasons why the project staff was not able to recruit foster carers from the Albanian, Eritrean and Vietnamese communities is explained in detail in Chapter 3.

positive and negative) in any intended outcomes are directly attributable to project activities.

Analysis and synthesis

Secondary data and monitoring data shared by the project was analysed to extract key findings related to achievement of outputs and outcomes.

Interview notes were systematically inputted into an analysis grid for each research encounter, allowing for more in-depth analysis of findings. There was one grid for each type of audience consulted. The grids follow the structure of the topic guide enabling the identification of relevant quotes for each element of the outcomes and process evaluation. A thematic analysis approach was implemented in order to identify, analyse and interpret patterns of meaning (or "themes") within the qualitative data, which allowed the evaluation to explore similarities and differences in perceptions, views, experiences and behaviours. Once all data had been inputted, evidence for each outcome and key delivery themes was brought together in a second analysis matrix to triangulate the evidence and assess its robustness.

Quotes in this report are verbatim and are used to illustrate and highlight key points and common themes. Quotes that contain personal information have been anonymised.

3 Key findings: delivery

Introduction

This section reports on the key findings from the evaluation in relation to how the Building Foundations project was delivered in its first year, covering project activities carried out between January 2019 and January 2020. It begins with an assessment of progress made towards the intended outputs set out in the project logic model. This is followed by discussion of the success factors and challenges that were found to have impacted on project delivery and the achievement of outputs.

Was the project delivered as intended?

Based on the monitoring information collected by the project and shared with Ipsos MORI, Building Foundations was found to have performed well in terms of progress towards most of its target outputs (see table 3.1). Of the ten outputs identified for the project, four were achieved and one was exceeded. A further three were partially achieved. Two outputs were not achieved; notably, no foster carers were recruited from target communities (reasons for this are explored in more detail below) and there was low take up of mentoring opportunities. This assessment is based on analysis of project monitoring data collected by Hackney Council and shared with Ipsos MORI.

Table 3.1: Achievement of project outputs

Target output	Output achieved	Completion measure[29]
1 Foster carer/supported lodgings recruiter recruited and employed	The Foster carer recruiter was recruited and employed in October 2018.	Achieved
10 foster carers/supported lodgings households from the Albanian, Eritrean and Vietnamese communities are assessed, recruited and trained in the asylum process and the specific needs of UASC	No foster carers from the three communities were recruited, and this is no longer intended to take place.	Not Achieved

[29] The completion measure is a subjective assessment by Ipsos MORI based on the extent to which the project has achieved its intended outputs – scored as follows: inconclusive; not achieved; partially achieved; achieved; exceeded. See Appendix 1 for further details.

Opportunities to become a foster carer are advertised and promoted through local channels	Alongside relevant colleagues in the Marketing Team, a marketing programme was formulated and implemented. This consisted of dedicated spaces on the Hackney Council website and Facebook page. In addition, between 12 and 15 specific outreaches (at refugee or culturally specific events) were attended by the foster carer recruiter in 2019.	Achieved
1 Youth worker advisor recruited and employed	The Youth Worker Advisor was recruited in October 2018.	Achieved
1 community and leisure opportunity taken up by UASC per month and 1 trip per term	<u>External Community and leisure opportunities</u> Monitoring data shows that out of the whole cohort of 46 UASC: • 12 UASC took part in a 2-hour weekly session as part of a UASC Committee,[30] set up by the Virtual School for Looked After Children • 8 UASC played regularly with different football clubs in Hackney • All UASC were referred to the Forest Road Youth Hub/ UASC group and to cultural festivals <u>Trips and excursions</u> Monitoring data shows that 6 trips and visits were organised by the Youth Advisor: Vietnamese Restaurants, Go-karting, a Refugee Week residential trip, and visits to the Natural History Museum trip, Winter Wonderland, and Greenwich University.	Achieved
46 (all cohort) UASC supported to attend further/higher education, ESOL, training, work experience	Project monitoring information contained in the action plans shows that: • 44 UASC were supported to attend ESOL (through The Virtual School for Looked After Children) • 16 UASC were supported to access education (colleges)	Partially achieved (on track)

[30] The UASC committee was set up by The Virtual School for Looked After Children. The Youth Advisor was present at the weekly sessions along with a representative from the Virtual School.

	• 20 UASC were referred and signposted to volunteering opportunities • 9 UASC attended work placements that they were referred to through the project	
20 mentoring relationships between former and current UASC created	Up to July 2019, 5 mentoring relationships between former and current UASC were created. After this point, the activity was no longer intended to take place.	Not Achieved
30 UASC advised on asylum process/ planning in case of repatriation	Monitoring data (Action Plans) shows that 40 UASC were consulted and advised on the asylum process. Monitoring data also shows that 20 UASC were referred to solicitors and law centres.	Exceeded
Target of 100% of UASC advised by professionals and practitioners specialised in supporting UASC	40 UASC were provided with direct support from the UASC Unit (including a Sexual Health workshop and a UASC Therapeutic group) Furthermore, 39 UASC were signposted by the UASC Unit to targeted advice and consultations from external organisations. These included the Refugee Mentoring and Befriending project, Refugee Support Network, and the Red Cross.	Partially achieved (on track)
20 Hackney foster carers trained in the specific needs of UASC	Monitoring information shows that 10 foster carers attended training delivered by the UASC Unit on 31st October 2019. A second training event with foster carers was scheduled to take place in 2020.	Partially achieved (on track)

What worked in delivering the project?

There were two key elements that were found to facilitate project delivery:

(1) The creation of a specialist UASC Unit enabled local authority staff to better address the specific needs of UASC as well as provide support with integration; and

(2) The focus of delivery on partnership working, which aided knowledge-sharing between agencies (social workers, UASC team, wider organisations) and access to services for UASC.

(1) The creation of a specialist UASC Unit

The creation of a specialist UASC unit enabled local authority staff to address the specific needs of UASC (such as access to placements, help for trauma, social isolation, asylum process) and support with integration (such as organising leisure activities, creating networks and advocating on behalf of UASC).

The UASC Unit was set up after an additional member of staff (previously hired on an agency basis) was recruited permanently in July 2019. The added value of having in-house clinical service specialising in the complex needs of UASC within the Children and Families Service was widely recognised by internal council stakeholders, project staff, and external stakeholders. A specialist unit was considered better able to address the specific needs of UASC, such as the trauma many UASC had experienced, their individual aspirations, and the anxieties that these young people might have as to whether they will be able to remain in the UK. Staff considered the UASC Unit to have provided additional capacity to support social workers across the council to have a better understanding of UASC's needs and how to meet them. The UASC Unit was also considered by project staff to have contributed to establishing clearer pathways to integrate UASC into the community.

Through the UASC Unit, all UASC in Hackney were consolidated into a single team responsible for following each case and reporting to the Head of the Unit on a monthly basis. Staff felt this improved the management, oversight and reporting of the progress of UASC. Internal stakeholders reported that having a more systematic approach to each individual case contributed to increasing signposting to relevant activities in the local area with a strong emphasis on language skills and education.

> *"To have a specialist unit that is geared towards young people that are getting lost in the mix of the care system when they come is only a positive thing" External stakeholder, interview*

Evidence collected from qualitative consultations with internal and external stakeholders suggests that the experience and skills of staff in the UASC unit were valuable assets to the Children Services. For example, internal and external stakeholders reported that the experience and skills of staff in the UASC Unit enabled them to assess what type of therapeutic support was most appropriate and signpost UASC to relevant provision (for example, at the Refugee Council or British Red Cross). This meant that more targeted support was available to UASC who stakeholders described as often isolated and requiring therapeutic support.

Furthermore, findings from the focus group with UASC beneficiaries showed that having a dedicated team focused on their needs had helped them choose relevant activities to participate in and enable open conversations about what opportunities they were interested in pursuing.

(2) Relationship building and partnership working

The focus on building new relationships, partnerships and networks with statutory and third sector organisations in Hackney and surrounding boroughs helped staff to identify appropriate opportunities for UASC in their local area.

Local authority staff reported a lack of capacity and expertise to engage with external organisations providing services for UASC in the borough. Local authority staff also reported that staff members in the UASC Unit had contributed to bridge the gap by identifying relevant organisations and build relationships with partners to facilitate access for UASC. As a result of these relationships, staff were able to support UASC access local services through signposting and referrals.

> *"I do believe that the new team has meant that they are able to access our support, whereas other local authorities that do not have that team do not have the ability or the time or the capacity to build those relationships with external organisations." External stakeholder, interview*

UASC Unit project staff worked with a range of local partners including schools, charitable organisations, surrounding councils, sporting organisations and other local authorities who were part of the North London Consortium for UASC leads. According to project staff, partners including Hope for The Young, Dost, Brighter Futures, Hackney Virtual School were particularly valuable in providing relevant services for UASC and providing a safe space for them to share their concerns and issues associated with loneliness, living in a foreign country and learning a new language. By becoming part of the North London Consortium for UASC Leads, the project contributed to the development of a collaborative approach between local authorities (Haringey, Camden, Hackney, Islington), which produced shared policy responses and guidance to identify solutions to the needs of UASC. For example, one borough was appointed as responsible for liaising with the Home Office regarding delays on asylum claims, including collecting relevant information from each borough and drafting correspondence with the Home Office. Project staff reported that this had improved coordination and led to a faster response. Project staff also shared knowledge about services and activities organised by external organisations with social workers to enable them to better support UASC in their care.

What were the challenges to delivering the project?

There were three main challenges to the delivery of the project:

(1) Unsuccessful Outreach and recruitment activities targeted at foster carers from the three communities (Albanian, Vietnamese and Eritrean)

(2) Reluctance among former UASC to become mentors to newly arrived UASC;

(3) Varied engagement among UASC with activities, depending on their nationality, gender and how far away they lived from Hackney.

(1) Unsuccessful outreach and recruitment of foster carers

Recruitment and outreach activities targeted at three communities (Albanian, Vietnamese and Eritrean) were unsuccessful. This recruitment strategy encountered three main barriers:

1. **Difficulty identifying eligible people from within the three target communities:** Project staff reported that they were unable to reach the right demographic of

people through face-to-face outreach events, because they were either attended by people who were considered too old (at cultural events) or too young (at refugees and asylum seekers events) to be eligible as foster carers. In addition, the project found that many people were unable to take appropriate steps towards becoming a foster carer due to the lack of a spare room or lack of capacity to be a carer due to other commitments (such as employment).

