Evaluation of Pilot Summer Activities Programme for 16 Year Olds

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Executive Summary

Introduction

1. In the summer of 2000 the Department for Education and Employment (now the Department for Education and Skills - DfES) supported a number of projects, which were asked to pilot the delivery of a summer activities programme to young people, aged 16 years old. The initial programme received support of £1 million and was aimed at 2,000-3,000 young people. In 2001 the level of resources was raised to £10 million, which was expected to support places for 14,000 young people. This report contains the findings of an evaluation of the second year of the programme, which was undertaken by SQW Limited, with support from the NOP Research Group.

Characteristics of pilot projects

2. Forty-seven areas delivered summer activities projects to approximately 10,340 young people. The structure of the partnership varied across the country in both scale (one to 17 partners) and type of lead organisation (68% were led by local authorities). The total cost was around £8 million. Costs per participant in each area averaged around £1,000 although there was much variation within this.

3. Over three-quarters (78%) of young people undertook outdoor adventure type activities on their main activity programme, which lasted for an average of five days. On average, induction activities lasted three days, with follow up support lasting an average of four days.

4. A range of eligibility criteria was put in place at a project level. The main method of recruitment was via teachers or school nomination but a variety of other sources were also used. Even if a set procedure for recruitment was outlined at the start, difficulties in recruiting and retaining sufficient numbers often meant that the group was supplemented at a later stage to meet the target number of participants.

Approach to activity provision

5. In most cases projects were aiming to give young people a taste of activities that they may not have encountered previously. Just over a third (37%) of activity providers said they were seeking to introduce a single new experience and a slightly higher proportion (44%) were seeking to equip young people with mastery of a particular practical skill. There was also much emphasis placed on reflecting on the learning experience. Eighty seven percent of providers said they delivered sessions designed

to encourage young people to reflect on what they had learned from their experiences.

6.   A key element behind the design of many of the programmes was the idea of empowering young people and it seems as though many of the providers were making good progress towards this. This focus on empowerment was echoed in the responses from young people. It seems that on the whole young people played quite an active role in several aspects of programme organisation. They appear to have been most pro-active in drawing up rules and enforcing them.

Main activities

7.   The vast majority of partnership areas reported that they offered all young people the chance to undertake a residential activity. The majority of programmes offered a 'choice of activities from a menu' for either groups (42%) or individuals (42%). Overall 87% of the young people reported that they attended a residential.

8.   A high proportion of projects (83%) gave young people the opportunity to undertake a non-residential activity. Non-residential activities undertaken showed less of a focus on outdoor adventure type activities with a wider spread of activities and more inclusion of creative activities.

9.   While most areas offered young people access of a personal adviser/careers advice:

- a slightly higher proportion of all young people met a personal adviser before the activities programme (61%) compared to after the programme had finished (55%)

- 71% of those with a personal adviser reported that their personal adviser stayed with them throughout the entire residential and a further 11% reported that their personal adviser stayed with them for some of the time.

Characteristics of participants

10.   The programme seems, at least to some extent, to have been successful in terms of targeting the appropriate group. Above average numbers of young people with a disability and those from an ethnic minority were also reported. However, in other respects the programme seems to have measured up less well with its recruitment methods. A very high proportion (90%) already had plans about what they wanted to do in September with two thirds going onto school sixth form or college, although the robustness of these plans may be questionable. For example, discussions with those involved in recruitment revealed that in some cases young people had not made informed decisions about their plans for September and had not finalised their plans at the start of the summer. This point is reinforced by the fact that over a third

of all participants had not received assistance in deciding what choice to make in September before starting the programme.

The impact of the programme

Overall Impact on future plans

11.	The summer activities 2001 programme has not had a major impact upon the overall destination choices of young people. The broad proportions preferring each destination remained largely as they were at the outset of the programme.

12.	The overall impact figures, however, do not tell the full story. The matched survey results show that there is considerable traffic towards the school/college options upon completion of the programme, while the vast majority (94%) of those expressing an initial preference for school/college maintain this choice. The participants expressing an initial preference for employment outcomes also tend to be more resistant to change, although even here around 40% have switched preferences. In total, 27% of participants have switched from their initial preference.

13.	When asked about the degree of influence that the programme had had upon their plans, almost 30% of participants felt that it had completely changed them or had a significant influence. Two thirds of participants, however, felt that the programme had had little or no influence on their plans. A third identified the residential and a fifth cited the contribution of the personal adviser as the most influential element.

Overall impact on personal characteristics

14.	The results would suggest that there has been a degree of personal progression towards some of the specified programme objectives, but not in all. Participants recorded significant improvements in self-esteem, leadership skills and confidence. Less significant improvement were identified in terms of new experiences and communication skills. It is a concern that for each attribute between a third to a half thought their skills had actually declined, although this may be due to a greater realisation of what each of the personal and social development characteristics are. The decline in scores may therefore reflect a more realistic appraisal of their own skills.

15.	The decline may therefore simply reflect a more realistic appraisal of their own skills.

Impact on different groups

16.	The programme has had most impact upon those participants with lower educational attainment and motivation levels. Those with less than five GCSEs, for example, were more likely to feel that the programme had completely changed their plans. Almost 40% of participants with a poor attendance record felt that the programme

had completely changed or had a significant influence on their plans. In contrast, a significantly smaller proportion of those who rarely missed school (26%) felt that the programme had had a great effect on them.

