

# Controlling Migration Fund evaluation

## Project-level evaluation report

Lead LA: York City Council

Lead organisation: Migration Yorkshire

Project name: Welcoming Young Refugees



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# Executive summary

This project-level evaluation report presents the key findings relating to the delivery and outcomes for the Welcoming Young Refugees project led by Migration Yorkshire, on behalf of York City Council.

## Project overview and objectives

Migration Yorkshire received £561,041 Controlling Migration Fund (CMF) funding for the Welcoming Young Refugees project. The overall objective was to increase capacity among local authorities throughout the Yorkshire and Humberside region to offer suitable support and fostering placements to Unaccompanied Asylum-Seeking Children (UASC). Project activities were delivered across four strands: training sessions delivered to foster carers and social care staff working with UASC to equip them with the relevant knowledge and skills, research activities with UASC in the region to explore their perspectives and to feed into the training session content, regional strategic management to foster cooperation and coordination across the 15 local authorities in the region with the purpose of sharing UASC placements, and a foster carer recruitment strand which involved hiring three social workers to recruit foster carers to support UASC across the region. These activities aimed to contribute towards the CMF outcomes listed in Table 1.1 below.

A theory-based approach was taken to the evaluation, with the aim of reviewing and testing the outputs and outcomes intended through the project activities.<sup>1</sup> Evaluation activities included both quantitative and qualitative data collection methods, as well as consideration of evidence from secondary sources shared by the project with Ipsos MORI. A total of 14 interviews were conducted with project staff, beneficiaries and stakeholders and a paper survey was delivered to training attendants by project staff and commissioned trainers, with a total of 233 completed questionnaires.

## Progress towards intended outcomes

Progress towards intended CMF-level intermediate outcomes and is summarised in table 1.1 below. The evidence suggests that the project contributed towards three outcomes, while contribution towards the remaining outcome was more limited.

**Table 1.1 Summary of project CMT outcomes**

Intended Outcome	Assessment of progress made by January 2020
<b>Intermediate outcome 1:</b> Improved signposting and referral systems	Both quantitative and qualitative evidence indicates progress towards improving signposting and referral systems for UASC

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<sup>1</sup> 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>

	from the training sessions, with evidence that social care staff who did not work directly with UASC and carers who had not looked after UASC benefitting most from the training.
<b>Intermediate outcome 2:</b> Expanded / strengthened networks and partners	Both quantitative and qualitative evidence showed progress towards this outcome for training participants. Training participants reported better understanding of whom in their network could support them in addressing UASC support needs and enabled them to reach out to new partners (such as third sector organisations).
<b>Intermediate outcome 3:</b> Increased coordination and cooperation between agencies	The evidence indicates that the project contributed towards increasing coordination and cooperation in terms of support for UASC between local authorities that engaged with the project, with evidence of shared placements occurring during the project timeframe. However, not all local authorities engaged with the project, limiting the actual and potential collaboration achieved.
<b>Intermediate outcome 4:</b> Acquired expertise and structures in place to deal with local issues	The evidence strongly indicates that the project contributed towards increasing understanding of UASC needs among local authority leads and training participants, as well as improving the ability of local authority staff to recruit and support UASC foster carers in those local authorities most engaged with the project.

Based on the contribution of the project towards the intermediate outcomes of improved partnerships, referral and signposting and coordination and cooperation between agencies, there is evidence to suggest the project will contribute towards the CMF outcome of increased understanding of and access to public services for new migrants (specifically UASC) in the future. While this was envisaged as a CMF intermediate outcome for most projects, it was an intended to be realised in the longer-term outcome as a result of the training sessions.

### What works?

- Engaging local authorities from the project design stage helped to establish buy-in and to ensure training content was adapted to the needs of local authorities, social care staff and foster carers.
- Specific elements of the training content and delivery that facilitated contribution to outcomes included: sharing practical information about local services; holding training

across the region in both rural and urban areas; and including engaging content (exercises and digital stories) in the training to promote empathy and understanding of UASC journeys and experiences among participants.

- The main delivery challenge was securing engagement from all 15 local authorities to the same extent. Some local authorities were reported to be highly engaged, while a small number were less engaged or did not engage at all, which reduced actual and potential collaboration.

## **For whom**

- Local authority leads that engaged with the training sessions and strategic meetings benefitted from strengthened networks and increased cooperation, with practical results in relation to sharing UASC placements.
- The majority of social care staff and carers who attended the training sessions reported that the sessions had increased their understanding of UASC needs and how to address them. Those who did not work with UASC on a daily basis, or did not have direct contact with them, benefitted most from the training sessions.
- Supported housing providers were less likely to report the training improved their understanding, suggesting the sessions were less aligned to their needs than to the other types of attendees.
- Benefits for UASC were intended to arise from social care and supported lodging staff being better equipped to support them and understand and recognise their needs. While this was expected in the longer-term, positive outcomes from the training suggests likely contribution towards this outcome in the future.

## **In what circumstances?**

- Migration Yorkshire was seen as a good partner to manage the project: it was seen as a neutral organisation by local authority staff, and had relevant experience of working with local authorities, third sector organisation and migrant communities.
- The project required little investment from local authorities in relation to the benefits to be gained. Training sessions were free, delivered by expert commissioned trainers, took place in multiple locations and were delivered multiple times to increase accessibility.
- However, as participation in the project was voluntary, the level of participation and engagement was based on individual interest. This potentially limited the reach of the project beyond local authorities where staff members (especially leads) were already engaged with the issues and saw supporting UASC as more of a “priority”.

# 1 Introduction

## Introduction

The Department for Levelling Up, Housing and Communities, (DLUHC) then known as the Ministry of Housing, Communities and Local Government (MHCLG) 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 Controlling Migration Fund (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 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.<sup>2</sup> 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 Welcoming Young Refugees project led by Migration Yorkshire (the Strategic Migration Partnership for the Yorkshire and Humber region), through an application submitted by York City Council. The project was delivered across the 15 local authorities in the Yorkshire and Humber region.

## The area context

The Yorkshire & Humber region is comprised of 15 local authorities with diverse situations in relation to migration. At the end of March 2018, according to Department for Education figures, there were around 260 unaccompanied asylum-seeking children (UASC) being looked after by local authorities in Yorkshire and the Humber region, with some local authorities responsible for a number of young people: Leeds (55), Hull (30), Sheffield (30), Bradford (25) and Wakefield (20) and others fewer: York (less than 10) and Barnsley (less than 5). Unaccompanied Asylum-Seeking Children (UASC) are children and young people (under the age of 21) who seek asylum in the UK and who, having been separated from their carers, arrive in the UK alone. While their asylum claim is processed, the local authority is responsible for their care. Section 17 of the Children Act 1989 imposes a general duty on local authorities to safeguard and promote the welfare of children within their area who are in need regardless of their legal status.<sup>3</sup>

The local authority in which a child first presents is normally responsible for their care. This can put disproportionate pressure on some local authorities with higher numbers of arrivals, due to

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<sup>2</sup> An overall Theory of Change, created during the scoping stage, outlines the intermediate and longer-term fund outcomes (see Appendix 1).

<sup>3</sup> The Care Planning, Placement and Case Review (England) Regulations 2010 <http://www.legislation.gov.uk/uk/si/2010/959/contents/made>

an evolving migration context. UASC arrivals are often unpredictable due to the changing migration routes taken to arrive in the UK. This means UASC can arrive in local authorities that are not prepared for their arrival (in terms of accommodation, wider support services or trained staff) or in local authorities where there is already a high demand for services. The duty to ensure appropriate housing and support for UASC (either in the care of foster carers or supported housing) can be challenging in areas with high demand on these services.

Local authorities in the Yorkshire and Humber region were part of the National Transfer Scheme (NTS), through which local authorities can voluntarily choose to accept UASC who present in other local authorities. The aim of the scheme is to alleviate pressure on local authorities with higher numbers of UASC.<sup>4</sup> The regional Strategic Migration Partnership, Migration Yorkshire, worked with individual local authorities to support UASC referrals sent by the Home Office. However, Migration Yorkshire and key stakeholders interviewed as part of the evaluation considered this approach was too short-term, and not adequate to local needs due to the voluntary nature of the scheme (not enough local authorities volunteered to take UASC placements), and that a regional approach based on reciprocity and mutual support would be more appropriate.

Under the leadership of one local authority, the Yorkshire and Humber Region Association of Directors of Children's Services (ADCS) group supported by Migration Yorkshire, identified a need to encourage greater cooperation between local authorities in the region. In the context of a Home Office Consultation on the 2017 Immigration Act, the ADCS committed to working across the region to maximise the benefits of sharing learning, intelligence and resources to enable local authorities to support UASC. ADCS aimed to find "the right placement in the right community for every UASC", with the intention that UASC arriving in the region would be housed in areas with characteristics and communities that reflected their culture of origin. In this way, they hoped that UASC would be better supported and helped to integrate.<sup>5</sup>

## The CMF-funded project

York City Council submitted a bid for CMF funding on behalf of Yorkshire and Humber Region Association of Directors of Children's Services [ADCS] Group and with support from local authorities across the Yorkshire and Humber Region. They were awarded £561,041 CMF funding to deliver the Welcoming Young Refugees project over three years (from 2017 to December 2020). Migration Yorkshire was responsible for overseeing and delivering the project.

The overall objective of Welcoming Young Refugees was to increase capacity in the Yorkshire and Humberside region to offer suitable support and placements to UASC. To achieve these objectives, the project was set up in 4 strands:

- 1) **Training sessions:** the project aimed to provide training sessions to foster carers and social care staff working with UASC (including social workers, support workers, supported lodging providers and service managers), to equip them with the relevant knowledge and skills to best support them. The training sessions delivered included:
  - Introduction to migration and UASC, delivered by Migration Yorkshire;

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<sup>4</sup> National Transfer Scheme Protocol:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/750913/NTS-Protocol-Final-October-2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/750913/NTS-Protocol-Final-October-2018.pdf)

<sup>5</sup> This information is taken from the CMF application bid

- Working with Separated and Trafficked Children, delivered by End Child Prostitution and Trafficking (ECPAT) and the Refugee Council;
- UASC from Eritrea and Sudan information session, delivered by the International Organization for Migration (IOM);
- Human Rights Assessment Training, delivered by the No Recourse to Public Funds (NRPF) Network;
- Surviving to Thriving, delivered by the British Red Cross (BRC);
- Psychological first aid for professionals working with UASC, delivered by the Complex Trauma Therapists' Network; and
- Age assessment, delivered by multiple organisations, including JustRight Scotland, the Refugee Council and Entraide.

**2) Research activities with UASC:** the project aimed to interview UASC in the region to explore their perspective on their journey to and arrival in the UK and their experiences as looked-after children in the UK to feed into the training sessions content. From these interviews, the project created short movies which were released externally<sup>6</sup> and through the training sessions to share UASC experiences and increase understanding on their perspective and needs.

**3) Regional strategic management:** the project aimed to develop a system of cooperation and coordination across the 15 local authorities in the region with the purpose of sharing UASC placements. This management strand was set up with the UASC lead (referred to as “local authority lead” throughout this report) of each local authority.<sup>7</sup> As being a UASC lead is not a formal position, the local authority staff members who took leadership on this topic had different roles and responsibilities across local authorities. UASC leads were identified as holding this role through the National Transfer Scheme.

**4) Foster carer recruitment:** three social workers were recruited to lead a recruitment campaign and recruitment events for new UASC foster carers. This strand of work aimed to create more foster places by recruiting new carers who specifically wanted to support UASC. These newly recruited carers would then attend the Welcoming Young Refugees training sessions to be equipped with the understanding and skills needed to best support UASC.