2. **Online adverts were not sufficiently detailed:** A Facebook advert promoted through Hackney Council's networks attracted a large number of enquiries from the right demographic (in terms of nationality, cultural background and age) and more than the project had expected to receive. However, staff found that most people enquiring were not suitable to be foster carers or supported lodging providers, mainly due to the lack of a spare room. Staff felt that the approach would have been more successful if the advert had contained more detail about the requirement of having a spare room in order to become a foster carer.

3. **Lack of staff capacity to respond to expressions of interest:** Due to the large number of enquiries received to the online advert, project staff also reported that they did not have capacity to respond to every enquiry promptly. As a result, staff reported that by the time they responded (up to two weeks later) many applicants had lost interest in becoming a foster carer.

As a result of the challenges outlined above, in December 2019 the project changed the initial recruitment approach from targeting specific communities to reaching out to people who were interested in fostering and helping UASC more generally (regardless of their cultural background). By February 2020, one carer had been recruited through the new approach.

(2) Reluctance among former UASC to become mentors

Project staff intended to broker mentoring relationships between former and newly arrived UASC. In the design phase, project staff assumed that former UASC would be willing to become mentors. However, project staff and internal stakeholders experienced difficulties identifying and brokering these relationships and only two of the five mentoring relationships consisted of more than one encounter. Project staff attributed this to a lack of interest and motivation among former UASC to become mentors, due to the lack of an incentive to encourage former UASC to take up the opportunity. This suggests that further work could be undertaken to explain the benefits of becoming a mentor, including the personal satisfaction of sharing their experience, the rewarding experience of supporting others, exposure to different perspectives, and the opportunity to reflect on their own journey.

As a result of the challenges encountered, project staff decided to shift to a less formal approach, whereby they verbally encouraged connections and friendships between former and new UASC formed independently of the project. Some staff felt that relationships formed spontaneously were more likely to last.

> *"We have had some who were up for doing it. Some have just got so much on their mind and were just not interested to give up some of their time to spend with a newly arrived young person and they also, fair enough to them, want an incentive" Internal stakeholder, interview*

(3) Varied level of UASC engagement with activities

A key challenge faced by the project was engaging all UASC to take part in activities to the same extent and throughout the length of the project. Local authority staff felt that some UASC were reluctant to engage in new opportunities because they were content to engage with the activities they were already involved with (including attending college and the gym). This was particularly the case among UASC from one nationality.

> *"We tried so hard. We went to see them in their placements, we spoke to their foster carers and keyworkers. They were just quite happy to access services through us, like college or school, or go to the gym and to an activity club. They were quite content. They said, we are happy, we do not want to do anything else" Project staff, interview*

Project staff and internal stakeholders also reported that the high proportion of male UASC (over 85% of UASC arrivals in Hackney in the last few years[31]) meant that female UASC often represented a minority at activities organised by the UASC Unit. Findings from the interviews with staff and stakeholders suggested that some females felt less comfortable to socialise and participate in activities in groups as a result. Once this was identified as an area for improvement, project staff started working in collaboration with the Evelyn Oldfield Unit[32] to set up a specific group for female UASC where they could take part in activities and discuss the issues they faced.

Lastly, staff reported that many UASC for whom they had responsibility for were placed with foster carers and supported lodgings providers in Hackney's surrounding boroughs (such as Enfield, Redbridge, Barking and Dagenham and Havering). This meant that some young people had to travel long distances to attend activities run by partner organisations based in Hackney, which reduced engagement. Foster carers attributed this to a reluctance among some UASC to travel long distances. Project staff sought to mitigate this by carrying out research to identify activities taking place in each local area depending on where the young person was placed and signpost them to these. However, staff reported that their links with relevant organisations in other areas were less established.

[31] Data provided by the Hackney Council's Placement Management Unit (PMU).
[32] The Evelyn Oldfield Unit is a charity that aims to provide, develop and coordinate support services for marginalized and disadvantaged individuals and their communities – primarily those from migrant, refugee and asylum-seeking backgrounds.

4 Key findings: Outcomes

This section reports on the key findings from the evaluation in relation to progress made by *Building Foundations* towards its intended outcomes. It begins with an assessment of progress made towards each of the intermediate outcomes set out in the project logic model. Where expected during the project timeframe, evidence towards expected longer-term outcomes are also considered. This is followed by discussion of the factors that were found to have contributed to the achievement of project outcomes.

Progress towards intended outcomes

The available evidence suggests that the project contributed positive outcomes for the local authority, including acquiring additional expertise and structures to address issues faced by UASC. The evaluation found some evidence that the project contributed towards outcomes for UASC related to improved access to services (including ESOL and training). However, there were challenges ensuring outcomes were met for all UASC due to their diverse needs and the specific challenges faced by some groups.

CMF fund-level local authority outcomes

Intermediate outcome 1: Acquired expertise and structures in place to deal with local issues

The local authority intended to improve structures for providing support to UASC through addressing gaps and system weaknesses identified during the design phase of the project (prior to writing the bid). Through recruiting staff with specific knowledge of the needs of UASC and services available to them, Hackney Council aimed to develop expertise in supporting UASC and establish internal processes to enhance social workers' understanding of UASC needs. In this way, the project also intended to increase both UASC and foster carers' understanding of all stages of the asylum process and support systems for UASC. In addition, the project aimed to improve internal structures to better address UASC needs through hiring foster carers from specific communities. As outlined in section 3, foster carer recruitment as originally envisaged was unsuccessful and relevant learnings are considered below. Evidence for this outcome comes from interviews with project staff, internal stakeholders and foster carers.

Project staff reported that changing the process for referring UASC to dedicated social workers facilitated a more trusting relationship between UASC and their social worker. Under the new "relationship based" process, instead of UASC being assessed by one social worker and transferred to another, UASC Unit staff performed the initial needs assessment. Each young person was then assigned a dedicated social worker. Staff reported that this reduced disengagement of UASC with support.

Project staff also reported that dedicated UASC social workers were better able to signpost UASC to relevant wider services relevant to their needs. Project staff also reported an increased demand for sexual health workshops from UASC social workers, which they attributed to social workers having more open conversations with young

people. Internal stakeholders reinforced the message that having a single social worker ensured continuity of care and meant that UASC were more likely to be signposted to appropriate support in the local area. This was attributed to social workers' increased understanding of the needs of UASC through undertaking the initial needs assessment. UASC who struggled with mental health issues, trauma and social isolation were considered to have benefitted the most from this model.

> *"I think if you joined them [UASC] all in the mainstream cohort, their actual needs which are quite different to other children may get confused, missed or misunderstood. So, I think it is good that there is a dedicated team" Foster carer, interview*

Project staff and internal stakeholders also reported that the specialised team within the UASC Unit meant that staff developed in-depth knowledge of individual cases. This meant that staff could address the needs of complex cases more appropriately. For example, identifying potential victims of trafficking and putting in place a multi-agency approach to protect them from further risks, as well as ensuring that a referral to the National Referral Mechanism (NRM) is made in a timely fashion.[33]

> *"Within a unit it is more contained. We know the risk factors, we know what we need to be looking out for, what are the identifiers" Project staff, interview*

Staff and internal stakeholders also felt the UASC Unit led to a better understanding of wider UASC needs and trends within the team. Holding case files and information within a single team reportedly allowed staff to better analyse common trends (for instance about missing children, trafficking and exploitation) and share examples of good practice with relevant colleagues from the surrounding local authorities, in an effort to tackle similar issues with similar approaches.

Project staff also described implementing a triple planning[34] approach (integration, voluntary return or enforced removal) to prepare UASC for all possible decisions on their asylum claim from the Home Office (both successful and unsuccessful). All UASC attended a one-to-one session with project staff to discuss their journey through the asylum and support system. Project staff referred UASC to legal advisors where required. Following the initial session to discuss their case, project staff aimed for care plans to cover both eventualities (where an asylum claim is successful and UASC require integration and longer-term support, and where an asylum claim is unsuccessful and UASC require advice on repatriation).

> *"They [project staff] can help you to contact a solicitor. I got my visa, five years visa. My interview was successful" Beneficiary, focus group*

In parallel, UASC Unit staff provided training to foster carers to increase their understanding of the asylum process. Foster carers reported that the training had made them more aware of the need to give young people a safe space to discuss their needs from a therapeutic, and not exclusively legal, perspective. This was more apparent from

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[33] The National Referral Mechanism (NRM) is a framework for identifying and referring potential victims of modern slavery and ensuring they receive the appropriate support. More information available at https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms/guidance-on-the-national-referral-mechanism-for-potential-adult-victims-of-modern-slavery-england-and-wales

[34] More information available at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/275759/Draft_guidance-Care_for_UASC.pdf

the interview with a more recently recruited foster carer, while evidence suggests that more experienced foster carers may already have a good understanding and may therefore have benefited less from the training.

> *It was quite informative. Because it explained to us about how some of the children have got here and what they have been through, and we went through the asylum process as well" Foster carer, interview*

The project also intended to improve structures to support UASC through identifying and hiring foster carers from the same cultural backgrounds as UASC. However, staff reported issues that had arisen when placing UASC with foster carers with similar cultural background or nationality. For example, staff reported instances where foster carers and UASC had different political views about topics concerning the region or nation of origin, which resulted in UASC feeling uncomfortable to express their opinions openly. This had, in instances, led to the placement breaking down and created challenges in terms of planning and risks management. Staff also reported a case where a foster carer and UASC withheld information from council staff, by exchanging information in a language other than English that the social worker did not understand.

> *"There was an issue where the foster carer was colluding with the young person about not sharing information when it needed to be and, since they were speaking the same language, they would also use their own language to hide to the social worker what was being said" Project staff, interview*

Project staff also acknowledged some advantages of placing UASC with a foster carer from a different culture, such as enhanced opportunities to learn English and greater potential to mix with people from different backgrounds.