17.   Participants with less than three GCSEs and those frequently avoiding or excluded from school recorded more progression than their counterparts with over five GCSEs and those rarely missing school. This was most marked in terms of communication skills where the least motivated participants progressed by 4% over the figure for all participants.

18.   Subsequent follow-up surveys of the 2001 participants, their parents/guardians and with 150 of the summer 2000 cohort, by telephone, confirmed that these effects appeared to last beyond the immediate end of the programme. In fact, three quarters of the summer 2000 cohort felt that they had changed directly as a result of the programme. These changes were confirmed by the results of the parent/guardian interviews. The most frequently identified changes included: increased self-confidence; better group working skills; and enhanced communication skills

Conclusions and issues arising

19.   It is apparent that much has been achieved in developing the 2001 programme. We estimate that in total around 12,972 enrolled in the programme, with 10,340 taking part in the main programme of activities. This is a substantial increase on the previous year. The increase in the number of young people participating has been facilitated by the involvement of new areas and organisations.

20.   While much has been achieved and learned, it is apparent that there is still some distance to go before the programme matures. For example, while many new partnerships have been formed and others strengthened, in other areas the extent and nature of partnership working needs to develop in future years.

21.   Along with problems recruiting the anticipated numbers of young people, it is also apparent that in many cases projects struggled to recruit their target numbers from within the intended client group. However, where those outside the target group were recruited the impact of the programme on them appears to have been lower. Conversely, when those recruited had achieved few school qualifications and had a poor attendance record the impacts appeared much more substantial. In essence, the programme appears to provide benefits for those it is targeted at, but these benefits are less evident if 'over-qualified' people are recruited. Therefore, in future recruitment must be carefully targeted.

1 Introduction

1.1 In the summer of 2000 the Department for Education and Employment (now the Department for Education and Skills - DfES) supported a number of projects which were asked to pilot the delivery of a summer activities programme to young people, aged 16 years old. The aim was to maintain constructive contact with this group during the summer, following completion of their GCSEs. This contact would be used to help guide participants into furthering their education and skills development - either at college, school 6th form, a training course or a job with training. A key part of the programme was therefore to help individuals to consider opportunities that they had been previously unaware of. Other objectives for the participants included increasing confidence and self-esteem, team working, leadership and life skills.

1.2 The initial programme received support of £1 million and was aimed at 2,000-3,000 young people. The initial positive results led the Department to fund a greatly expanded pilot in 2001. The level of resources was raised to £10 million, which was expected to support places for 14,000 young people.

1.3 This report contains the findings of an evaluation of the second year of the programme, which was undertaken by SQW Limited, with support from the NOP Research Group.

The role of Connexions

1.4 The other major change in 2001, alongside the increase in scale, was a requirement that bids for funding were submitted at a Connexions area level (previously smaller sub-areas had bid, led by a local authority or the Careers Service). The new arrangement meant that the Department received 47 bids.

1.5 The Connexions service is not yet fully developed across England. Twelve areas began operation in April 2001 and three further partnerships went live in September. Similar services will be phased in across the country over the next two years. Therefore, in a number of areas partnerships and consortia had to be formed to produce the bid document.

1.6 There was a strong rationale for seeking to involve the emerging Connexions service. It is intended to bring together a range of partners (including learning, health, and youth justice) in the same geographical areas as the local Learning and Skills Councils. A key goal for Connexions is to ensure a smooth transition to adulthood and working life for all young people.

1.7 This builds on the findings of the Social Exclusion Unit's Bridging the Gap report that recognised the importance of keeping young people positively occupied. Non-participation in

education or employment between the ages of 16 and 18 is a strong predictor of later unemployment (more than 40% of those not in work or training at 16 are in the same situation at 18), and this 'unemployment disadvantage' persists as young people progress into adult life. There was a clear expectation that the summer activities programme could contribute towards a smoother transition.

Methodology

1.8   The methodology followed closely from that used in and the lessons learned from the evaluation of the first pilot programme in 2000. However, given the step change in the scale of the programme the evaluation framework can be viewed as a pilot as much as the activities themselves. This framework is comprised of the following elements:

Table 1.1: The elements of the evaluation framework	
Element of the evaluation framework	Achieved responses
Project data from all project managers	Monitoring forms were sent to all 47 projects. Forms were returned from 37 areas.
Survey of participants as they commenced and as they completed the pilot activity.	An estimated 10,340 young people participated in the programme 6,547 start of programme and 2,998 end of programme forms returned. 1,103 participants completed both start and end of programme forms.
Longitudinal review	150 telephone interviews with 2000 cohort.
Telephone follow up of 2001 participants	A sample of 300 follow up telephone interviews completed (3% of participants).
Telephone follow up of 2001 parents/guardians	A sample of 298 follow up telephone interviews completed (3% of participants).
In-depth case studies incorporating the views of the young people, programme leaders and other agencies involved.	8 case studies completed.