## Project objectives

Project objectives were identified following a review of project documentation and a consultation between the Ipsos MORI Relationship Manager and Welcoming Young Refugees project lead. Following the consultation with project staff, the Relationship Manager developed a logic model for the project, which was reviewed and agreed with project lead (see Figure 1.1).<sup>8</sup> The logic model outlines planned activities and outputs and how these relate to project and CMF fund-level outcomes. How the project aimed to contribute to CMF intermediate outcomes is outlined

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<sup>6</sup> The movies have been published online, available at: [https://www.migrationyorkshire.org.uk/?page=Welcoming Young Refugees -videos](https://www.migrationyorkshire.org.uk/?page=Welcoming+Young+Refugees+-videos)

<sup>7</sup> In each local authority, local authority leads had different roles in addition to being the reference point in relation to UASC agenda and activities.

<sup>8</sup> 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.

below (including longer-term CMF outcomes where contribution of the project was expected or seen within the evaluation timeframe).

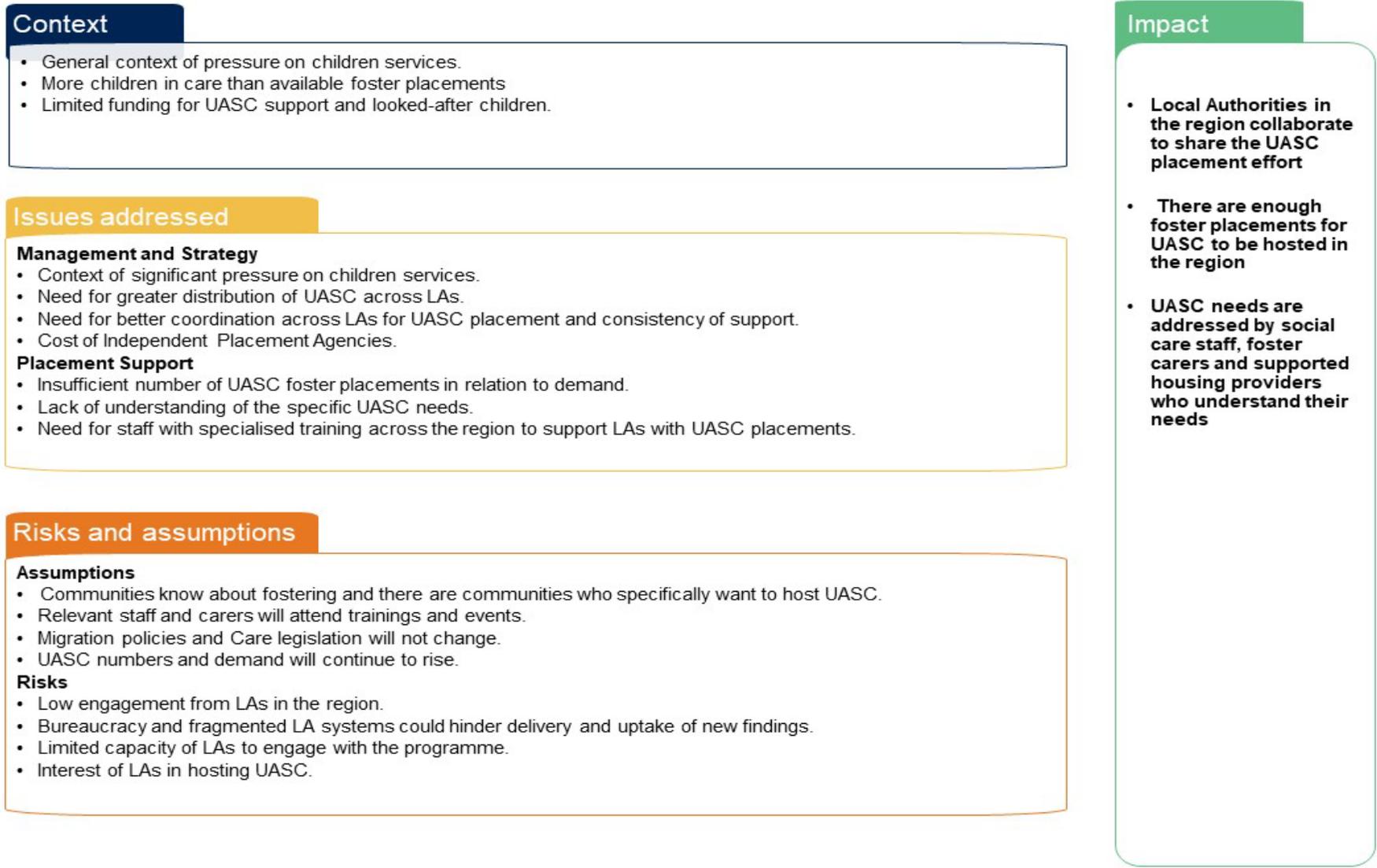
Through the planned project activities, the Welcoming Young Refugees project aimed to contribute towards the following **CMF intermediate outcomes for local authorities**:

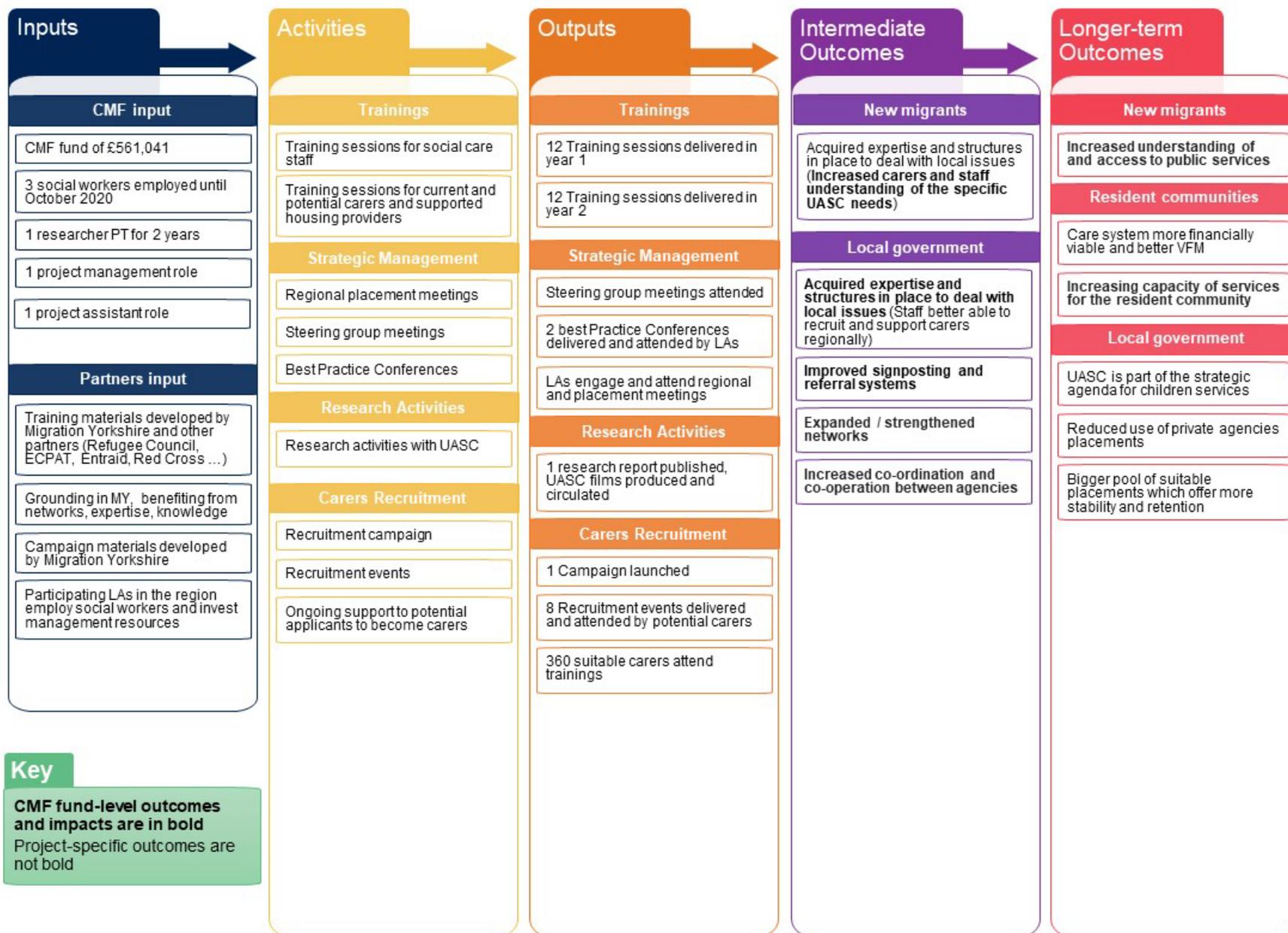
- **Improved signposting and referral mechanisms:** through the regional management strand the project aimed to foster collaboration and understanding of local authorities' issues and resources, Through the training sessions, the project aimed to increase staff and carers' knowledge of services available to them and to UASC locally and regionally. The training sessions had dedicated sections to signposting, introducing training participants to local and regional agencies best placed to support UASC on a variety of matters (such as asylum application and legal support, language support, mental health support and youth groups).
- **Increased coordination and cooperation between agencies:** the strategic management strand aimed to foster collaboration and understanding among local authorities by bringing them together to discuss the issues they faced in relation to UASC placements. The strategic meetings aimed to encourage local authorities to discuss their own situation, needs, strengths and resources in order to explore opportunities for collaboration. For example, this might include discussing the profile if UASC already settled in one area, so that new arrivals of the same language could be housed together or near one another. It could also include discussion of housing situations and where local authorities had availability if others had none.
- **Acquired expertise and structures in place to deal with local issues,** linked to the project level outcomes of "Increased carers and staff understanding of the specific UASC needs" and "Staff better able to recruit and support carers regionally": the training strand aimed to equip social care staff and carers with increased knowledge and skills in relation to the needs that the team expected to differ from non-UASC. This included understanding of the journey UASC made and what influenced these journeys, the different legal procedures that UASC have to engage with that non UASC children would not (age assessment and asylum application).

The *Welcoming Young Refugees* project aimed to bring **residents outcomes** in the longer-term, mainly through:

- Increased availability of local social services by developing and offering specialised services for UASC (trained staff and increased number of special foster placements); and
- Increased budget efficiency locally, with better value for money in the care system by increasing the number of foster placements, and thus reducing the need and incurred costs of Independent Placement Agencies.

**Figure 1.1: Welcoming Young Refugees logic model**





## 2 Methodology

This section outlines the methodology for the project-level evaluation of the Welcoming Young Refugees project.

### Overview of evaluation approach

A theory-based approach was taken for the project-level evaluations, which focused on reviewing and testing the outputs and outcomes within the project's logic model.<sup>9</sup> 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 had 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. As all local authorities in the region were involved in the project there was no comparison group available at the local authority level. In addition to this, delivery staff did not have access to a list of staff who had been invited but had not attended, and it was estimated that acquiring these contact details would be too burdensome for the project lead, hence a comparison group at participant level was not deemed feasible either.

For each project-level evaluation, project-specific outcomes were “mapped” onto relevant CMF-fund level outcomes contained in the overall CMF fund-level Theory of Change (see Appendix 2). The evaluation approach was designed in consultation with the project lead, including the development of an evaluation framework (contained in Appendix 1), which was reviewed to align to project developments.