The evidence outlined above indicates that establishing a single UASC Unit enabled them to more appropriately address UASC needs, including changing the process for conducting needs assessments and allocating social workers. Furthermore, the team structure and recruitment of experienced staff enable the local authority to gain additional expertise about UASC needs and the wider support available to them. Hiring foster carers from specific communities was ultimately unsuccessful, however, there is some evidence to suggest that culturally-matched foster carer placements may not result in better support relationships for UASC.

CMF fund-level migrant outcomes

Intermediate outcome 1: Increased understanding and access to local public services

The project aimed to contribute to this outcome through the Youth Advisor supporting UASC with local orientation and awareness. This included accompanying UASC on public transport and to register with a GP. UASC Unit project staff also accompanied UASC to community and leisure opportunities (including sport festivals, football, Lea Valley tennis festival) with the aim of reducing social isolation and increasing social interactions between UASC and their peers. Evidence for this outcome comes from the pre- and post-questionnaire with UASC, a focus group with UASC beneficiaries and interviews with project staff and foster carers. This CMF outcome also closely relates to the project-level outcome of "UASC integrating into the local community".

Qualitative and quantitative evidence suggests that some UASC may not require support to access services due to the length of time they have lived in the UK and other support they receive (such as from foster carers and keyworkers). Questionnaire responses showed no change in confidence in using public services, taking part in leisure opportunities, or the time spent with friends and all six respondents agreed with all statements both before and after receiving support through the project. When asked if the project had helped them to learn how to use public transport to travel around the local area and beyond, participants reported that their foster carer had provided this support, for example, accompanying them from home to college for the first time, after which they felt more comfortable making the journey on their own. Project staff and foster carers supported this finding as they reported a high level of confidence among most UASC about using public transport and that UASC often used smartphones to navigate the local area.

> *"I learnt everything about transport [already], something from [my] keyworker and something I learned myself." Beneficiary, focus group*

Participation in leisure activities (such as playing chess and cards) and sport (playing football and going to the gym) was encouraged by project staff who organised trips and visits to museums for UASC. Attendance to these activities was also promoted by foster carers who felt it was important for UASC to be involved. UASC also mentioned that they enjoyed engaging in activities organised and signposted by the UASC Unit and meeting new people that they would not otherwise have been able to. Nonetheless, staff reported that the level of engagement varied among the UASC cohort, meaning that not all UASC benefited from these activities to the same extent.

> *"In terms of [UASC] creating networks, I think that [creating partnerships] was a really massive positive for the young people and really utilising the voluntary organisations around because there was a lot going on and I think we were not tapping into it as much" Project staff, interview*

For other services such as the GP and dentist, foster carers reported that UASC were confident to complete registration forms and paperwork with little supervision. Foster carers added that UASC learnt quickly, enabling them to potentially pass the knowledge on to others.

Based on the findings outlined above, the project appears to have had only a limited role in increasing the confidence of UASC to access and understand public services. The evidence suggests that many UASC did not require this support, as they received sufficient support through their foster carer, keyworker or from other sources.

Intermediate outcome 2: Increased access to ESOL provision

The project aimed to contribute to increasing access to ESOL provision by ensuring UASC were signposted to local colleges and other ESOL providers who were able to accommodate their needs. The project further hoped to increase opportunities for learning English by strengthening links with the Hackney Virtual School for Looked After Children to facilitate access for UASC. Evidence for this outcome comes from the pre- and post-questionnaire with UASC, a focus group with UASC beneficiaries and interviews with project staff, internal stakeholders and foster carers.

Project staff created a new partnership with a local ESOL provider (East London Advanced Technology Training, ELATT[35]) that delivered rolling ESOL programmes designed to help young people get to a basic level of English before they accessed college and referred UASC to them. Staff reported that this helped address barriers to UASC accessing formal ESOL when they arrived in the borough during term time (when formal college courses had already started and it was not possible to enrol). Furthermore, staff set up an "ESOL homework club" in partnership with the Evelyn Oldfield Unit, staffed by volunteers. This allowed young people to access support with coursework that they were struggling with and receive tuition and guidance with ESOL to aid progression.

The project also helped to overcome individual-level barriers to UASC accessing formal ESOL (for example, due to mental health issues, discomfort in a classroom setting or frustration at the slow progress made) by working in partnership with local organisations, such as Dost,[36] to provide one-to-one tuition. Project staff also reported arranging meetings with colleges to explore additional support (such as mini-group lessons) that could be provided for UASC with additional needs.

> *"There is a young person we are working with who developed a stammer, so we are working with the Speech and Language Therapist at [college] to help him to overcome his stammer" Internal stakeholder, interview.*

The above evidence suggests that the project appears to be have contributed to increasing access to ESOL classes and courses in Hackney and surrounding local authorities, particularly for UASC with additional needs and for whom formal college provision was less appropriate.

Intermediate outcome 3: Access to labour market skills, training and accreditations

Through working closely with the Virtual School for Looked After Children, the project aimed to support UASC to progress in their education, and access support relevant to their needs and aspirations related to training and employment (such as work placements). In this way, the project also aimed to contribute towards the project-level outcome "Improved educational and training outcomes for UASC". Evidence for these outcomes comes from the pre- and post-questionnaire with UASC, a focus group with UASC beneficiaries and interviews with project staff, internal stakeholders and foster carers.

While the sample size is too small to infer statistical significance, questionnaire results show positive movement in terms of respondents agreeing with the statement "I know how to access volunteering and training courses" (one in the pre-questionnaire and three in the post questionnaire). However, focus group participants reported that they already felt motivated to seek opportunities and that this had not been affected by the project activities or signposting to educational and employment opportunities.

Focus group participants felt that a lack of fluency and command of the English language was one of the main barriers to progressing with further education and ultimately securing a job and attributed confidence to attend further education and training to being able to speak English.

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[35] For more information about ELATT, see https://www.elatt.org.uk/
[36] For more information about Dost, see https://www.dostcentre.co.uk/

> *"Last year I started college, but I did not understand English. This year I understand a lot more and I study four subjects: catering, IT, maths and advanced English" Beneficiary, focus group*

Internal stakeholders highlighted additional barriers to employment faced by UASC, including a lack of relevant experience or qualifications recognised in the UK. The project aimed to overcome this by facilitating access to relevant work experience. Monitoring data shows that 10 UASC attended work placements identified by the Youth Advisor. These included:

- Three beneficiaries taking part in a six-week work scheme delivered by a charity called Breadwinners,[37] where they worked on a stall selling artisanal bread in different places around London,
- One beneficiary obtaining work experience in a barber shop;
- One beneficiary undertaking work experience in a retail shop; and
- Five beneficiaries attending the National Citizen Service (NCS) programme.[38]

Project staff reported that UASC learnt transferable skills, including customer service, dealing with money and punctuality. Some beneficiaries felt that through taking part in trips and visits organised by the Youth Advisor, they would be more confident to take on volunteering opportunities in future should they come up.

> *"They absolutely loved it. It really built their self-esteem and confidence as well and some of them want to do it again" Project staff, interview*

Project staff reported that the lower than expected take up of work experience opportunities by UASC was partly due to the need for additional work to improve links between UASC and organisations operating in the local area. Project staff recognised that more work was required to address a lack of trust in statutory and voluntary sector organisations who promote these activities in the community.

Internal stakeholders identified a further barrier to identifying suitable opportunities for UASC in that some young people supported by the UASC Unit did not have permission to work in the UK as they had not been waiting for an initial decision on their asylum claim for longer than 12 months.[39]

> *"So, employability is a very case by case basis depending on the young person's asylum claim and level of English" Internal stakeholder, interview*

Although the evidence suggested that the project helped a small number of UASC to identify opportunities to gain relevant experience and skills for future training and/ or

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[37] Breadwinners is a grass roots charity providing training and jobs for refugees across our London farmers market stalls. More information available at https://www.breadwinners.org.uk/

[38] NCS is a youth programme that runs across England and Northern Ireland. It aims to engage, unite and empower young people, building their confidence and helping achieve their dreams. More information available at https://wearencs.com/

[39] Home Office, Permission to work and volunteering for asylum seekers, January 2017, available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803596/permission-to-work-v8.0-ext.pdf

employment, ongoing barriers to accessing labour market skills, training and educational or professional qualifications remained which the project could not address within the evaluation timeframe.

Long-term outcome 1: Increased UASC well-being

The project aimed to increase the wellbeing of UASC by providing targeted services and support networks, such as mentoring sessions and visits to museums and other cultural activities, as well as signposting UASC to wider support available in the community (such as youth groups). This also links to the project-level outcome of "UASC build resilience and support networks". Evidence towards the achievement of this outcome comes from the pre- and post SDQ and the Ipsos MORI pre- and post-questionnaires, in addition to interviews with project staff, internal and external stakeholders, and foster carers.

Data from the Ipsos MORI questionnaire indicates that four respondents felt they could get support when they felt stressed or sad (an indicative increase from the two people who stated this in the pre-survey). Similarly, relevant indicators from the SDQ (questions related to emotional and peer problems), there was found to have been positive change pre and post participation in overall scores for five out of six respondents.

In line with this, internal stakeholders and foster carers interviewed felt the project activities had helped young people to create a positive environment where they can socialise with each other and build networks amongst peers who are going through similar situations. According to project staff, the majority of young people felt withdrawn or displayed some signs of emotional distress when they first arrived in the borough. Project staff felt that attendance of UASC at group activities, trips and sport events organised by the project increased feelings of engagement, happiness and enjoyment among the young people who took part. Project staff interpreted these interactions with peers from the same, and other backgrounds, as a sign that young people felt more confident to venture out of the home environment, build trust in others and strengthen links with the wider community. Progress made by UASC was also monitored through caseworker files, shared with the UASC Unit on a monthly basis. In this instance, data contained in these files confirmed staff perceptions.

Internal stakeholders highlighted the value of the UASC Committee, set up by the Virtual School for looked after children and attended by UASC Unit staff. This group of UASC met weekly to discuss their needs, share their thoughts on how to improve services. Internal stakeholders reported that this contributed to a reduction in loneliness and mental health issues among the 12 participating UASC, which was also reflected in caseworker files.

In addition, internal stakeholders reported that that one of the key success factors relating to UASC well-being was having a UASC Unit playing an active role in advocating for and representing unaccompanied minors at the Hackney Youth in Care Council[40] meetings, in order to ensure that effective provisions were put in place to support UASC mental health.