Report structure

1.9   The rest of this report is structured as follows:

- chapter 2 details the characteristics of the pilot projects including details of recruitment and pre-start elements, the activities delivered and post-programme elements

- chapter 3 examines the characteristics of participants on the programme

- chapter 4 considers the impact of the programme

- chapter 5 contains a summary of our findings and conclusions.

1.10   Evidence from the case studies has been used throughout the report to illustrate some of the points emerging from the numeric analysis. Moreover, where appropriate we have sought to

combine data from several sources to present a full, integrated discussion of an issue. Where necessary we provide guidance to the reader about the different sources of data used.

2 Characteristics of pilot projects

Introduction

2.1 This chapter is divided into three main sections as follows:

- the first section looks at characteristics of summer activities partnerships that were set up to manage and co-ordinate delivery

- the second section moves to look at the key issue of recruitment and retention and how the partnerships set about engaging young people

- the final section describes the programmes delivered by the partnerships and variations in the approaches adopted.

2.2 The information in the following section is drawn mainly from the Monitoring Information Requirements form, completed by project managers, from 37 project areas.[1] Where appropriate, reference is also made to the survey of project participants and to the qualitative information gathered through the case study visits and telephone discussions with local project managers.

Describing the partnerships

2.3 Following on from the 2000 summer activities pilot the number of programmes set up was extended from 32 to 47 throughout England. There was continuity between the two years with some organisations involved in 2000 continuing to be involved in 2001. Generally, the summer activities programme areas were designed to be contiguous with the 47 actual and potential Connexions areas.

2.4 The awarding of contracts at a Connexions area level meant that in practice the growth of the programme was much more substantial than the 50% increase in the number of projects. Indeed, the target number of participants increased from 1,500 to 14,000. Much of this increase was meant to come from spreading the project to new locations, as well as increasing numbers in the existing areas. In some cases the expansion to new areas has meant that whereas before a project ran in part of a Connexions area, it has now spread to the whole area. This appears particularly likely where the Connexions area straddles more than one authority.

2.5 The project's affinity with Connexions, together with the increased scale of the initiative in 2001, provided the opportunity for a partnership approach to develop with the buying in of

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[1] This includes returns from London East where control was devolved to nine London boroughs. However, due to only five areas submitting monitoring information by the required date the data is incomplete and most of the analysis in this chapter focuses on the other 36 areas.

relevant activities on behalf of young people. Case study visits revealed that in some areas effective partnership working was being undertaken with responsibilities being shared amongst partners under the guidance of strong leadership. However, in other areas partnership working was still in its infancy with perhaps just one organisation attempting to undertake all roles and responsibilities and little involvement from other 'partners.

2.6   The following section looks at the nature of these partnerships in more detail.

Partnership structure

2.7   In addition to differences between partnerships that were set up in pilot Connexions areas and those where Connexions was at an earlier stage in its development, there were a number of other factors which resulted in variation in partnership structures. These included:

- geography of the catchment

- size of the catchment and the target group

- existing links between organisations.

2.8   These factors resulted in a range of partnership approaches being set up. The following gives a flavour of this variety:

Local groups with participant choice
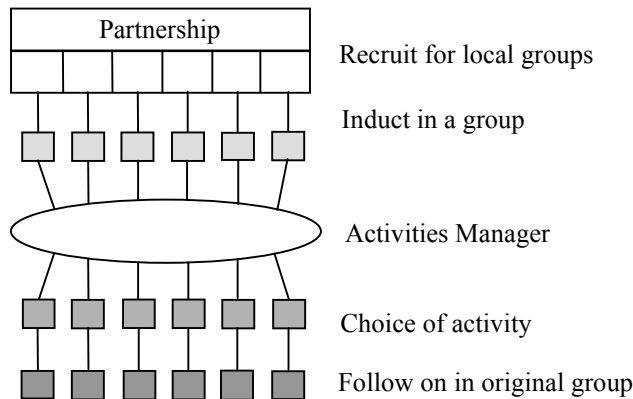
Example: South Yorkshire. Individuals within defined groups given a choice of activities, the management of which was overseen by Rotherham MBC.

Managed Caseload with participant choice

Partnership — Recruitment across an area

Central allocation to groups based on individual's choice of activity

Induct in a group

Activities in the same group

Follow on in original group
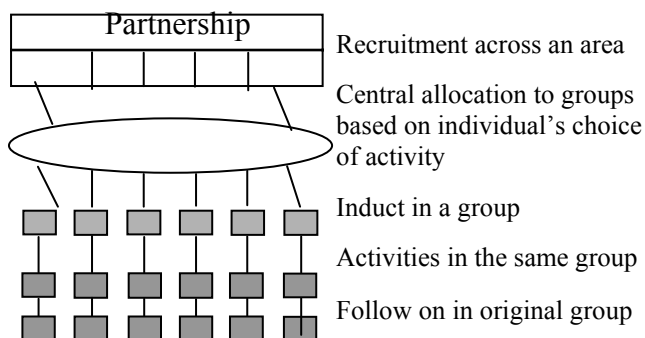
Example: Cornwall and Devon. Individuals were added to a central database. Groups were then defined based on individual's choice of activity.