Two of the four strands were covered by the evaluation. The research strand was considered out of scope as it was completed prior to the start of the evaluation. The carers recruitment campaign was also excluded from the evaluation, as delivery went beyond the evaluation timeframe and outputs and outcomes were not expected to be realised within the evaluation timeframe.<sup>10</sup> The evaluation included both quantitative and qualitative data collection methods, as well as consideration of evidence from secondary sources shared by the project with Ipsos MORI.

In order to assess value for money, each of the 14 projects were initially assessed through the lens of an 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.

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<sup>9</sup> 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>

<sup>10</sup> The carers recruitment campaign was scheduled to take place until October 2020 (end of post for the social workers hired for this purpose), with the total project due for completion by December 2020.

- 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.
- 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: the CBA model calculated costs relative to the monetizable benefits, while 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 or secondary data was used to inform the assessment of the counterfactual. 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 caution.<sup>11</sup>

**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.**

## **Quantitative data collection**

A paper survey was designed by Ipsos MORI with input from Migration Yorkshire project lead to explore training sessions participants' views. The survey was administered by project staff and trainers from June 2019 to January 2020. A total of 233 respondents completed the questionnaire. Analysis shows that the survey was completed by participants of all seven training sessions delivered during this period. According to project monitoring information, there were a total of 964 training participants across all training sessions delivered by Migration Yorkshire during the projects. Therefore, the survey was completed by about a quarter of training participants (24%).

The majority of respondents were social care staff (62%), with the rest foster carers (current and potential) (20%), supported housing providers (current and potential) (14%) and other roles (such as charity staff or social care students (4%). Amongst social care respondents, social workers were the main respondent group (67%), with a great variety of roles, including social worker assistants, childcare officer and fostering advisors.

Survey participants were diverse, with a range of participants in terms of:

- **Length of time in the role:** while three in ten respondents had been in their role for more than 10 years (28%), a similar proportion had been in post between one and four years (29%) showing a variation in experience. (See figure 2.2)

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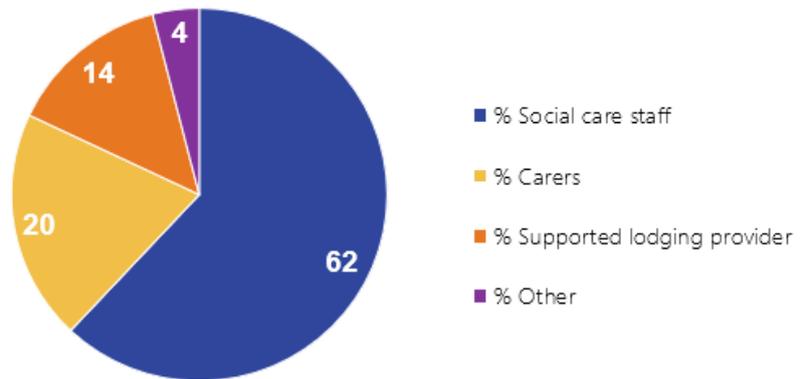
<sup>11</sup> The Maryland scientific methods scale scores methods for counterfactuals construction on a scale of one to five (with five representing the most robust method). Due to the use of measures of additionally in the construction of the counterfactual, the approach taken for this analysis cannot 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](https://whatworksgrowth.org/public/files/Methodology/Quick_Scoring_Guide.pdf)

- **Experience working with UASC:** while a third of respondents worked with UASC at least once a day or once a week (35%), a quarter did not work with UASC directly, but for a service that supported them (26%), showing again varied experience in direct exposure to UASC-related challenges. (full break down in figure 2.3)

**Figure 2.1a: Survey respondents' roles**

### Figure 2.1a

Q1. In what role are you attending today's meeting?



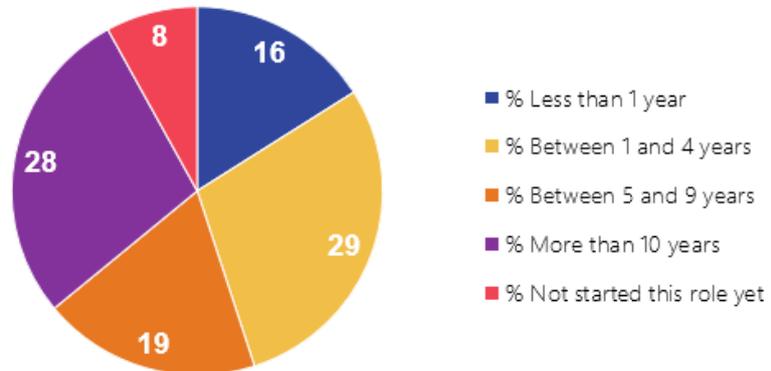
Base: All responding (233)

The “other” respondent group included respondents who were staff of third sector organisations or social care students.

**Figure 2.2: Respondent's length of time in role**

## Figure 2.2

Q2. How long have you been in this role?



Base: All responding (233)

### Qualitative data collection

The qualitative strand of the evaluation consisted of a total of 14 in-depth telephone interviews with 15 respondents:

- Three interviews with four delivery staff,
- Three interviews with local authority leads; and
- Eight interviews with training participants (three carers, three potential carers, one supported lodging provider, two social care staff/ professionals).

Details on how respondents were identified and recruited can be found in Annex 1.

### Secondary data and monitoring information

Monitoring data was collected by the project lead and project staff and shared with Ipsos MORI in March 2020. Data collected included the number of training participants, attendance at local authority strategic meetings (broken down by local authority) and the number of carers registering an interest in fostering to their local authority.

### Value for money assessment

Due to the lack of primary or secondary data available to monetize outcomes, the Welcoming Young Refugees project was selected for a CEA. Where it was not possible to quantify monetizable outcomes, secondary data on potential monetizable benefits was considered. Perceptions of project costs and benefits were also explored in qualitative consultations with staff and stakeholders and secondary data from local migrants. The analysis acts to supplement the quantitative value for money assessment.

## Methodological strengths

- The **mixed methodology** of the evaluation (quantitative and qualitative approaches) provided a well-rounded perspective on the project. The methodology benefitted from **a wide range of data sources**, including survey data, MI data, qualitative interviews with project staff, beneficiaries and stakeholders. Findings from the different data sources converged into similar narratives, indicating good reliability. Qualitative evidence, although limited by a small sample, provides important context and details to quantitative findings.
- Good **engagement with the evaluation** meant that all key types of actors involved in the project were reached and there is no evidence gap that would prevent triangulation of views across key project stakeholders.
- The **quantitative data sample achieved** (n=233), including respondents from all beneficiary types and covering all types of training sessions conducted over a range of dates and local authorities, which strengthens the reliability of the findings.
- **Strong communication between the delivery staff and the evaluation team** allowed for a transparent and honest relationship, which further strengthens the credibility of the evaluation itself.

## Methodological limitations

- **Participant self-selection biases:** to ensure the evaluation upheld ethical principles of informed consent, participants could decide for themselves whether they wanted to take part in evaluation activities. This means the data collected may be subject to a positive bias, and means the evaluation may have failed to reach stakeholders less satisfied or less engaged with the project strands.
- Due to GDPR restrictions, the evaluation team did not have access to the list of training invitees and local authorities leads who had not taken part in any activity, meaning **a counterfactual could not be explored and reasons for non-engagement were not directly explored** through the evaluation.
- **The evaluation team had no oversight of the survey delivery:** as the questionnaires were delivered by Migration Yorkshire staff and their training partners, Ipsos MORI could not control the conditions in which the questionnaire was delivered and hence has a limited understanding of its delivery in practice.
- The survey was done at one point only rather than pre/post measures. It collects self-reported measures, hence its findings have been interpreted with caution.
- Due to the evaluation **timeframe**, the survey did not cover the first few months of delivery and 16 training sessions were not captured.
- Small **sample** for recruitment: all training attendants were recruited from one training session, and only three local authority leads took part in interviews. This reduces the possibility to understand the context in which the project is taking place.

## Analysis and synthesis

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

**Qualitative interview notes** were systematically inputted into an analysis grid for each research encounter, allowing for 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 elements and 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 Welcoming Young Refugees project was delivered. 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?

Table 3.1 summarise overall progress made towards project outputs. It should be noted that this evaluation was undertaken before the end of the project (planned for December 2020), so findings should be interpreted accordingly. For the Research Activities strand, both outputs were achieved or exceeded. For the Training strand, two outputs were exceeded, while one was partially achieved at the time of the evaluation, but on track to achieve within the project timeframe. The Carer Recruitment strand was out of scope of the evaluation.

Those discontinued were outputs planned at bidding stage but strategically abandoned at the start of the delivery as the project re-assessed feasibility and level of engagement from the Local Authorities (details are provided in section 3.4 on what delivery challenges lead to this decision).

**Table 3.1: Achievement of project outputs**

Target output	Output achieved according to the project Monitoring Information	Completion measure <sup>12</sup>
<b>Research Activities</b>		
<b>1 Research report published</b>	1 research report published and circulated	Achieved
<b>Movies with UASC</b>	7 movies produced and released <sup>13</sup>	Achieved
<b>Training Strand</b>		
<b>12 training sessions per year for carers and staff, covering subjects including the asylum process, dealing with trauma, trafficking etc</b>	56 training sessions delivered to 964 participants, 2018: 15 sessions delivered. 2019: 35 sessions delivered. 2020: 6 sessions delivered (21 cancelled due to Covid 19)	Exceeded
<b>15 attendees per training session</b>	Average of 19 attendees per session (ranging 6 to 38)	

<sup>12</sup> 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.

<sup>13</sup> The movies can be seen here: [https://www.migrationyorkshire.org.uk/?page=Welcoming Young Refugees -videos](https://www.migrationyorkshire.org.uk/?page=Welcoming+Young+Refugees+-videos)

<b>Strategic Management Strand</b>		
<b>Sub-regional steering group meetings (8 in total)</b>	<ul style="list-style-type: none"> <li>11 steering group meetings convened, with average of 10 participants, ranging from 7 to 15</li> <li>Local authority presence: on average 6, ranging from 4 to 12)</li> </ul>	Exceeded
<b>2 Best Practice Conferences</b>	1 multi-agency meeting (with 104 people in attendance from 15 local authorities)	Partially achieved (on track)
<b>Carer Recruitment Strand (out of scope of the evaluation)</b>		
<b>1 campaign launched</b>	1 campaign launched	Out of scope
<b>8 recruitment events</b>	34 recruitment events (with 384 participants)	
<b>360 suitable carers attend training</b>	Partial evidence: 27 potential carers attended training sessions	
<b>New carers recruited</b>	Outside of evaluation scope as expected to take place beyond the evaluation timescale.	

## What worked in delivering the project?

### **There were five key elements that were found to facilitate project delivery:**

- (1) commissioning the project delivery to an expert regional partner;
- (2) engaging local authorities in the design of the project;
- (3) hands-on approach to recruiting beneficiaries for training;
- (4) the number and location of training sessions making them more accessible; and
- (5) collaboration with key organisations to deliver training based on tried and tested approaches.

### **(1) Commissioning the project delivery to an expert regional partner**

The coordinating role of Migration Yorkshire as the project lead was valued by all respondent groups. Local authority leads and other staff praised the **professionalism** and **expertise** of Migration Yorkshire staff, which they identified as a key factor for successful delivery. Local authority staff reported that the regional role of Migration Yorkshire as a Strategic Migration Partnership ensured all local authorities had an “equal footing” in relation to the project. Local authority staff also felt Migration Yorkshire acted as a fair and impartial coordinator, which was considered crucial due to the sensitive nature of the topic and aim to foster collaboration. Local authority leads reported that monthly emails and regular meetings organised by Migration Yorkshire ensured they were aware of planned activities and of the overall project strategy.