[40] Hackney Youth in Care Council is the council for looked after children in Hackney. It is a group of young people aged 14-25 who are in care or have experienced care, who aim to represent the voice of young people in the care system, to raise concerns or ideas about how to improve services. More information available at https://hackney.gov.uk/leaving-care-hyicc

"There [are] a lot of provisions in place now to support [UASC] mental health and make [UASC] feel more [able to] participate in different activities, which I think before had not happened [before]" Internal stakeholder, interview

UASC team staff conducted a joint needs assessment with an external organisation (Hope for Young[41]) to match UASC with a mentor for a six-month period (a separate activity to the planned mentoring programme between current and former UASC). External stakeholders felt that the partnership with the UASC Unit was key to facilitating UASC's access to this service and they reported an improved well-being and confidence amongst beneficiaries who were mentored through Hope for Young.

The evaluation found early signs of evidence that the project contributed to increasing the support networks of UASC. The evidence also appears to suggest a positive direction of travel towards improving the mental and physical well-being of UASC.

Project-level outcomes

Improved asylum processes and repatriation timescales

No monitoring systems were in place to record timescales for decisions on asylum applications or repatriation timescales for UASC looked after by Hackney Council. Project staff were also unable to comment on the contribution of the project towards this outcome. **Therefore, the evaluation was not able to determine progress towards the achievement of this outcome.**

Unintended outcomes

The evidence outlined above suggests that the project also contributed towards **expanding the network of partners** (wider organisations providing support relevant to UASC in the local authority) and, linked to this, **improved the referral and signposting systems to facilitate access to this support for UASC.**

Progress towards long-term outcomes

This section provides a brief overview of progress made towards intended longer-term outcomes based on the direction of travel of intermediate outcomes as outlined above. The assessment considers all assumptions illustrated in the logic model (figure 1.2) are valid.

This evaluation found evidence to suggest that the project contributed towards acquiring expertise and structures in place to deal with UASC needs by creating a single UASC Unit and changing processes for conducting needs assessments and allocating social workers. Therefore, given the assumptions of the logic model are accurate, this suggests the project is likely to contribute towards the CMF longer-term outcome of **building the evidence base of "what works locally"** and **reduced costs on public service** through eventually freeing up capacity among social workers through more efficient and effective service provision.

[41] More information available at https://hopefortheyoung.org.uk/

Although the project contributed to ensuring UASC were signposted to local colleges, ESOL providers and other English courses in Hackney and surrounding local authorities, the evaluation found limited evidence to suggest that the project is contributing towards the longer-term CMF migrant outcome of **increased English proficiency**. Evidence suggests that the project helped a small number of UASC to identify opportunities to gain relevant experience and skills for future training and/ or employment. Therefore, the project is likely to contribute towards **increased contribution to British society (through volunteering or employment)** for those beneficiaries in the future. However, ongoing barriers to accessing the labour market, and educational or professional qualifications remained.

5 Key findings: Value for Money

Introduction

Cost-Benefit analysis was conducted in order to assess value for money of the CMF funds granted to the Building Foundations project, based on the available data on quantitative and monetizable outcomes. The assessment weights the project's total economic costs against its monetizable social benefit.

The analysis used project data and secondary data to monetise the benefits accrued by each project strand. As there was no control (counterfactual) group against which to assess the impact of the project, artificial baselines were constructed (outlined in more detail below). Given the nature of the data used in the construction of the cost benefit and cost effectiveness models, the accuracy of results produced by the models should be interpreted with caution.[42]

In addition to the cost-benefit analysis, a secondary data search was made to further inform the value for money assessment in the case where benefits could not be monetized. Perceptions of project costs and benefits were also explored through qualitative consultations with staff, and delivery partners. This analysis acts to supplement the quantitative value for money assessment.

This assessment does not take into account non-monetizable benefits of project outcomes (such as increased knowledge and expertise of staff, or quality of space), which are explored in Chapter 4. For more information on the methodology, see Appendix 1.

Value for money assessment

Cost benefit analysis

For the Building Foundations project, the social benefits are captured through two domains: **increased educational attainment and improved individual wellbeing.** As such, the outcomes of interest were the number of individuals **'supported to improve positive function and wellbeing'** and the number of individuals **'supported to attain further education'**. These outcomes were selected on the basis that there is a logically sound and well-evidenced link between improvements in educational attainment and wellbeing and monetizable social benefits. An example of this well evidence link is found in the Greater Manchester Combined Authority (GMCA, formerly New Economy) Unit Cost Database, which we have used in our calculations.[43]

Over the lifetime of the project, 46 UASC where supported into further education. Secondary data suggests that in the absence of the project, 15% of these individuals

[42] The Maryland scientific methods scale scores methods for counterfactuals construction on a scale of one to five (with five representing the most robust method). Due to the use of measures of additionally in the construction of the counterfactual, the approach taken for this analysis cannot be attributed a score. Therefore, the accuracy of results produced by the models should be interpreted with a high degree of caution. For more information, see:
https://whatworksgrowth.org/public/files/Methodology/Quick_Scoring_Guide.pdf
[43] Greater Manchester Combined Authority (GMCA, formerly New Economy) Unit Cost Database, 2019.

(~seven individuals) would have gone on to pursue further education of their own accord.[44] Therefore, the net number of individuals to which the educational benefits accrue is assumed to be 39.

The benefits of further education accrue over the estimated 40-year working lifetime of each individual. Proxying secondary data from the the Greater Manchester Combined Authority (GMCA, formerly New Economy) Unit Cost Database estimated that the increase in educational attainment leads to a marginal increase in earnings over a five year period of £2,633 (the value of earnings over and above what the individual could have expected to earn in the absence of further educational attainment derived from the project).

Each of the 46 individuals also received additional wrap-around support, including the provision of youth worker support. GMCA data suggests that the economic value of this support in terms of improved wellbeing is equivalent to £2,100 per individual over the course of their lifetime (allowing for an optism bias adjustment of 40%). This data point represents the monetised value of a step-change in child wellbeing as calculated by the GMCA research team.

Table 5.1 below summaries the monetised value of the estimated benefits resulting from the Building Foundations project.

Table 5.1: Monetizable benefits from the Building Foundations project

Benefit	Value
Monetised value of Improved UASC wellbeing for 46 UASC resultant from the project	£57,960
Monetised value of facilitated further/higher education for 39 UASC	£61,763
Total economic benefit from project delivery	£119,723

The costs associated with achieving the £119,723 economic benefit to society involved the hiring and management of a youth worker and a foster carer recruiter. A more detailed breakdown of the isolated and attributed costs involved can be found in table 5.2 below.

[44] Gargi Bhattacharyya, Minority Ethnic Attainment and Participation in Education and Training: The Evidence.

Table 5.2: Costs associated with the Building Foundations project

Cost type	Cost value
Youth worker/leaving care adviser	£113,333
Foster carer/supported lodgings recruiter	£113,333
Management and oversight	£25,812
Recruitment of posts	£1,520
Social worker consultant	£25,000
Additional fostering communications & marketing	£10,000
Total cost of project delivery	£288,998

Dividing the total benefits of project delivery by the by the total costs presented above derives **a cost-benefit ratio of 0.41**. This assessment suggests that **every £1 of CMF funding returned on average £0.41 of monetizable economic benefit to society**.

Although the estimated ratio of 0.41 infers that the projects costs outweigh its measurable benefits there are three key points that should be considered alongside this figure.

1. **Only monetizable benefits have been included within the analysis of benefits.** Estimated benefits were assessed based on measured and monetizable outcomes. Therefore, some direct and indirect social benefits may not have been captured through the CBA modelling.

2. **Attention must be paid not just to the ratio itself, but to whom the benefits and costs are accruing.** The benefits in this analysis accrue to a vulnerable minority population (UASC). From a social perspective, the intervention is thus acting to reduce inequality, and such as may be preferred to alternative intervention with a marginally higher Cost-Benefit ratio, but where the benefits accrue to a less vulnerable population.

3. For the Building Foundations project, **half the project costs involved the recruitment of a Foster Carer recruiter.** However, as no foster carers from the three communities (Albanian, Vietnamese and Eritrean) were recruited, this cost resulted in no monetizable benefit. **Had the project forgone this expenditure, its estimated cost benefit ratio would have increased**, as the project would have attained the same monetised benefit for half of the cost.

Secondary data analysis

In addition to the benefits presented above, there is evidence that the project contributed to outcomes that were not possible to monetize in the cost-benefit analysis due to a lack of available data on beneficiary outcomes. Analysis of secondary data therefore provides wider context to the CBA presented above.

Sexual health workshops were organised by the project for UASC. If this intervention resulted in a reduction in unplanned pregnancies, then this would represent a significant cost saving. A return on investment tool developed by Public Health England estimated that unplanned pregnancies present a cost to society of £23,976.[45]

Furthermore 20 UASC were referred and signposted to volunteering opportunities. While the cost-benefit ratio depends on the type of programme analysed, a study by Pro Bono Economics estimated a cost-benefit ration of between 1.2 and 1.6 based on a series of assumptions concerning the operating costs that might pertain to a 10,000-volunteer scheme.[46]

Qualitative assessment of project costs and benefits

Perceptions of project costs and benefits were explored through interviews with project staff and internal stakeholders from within the council.

Project staff monitored finances and discussed costs at steering group meetings on a monthly basis. The project mostly used the CMF funding on direct costs (staff salaries) and therefore had not a great degree of leeway for minimising costs. However, the project sought to ensure cost-effectiveness through:

- Minimising recruitment costs by the utilisation of Hackney Council standard procedures for recruiting, interviewing, supervising and line managing staff;

- Minimising leisure activities costs by signposting to voluntary sector organisations and using existing resources, systems and facilities wherever possible. For instance, project staff received free laptops from a Hackney-based organisation called Computer Aid[47] and gave them to UASC to help with their education.

- Improving financial management, oversight and monitoring through consolidating all UASC cases into a single team within the Children and Families Service.