Local autonomy

Recruit for local groups

Induct in a group

Activity in the same group

Follow on as a group
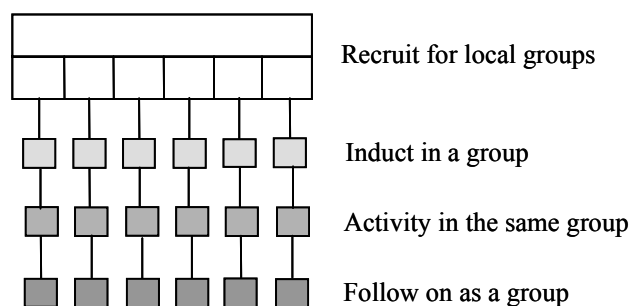
Example: London East. Each of the local authority youth service departments developed a programme, with London South Bank Careers acting as lead partner.

Management Structure

Lead Organisation

2.9   As can be seen from the above examples one of the key variables influencing the partnership structure was the nature and role of the lead organisation involved.

2.10   The majority of projects were led by a local authority (68%), in particular:

- local authority youth service – 57%

- local authority education department – 8%

- local authority outdoor education service – 3%.

2.11   The Connexions service led six of the partnerships. While this equates to just 16% of the sample, it implies that where a Connexions pilot was operational it led in around a third of

cases. This reflects that many of these services are still at an early stage of development and that the Connexions service overall is still in the process of being established. It is expected that Connexions services will play more of a lead role in future years of the programme. In the other 12 Connexions areas, the lead was taken by:

- local authorities – 9 cases

- others – 3 cases

  - a university

  - an outdoor trust

  - a community or voluntary group.

2.12   Other organisations involved in taking a lead included community or voluntary groups like Watford Young Men's Christian Association (YMCA) and others including the Trident Trust, Liverpool Hope University and Brathay Hall Trust.

2.13   Key roles undertaken by the Lead Partner, in nearly all cases, included:

- ensuring providers were Adventure Activities Licensing Authority (AALA)[2] approved

- financial accountability

- liaison with DfES

- managing sub-contracts with service providers

- overall co-ordination

- quality assurance.

2.14   In reality, the role of the lead partner was large and varied, with most taking on a combination of ground level inputs as well as more strategic level tasks. The role of the lead partner in each area was to some extent dependent upon their background experience and interests. In some cases, where the lead manager had a particular passion for outdoor adventure type activities and had been involved in this sort of scheme in the past they were more likely to take on an implementation role. For example, in Hertfordshire the project managers also undertook personal adviser type roles as well as overseeing the management and co-ordination of the project.

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[2] Under The Activity Centres (Young Persons' Safety) Act 1995 it became a legal requirement for providers of certain adventure activities to undergo inspection of their safety management systems and become registered as licensed through the AALA.

Partner organisations

2.15   One of the initial duties of the lead partner was to bring together a group of partner organisations in order to set up a working or steering group. In some cases, the lead partner aimed to integrate organisations that they had worked with previously. In other cases organisations took a more pro-active role in nominating themselves for involvement. Several had been involved in or had heard about the summer activities programme in the previous year.

2.16   The number of partners involved in the scheme averaged six per area. This ranged from 17 in Staffordshire to just one partner in the Kent and Medway project (Medway Council working with Kent County Council as the lead).

2.17   The youth service accounted for the largest group of partners involved in the summer activities programme (24%). This is in addition to their role in many cases as lead partner and illustrates the central role played by the youth service. Community or voluntary groups accounted for the next largest share (12%) with careers services accounting for 11%.

2.19   Local authorities (including the youth service, outdoor education and education) accounted for 54% of all partners with at least 14% of partners in each project being local authority based. Three projects (West of England, West London and Kent and Medway) involved partners who were all local authority based. The latter two projects were also local authority led with the West of England project being headed up by Connexions.

2.19   Two thirds of projects were headed up by a local authority department and each of the six Connexions led projects drew at least half of their partners from the local authority sector.

2.20   This apparent dominance of local authorities in both leading and contributing as partners did not mean that public, private and voluntary partnerships were scarce. Indeed, most projects included such a mix of organisations, something that the Department actively encouraged. In some cases the perceived power struggle between organisations was addressed at the outset with systems being put in place locally to create equal opportunities for all partners in terms of accessing young people. In some cases the summer activities project presented a real opportunity for organisations to 'see each other in a different light' and build on their past working relationships.

2.21   A full breakdown of partner types is shown in Table 2.1.

Table 2.1: Categorisation of partners		
	%	Number of partners
Local authority – youth service	24%	60
Community / voluntary group	12%	29
Careers services	11%	28
Local authority general	10%	24
Local authority – education dept	9%	22
Outdoor adventure centre – local authority or trust	8%	21
Local authority – outdoor education service	8%	20
Outdoor adventure centre – private	7%	18
Connexions service	6%	15
Local authority – social services	3%	8
Other	2%	6

Base: All partners involved across 36 project areas (251)

Management, co-ordination and administration

2.22   In most cases the managers and co-ordinators were derived from the lead or partner organisations. The role of project managers was to oversee the whole programme, to ensure it ran smoothly and to monitor progress throughout its duration. Co-ordinators took on a more 'hands-on' role with duties including timetabling events, allocating participants to advisers or to activities and managing contracts with service providers. Administrators provided a supporting role in the paperwork and monitoring aspects of the programme.