*"It was a well-funded and supported project, and a well-structured project. Having Migration Yorkshire as the co-ordinator felt like an equitable approach for all LAs, and [ensured] the support and service[s] were accessible to all." Local authority lead, interview*

*"There's been a real sharing [of] resources because this project has been coordinated properly." Local authority lead, interview*

## **(2) Engaging local authorities in the design of the project**

Migration Yorkshire staff reported that engaging local authorities in the region to feed into the project design during the bid-writing stage helped to secure interest and buy-in for the project from local authorities early on. Local authority leads confirmed that early engagement had created interest and momentum for the project. Through this engagement phase, York (which was carrying the project at this time) consulted local authorities on their needs in relation to supporting UASC and identified knowledge gaps and where local authorities required additional support (for example, training on the age assessment process). Training participants and local authority leads confirmed that the training sessions were aligned to their needs and pitched at the right level. This suggests that the initial scoping work ensured the content was relevant and met the needs of target beneficiaries. Participants reported the relevance and quality of the sessions encouraged them to signpost and encourage their colleagues to attend, thus further supporting the project delivery.

*"I came back and emailed all of my team. I said, 'if you haven't already been on it, I recommend that you go on', and I said so to higher management as well." Training participant (social care staff), interview*

The initial engagement phase also established that there was overall interest from local authorities in a strategic regional approach to supporting UACS and offering placements, rather than a local authority-based one. Project staff felt this contributed to the overall success of the project, as without minimum buy-in the regional approach could not have been successful.

*"We felt that through economies of scale we could develop a better, more efficient service." Local authority lead, Interview*

## **(3) Hands-on approach to recruiting beneficiaries for training**

Delivery staff highlighted the importance of investing time to personally recruit training participants by addressing barriers such as reaching busy frontline staff. Project staff reported that making direct links with relevant staff and local fostering support groups, carrying out visits and maintaining relationships through calls and emails ensured training invitations reached the right people. Delivery staff reported that email invitations could be missed or sent to the wrong person, and therefore following up with calls and meetings was important, especially when the local authority was not highly engaged with the project. Recruitment was further facilitated when local authority leads took a pro-active and hands-on approach. One local authority lead reported that personal investment had been key to ensure the right staff and carers attended training sessions in their local authority, and had engaged a range of recruitment methods, including:

- Emailing each foster carer and their fostering support worker individually;

- Putting training in Personal and Professional Development Plans;<sup>14</sup>
- Identifying staff that would benefit from the training and personally emailing them;
- Informing the local authority Training and Development Officer about dates and content so they could address staff queries; and
- Putting the registration links to the trainings on their website for ease of access.

*"With social workers, you really need to do a bit of groundwork to get them on the training".  
Delivery Staff, interview*

*"If you don't do visits, (the invitation) sits in someone's inbox or goes to the wrong person. You need to meet different people and have a variety of routes to get it to the right people". Delivery staff,  
interview*

#### **(4) The number and location of training sessions, which made them accessible**

Training participants and local authority leads reported that offering multiple training sessions on each topic in multiple locations made it easier for them to attend. Training took place across the region and was not restricted to the main cities or urban hubs. Staff noted this made it easier for them to attend. One local authority lead had also hosted training sessions to enable staff and carers to attend without having to travel.

#### **(5) Collaboration with key organisations to deliver training based on tried and tested approaches**

Migration Yorkshire collaborated with expert charities and organisations to deliver training sessions using their tried and tested materials. Delivery staff felt this meant that training content was of high quality and ensured trainers had appropriate experience. Training participants and local authority leads both considered the training sessions to be of high quality and that the trainers were professional, knowledgeable and approachable. As covered above, the quality of training sessions also meant staff encouraged others to attend.

### **What were the challenges to delivering the project?**

**There were two main challenges to the delivery of the project:**

- (1) Variation in the levels of engagement from local authorities;
- (2) the structure of Children's Services, which meant that support for UASC was not prioritised.

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<sup>14</sup> A Professional Development Plan is a roadmap containing the skills, strategy, and education professionals need to complete their work to the best of their abilities and further their career.

## **(1) Variation in the levels of engagement from local authorities**

The main challenge reported by delivery staff was getting engagement from all 15 local authorities in the same way. Project staff considered a few local authorities to be highly engaged, while a small number were less engaged (not replying to emails or attending meetings). This was confirmed by the training survey data, which shows that more than half of all training participants (55%) were from three local authorities. Furthermore, monitoring data shows that no staff from one local authority attended training sessions. Attendance at strategic meetings also varied by local authority; ranging from four local authorities to 12, with an average of six local authorities at each meeting. However, four local authorities were reported to never or rarely engage with the steering group or regional UASC Network meetings. Project staff also reported that two local authorities did not engage with the foster carer recruitment strand.

**Poor engagement** from some local authorities hindered delivery of both the training and strategic management strands of the project. According to project staff, less-engaged local authorities were less likely to attend strategic meetings, slower to pass on training invitations to relevant staff (if at all), and slower or less likely to approve staff attendance at the training sessions. This meant the project could not reach as many participants as it potentially could have done, since it relied on local authority staff to pass on the invitations. Although the project exceeded its target numbers in terms of the number of training sessions delivered and number of participants, it did not manage to engage all local authorities.

**Reasons for low engagement:** delivery staff felt reasons for poor engagement with the project related to low capacity in the local authority, staff turnover, a lack of interest, or political sensitivities around supporting migrants or being seen to support migrants. In addition to this, they felt political context was important, and had changed since the launch of the project. Delivery staff thought that the 2016 Calais camp closure had created more movement of UASC and interest in the issue which was seen as a humanitarian crisis and thus created a sense of urgency for action. However, with the reduced media attention on the issue they felt the topic had since “fallen down the political agenda” for many local authorities.

Low engagement led to two elements from the strategic management strand (the regional placement meetings and quarterly best practice meetings) to be discontinued at the start of the project, as delivery staff assessed that engagement was too low to ensure regular attendance at multiple meetings. Instead, they decided to cover relevant topics at steering group meetings to maximise engagement. Delivery staff feared that only local authorities which were interested or convinced about the importance of this work engaged in the project.

## **(2) The structure of Children's Services, which meant support for UASC was not prioritised**

As UASC support came under the broader looked-after Children's Services, delivery staff felt that local authority staff were not encouraged to think about UASC as having specific needs in relation to looked-after children. Delivery staff considered this to be particularly the case in areas with lower numbers of UASC, as these areas did not have a dedicated team and the person responsible for UASC often had other roles and competing responsibilities. Delivery staff felt that this limited the ability of local authority staff to advance a UASC agenda or set it as a priority. Furthermore, delivery staff found that where areas lacked a dedicated UASC lead, it was harder to identify who was best placed to advertise and promote the training sessions to other staff. Delivery staff felt that with UASC leads holding different roles across local authorities, the delivery of the project had been “patchy and inconsistent” in the region.

*“An advanced practitioner who is a UASC specialist has more focus on improving practice across the board, and might be more likely to circulate information on best practice than someone more senior who is too busy.” Delivery staff, interview*

## 4 Key findings: Outcomes

This section reports on the key findings from the evaluation in relation to progress made by *Welcoming Young Refugees* 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. This is followed by discussion of the factors that were found to have contributed to the achievement of project outcomes.

CMF fund-level outcomes for migrants and residents were intended to be longer-term, beyond the project and therefore beyond the scope of the evaluation. For migrants, through contributing to a better understanding of UASC needs amongst carers and social care staff, the project expected to lead to an increased understanding of and access to public services for UASC themselves. For residents, through increasing the number of placements for UASC, the project intended for the care system across local authorities in the region to become more financially viable and represent better Value for Money, due to the increased number of foster places and reduced use of independent foster agencies which are costly for local authorities. Progress towards longer-term outcomes is considered in section 4.2 below.

### Progress towards intended outcomes

The available evidence suggests that the project contributed towards achieving most of the intended local authority outcomes for those who engaged with the project. The project contributed towards outcomes for all beneficiary types, with increased understanding of UASC needs across social care staff and carers, and increased confidence among social workers supporting UASC and their carers. The project also contributed to building cooperation and networks across the region among those who engaged with the project, although engagement was varied. The evidence suggests that those engaged in the strategic management strand did benefit from increased cooperation.

### CMF fund-level local authority outcomes

#### Intermediate outcome 1: Improved sign-posting and referral systems

The project aimed to improve signposting and referral systems by equipping training participants with better knowledge of UASC needs and of agencies available to address these needs, particularly among **social care staff and carers**. Trainers shared a list of regional and local agencies and organisations who could be contacted for different types of support (including local youth clubs, migrant groups, English for Speakers of Other Languages (ESOL) classes). Evidence for this outcome comes from the training participant survey, interviews with training participants and interviews with delivery staff.

The majority of training participants who completed the survey reported that the training had improved their understanding of what services were available to UASC and increased their ability to refer UASC to appropriate services. The survey showed that:

**82%**

stated that training had improved their **understanding of what services are available** to support UASC.

Four in five (79%) of those who had just started their post agreed the training had improved their understanding of UASC support services, compared with 84% among those who had been in post between five and nine years.

Training improved understanding most among those who did not work with UASC on a daily basis (100% of those working with UASC once a week or once a fortnight), compared with six in ten (62%) of those working daily with UASC.

Social care staff were more likely to find the training helpful than housing providers. Six in ten (63%) supported housing providers said the training improved their understanding of UASC support compared with nine in ten (90%) of carers and social care staff (86%).

The vast majority of respondents reported that the training had increased their ability to signpost or refer UASC to appropriate services.

**81%**

stated that it had increased their ability to **signpost/ refer** UASC to appropriate services.

Length of time in role and contact with UASC made no difference to increasing the ability of participants to signpost or refer UASC to appropriate services.

Training was less helpful on this measure for supported housing providers (58%), but more helpful for carers (81%), and social care staff (84%). Amongst social care staff, support workers found it most helpful (88%).

In the qualitative interviews, training participants widely reported that the information shared was helpful. Interviews suggested this was particularly the case for foster carers with less experience of supporting UASC, who mentioned that receiving the following information was beneficial: information about how to work with their support social worker; how to use the fostering helpline; finding out about local third sector organisations; and hearing about support groups for foster carers.

More experienced carers who had already worked with UASC also reflected that the training had increased their understanding of local services availability (including social, legal, and health services). They particularly appreciated that the training emphasised the right of every child to access services, as they felt there is often doubt about UASC's eligibility to access services due to their immigration status.

Social care staff reported that they already knew about services and their availability, but felt the training had encouraged them to work more with other organisations by reminding them of what was available locally.

*"I would have expected to handle much more of it myself, but I now understand that there are professionals out there to help." Training participant (foster carer), interview*

Both quantitative and qualitative evidence demonstrates that progress had been made towards improving signposting and referral systems for UASC, with evidence that social care staff who do not work directly with UASC and carers who have not looked after UASC yet most benefitted from the trainings in terms of learning about which services are available to support UASC.

## Intermediate outcome 2: Expanded / strengthened networks and partners

The project aimed to strengthen and create new partnerships with delivery staff, training participants and local authority leads through the strategic management and the training strands. The regional strategic strand aimed to bring local authority leads together to discuss the issues they faced and discuss collaborative solutions. The training aimed to introduce participants to each other, to agencies and partners best placed to address their needs and queries in relation to supporting UASCs.

The majority of survey respondents reported the training had increased their ability to use their network to support UASC:

**86%**

stated that the training had increased their ability to identify appropriate people within their network to ask questions about UASC.