> *"Now because it is all happening within one team, we are quicker and cheaper because we use less internal resources." Internal stakeholder, interview*

All project staff interviewed agreed the project would not have gone ahead without CMF funding. They reported that the project gave council staff the opportunity to step back and

[45] PHE, 2018, Contraception: Economic Analysis Estimation of the Return on Investment (ROI) for publicly funded contraception in England. Available at: https://www.gov.uk/government/publications/contraceptive-services-estimating-the-return-on-investment?utm_source=26490afe-f039-4007-ba27-6f9971c3ce5d&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

[46] Pro Bono Economics, The Economic Value of Full-Time Volunteering. Available at: https://www.probonoeconomics.com/sites/default/files/files/The%20Economic%20Value%20of%20Full-Time%20Volunteering_0.pdf

[47] Computer Aid is an international organisation based in Hackney that receive donations of computers, tablets and mobile telephones from individuals, companies, schools, universities and government agencies. These are then data-wiped, professionally refurbished and used in projects to help bridge the digital divide. More information is available at https://www.computeraid.org/.

rethink the way they support UASC, both in terms of approach to foster carer recruitment and internal management processes. Staff acknowledged that without the funding and the setting up of a specific UASC Unit, the status quo would have remained. As a result, project staff felt that the lack of capacity and expertise to deal with specific needs of UASC, if unaddressed, would have slowly created a challenge within the Children and Family Service.

According to project staff, the CMF funding enabled Hackney Council to create a specialist team to support the UASC cohort probably earlier than it would have otherwise. The team planned to continue to support UASC beyond the CMF-funding period. Due to structural changes to how UASC are supported (with the new team taking over responsibility for supporting UASC from the rest of the Children and Families Services), project staff considered that it would be difficult and counter-productive to revert to previous ways of working without causing considerable disruption to the wellbeing of UASC.

Lastly, evidence collected from both project staff and external stakeholders suggested that the networks and relationships formed with organisations were strengthened as a result of the project. Due to their mutual interests and priorities, both project staff and external stakeholders agreed they would benefit from sustaining these relations beyond the lifespan of the project.

6 Conclusions and lessons learned

This chapter outlines key learnings from this project around achieving delivery outputs and wider outcomes, including the barriers and enablers to achieving these. There is also a discussion around some of the main attributes of the project, including for whom it benefited, the larger context in which it was created, and future directions in terms of sustainability.

What works?

The evaluation found that the main component that worked for this project was having a dedicated UASC Unit that worked in collaboration and in partnership with other internal departments and external agencies. This helped to facilitate UASC's access to existing services in order to support their education, mental health and integration into society.

- The benefit of having in-house skilled social workers with expertise in understanding and meeting the needs of UASC consolidated the decision-making process around UASC within the local authority and enabled staff to act as a first point of contact for all UASC.
- Building robust relationships with voluntary sector and statutory organisations enabled the project to increase access to opportunities for UASC based on their individual needs. This external support helped UASC develop their confidence to communicate and to form their own groups and support networks.

Key barriers encountered by this project related to elements of the original project design that were found to be unsuccessful, including recruitment targeted to foster carers from the three communities and mentoring relationships between former and current UASC. The project also encountered challenges maintaining participants' engagement throughout the length of the project. Finally, only a small number of peer mentoring relationships were created between former and current UASC.

- The project encountered challenges engaging all UASC to the same extent and participation varied based on nationality, gender and how far beneficiaries lived from Hackney.
- Difficulties recruiting foster carers from the three communities led project staff to consider alternative ways to approach their outreach and recruitment. However, the evidence suggests that this approach may not necessarily result in improved support for UASC.
- Project staff encountered challenges brokering connections between former and current UASC. However, project staff or foster carers felt that relationships that formed spontaneously were more likely to be long-lasting.

- A cost benefit analysis of monetizable project outcomes related to increased educational attainment and improved individual wellbeing estimates that every £1 of CMF funding returned on average £0.41 of monetizable economic benefit to society. However, as no foster carers from the three communities (Albanian, Vietnamese and Eritrean) were recruited, this cost resulted in no monetizable benefit. Had the project forgone this expenditure, its estimated cost benefit ratio would have increased as the project would have attained the same monetised benefit for half of the cost.

For whom?

The key beneficiaries at the time of the evaluation were UASC, local authority staff and, to a lesser extent, foster carers.

By creating a new and dedicated unit within the Children and Families Services, the project was effectively able to address specific needs within the UASC population that the local authority was unable to do so before. This was because there was a general lack of expertise about UASC on the part of the local authority. By extension, the local authority also benefited from this project by acquiring additional expertise, increasing capacity and consolidating all UASC cases into a single team in order to relieve pressure on other social workers. Furthermore, when challenges to recruit foster carers from the three communities became apparent, local authority staff were able to effectively re-profile and broaden the scope of outreach and recruitment.

Most UASC benefited from improved referral routes and activities organised by the project, including sports activities, ESOL classes, mentoring and therapeutic sessions. Furthermore, most UASC benefited from the referral routes to external ESOL provision identified by staff. However, inconsistent participation among project beneficiaries suggests that more could be done to overcome barriers to participation.

In what circumstances?

The staff recruited through the project had previous experience of working in the voluntary sector, which helped them to build strong networks and relationships with non-statutory stakeholders in the local area. Moving forward, already existing shared policy responses and knowledge sharing initiatives between local authorities should also be strengthened as part of a more joined-up approach across the sector.

The foster carer recruiter's initial objectives (targeted outreach and recruitment of foster carers from specific communities) required further considerations due to a lack of eligible people from those communities (in terms of age and capability to host a young person). Furthermore, the "matching" approach was found to be inappropriate in some instances (where young people were culturally matched with foster carers external to the project). In addition, the approach of identifying foster carers from specific communities assumes that the national and cultural background of the UASC population is likely to be the same over time. However, since UASC demographics can potentially change substantially in a short period of time (for instance, depending on conflicts around the world), this may not be an effective approach.

Could the project be replicated?

There is some evidence from interviews with project staff and external stakeholders that creating a specialised UASC Unit could be replicable in another local authority seeking to provide targeted services for a cohort of newly arrived unaccompanied asylum-seeking young people.

Particular attention should also be paid to strengthening connections with external agencies specialising in providing services to vulnerable young people and UASC, both inside and outside the local authority.

However, due to the unsuccessful approach of the project, outreach and recruitment of foster carers should not necessarily aim to target specific communities in order to facilitate culturally matched placements for UASC.

Replicating the project's approach to supporting mentoring relationships between current and former UASC would require further consideration of how these opportunities are communicated to former UASC, to encourage them to take part.

Could the project be scaled up?

The evidence collected through the evaluation suggests that the project could be amenable to scaling up to support young adult UASC. However, remaining at its current scale is sufficient for the cohort of UASC between 16 and 18 years of age. Although maintaining engagement amongst UASC proved challenging (which could potentially act as a barrier to scalability) project staff suggested that if capacity was increased in the team, the project could be scaled up by expanding its remit to work with UASC care leavers (over the age of 18). Project staff felt this would allow young people who have not yet received a decision on their asylum claim to remain in the care of the Unit so that they can receive support up until receiving an outcome.

7. Appendix 1: Methodology and technical note

Evaluation Methodology

Qualitative evidence

Qualitative evidence was collected by Ipsos MORI researchers between January 2020 and March 2020 (see table 7.1 below). One focus group discussion was conducted with project beneficiaries (7 UASC were in attendance). Telephone interviews were conducted with project delivery and strategic staff (five interviews), foster carers (two interviews), external stakeholders (three interviews) and local authority internal stakeholder (one interview). Topic guides were tailored to each respondent group from a template aligned with key delivery and outcome questions for all CMF projects.

Table 7.1: Qualitative research activities

Participant group	Research method
Project staff	3 telephone/ 2 face-to-face interviews
Beneficiaries: UASC committee group	1 focus group (N=7 attendees)
Stakeholders: VCS representatives	2 telephone interviews
Stakeholders: foster carers	2 telephone interviews
Stakeholder: Wider local authority staff	1 telephone interviews

The principal limitations with the qualitative evidence were selection bias, a lack of data from the foster carers and a lack of methodological triangulation derived from a reliance on interview data.

Quantitative evidence

The Relationship Manager designed a paper questionnaire for participants, together with input from the UASC Unit staff, to measure intended project outcomes. Furthermore, the Strength and Difficulties Questionnaire was used to measure participants well-being and resilience. Both questionnaires were administered by project staff and foster carers from July 2019 to February 2020. The questionnaires collected the following information:

An information sheet and privacy notice outlining the purpose of the evaluation and how data would be collected were distributed by project staff alongside the questionnaires. Key considerations when interpreting findings from the questionnaires.

- Sample sizes: Quantitative findings for UASC are based only on the subset of end-beneficiaries which have completed the pre- and post- questionnaires. For this study, this represents 6 UASC. This represents a small base size and so findings should be interpreted as indicative only and with caution. Accordingly, figures are present as 'n' rather than percentages.

- Response rate: A response rate is the number of usable completed pre- and post-matched questionnaires returned divided by the number of UASC taking part in the activities (this is assumed to be the same as the number of questionnaires that were distributed/took part – i.e. all participants would be eligible to take part in the survey and thus all should have been asked to complete a questionnaire, although this was down to the project distributing them this way). This is expressed in the form of percentage. The response rate used in this study is 13%. This was calculated by dividing the number of pre-/post- matched questionnaires (6) divided by the number of UASC eligible to take part the evaluation (46).

- Making pre-/post- comparisons and reporting of quantitative data: For pre-/post-matched pairs of data, comparisons have been made and reported by comparing the number of people who agree with relevant survey measures before and after the intervention, noting the limitations with sample sizes.

- Social desirability bias: Some respondents to the pre-/post- questionnaires completed the questionnaires with the help of the key reference person (delivery staff, foster carer) to help with translation of the most difficult questions. Although this might have helped to boost response rates, this introduced a social desirability bias into the quantitative evidence gathered as part of this evaluation i.e. the respondents might have wished to please the delivery staff and tried to provide answers to the survey they though were 'right' in the eyes of this key reference person/ delivery staff.

Secondary data and monitoring information

Monitoring data included in this evaluation included:

- Action plans from the UASC Unit, which were collated by project staff and reviewed by the project lead.

- Pathways Plans, which were collated by the UASC Unit.

- Caseworker files, which were collated by the UASC Unit

Value for money assessment

In order to assess the feasibility of a cost-benefit analysis (CBA) or cost-effectiveness analysis (CEA) each of the 14 projects were assessed using the 8-step process below.