2.23   Contributions towards management, co-ordination and administration of the projects were considerable. From our discussions with project managers it is apparent that in many cases this surpassed their initial expectations. In several cases the demands of the programme have been such that the original short term secondments or appointments had to be extended further. Projects have also had to deal with problems associated with changes in staff personnel with some projects experiencing several changes in key managers and co-ordinators during the project's lifespan.

Other staff involved in the partnerships

The role of activity providers

2.24   Activity providers were a key component of summer activities programmes in terms of delivery but it is also important to recognise their contributions to the overall management and co-ordination as well. For example, 23% of all partners were categorised as outdoor activity centres and in three cases such organisations led a summer activities project. In total

26 projects included at least one activity provider as a key partner. The following section looks at activity providers and the nature of their involvement in project delivery in more detail.

2.25   The average number of activity providers was 13 per area, but this ranged from 51 providers in Tyne and Wear to just two providers in London West, with a median of nine partners overall.

2.26   Some major activity providers played a role in projects throughout the country. For example:

- Outward Bound Trust – involved in seven projects

- World Challenge Expeditions – involved in seven projects

- Brathay Hall Trust – involved in five projects

- Trinity Sailing – involved in four projects

- United Kingdom Sailing Academy – involved in three projects.

2.27   The majority of activity providers focussed on outdoor adventure as their main type of provision. All programme areas sub-contracted to at least one outdoor adventure activity provider with an average of eight per area. However, 37% of providers were also involved in the delivery of other sorts of activities. For example:

- motoring workshops

- paintball activities

- First Aid courses.

2.28   Other activities also include sessions on careers guidance and curriculum vitae preparation, which were mainly delivered by careers services and Connexions.

2.29   Arts or media type courses were also being offered in fairly large numbers (12% overall). This included a range of innovative types of activities including:

- disc jockey workshops

- Brazilian drumming sessions

- film production and editing.

2.30   A breakdown of partners is given in Table 2.2.

Table 2.2: Categorisation of activity providers		
	%	Average providers per project area
Outdoor adventure	63%	8
Arts or media	12%	3
Information Technology (IT)	4%	2
Work experience	5%	2
Voluntary work	1%	1
Other	15%	4

Base: All activity providers involved in 36 project areas (459)

The role of personal advisers

2.31   Given the lessons learned in the 2000 pilot about the need for personal support and guidance to accompany a programme of activities, this years' projects aimed to integrate personnel in a personal adviser/mentor type role. This also fits well with the onset of personal advisers in the Connexions service.[3] The specific role varied between projects but responsibilities of the personal adviser included inducting young people onto the programme, organising pre and post activity sessions, and maintaining contact with the young person until they progressed to further education, training or employment.

2.32   On average each project involved 30 personal advisers or mentors in delivering the summer activities project. This ranged from just four personal advisers in one area to 106 in another. A more useful indication of personal adviser levels comes from the ratio of personal advisers to young people. On average there were eleven young people to each personal adviser but this varied from 43 young people in one project to two young people in another.

2.33   The variation in number of personal advisers can partly be attributed to project size. For example, all those with 40 or more personal advisers were involved in projects with 150 or more participants. There was also some variation due to confusion over definition. Some projects reported that they did not include any or only a limited number of personal advisers (interpreted as personal advisers under the Connexions definition) when in fact they did involve staff, often youth workers, who provided a personal adviser/mentoring type role. A good example of this is in the Milton Keynes, Oxfordshire and Buckinghamshire project where few personnel were given the official title of personal adviser or mentor but youth workers and other staff adopted a mentoring type role.

2.34   Just under three quarters (74%) of all young people who completed the end of programme questionnaire reported having had a personal adviser for the summer activities Programme. The proportion of young people with a personal adviser varied across the project areas with

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[3] The use of the term personal adviser throughout this chapter is used in its wider generic context unless otherwise specified.

just 32% of respondents from one area compared to three areas with 100%. Just over two fifths (43%) of those with a personal adviser knew them before the summer activities programme.

2.35　　The majority of personal advisers had a professional background in the youth service (55%). A further 21% originated from the careers service. Smaller proportions came from teaching (8%) or outdoor education (5%). A full breakdown of personal advisers' backgrounds is given in Table 2.3.

Table 2.3: Professional background of personal advisers/mentors		
	%	No
Youth service	55%	531
Careers service	21%	208
Teachers	8%	78
Instructors	5%	44
Education welfare services	1%	11
FE tutors	1%	8
Others	9%	85

Base: All personal advisers whose background was specified (965)

2.36　　Within projects there tended to be a mix of personal adviser backgrounds with eight projects reporting that at least 75% of personal advisers had a youth service background. Almost a third (32%) were recruited specifically for the summer activities project but the majority (68%) were seconded from their original position.

2.37　　Projects were asked to report on the average amount of training each personal adviser in their area received regarding the aims and objectives of the summer activities project. The average ranged from some areas offering no training at all (6 areas) to one area offering five days training to each personal adviser. The mean was 1.3 days. Discussions with project managers revealed that where training or briefing had been undertaken it had proved worthwhile and most were looking to broaden this activity in future years.