Three-quarters (73%) of supported housing providers agreed that the training increased their ability to identify appropriate people in their network compared with 88% among carers and 86% among social care staff.

The qualitative evidence showed that networks were strengthened in different ways for different respondent groups:

- **Strengthened network between Migration Yorkshire and local authorities;** project staff reported that relationships with local authority UASC and fostering recruitment teams and third sector organisations had improved thanks to the project. For example, by contacting all local authorities and relevant teams to invite them to the training, they identified and engaged staff in the region, slowly building more personal relationships. Migration Yorkshire staff also felt local authorities were more likely to contact them when faced with queries or difficulties. Local authority leads confirmed this, reporting that the project had increased their understanding of what Migration Yorkshire had to offer in terms of support and information. From both perspectives, the project contributed to develop constructive, supportive relationships with engaged local authorities across the region.

*"The project and the importance that this project has been that make springboard to developing other services and resources. I can't praise, Migration Yorkshire enough for that" Local authority lead, interview*

- **Strengthened networks between carers and professionals working with UASC;** respondents from all participant groups reported that the training had improved networking by giving social care staff, carers, supported lodging providers and local authority leads the **opportunity to meet each other**, and discuss their experiences working with UASC and accessing related services.

*"[The training] was a valuable opportunity to meet with colleagues from other LAs." Local authority lead, interview*

Some carers felt that the creation of local carer support groups on the back of the training sessions would be helpful, to aid self-help and longer-term support networks.

Evidence on this outcome comes from the survey and from interviews with all respondent groups. Both quantitative and qualitative evidence collected showed that, for those who engaged with the project, progress was made towards this outcome.

### **Intermediate outcome 3: Increased coordination and cooperation between agencies**

The project aimed to increase coordination and cooperation between local authorities supporting UASC by bringing leads together at meetings to discuss issues and come up with solutions, as part of the strategic management strand. The regional strategic strand aimed to bring local authority leads together to discuss the issues they faced and think about collaborative solutions. Evidence on this outcome comes from interviews with local authority leads and delivery staff. It was not possible to conduct primary research with local authorities that were less engaged or did not engage with the project.

Local authority leads reported that Migration Yorkshire had effectively created the conditions for cooperation, by bringing all leads together for face-to-face meetings to talk together about issues related to their UASC situation and how they could be solved through partnership working. One local authority lead emphasised that because leads were managers, this meant that they had the capacity to enact decisions taken during the meetings. Examples of increased cooperation included:

- **Increased cooperation within local authorities across services to address UASC needs:** for example, one local authority lead reported that following engagement with the project they had created a local multi-agency forum with all key partners to ensure UASC's needs were met.

*"It's had a massive impact. We now share resources, knowledge, expertise." Local authority staff, interview*

- **Increased cooperation between local authorities and local support organisations:** local authority leads reported the strategic meetings had increased their understanding of UASC needs and of their legal obligations towards them. This prompted local authority leads to seek out new partnerships with local agencies to provide support to UASC. For example, one local authority lead said that they had contacted their local college to enrol UASC for ESOL classes.

*"I think now the outcome of the coordination, bringing together the sharing of responsibility, has had a major impact. It's brought in a collaborative working across the region, building relationships, and it's just grown and grown and grown." Local authority staff, interview*

- **Increased cooperation between local authorities:** local authority leads reported that the project had facilitated greater cooperation and provided examples of local authorities transferring UASC cases to alleviate the burden on one another.

*“Instead of one LA taking all the burden, we’ve been able to share. For example, one LA received 20 young people overnight once, but they were able to absorb it across the region, while before that LA would have had to keep them all.” Local Authority staff, interview*

However, project delivery staff felt cooperation remained low, as not all local authorities attended regional meetings. Local authority leads and delivery staff reported barriers to cooperation included geography, staff turnover and the lack of influential contacts in each local authority:

- Local authority leads felt that collaboration was more difficult between local authorities in large, rural areas, as there were fewer services available and staff had to travel longer distances to meet one another.
- Delivery staff reported that local authority staff turnover could hinder cooperation as relationships built by the project may not be sustained if the local authority lead left their position. They also felt that some local authorities lacked a staff member who had the networks, expertise and willingness to pursue coordination and cooperation to ensure UASC needs are considered and addressed.

The evidence above indicates that the project contributed towards increasing coordination and cooperation regarding support for UASC between local authorities at a regional level. However, not all local authorities engaged with the project, limiting the potential for collaboration.

#### **Intermediate outcome 4: Acquired expertise and structures in place to deal with local issues**

While not intended at the outset of the evaluation (and therefore not included in the logic model) it became clear through the research that the project-level outcomes *“increased understanding of specific UASC needs among carers and staff”* and *“Staff better able to recruit and support carers regionally”* were closely linked to the overall fund-level outcome of *“acquired expertise and structures in place to deal with local issues”*. Therefore, these outcomes are presented together here.

The project aimed to contribute to increasing the expertise of local authority staff and carers to support UASC through the training sessions, with content covering the key emotional, legal and accommodation needs of UASC. The training content aimed to equip participants with practical knowledge on all aspects of support for UASC.

The project aimed to enable social care staff and local authority leads to better recruit and support carers by providing them with a realistic understanding of what it might be like to foster UASC through the training sessions. Evidence for these outcomes draws on training survey responses, interviews with training participants, interviews with delivery staff and interviews with local authority leads.

#### **Increased understanding of UASC needs**

Almost all survey respondents reported the training had increased their understanding of UASC needs.

**97%**

There was little difference on this measure based on respondents’ roles and length of time in role.

stated that the training session had increased their understanding of UASC needs.

Carers unanimously agreed the training session increased their understanding (100%), as did the vast majority of supported housing providers (94%) and social care staff (97%).

In interviews, training participants reported increased knowledge and understanding as a result of the training related to three key areas:

- The traumas related to the displacement journey;
- The legal procedures for UASC; and
- The specific language and cultural needs of UASC.

Training participants attributed their increased understanding to the quality of the training sessions and relevance of the session content to their needs (including staff and carers at all levels and type of experience). Local authority leads and service managers mentioned having benefitted from a service-provision point of view as their increased understanding of UASC needs meant they felt better able to provide relevant services. The movies made by UASC, shown during training sessions and shared with relevant staff as digital content, were widely reported in interviews as a key facilitator for understanding UASC needs and perspectives.

*“The movies really brought [young people’s displacement experiences] home.” Training participant (Foster carer), interview*

Participants also described the training exercises as “powerful”, bringing to life the experience of UASC (see case study example below).

#### **Case study example: Training group exercises**

During the training sessions, participants took part in short group exercises. The “journey” exercise consisted of putting participants in the shoes of migrants by giving them a series of scenarios from which they could make constrained choices (on what to do next, how to use the money they had). Participants reported this increased their understanding and empathy towards people having gone through the displacement journey.

The “age assessment” exercise invited participants to order themselves in a line based on their age and their assessment of the age of others. From this exercise, participants had the opportunity to reflect on the difficulty of making assumptions to assess a stranger’s age based on their looks, which in turn highlighted the difficulty of what the age assessment exercise might mean for UASC.

In interviews, training participants recalled learning about the complex journeys UASC might have gone through, how these may lead to different kinds of trauma, and how trauma may manifest. Carers found it particularly helpful to learn about how trauma may be expressed and experienced in different ways by each young person. Less experienced carers also reported learning about the importance of their role with regards to safeguarding and ensuring the wellbeing of UASC in their care.

*"The activities were thought-provoking and the information was very detailed. The people delivering the training were very knowledgeable – it felt like you could ask them anything."  
Potential foster carer, interview*

All respondent groups (delivery staff, local authority leads and wider training participants) reported that their knowledge and understanding of the specific legal needs related to UASC had increased as a result of the training sessions. This included understanding when, why and how an age assessment might be conducted; the immigration status of UASC; and the importance of claiming asylum before UASC turn 18 years old. Some local authority leads explained that the training had made them aware of how to conduct age assessments correctly, causing them to change their internal procedures. Foster carers reported the training sessions had increased their confidence to ensure the process was done correctly and their confidence to support UASC through it.

Carers and social care staff, particular those from less diverse areas, reported an increased understanding of the specific cultural needs that UASC may have (such as religious customs and food practices). Carers valued the tips and strategies provided about how to address language barriers. This included using language cards, reaching out to local businesses where staff might speak the language, and using hand signals.

*"Now I think when we did our first age assessment, we probably did it all wrong. We realised when we went on the course. Now we know the basic rules about getting an interpreter in and not having that interpreter on Language Line, all those sorts of things. The training was invaluable." Local Authority lead, interview*

Training participants suggested a number of improvements, including: offering the training online to increase its reach, offering a summary sheet at the end of the training covering all key points and services presented, and sharing the slides in the format of a booklet.

## **Increased ability to support carers**

Social workers reported the training had increased their confidence to talk to carers and potential carers about what they need to do to support UASC, because it gave them a realistic picture of what it might be like to support UASC. This included what challenges carers may face in relation to communication (due to language barriers), recognising and dealing with trauma, and dealing with different cultural practices. Participants also reported a better understanding of how carers can benefit a young person, including providing stability, safety and safeguarding. As a result, participants reported feeling more confident to support foster carers to make an informed choice about whether to foster a UASC, and to make professional judgements about whether potential fosterers would be appropriate. They also reported feeling more confident to provide practical information about UASC to potential carers. One social worker reported increased knowledge to challenge incorrect statements about UASC and the care they need. Social care staff with management responsibilities reported they felt more confident to support their team as they understood better the challenges UASC, social workers and foster carers might face.

*"I went as a manager from the fostering recruitment team that wants to learn more about specific needs of the unaccompanied asylum-seeker children and young people and I now feel more competent to be able to provide support on specific issues, legislative issues and practical issues."  
Training participant (social care staff), interview*

## **Increased ability to support UASC**

Almost all survey respondents reported the training had increased their understanding of how to support UASC and their confidence to do so:

**94%**

stated that the training had increased their understanding of **how to support UASC**.

**93%**

stated that the training had increased their **confidence** to support UASC compared to before attending the training.

### **On how to support UASC:**

- Nearly nine in ten of those working with UASC daily (87%) agreed that the training increased their understanding of how to support UASC which was slightly lower than those working with UASC less frequently and among those not working directly with UASC but for a service that supports them (98%).
- Across all respondent groups, social care staff were most likely to agree that the training increased in their understanding of how to support UASC (96%), followed by carers (90%) and supported housing providers (82%).

### **On confidence to support UASC compared to before attending the training:**

- The training improved people's confidence to support UASC and this was especially the case for those who knew nothing at all about UASC before the training (100%), and for those who did not work at all or regularly with UASC (100%).
- However, this was less so the case for those who knew a lot about UASC before the training (77%) and for those who worked daily with UASC (87%).

The evidence above indicates that the project contributed towards increasing understanding of UASC needs among local authority needs and training participants, as well as improving the ability of staff to recruit and support foster carers in those local authorities most engaged with the project. As a result, the project contributed towards increasing the expertise and structures in place locally to support UASC.

## **Progress towards long-term outcomes**

This section gives a short summary of progress made towards long-term outcomes based on the direction of travel of intermediate outcomes. This is based on the logic model and on the expectation that its assumptions are valid.