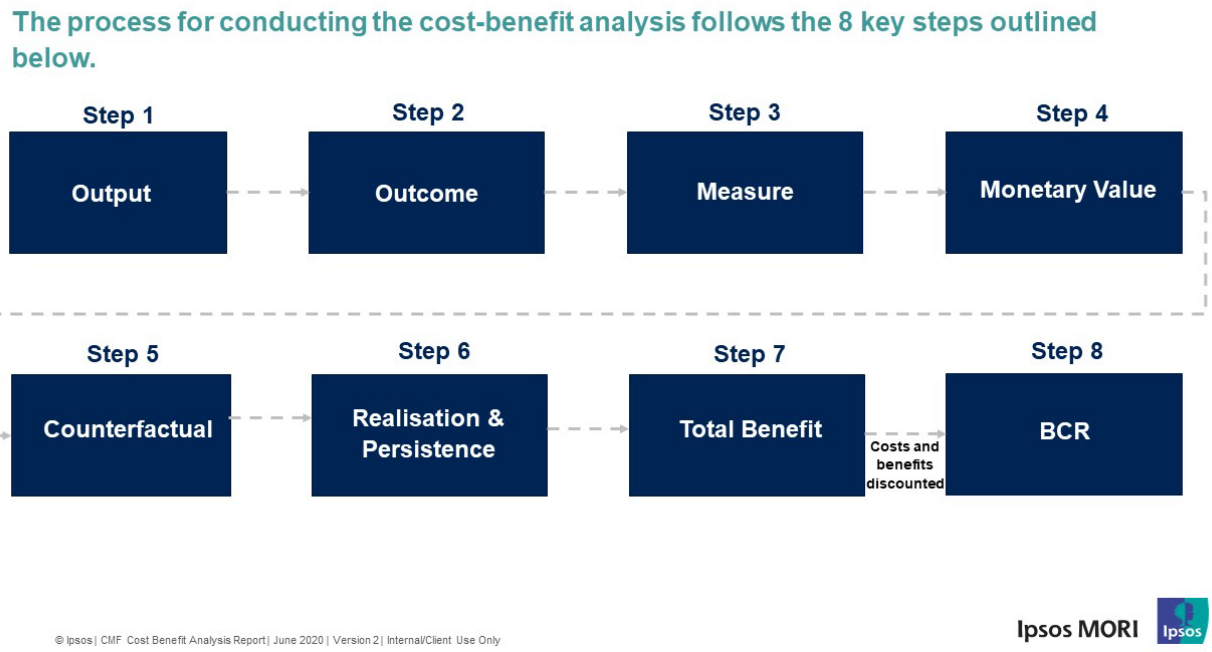
Based on this assessment, each project was triaged to one of three methodological groupings:

1. **Cost benefit analysis (CBA):** Where data on quantitative and monetizable outcomes was available, a cost-benefit analysis was conducted;

2. **Cost effectiveness analysis (CEA):** Where quantitative measures for outcome(s) existed, but no data (primary or secondary) was available to monetize the outcomes, cost effectiveness analysis was conducted; or

3. **No feasibility for quantitative analysis:** Where there was no quantitative measure of outcomes available to the evaluation, neither cost benefit analysis nor cost effectiveness analysis could be conducted. In this case, a qualitative assessment of project costs and benefits was undertaken based on analysis of staff, stakeholder and beneficiary perceptions from qualitative consultations. Secondary data on potential monetizable benefits was also reviewed.

Eight step model for reviewing project outputs and outcomes



Cost-benefit analysis followed an eight-step process:

1. **Identify the projects outputs** (e.g. number of individuals provided with housing support)

2. **Identify the achieved projects outcomes** and the outcomes which are monetizable

3. **Identify monetary values for each outcome** from existing data sources

4. **Assign a counterfactual case for the outcomes** to estimate the number of outcomes achieved in the absence of the project; derived through primary information collection or secondary data analysis

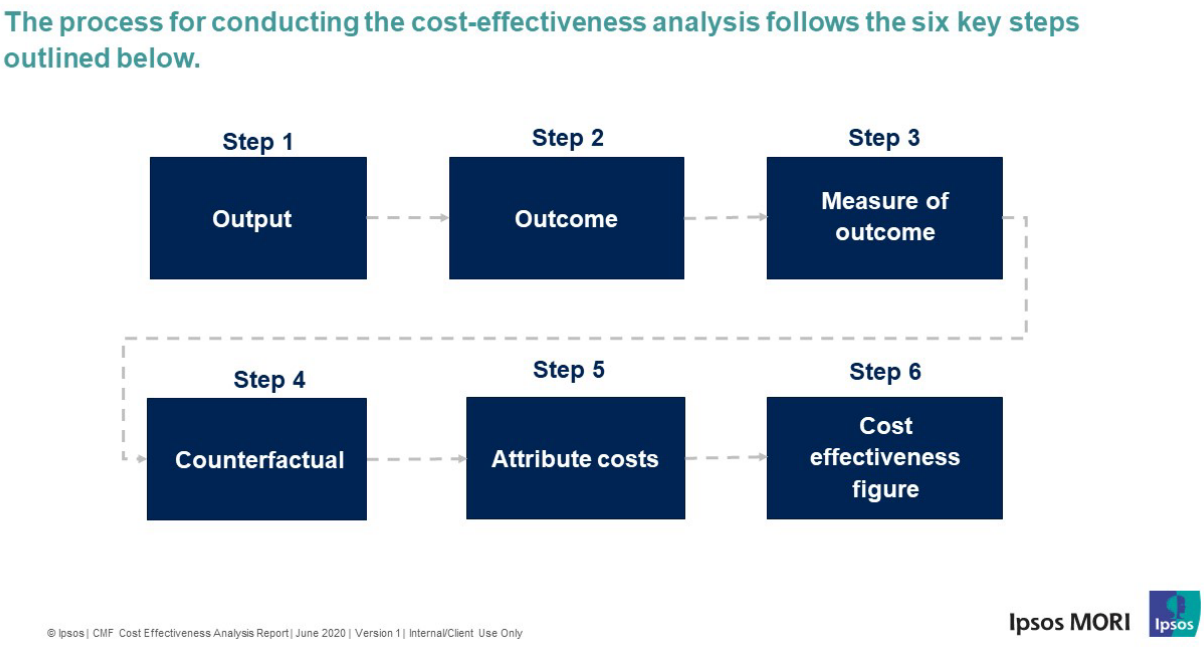
5. **Monetize the outcomes** by multiplying the monetary value of each outcome by the number of additional outcomes achieved

6. **Estimate the persistence of the outcome** (i.e. is this a one-off benefit or ongoing, and how long does the benefit persist for into the future?)

7. **Calculate the total monetary benefits (cost savings)** by summing the total benefit for each outcome (including fiscal savings, public sector efficiency savings and public value benefits), accounting for any duplication of benefits across different categories.

8. **Compared the total estimated monetary benefits to the total costs** of the project, to estimate the estimated Benefit to Cost Ratio (BCR).

Cost effectiveness analysis followed a six-step process, outlined below:



1. Identify the projects outputs

2. Identify the achieved projects outcomes

3. Identify quantifiable values for each outcome

4. **Assign a counterfactual case for the outcomes** to estimate the number of outcomes achieved in the absence of the project. This is derived through primary information collection or secondary data analysis.

5. **Attribute costs** using a breakdown of the project costs. Costs that are related to the outcomes identified in Step 3 can be isolated and attributed to the relevant outcomes.

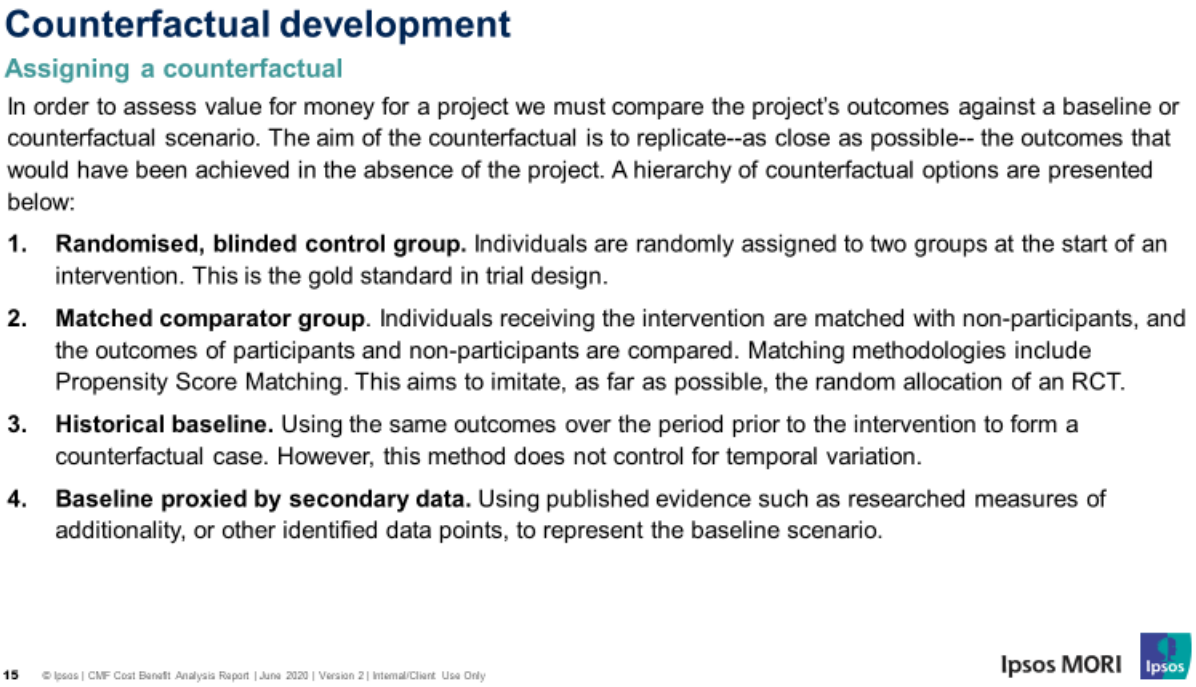
6. **Calculate the cost-effectiveness figure** of the project outcome, by dividing the outcome by the cost attributed to it to derive the cost per unit of that outcome.