Engaging young people

2.38　　One of the first tasks for the newly formed summer activities partnerships was to put in place mechanisms for the recruitment of young people. Recruitment and the follow-on issue of retention proved to be a key issue across the 2001 pilots and both are dealt with in turn below.

Recruitment

Organisations involved in recruiting

2.39 A range of organisations were involved in recruitment with Connexions accounting for 31% of all organisations with main responsibility. Careers services made up the next largest share with 18%; closely followed by local authority education departments at 17% (this probably included a large number of schools). Altogether, 24% of those with main responsibility were local authority based. Careers services or Connexions undertook main responsibility for recruitment in about half of the projects. This is perhaps surprising given the nature of the work these organisations are involved in but in some cases may reflect the fact that Connexions was still at an early stage in its development when recruitment was being undertaken. Indeed, project managers commented that they hoped Connexions would take more of a lead role with regards to recruitment in future years.

Eligibility Criteria

2.40 A range of eligibility criteria was put in place at a project level. The most frequently mentioned was that the young person had to be undecided about their future plans. Ninety seven percent of projects said this was important. Others which appear common were that the young person had:

- been involved with particular organisations (Social Services, Pupil Referral Unit etc) - 64%

- been nominated by schools specifically targeted through the recruitment campaign – 61%

- shown poor performance in examinations – 44%

- an ethnic minority background – 31%.

2.41 The profile of this years' participants[4] suggests that these criteria were quite well adhered to. For example:

- 64% of young people had previous contact with a support agency (such as a social worker or Educational Welfare Officer - EWO)

- 88% achieved below a Level 5 in Key stage 3 English

- 16% had an ethnic minority background.

2.42 However, in terms of future plans a high proportion of respondents (90%) reported that they already had plans at the start of the programme. Future plans are discussed in more detail in Chapter Three.

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[4] This is taken from the start of programme survey of 6,547 participants. Further details are outlined in Chapter Three.

Recruitment methods

2.43   On average each project spread their recruitment over four months. Some projects started recruitment as early as January whereas others began as late as July.

2.44   The main method of recruitment was via teachers or school nomination but as can be seen from Table 2.4 a variety of other sources were also used. This variation in methods used was echoed in discussions with project managers. Even if a set procedure for recruitment was outlined at the start this was often supplemented at a later stage in order to boost the numbers recruited to the target level. For example, in one area an initial mailout, which contained an invitation to an open day, attracted fewer than 20 people. Those involved locally then sought to work through schools, careers and the youth services to generate individual leads, which could then be followed up by the project manager. Despite these efforts there were still some places available and so friends of those who had joined were also approached.

Table 2.4: Recruitment methods

	%	Number of projects
Teacher / school nomination	94%	34
General marketing through schools	78%	28
General marketing through other organisations /media	78%	28
Careers service / personal adviser nomination	83%	30
Nomination via another service	81%	29
Other *eg Youth Offending Team and detached youth workers*	39%	14

Base: All projects specifying recruitment methods (36)
Note: Multiple response question therefore percentages do not add up to 100%

2.45   Discussions with project managers and other staff directly involved in recruitment revealed that a number of approaches to recruitment appeared to achieve more effective results:

- adopting a personal approach - eg one organisation in Oxfordshire (as part of the Milton Keynes, Oxfordshire and Buckinghamshire project) undertook one-to-one visits to the young person's home environment to discuss the aims and objectives of the programme and deal with concerns raised by young people and parents/guardians

- build up relationships in the lead up to the main activities – eg a youth centre in Devon worked with young people over a series of months in the lead up to the main activities in order to provide them with full information about the experience

- realistic expectations – a number of providers stressed the importance of being open about exactly what the project would involve. Marketing the project as a 'holiday' may have drawn initial interest but led to fall out later on.

2.46   The recruitment issue remained pertinent across project areas. Personnel who had been involved in similar programmes before commented that the disengaged nature of the target group meant that problems surrounding recruitment were particularly acute.

Judging the effectiveness of recruitment

2.47   An assessment of the effectiveness of the various approaches adopted can be made by looking at the numbers achieved across project areas.

Numbers participating

2.48   With regards to those expressing an interest, 18 projects achieved 100% or more of their target, with a median of 295 being achieved across the 36 project areas. The overall numbers expressing an interest marginally surpassed the original target for enrolment.

2.49   The numbers who enrolled formally were down on those expressing an interest, with over 2000 fewer young people enrolled than initially expressed an interest. The actual level of fall out at this stage is even higher, as we know from our discussions with projects that more people were recruited between the expression of interest and enrolment stage.

2.50   The numbers taking part in the summer activities programme (taken as the number of young people participating in the main activities programme) fell significantly from those enrolled (down 20%). The average of 220 young people per project translates into an estimated 10,340 young people across the 47 project areas. This suggests that about three-quarters of the estimated number (14,000) was achieved. Table 2.5 tracks the changes in the proportions involved throughout the programme.