- **For new migrants:** there is strong evidence the project contributed towards the intermediate outcomes of increased carers' and staff understanding of specific UASC needs, and increased signposting in the local authorities that engaged with the project, and especially with the training sessions. Therefore, assuming this increased understanding is maintained, the project is likely to contribute towards the intended CMF outcome of **increased understanding of and access to public services** for existing and new UASC in the longer-term (while this was envisaged as an intermediate CMF

outcome, for the Welcoming Young Refugees it was expected to be realised in the longer-term). It is reasonable to expect that trained staff, by better understanding UASC needs and with increased understanding of the services available to them, will enable UASC to access services. However, for local authorities that did not engage with the project, such outcomes may not be reasonably expected.

- **For resident communities:** longer-term outcomes for residents were related to the increased number of foster placements. As this strand fell out of the evaluation scope, there is no evidence to suggest whether the project will reach the long-term outcomes of **local care systems being more financially viable and representing better Value for Money**.
- **For local government:** there is strong evidence that the intermediate outcome of increased social care staff's understanding of UASC needs was advanced by the project, hence the longer-term outcome of **UASC as part of the strategic agenda for children services** can be reasonably expected to take place in the local authorities which engaged with the project.

# 5 Key findings: Value for money

## Introduction

Cost-effectiveness analysis (CEA) was conducted in order to assess value for money of the CMF funds granted to the Welcoming Young Refugees project. The assessment looks at the project's achieved outcomes against the specific costs associated with achieving the outcome in question.

The project was selected for a CEA due to the lack of primary or secondary data available to monetize outcomes. 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.<sup>15</sup>

In addition to the CEA, 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.

For more information on the methodology, see Chapter 2 and Appendix 1.

This assessment does not take into account non-monetizable benefits of project outcomes (such as improved signposting, expanded networks or acquired expertise and understanding), which are explored in Chapter 4.

## Value for money assessment

### Cost-effectiveness analysis

Cost-effectiveness analysis was conducted in order to assess value for money of the CMF funds granted to the Welcoming Young Refugees project. The assessment weights the project's achieved outcomes against the specific costs associated with achieving the outcomes in question. For the Welcoming Young Refugees project, the outcome of interest was the **number of social workers and carers increasing their understanding of UASC needs**. This was selected as the outcome of interest because of the availability of evidence related to this outcome and the logical link between increased understanding amongst carers and staff of UASC needs and improved outcomes for UASC.

Over the lifetime of the project, there was a total attendance of 992 to training sessions aimed at increasing understanding of UASC needs. However, data on individual attendance was not collected and as such it is not known how many individuals in total attended the training sessions. Data collected from the survey of training participants suggests that on average participants attended 1.1 training sessions. Data from the project survey provided an estimate

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<sup>15</sup> 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](https://whatworksgrowth.org/public/files/Methodology/Quick_Scoring_Guide.pdf)

that 97% of training participants had their understanding of UASC needs improved. An optimism bias of 10% has been applied to this figure. It is also assumed that in the absence of the training sessions, a proportion of the carers and social workers that attended the training sessions would have increased their understanding of the UASC through other means. Based on these various assumptions, it is estimated that a net of 706 carers and social workers increased their understanding of UASC needs as a result of the training sessions.

The costs associated with the delivery of training sessions that resulted in the net of 706 carers and staff with increased understanding of UASC totalled £45,684. By dividing the total cost presented above by the net number careers and staff with increased understanding of UASC needs provides **a cost per career or staff with increased understanding of UASC needs of £65.**

Unfortunately, given the lack of data available, the evaluation was unable to quantify the social benefit associated with each of these staff and careers with increased understanding of UASC needs. This would have required further data collection on the outcomes associated with an increased understanding of UASC needs.

In light of this assessment, **if the benefit to the individual and society at large from an increase in careers and staff understanding of UASC needs exceeds £65 per career or staff then the project can be deemed net beneficial to society from a value for money perspective.** Additionally, the cost per carer or social worker value can be used to assess the value for money of this project relative to all other projects which seek to increase understanding of UASC needs amongst careers and staff. If alternative interventions lead to a cost per carer or social worker with increased understanding of UASC needs of greater than £65, we can infer that the Welcoming Young Refugees project represents better value for money at the margin (in terms of its impact on understanding of UASC needs).

## Secondary data assessment

Several benefits may have resulted from the increased understanding of UASC needs following the training. Qualitative evidence suggests that the training helped them to ensure the well-being of UASC in their care, although these benefits are assumed to accrue in the longer-term (beyond the lifetime of the evaluation) and were therefore out of scope of the evaluation activities. The Greater Manchester Combined Authority (GMCA, formerly New Economy) Unit Cost Database provides estimates of wellbeing gains of £3,500.<sup>16</sup>

## Qualitative assessment of project costs and benefits

Project staff described how the budget was monitored regularly by Migration Yorkshire financial staff and the project manager. Large expenditure was reviewed by York City Council, providing additional checks and balances to project spending. Staff highlighted how costs and feedback were reviewed after the first year to identify which training sessions should be repeated in year 2.

In terms of cost savings, staff highlighted how some local authorities had providing training venues for free, which enabled staff to use the costs saved to deliver additional training sessions. Delivery staff felt that the inclusion of a funded administrative role on the project

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<sup>16</sup> The Greater Manchester Combined Authority (GMCA, formerly New Economy) Unit Cost Database Available at: <https://www.greatermanchester-ca.gov.uk/what-we-do/research/research-cost-benefit-analysis/>

(mainly focused on organising training sessions) meant that delivery was more effective and efficient, by freeing up the time of team members to focus on other aspects of delivery. Staff noted that the inclusion of partners in the design and delivery of training represented an additional cost (compared to developing materials and delivering internally). However, staff felt that partners brought additional knowledge and skills to the sessions, meaning that the training was of a higher standard.

Staff reported that in the absence of CMF funding, Migration Yorkshire would have continued to work to address gaps in knowledge and understanding among social workers and promote UASC needs and interests. However, staff felt that the funding enabled them to be proactive and anticipate local authority staff needs, as well as work closely with expert partners.

Social workers interviewed were not aware of any similar training on offer. For example, while general diversity and inclusion training was available in some local authorities, and some refugee charities had general training on refugee needs, social workers reported that this did not have the same level of detail and specific information about supporting UASC, including locally relevant information. Social workers therefore felt that without the training they would have struggled to access the same information and would therefore not be as confident supporting UASC.

## 6 Conclusions and lessons learned

This chapter outlines key learnings from the Welcoming Young Refugees project around achieving delivery outputs and wider outcomes. The key barriers and enablers are also highlighted. This is followed by a discussion of 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 replicability, scalability and sustainability.

### What works?

#### **Key factors that contributed to successful delivery and progress towards outcomes included:**

- 1) Engaging local authorities from the project design stage. This established buy-in and ensured that the design and content of the project was adapted to the needs of local authorities, social care staff and foster carers in the region.
- 2) The experience of Migration Yorkshire in the field and the informal consultation undertaken as part of this engagement. This enabled staff to identify gaps in knowledge and support in relation to UASC across the region.

#### **Specific elements of the training delivery that facilitated contribution to outcomes included:**

Practical information about local services;

Holding trainings across the region in both rural and urban areas;

Having engaging content (exercises and digital stories) to promote empathy and understanding of UASC journeys and experiences.

The administrative role within the project team enabled a time-intensive recruitment strategy (such as face-to-face contact and follow-up calls to recruitment emails) which facilitated engagement and attendance.

**However, the project faced challenges in engaging all local authorities equally, which was crucial for the establishment of a region-wide cooperation approach.**

### For whom?

The direct beneficiaries of this project were social care staff, carers and local authority staff.

Local authority leads that engaged with the training and strategic meetings benefitted from strengthened networks and increased cooperation, with practical results in relation to sharing UASC placements. Social care staff and carers who attended the training reported high levels of satisfaction. Despite representing heterogeneous groups in terms of their experience in their role generally and working with UASC specifically, the evaluation shows that outcomes were met to a similar extent for all respondents who attended the trainings.

However, the survey responses indicate that those who did not work daily with UASC or did not have direct contact with them benefited most from the training.

Across the three main respondent groups supported housing providers were less likely to report the training improved their understanding, suggesting the sessions were less aligned to their needs than to the other types of attendees.

UASC were intended to benefit from the project in the longer-term by receiving support from social care staff better equip to support them as well as access to foster placements where their needs would be acknowledged and understood. With the current trajectory of increased partnerships, cooperation, signposting, if the project continues then we could expect to see these outcomes realised in the future.

## In what circumstances?

The project was coordinated by the regional Strategic Migration Partnership, Migration Yorkshire, and based on an initial assessment of needs and interest across the region. There was strong consensus among delivery partners, stakeholders and beneficiaries that this project would not have gone ahead without Migration Yorkshire, and that there was no alternative project that could have brought similar outcomes. Migration Yorkshire was seen as a good partner to manage this project as it was seen as neutral by local authorities, had experience working with local authorities, had expertise working with migrant communities and understanding of their needs, and had existing partnerships with the third sector.

The project also required little investment from local authorities in relation to the benefits to be gained. Training sessions were free, delivered by expert commissioned trainers, with an overall training programme purposefully built on assessment of needs. The training sessions took place in multiple locations and were delivered multiple times to ensure accessibility (55 sessions versus the originally planned 24).

On a wider scale, delivery staff felt that the project was dependant on the political priority given to UASC, and because UASC fall under the wider umbrella of Children's Services teams for looked-after children, current structures are not necessarily able to focus on the specific needs and priorities of UASC.

However, as participation in the project was voluntary, participation and engagement were based on interest. This potentially limited the reach of the project beyond local authorities where staff members (especially leads) were already engaged in the issues and saw supporting UASC as a "priority".

## Could the project be replicated?

The training delivery model (based on an informal consultation of needs locally, collaboration with local experts for content and delivery, and multiple sessions in multiple location to maximise attendance) could be replicated elsewhere. As Strategic Migration Partnerships exist around the UK, other regions could potentially draw on the resources (including the expertise and connections) of Strategic Migration Partnership teams to coordinate and lead delivery on a similar project to upskill local authority staff members supporting UASC and encourage increased cooperation within and across local authorities.

The migration and political contexts are, however, important, as findings suggest they were important factors in influencing engagement. The closure of the Calais migrant camps had heightened concerns in the UK about an increase in UASC arrival, hence a greater interest and engagement in the project.

## Could the project be scaled up?

The evidence suggest that the region was an efficient geography over which to deliver the intervention, and that the role of the Strategic Migration Partnership was crucial in facilitating this. In this regard, scaling up the project to a larger geographical area would not be recommended. However, the project could take place in another region, where it could be replicated by other SMPs.

In light of engagement difficulties, delivery staff considered scaling down the project to work only with very engaged local authorities. Delivery staff felt they had invested a high level of effort to engage some local authorities with poor results. Therefore, they considered whether a project based on local authorities opting-in rather than a blanket regional approach may be more efficient. The risk to this would be to limit benefits to local authorities which are already highly involved or have the capacity to be involved.

## Is there evidence of sustainability beyond the lifetime of the project?

Although there were no plans to continue delivering training beyond the project, there is evidence that some of the learnings will be sustained. Some training participants reported that they had taken new initiatives and changed their practices following the training, such as local authorities building partnerships with agencies and local colleges locally, or liaising with third sector agencies for support with information or access to services. Some social care staff specifically mentioned changing their practice in relation to the age assessment.

It is uncertain whether cooperation between local authority leads will be sustained outside of the impetus lead by Migration Yorkshire. Evidence from local authority leads and delivery staff indicates that some local authorities had started building working relationships outside of Migration Yorkshire amongst each other and with local third sector and statutory partners.