Two models were developed using Excel. The CBA model calculated costs relative to the monetizable benefits. The CEA model calculated costs relative to the quantifiable

outcomes achieved from each of the CMF interventions (without attempting to monetize these outcomes).

As there was no robust control (counterfactual) group against which to assess impact, artificial baselines were constructed. Where possible, input from project leads was used to inform the assessment of the counterfactual and in the cases that this was not available, conservative estimates were made. A hierarchy of counterfactual options are outlined below. Given the nature of the data used in the construction of the cost benefit and cost effectiveness models, the accuracy of results produced by the models should be interpreted with a high degree of caution.

Counterfactual development: hierarchy of counterfactual options



Counterfactual development

Assigning a counterfactual

In order to assess value for money for a project we must compare the project's outcomes against a baseline or counterfactual scenario. The aim of the counterfactual is to replicate--as close as possible-- the outcomes that would have been achieved in the absence of the project. A hierarchy of counterfactual options are presented below:

1. **Randomised, blinded control group.** Individuals are randomly assigned to two groups at the start of an intervention. This is the gold standard in trial design.
2. **Matched comparator group**. Individuals receiving the intervention are matched with non-participants, and the outcomes of participants and non-participants are compared. Matching methodologies include Propensity Score Matching. This aims to imitate, as far as possible, the random allocation of an RCT.
3. **Historical baseline.** Using the same outcomes over the period prior to the intervention to form a counterfactual case. However, this method does not control for temporal variation.
4. **Baseline proxied by secondary data.** Using published evidence such as researched measures of additionality, or other identified data points, to represent the baseline scenario.

Analysis / synthesis of findings

Secondary data and monitoring data shared by the project was analysed to extract key findings related to achievement of outputs and outcomes.

Interview notes were systematically inputted into an analysis grid for each research encounter, allowing for more in-depth analysis of findings. There was one grid for each type of audience consulted. The grids follow the structure of the topic guide enabling the identification of relevant quotes for each element of the outcomes and process evaluation. A thematic analysis approach was implemented in order to identify, analyse and interpret patterns of meaning (or "themes") within the qualitative data, which allowed the evaluation to explore similarities and differences in perceptions, views, experiences and behaviours. Once all data had been inputted, evidence for each outcome and key delivery themes was brought together in a second analysis matrix to triangulate the evidence and assess its robustness.

Qualitative approaches explore the nuances and diversity of perceptions, views, experiences and behaviours, the factors which shape or underlie them, and the ideas and situations that can lead to change. In doing so, it provides insight into a range of perceptions, views, experiences and behaviours that, although not statistically representative, it nonetheless offers important insight into overarching themes.

Outputs achievements

Ipsos MORI undertook an assessment of the project's success in achieving its intended outputs based on consideration of the evaluation evidence generated. There are five measures that this assessment can take and that have been consistently applied throughout the individual project evaluations. These measures are based on the definitions below.

Table 7.2: Definitions of achievement measures

Achievement measure	Definition
Not achieved	The evidence indicates that the output has not been achieved
Partially achieved	There is some evidence to infer some of the output may have been achieved.
Partially achieved (on track)	The output has not been achieved at the time of the evaluation, however there is evidence to suggest that the output will be achieved within the time frame of the project.
Achieved	There is evidence to conclude that the output has been achieved.
Exceeded	This refers to output where monitoring information shows projects exceed their target outputs.
Inconclusive	There is not sufficient evidence to provide a robust assessment of progress towards project outputs.

Project-level evaluation framework

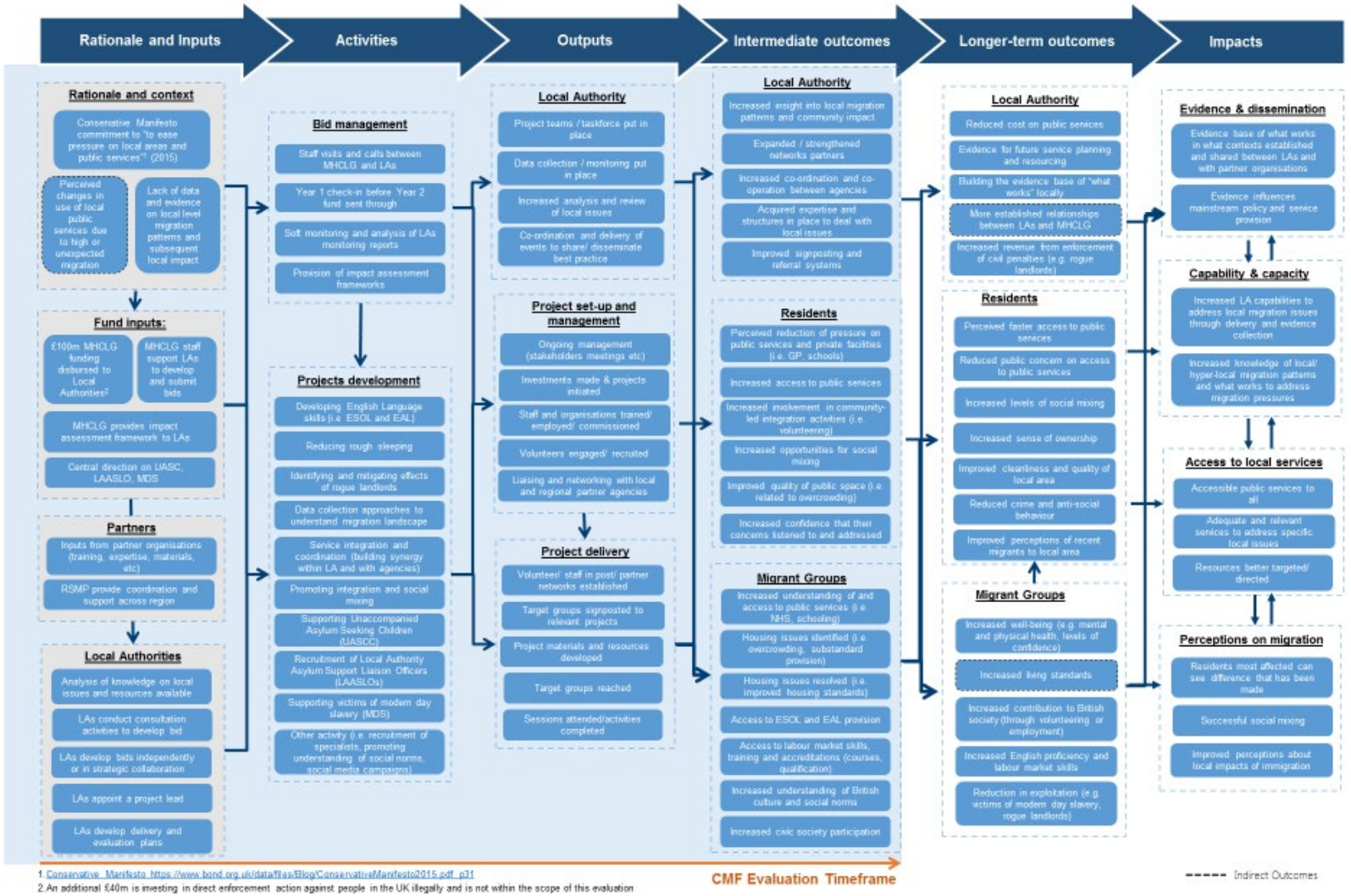
Output / Outcome / Impact (from logic model)	Who will measure it?	When will it be measured?	Target	Data sources					
				MI	Survey with UASC	Focus group with UASC	Focus group with foster carers	Interviews with foster carers (selected communities)	Interviews with LA social workers and wider stakeholders
Outputs									
Foster carers from the Albanian, Eritrean and Vietnamese communities recruited and trained	Project	• March 2019 • April 2019 • May 2019	10	Project records					
Community and leisure opportunities created	Project	• Ongoing monitoring • Final data provided in August 2019	1 per month	Project records					
UASC supported in attending further/higher education, training, work experience, volunteering	Project	• Ongoing monitoring • Final data provided in August 2019	46 (all cohort)	Project records					
Mentoring relationships between former and current UASC created	Project	• Ongoing monitoring • Final data provided in August 2019	TBC	Project records					
UASC advised on asylum process	Project	• Ongoing monitoring • Final data provided in August 2019	30	Project records					
Consultation to practitioners working with UASC	Project	• Ongoing monitoring • Final data provided in August 2019	46 (all cohort)	Project records					
Foster carers trained in the specific needs of UASC	Project	• Ongoing monitoring • Final data provided in August 2019	20	Project records					
Outcomes									

UASC build resilience & support networks	Ipsos conducts focus groups and interviews	• May 2019 • June • July 2019 • September 2019	Focus groups • 4-8 UASCs Face-to-face interviews • 3 Foster carers (from the Albanian, Eritrean and Vietnamese communities) Phone interviews • 2 delivery staff (Children and Families Service social workers)						
UASC increase understanding of and access to local public services (e.g. public transport, GP)	Ipsos conducts focus groups and interviews	• May 2019 • June • July 2019 • September 2019	Focus groups • 4-8 UASCs • 4-8 foster carers Phone interviews • 2 delivery staff (Children and Families Service social workers)						
UASC increase understanding and of the asylum process and aid planning in case of repatriation	Ipsos conducts focus groups and interviews	• May 2019 • June • July 2019 • September 2019	Focus groups • 4-8 UASCs Phone interviews • 2 delivery staff (Children and Families Service social workers)						
UASC assimilate and integrate into the community	Ipsos conducts focus groups and interviews	• May 2019 • June • July 2019 • September 2019	Focus groups • 4-8 UASCs Face-to-face interviews • 3 Foster carers (from the Albanian, Eritrean and Vietnamese communities)						
Improved educational and training outcomes for UASC in the placements	Ipsos conducts focus groups and interviews	• May 2019 • June • July 2019 • September 2019	Focus groups • 4-8 UASCs Phone interviews • 2 delivery staff (Children and						

			Families Service social workers)						
Improved capacity of foster carers placement for Looked After Children	Ipsos conducts focus groups and interviews	• May 2019 • June • July 2019 • September 2019	Focus groups • 4-8 foster carers Phone interviews • 2 delivery staff (Children and Families Service social workers)						
Foster carers increase understanding of different cultures in the Borough	Ipsos conducts focus groups and interviews	• May 2019 • June • July 2019 • September 2019	Focus groups • 4-8 foster carers Face-to-face interviews • 3 Foster carers (from the Albanian, Eritrean and Vietnamese communities)						
Improved asylum process and repatriation timescales	Ipsos conducts interviews	• May 2019 • June • July 2019 • September 2019	Phone interviews 2 delivery staff (Children and Families Service social workers)						
Impacts									
Improved UASC well-being	Project administers survey (validated tool); Ipsos conducts focus groups and interviews	• March 2019 • May 2019 • May 2019 • July 2019 • September 2019	100% UASCs						
Reduced UASC social isolation	Ipsos conducts focus groups and interviews	• May 2019 • June • July 2019 • September 2019	100% UASCs						

Appendix 2: Controlling Migration Fund Theory of Change

Figure 7.2: CMF fund-level theory of change



1 Conservative Manifesto https://www.bond.org.uk/dataffiles/Blog/ConservativeManifesto2015.pdf p31

2 An additional £40m is investing in direct enforcement action against people in the UK illegally and is not within the scope of this evaluation

Overall CMF logic model

Rationale is linked to activities and these are linked to outputs, outcomes and impacts.