Table 2.5: Numbers of young people participating					
	Original target	Expressing an interest	Formally enrolled	Undertook main activity programme	Number leaving during induction phase	Number leaving during the main activity phase
Total	11,890	12,138	9,948	7,921	2,014	532
Mean	330	357	276	220	61	17
Median	298	308	257	193	48	7
Maximum	740	1,500	500	703	338	130
Minimum	30	4	25	20	0	0

Base: Projects specifying information on the number of participants (36)

2.51   This varied between projects. Table 2.6 shows those projects achieving 100% or more of their original targets. At the other extreme were three projects that achieved less than a third of their original target. Recruitment difficulties were a key problem here and in one case one of the original key partners withdrew from the scheme following confusion over recruitment

responsibility. In other cases the partnership focussed very robustly on the target group and was reluctant to infill with young people that were outside the target group.

Table 2.6 : Projects achieving participant targets		
	Target	Achieved
County Durham	170	229
South Yorkshire	578	703
Nottinghamshire	400	426

Fall out rates

2.52   An average of 61 young people left from each project during the induction phase, with a lower average of 17 leaving during the main activity phase. This ranged from some projects losing more than 300 before and 130 after compared with other projects losing none in the first phase and just two in the second. Information on rates of drop out proved difficult to monitor at a project level given the scale of infilling that took place as projects sought to ensure that the residential places they had booked were filled by someone. It was not atypical for a group of young people to be initially recruited and complete the induction activities and then be replaced with almost an entirely new group at a later stage. One of the case study partnerships encountered such difficulties after running a taster residential.

2.53   There was also some variation in the reasons for leaving during the induction phase compared with those leaving at a later stage (Table 2.7). During the induction phase the reason for young people leaving was not known in 50% of cases. This probably reflects that there was no close relationship between the young people and programme staff at this point. However, given the application of recruitment criteria it may be a matter of some concern that a programme which was intended to help keep young people at risk to stay in touch with the system, lost touch so quickly with such a large number. During the main activities phase the most common reason for leaving was to get a job (41%).

Table 2.7: Reasons for young people leaving the project early

	Those leaving during induction phase*		Those leaving during the main activity phase**	
	%	No	%	No
Got a job	19%	380	41%	218
Personal reason	10%	204	14%	74
Unhappy/prog. not suitable	9%	177	6%	30
Excluded from the programme	1%	11	9%	50
Other	11%	225	9%	50
Reason not known	50%	1,017	21%	110

*Base: * Total young people leaving the project during the induction phase (2,014)*

** Total young people leaving the project during the main activity phase (532)

2.54 Project managers referred to the disruption caused by young people leaving the project early. Some of the following problems were encountered when people left or new people joined the project:

- tracking young people and identifying progression routes became difficult

- the development of a cohesive working group was inhibited

- difficult to ensure that all aspects of the programme, including activities, guidance and support were delivered to all young people involved.

Delivering the project

2.55 This section details the different aspects of delivery involved in the summer activities project. A discussion of the main activities programme is followed by consideration of the pre and post activity intervention. The first section gives an overview of the scale of the project in terms of the number of participants and costs.

Scale of the project

Number of participants

2.56 The original target of the project of about 14,000 young people saw a range from 30 in Hertfordshire to over 700 in South Central Connexions in Hampshire. Projects arrived at their original target through a variety of means. For some it was partially demand led with projects identifying the number of 16 year olds without progression routes. For example, 17 projects

reported using information from their local Careers Service Activities Survey[5] to target their recruitment. Others used more of a supply side model to define their target, aiming to recruit numbers based on resources available. In most cases it was a mixture of both types of methods.

2.57   Looking at the actual numbers achieved, most projects were delivering to 150 young people or more. Just four projects delivered to more than 400 participants and two projects to less than 50 participants. This is summarised in Table 2.8.

Table 2.8: Number of participants		
	%	No
400 or more participants	11%	4
250-399 participants	19%	7
200-249 participants	19%	7
150-199 participants	17%	6
100-149 participants	17%	6
50-99 participants	11%	4
0-49 participants	6%	2
Base: All projects (36)		

Project costs

2.58   Twenty-nine projects provided full details on the costs of the projects. The total cost across these areas was almost £5.3 million (£5,292,828) with much variation between projects. This ranged from a maximum of £420,805 to a minimum of £35,189. Using an average actual cost of £182,511[6] the estimated cost of the project across 47 areas is almost £8.6 million, (£8,578,017).

2.59   Table 2.9 gives a break down of costs into key component parts. Activities costs accounted for 50% or more of total costs in 16 projects. In one project it accounted for 88% of the total and in others this was down to just 21%.

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[5] For over a decade the Careers Service has collected data annually on young people completing Year 11. This is based on information collected through schools, local education authorities and other agencies.

[6] Average cost was calculated by dividing the total cost (£5,292,828) across 29 project areas that supplied this information.

Table 2.9 : Total actual costs		
	Total costs	*% of total*
Activities costs	£2,611,740.32	51%
Personal adviser costs	£984,347.06	19%
Management & admin costs	£901,497.64	18%
Miscellaneous costs	£578,352.02	11%
Base: All projects specifying a breakdown of costs (28)		

2.60 Variation between projects can also be illustrated by looking at costs per participants (where the number of participants is based on the numbers taking part in the main activity programme). Average cost per participant was £994, with a range between £1,759 in Hertfordshire and £496 in Nottinghamshire. With Hertfordshire delivering to just 20 young people compared to over 400 in Nottinghamshire it is likely that there were some reductions in cost due to economies of scale. To some extent the project in Hertfordshire still required a similar scale of resources in management and setting up costs even though they were delivering to a significantly smaller number than other projects.