Migration Yorkshire was planning to continue running the UASC regional meetings, and reported applying for Asylum, Migration and Integration Fund (AMIF) funding to cover these costs, and if unsuccessful they would look to seek funding via the Home Office Enabling Grant fund. However, the evaluation did not explore with local authority leads whether they planned to keep attending the UASC regional meetings as it was not known at the time of the evaluation whether Migration Yorkshire planned to continue running them.

# 7. Appendix 1: Methodology and technical note

## Evaluation Methodology

### Qualitative evidence

Telephone interviews were conducted with training participants (eight interviews), local authority leads (three interviews) and project delivery staff (three interviews). Topic guides were tailored to each respondent group from a template aligned with key delivery and outcome questions for all CMF projects.

Different recruitment approaches were used for each respondent group:

**Training participants:** Initially, recruitment was planned through an optional opt-in following completion of the questionnaire during training sessions. However, it was not possible for the project to share personal information (names, roles and contact details) with Ipsos MORI without a Data Sharing Agreement. Therefore, Ipsos MORI staff attended a training session and recruited participants at the session. From 20 participants in attendance, 11 consented to take part and eight interviews were completed.

**Local Authority leads:** Project staff emailed all local authority leads inviting them to take part in the evaluation and sharing an information leaflet and project privacy notice. Local authority leads were given the option to contact the Ipsos MORI research team directly or reply to the email confirming that they agreed for their details to be passed on to Ipsos MORI. Project staff sent four reminder emails at regular intervals. A total of seven LA leads opted-in to take part in a telephone interview and three interviews were undertaken.

**Delivery staff:** All project delivery staff were invited to take part by Ipsos MORI via email. Three interviews were undertaken.

**Table 7.1: Targets and interviews completed for the evaluation**

Respondent group	Interview target N	Achieved target N
Delivery staff	1	3
Training participants (carers, potential carers, supported lodging providers)	3	5
Training participants (social care staff)	3	3
Local Authority leads	6	3
<b>Total</b>	<b>13</b>	<b>14</b>

The table below shows the number of respondents reached for the research, how many were lost due to cancellations, loss of contact or no shows at interviews. It should help understand the number of achieved interviews. By “no contact” is meant respondents who opted-in to take part but did not reply to further contact by the evaluation team, or dropped contact after initial engagement.

The target number of local authorities lead interviews could not be met due to potential participants cancelling interviews or not responding to follow-up contact. However, additional interviews with training participants and delivery staff ensured the target number of interviews were completed overall

**Table 7.2: Breakdown of the achieved qualitative sample**

Respondent group	Opted-in	No contact / no show / cancelled	Completed	Target
Training participants	11	3	8	6
<b>Foster carers and potential carers</b>	8	3	5	3
<b>Social care staff</b>	3	0	3	3
LA leads	7	4	3	6
Delivery staff	3	0	3	1

## Quantitative evidence

Following a review of existing monitoring tools at the start of the evaluation, the Relationship Manager designed a paper questionnaire for training participants, together with input from Migration Yorkshire project lead, to measure intended project outcomes. The questionnaire was administered by project staff and trainers from June 2019 to January 2020. The questionnaire collected the following information:

- Key demographics (respondent role and local authority);
- Background information (level of experience in current role, prior knowledge to the training);
- Perceived relevance of training session to individual needs and role;
- Perceived usefulness of the training; and
- The extent to which intended outcomes had been achieved.

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.

A total of 233 respondents completed the questionnaire. Analysis shows that the survey was completed by participants of all seven trainings delivered. Almost half of respondents were social workers (44%), and the second main group were foster carers (18%) with the rest being a mix of other roles including supported lodging providers (6%). According to project monitoring information, there were a total of 964 training participants across all trainings delivered by Migration Yorkshire, indicating that the survey was completed by a quarter of training participants (24%).

## Secondary data and monitoring information

Monitoring data collected by the project lead and project staff covered:

- **Training:** numbers participating from each local authority;
- **Strategic meetings:** numbers attending from each local authority;
- **Foster carer recruitment:** numbers registering interest from each local authority.

Data was collected throughout the project and shared with Ipsos MORI in Excel.

## 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

The process for conducting the cost-benefit analysis follows the 8 key steps outlined below.



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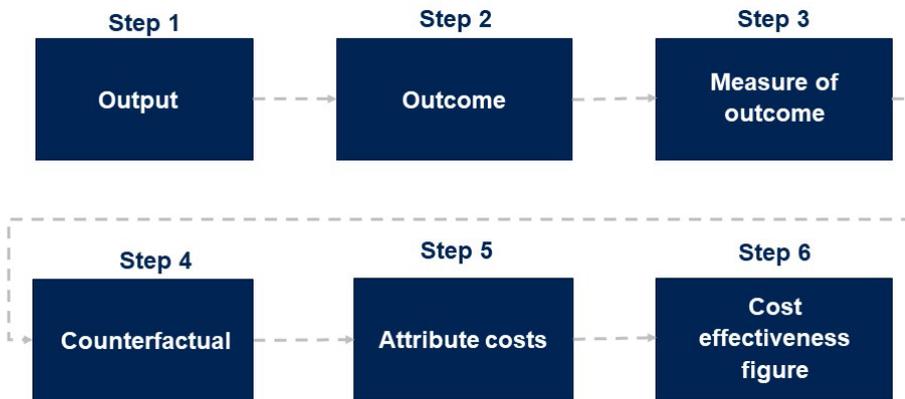
Ipsos MORI 

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:

The process for conducting the cost-effectiveness analysis follows the six key steps outlined below.



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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 7.3: Definitions of achievement measures**

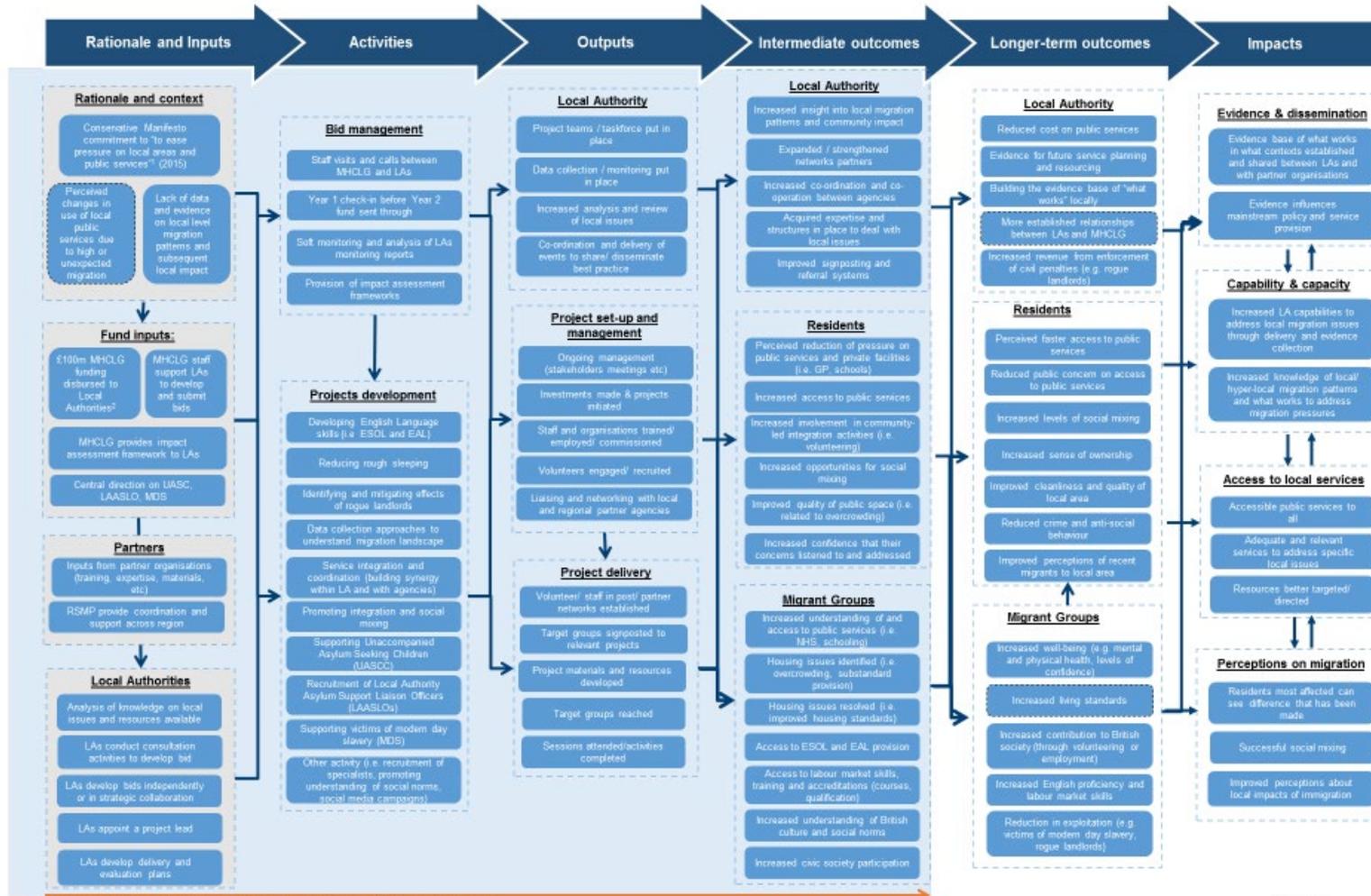
Achievement measure	Definition
Not achieved	The evidence indicates that the output has not been achieved
Partially achieved	There is some evidence to infer some of the output may have been achieved.
Partially achieved (on track)	The output has not been achieved at the time of the evaluation, however 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 outputs where monitoring information shows projects exceeded their target outputs.
Inconclusive	There is not sufficient evidence to provide a robust assessment of progress towards project outputs.

# Project-level evaluation framework

STRAND	Output / Outcome / Impact	Who will measure it?	When will it be measured?		Target	Data source		
			When	Details		MI	Interviews	Questionnaire
	<b>Outputs</b>							
TRAINING	Trainings delivered to staff (social workers and support workers)	Project	Throughout	At each session	12	Attendance records	NA	NA
TRAINING	Trainings delivered to carers	Project	Throughout	At each session	12	Attendance records	NA	NA
STRATEGIC MANAGEMENT	Steering group meetings attended	Project	At evaluation end line	At each session	12	Attendance records	LA leads	NA
STRATEGIC MANAGEMENT	Best practice conferences delivered	Project	At evaluation end line	At each session	2	Attendance records	LA leads Delivery staff	NA
RESEARCH	Research report published	Project	Post	NA	1	Project sign-off	Delivery staff	NA
RESEARCH	UASC films produced and circulated	Project	Post	NA	No target	Project sign-off	Delivery staff	NA
	<b>Intermediary and project outcomes</b>							
	<b>Increased sign-posting and referral systems</b>	Project	At evaluation end line	Strand runs until Oct-20	NA	Project records	LA leads Delivery staff Social care staff Carers	Combined IM questionnaire
	<b>Increased staff and carers understanding of UASC needs</b>	Ipsos Mori	Post	May-July 2019	NA	NA	LA leads Delivery staff Social care staff Carers	Combined IM questionnaire
	<b>Acquired expertise and structures in place to deal with local issues</b> (Staff better able to recruit and support carers regionally)	IM	Post	Strand runs until Oct-20	NA	Attendance records for contact details	LA leads Delivery staff Social care Carers	Combined questionnaire
	<b>Increased coordination and cooperation between agencies</b>	IM	At evaluation end line	Strand runs until Oct-20			LA leads Delivery staff	Combined questionnaire
	<b>Expended / strengthened networks</b> (More intelligence on placements regionally)	IM	At evaluation end line	Strand runs until Oct-20			LA leads Delivery staff	Combined questionnaire