Rationale

Context:

- There was a Conservative Manifesto Commitment to ease pressures on local areas and public services; There was a public perception that there were changes in the use of local public services due to high or unexpected migration; Local of data and evidence on local level migration patterns and subsequent local impacts.

Fund inputs:

- £100 million from MHCLG disbursed to Local Authorities; MHCLG staff support LAs to develop and submit bids; MHCLG provides impact assessment framework to LAs; Central direction on UASC, LAASLOs

Partners:

- Inputs from partner organisations (training, expertise and materials etc); RSMP provides coordination and support across the region.

Local Authorities:

- Analysis of knowledge on local issues and resources available; LAs conduct consultation activities to develop bid; LAs develop bid independently, or on strategic collaboration; LAs appoint a project lead; LAS develop delivery and evaluation plans.

Activities:

Bid management:

- Staff visits and calls between MHCLG and LAs; Year 1 check-ins before year 2 fund sent through; Monitoring and analysis of LAs monitoring reports; Provision of impact assessment frameworks

Project development:

- Developing English language skills (ESOL and EAL); Reducing rough sleeping; Identifying and mitigating the effects of rogue landlords; Data collection approaches to understand migration; Service integration and coordinating (building synergy within LA and with agencies); Promoting integration and social mixing; Supporting Unaccompanied Asylum Seeking Children; Recruiting local authority asylum support liaison officers; Supporting victims of modern day slavery; Other activities (recruitment of specialists, promoting social norms and social media campaigns)

Outputs

Local Authority:

- Project teams/ taskforces; data collection/ monitoring information; increased analysis and review of local issues; coordination and delivery of events to share and disseminate best practice

Project set up and management:

- Ongoing management; investments made and projects started; staff trained; volunteers engaged and recruitment; liaising and networking with local and regional agencies

Project delivery:

- Volunteers in post and networks of partners established; target groups sign posed to relevant projects; project materials and resources developed; target groups reached; sessions attended and activities completed.

Intermediate outcomes

Local authority:

- Increased insights into local migration patterns and community impacts; Expanded and strengthened network partners; increased coordination and cooperation between agencies; acquired expertise and structures in place to deal with local issues; improved sign posting and referral systems

Residents:

- Perceptions of reduced pressured on local public services; increased access to public services; increased involvement in community led integration activities; increased opportunities for social mixing; improved quality of public space; increased confidence that concerns are being listened to

Migrant groups:

- Increased understanding of and access to public services; housing ussyes identified; housing issues resolved; access to ESOLand EAL provision; access to labour market, skills and training, and accreditation; increased understanding of British culture and social norms, increased civic participation.

Long term outcomes:

Local Authority:

- Reduced cost of public services; evidence for future service planning and resourcing; building the evidence base of work works locally; increased revenue from enforcement of civil penalties

Residents:

- Perceived faster access to services; reduced public concern on access to public services; increased level of social mixing; increased sense of ownership; improved cleanliness and quality of local areas; reduced crime and anti-social behaviour; improved perceptions of recent migrants to local area.

Migrants groups:

- Increased well-being (mental health) levels of confidence; increased living standards; increased contributions to British Society; Increased English proficiency; Reduction in exploitation

Impacts:

Evidence and dissemination:

- Evidence base of what works in what contexts and shared between LAs and partners; evidence influence mainstream policies an service provision

Capability and capacity:

- Increased LA capabilities to address local migration issues through delivery of evidence collection; Increased knowledge of local hyper local migration patterns and what works to address migration pressures.

Access to local services:

Accessible public services to all; adequate and relevant services to address specific local issues; resources better targeted and directed

Peceptions on migration:

- Residents most affected can see difference that has been made; successful social mixing; improved perceptions of local impact of immigration.

Appendix 3: Research tools

CMF qualitative tools

Table 7.3: Qualitative tools for different participants groups

Participant	Research method	Outcomes measured
Project staff	Interviews	All intermediate outcomes (1, 2, 3 and 4) Long-term outcome 1
Foster carers	Interviews	Intermediate outcomes 2 and 3 Longer-term outcome 1
Wider stakeholders	Interviews	All intermediate outcomes (1, 2, 3 and 4) Longer-term outcome 1
Beneficiaries (UASC)	Focus group	Intermediate outcomes 2, 3 and 4 Longer-term outcome 1

CMF quantitative tools

Ipsos MORI questionnaire (pre/ post)

BUILDING FOUNDATIONS QUESTIONNAIRE

The Government gave funding to Hackney Council to make changes to their services for young people seeking asylum in the United Kingdom (UK).

Ipsos MORI is an independent research company who has been asked to find out how these changes affect young people (just like you), including your experience living in the UK and your views on the support you receive. This short questionnaire will help us understand what you think about these things.

You can choose whether you would like to answer this questionnaire. You don't have to answer every question. All questionnaires will be sent to Ipsos MORI who will analyse the responses and report the findings back to the Government. Please **do not write your name anywhere** on this piece of paper.

PLEASE TICK ONE BOX ☑ PER ROW

How much do you agree (☺) or disagree (☹) with these sentences?

1. I know how to get support when I feel stressed or sad

STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / PREFER NOT TO SAY
☐	☐	☐	☐	☐	☐

2. I feel confident about taking part in leisure activities (For example: youth groups, sports, sightseeing)

STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / PREFER NOT TO SAY
☐	☐	☐	☐	☐	☐

3. I often spend time with my friends

STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / PREFER NOT TO SAY
☐	☐	☐	☐	☐	☐

4. I spend most of my time at home

STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / PREFER NOT TO SAY
☐	☐	☐	☐	☐	☐

5. I feel confident about using local public services (For example: buses, doctors, underground/over ground trains)

STRONGLY AGREE ☐

AGREE ☐

NOT SURE ☐

DISAGREE ☐

STRONGLY DISAGREE ☐

DON'T KNOW / PREFER NOT TO SAY ☐

6. I know how to access volunteering and training courses

STRONGLY AGREE ☐

AGREE ☐

NOT SURE ☐

DISAGREE ☐

STRONGLY DISAGREE ☐

DON'T KNOW / PREFER NOT TO SAY ☐

7. Which of the following, if any, have you done in the last three months?

PLEASE TICK ☑ ALL THAT APPLY:

☐ Volunteered (give/use your time to help others)
☐ Taken part in a training course
☐ Taken part in a sports club
☐ Taken part in a youth club (a place where you have done activities such as table tennis, played an musical instrument, video games, painting)
☐ Taken part in a religious group (e.g. local church, local mosque)
☐ None
☐ Don't know/prefer not to say

8. How many people did you speak with last week using English?

PLEASE TICK ☑ ONE BOX ONLY

☐ 0 to 4 people
☐ 5 to 10 people
☐ 11 to 20 people
☐ 21 or more people
☐ Don't know/ prefer not to say

9. How would you describe yourself…?

PLEASE TICK ☑ ONE BOX ONLY:

Male ☐ Female ☐ Other ☐ I would prefer not to say ☐

Please state your date of birth

DAY *MONTH* *YEAR*

Please add any other thoughts or comments about the course in the box below, for example things that you liked, or things you did not like:

Thank you very much for your help!

SDQ questionnaire (11-17 years old version)

Strengths and Difficulties Questionnaire

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months.

Your Name ..... Male/Female

Date of Birth.....

	Not True	Somewhat True	Certainly True
I try to be nice to other people. I care about their feelings	☐	☐	☐
I am restless, I cannot stay still for long	☐	☐	☐
I get a lot of headaches, stomach-aches or sickness	☐	☐	☐
I usually share with others (food, games, pens etc.)	☐	☐	☐
I get very angry and often lose my temper	☐	☐	☐
I am usually on my own. I generally play alone or keep to myself	☐	☐	☐
I usually do as I am told	☐	☐	☐
I worry a lot	☐	☐	☐
I am helpful if someone is hurt, upset or feeling ill	☐	☐	☐
I am constantly fidgeting or squirming	☐	☐	☐
I have one good friend or more	☐	☐	☐
I fight a lot. I can make other people do what I want	☐	☐	☐
I am often unhappy, down-hearted or tearful	☐	☐	☐
Other people my age generally like me	☐	☐	☐
I am easily distracted, I find it difficult to concentrate	☐	☐	☐
I am nervous in new situations. I easily lose confidence	☐	☐	☐
I am kind to younger children	☐	☐	☐
I am often accused of lying or cheating	☐	☐	☐
Other children or young people pick on me or bully me	☐	☐	☐
I often volunteer to help others (parents, teachers, children)	☐	☐	☐
I think before I do things	☐	☐	☐
I take things that are not mine from home, school or elsewhere	☐	☐	☐
I get on better with adults than with people my own age	☐	☐	☐
I have many fears, I am easily scared	☐	☐	☐
I finish the work I'm doing. My attention is good	☐	☐	☐

Your signature ..... Today's date .....

Thank you very much for your help

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