# Appendix 2: CMF fund-level Theory of Change

## CMF fund-level Theory of Change



1 Conservative Manifesto <https://www.bond.org.uk/data/files/Blog/ConservativeManifesto2015.pdf> p.11

2 An additional £40m is meeting 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 issues identified; housing issues resolved; access to ESOL and 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 what 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 and service provision

Capability and capacity:

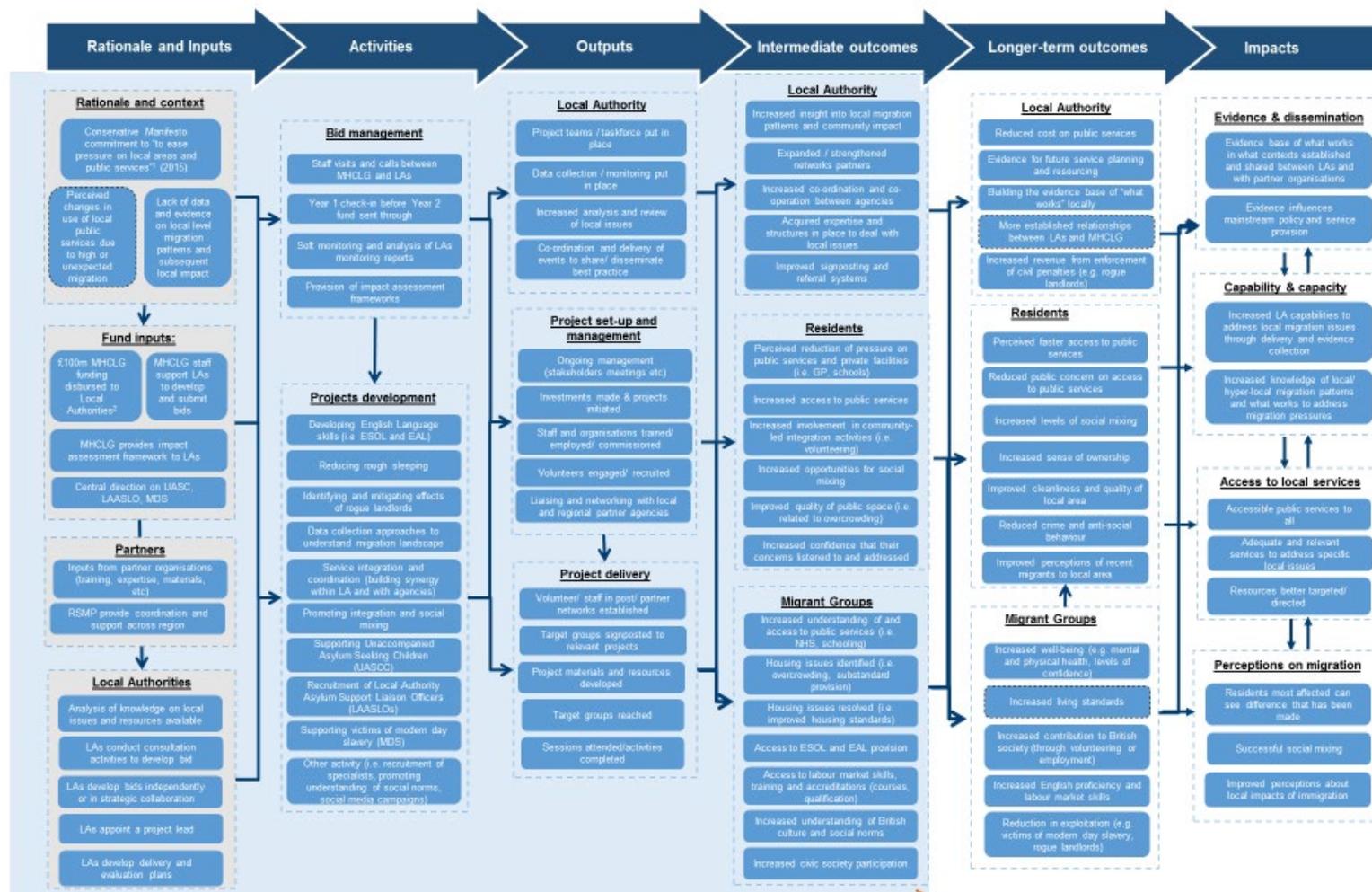
- Increased LA capabilities to address local migration issues through delivery of evidence collection; Increased knowledge of local hyper local migration patterns and what works to address migration pressures.

Access to local services:

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

Perceptions on migration:

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



1. Conservative Manifesto <https://www.bond.org.uk/data/files/Elog/ConservativeManifesto2015.pdf>, p.1  
 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

CMF Evaluation Timeframe

----- Indirect Outcomes

# Appendix 3: Research tools

## CMF qualitative tools

**Table 7.4: Qualitative tools for different participants groups**

<b>Participant</b>	<b>Research method</b>	<b>Outcomes measured</b> <i>List all relevant outcomes measured</i>
Delivery staff	Telephone interviews	<ul style="list-style-type: none"> <li>• Increased carers and staff understanding of the specific UASC needs</li> <li>• Staff better able to recruit and support carers regionally</li> <li>• Improved signposting and referral systems</li> <li>• Expanded/ strengthened networks</li> <li>• Increased coordination and cooperation between agencies</li> </ul>
Training participants: social care staff	<ul style="list-style-type: none"> <li>• Telephone interviews</li> <li>• Paper survey</li> </ul>	<ul style="list-style-type: none"> <li>• Increased carers and staff understanding of the specific UASC needs</li> <li>• Staff better able to recruit and support carers regionally</li> <li>• Improved signposting and referral systems</li> <li>• Expanded/ strengthened networks</li> <li>• Increased coordination and cooperation between agencies</li> </ul>
Training participants: foster carers, supported housing providers	<ul style="list-style-type: none"> <li>• Telephone interviews</li> <li>• Paper survey</li> </ul>	<ul style="list-style-type: none"> <li>• Increased carers and staff understanding of the specific UASC needs</li> <li>• Improved signposting and referral systems</li> </ul>
Local Authority leads	Telephone interviews	<ul style="list-style-type: none"> <li>• Increased carers and staff understanding of the specific UASC needs</li> <li>• Staff better able to recruit and support carers regionally</li> <li>• Improved signposting and referral systems</li> <li>• Expanded/ strengthened networks</li> <li>• Increased coordination and cooperation between agencies</li> </ul>

# Quantitative tools

## Questionnaire for training beneficiaries

DATE:

TRAINING TITLE:

1. In what role are you attending today's training? TICK ALL THAT APPLY

- |  |   |
|--|---|
| <input type="checkbox"/> Social worker   | <input type="checkbox"/> Foster carer                         |
| <input type="checkbox"/> Support worker  | <input type="checkbox"/> Potential foster carer               |
| <input type="checkbox"/> Service manager | <input type="checkbox"/> Supported lodging provider           |
|  | <input type="checkbox"/> Potential supported lodging provider |
- Other (PLEASE WRITE IN): \_\_\_\_\_

2. How long have you been in this role? TICK ONE BOX ONLY

- Not yet started this role
- Less than 1 year
- Between 1 and 4 years
- Between 5 and 9 years
- More than 10 years

3. Which Local Authority/ies do you work with in relation to supporting looked-after children? TICK ALL THAT APPLY

<input type="checkbox"/> Barnsley	<input type="checkbox"/> Kingston upon Hull	<input type="checkbox"/> North Yorkshire
<input type="checkbox"/> Bradford	<input type="checkbox"/> Kirklees	<input type="checkbox"/> Rotherham
<input type="checkbox"/> Calderdale	<input type="checkbox"/> Leeds	<input type="checkbox"/> Sheffield
<input type="checkbox"/> Doncaster	<input type="checkbox"/> North East Lincolnshire	<input type="checkbox"/> Wakefield
<input type="checkbox"/> East Riding of Yorkshire	<input type="checkbox"/> North Lincolnshire	<input type="checkbox"/> York

4. How did you hear about today's training? PLEASE WRITE IN BELOW

\_\_\_\_\_

5. How often, if at all, do you work directly with Unaccompanied Asylum-Seeking Children (UASC) in your role? TICK ONE BOX ONLY

- |   |  |
|---|--|
| <input type="checkbox"/> At least once a day          | <input type="checkbox"/> Never   |
| <input type="checkbox"/> At least once a week         | <input type="checkbox"/> Not directly but for a service that supports them |
| <input type="checkbox"/> At least once a fortnight    | <input type="checkbox"/> Other: _____                                      |
| <input type="checkbox"/> At least once a month        |  |
| <input type="checkbox"/> Less often than once a month |  |

6. In 12 months' time, how often do you expect to work with UASC in your role? TICK ONE BOX ONLY

- |  |   |
|--|---|
| <input type="checkbox"/> About the same amount as I do now | <input type="checkbox"/> Don't know     |
| <input type="checkbox"/> Less frequently than I do now     | <input type="checkbox"/> Not applicable |
| <input type="checkbox"/> More frequently than I do now     |   |

7. Which, if any, of the following training(s) have you attended in the last 12 months? TICK ALL THAT APPLY

- |   |  |
|---|--|
| <input type="checkbox"/> Introduction to migration and UASC                 | <input type="checkbox"/> Human Rights Assessment Training                            |
| <input type="checkbox"/> Caring for Separated and Trafficked Children       | <input type="checkbox"/> Surviving to Thriving                                       |
| <input type="checkbox"/> Child Trafficking, Exploitation and Modern Slavery | <input type="checkbox"/> Psychological first aid for professionals working with UASC |
| <input type="checkbox"/> UASC information session                           | <input type="checkbox"/> None of these   |

8. How much, if anything, did you know about Unaccompanied Asylum-Seeking Children before this training? TICK ONE BOX ONLY

- |  |   |
|--|---|
| <input type="checkbox"/> A great deal  | <input type="checkbox"/> Nothing at all |
| <input type="checkbox"/> A fair amount | <input type="checkbox"/> Not applicable |
| <input type="checkbox"/> Not very much |   |

9. To what extent do you agree or disagree with the following statements: TICK ONE BOX ONLY FOR EACH STATEMENT

Today's training session...	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know
Increased my understanding of UASC needs						
Increased my understanding of how to support UASC						
Improved my understanding of what services are available to support UASC						
Increased my ability to signpost/ refer UASC to appropriate services						
Increased my ability to identify appropriate people within my network to ask questions about UASC						

10. Compared to before you attended this training, would you say you are now more or less confident about supporting UASC, or is there no difference in your level of confidence? TICK ONE BOX ONLY

- |  |  |
|--|--|
| <input type="checkbox"/> A lot more confident now    | <input type="checkbox"/> A little less confident now |
| <input type="checkbox"/> A little more confident now | <input type="checkbox"/> A lot less confident now    |
| <input type="checkbox"/> No difference               | <input type="checkbox"/> Don't know                  |

11. How useful, if at all, did you find this training in relation to your role with UASC? TICK ONE BOX ONLY

- Very useful
- Fairly useful
- Not very useful
- Not at all useful
- Don't know

Thank you very much for taking the time to complete this survey.

Would you like to tell us more?

A part of the evaluation of these trainings, Ipsos MORI would like to invite you to take part in a telephone interview to explore your views on the trainings in more depth. The interview would take place at a time that is convenient to you. Your participation will be confidential and everything you say will be anonymised.

If you are happy to be contacted by Ipsos MORI to take part in an interview, please fill the Consent Form. This form will be collected by the training lead, but no one at Migration Yorkshire will know who took part in an interview.