2.61 The total costs to DfES across 29 projects totalled £4,539,983. Using an average of £162,142 per project the estimated total cost to DfES is £7.6 million, which is 89% of the estimated actual costs[7].

The programme of activities

Approach to activity provision

2.62 Given the range and scale of activity providers that were brought in to deliver the summer activities projects it is reasonable to assume that projects were aiming to give young people as wide a range of activities as possible. Responses to questions about activity providers' approaches confirms this. Over a third (37%) of activity providers said they were seeking to introduce a single new experience and a slightly higher proportion (44%) were seeking to equip young people with mastery of a particular practical skill. In most cases projects were aiming to give young people a taste of activities that they may not have encountered previously.

2.63 There was also much emphasis placed on reflecting on the learning experience. Eighty seven percent of providers said that they delivered sessions designed to encourage young people to reflect on what they had learned from their experiences. These reflection or review sessions were designed to involve young people in the learning experience and to try and encourage

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[7] Estimated actual costs are £8,578,017 (using an average of £182,511) and estimated DfES costs are £7,620,674 (using an average of £162,142).

them to extrapolate what they learned during the activities to what they were able to do in more everyday situations.

2.64   In some cases this emphasis on extrapolation culminated in a major team challenge or event. For example, in Staffordshire young people were given a 'pot of gold' to bid for an activity of their choice. Some chose to organise a day out in London with a guided tour of the Houses of Parliament by their local MP, while others organised a trip to Wales where the team built on their climbing skills developed during their initial residential. Overall, 50% of providers set up a programme of learning experiences leading up to a particular, challenging event.

2.65   A key element behind the design of many of the programmes was the idea of empowering young people and it seems as though many of the providers were making good progress towards this. Providers encouraged young people to:

- develop personal goals and what they wanted to achieve from the activities – 88%

- develop rules for the group on acceptable behaviour - 88%

- implement and police rules for acceptable behaviour - 78%

- become involved in the organisation or planning of the activities - 72%

- design an element of the activities - 53%.

2.66   This focus on empowerment was echoed in the responses from young people. It seems that on the whole young people played quite an active role in several aspects of programme organisation. They appear to have been most pro-active in making up rules and enforcing them. On the whole they were less active in terms of buying food and making travel arrangements. A summary of these responses is shown in Table 2.10.

Table 2.10: Responsibility for key elements of the evaluation

	Yes		No		Not stated	
	%	*No*	*%*	*No*	*%*	*No*
Making up rules about what you could and could not do	*63%*	*1,637*	*30%*	*780*	*7%*	*184*
Making sure everyone kept to the rules	*61%*	*1,588*	*31%*	*795*	*8%*	*218*
Preparing food for the group's meals	*44%*	*1,133*	*47%*	*1,210*	*10%*	*258*
Buying food for the group's meals	*18%*	*478*	*68%*	*1,775*	*13%*	*348*
Making travel arrangements	*18%*	*459*	*67%*	*1,740*	*15%*	*402*

Base: All young people who went on a residential (2,601)

2.67 A wider discussion on the approach to activity provision can be found in Annex F, which contains a summary by Dr Peter Higgins and Dr Robbie Nicol of Edinburgh University of their booklet on 'Learning as Adventure: Theory for Practice.'

Main activities

2.68 The vast majority of projects (98%) reported that they offered all young people the chance to undertake a residential activity. The majority of programmes offered a 'choice of activities from a menu' for either groups or individuals (42% respectively). Smaller proportions reported that groups (14%) were allocated to activities directly. Further choice was offered to young people within residential activities:

- 66% offered a partial choice of activities, that is, some choice within a structured core

- 19% offered limited choice (a programme set each day for the group as a whole)

- 11% offered a full choice with participants designing the programme of events.[8]

2.69 Overall 87% of the young people who completed an end of programme questionnaire reported that they attended a residential – defined as 'a stay overnight somewhere.' Young people from four project areas reported that they had all attended a residential element whereas at the other extreme one project noted that just 38% of the young people had undertaken a residential visit as part of the programme.

2.70 A high proportion of projects (83%) gave young people the opportunity to undertake a non-residential activity. Evidence of take up of the non-residential element comes from the young

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[8] The remaining 4% of activity providers did not answer this question.

people themselves. Forty percent of all young people who completed an end of programme questionnaire reported that they attended a non-residential activity as part of the programme. This varied across project areas with a high of 82% in one project and as low as 12% in another.

2.71   The types of activities undertaken as part of the non-residential element are shown in Table 2.11. Non-residential activities undertaken showed less of a focus on outdoor adventure activities, with a wider spread of activities and more inclusion of creative activities.

Table 2.11: Activities undertaken – residential and non-residential				
	Residential*		Non-residential**	
	%	No	%	No
Outdoor adventure activities on water	78%	2,017	39%	465
Outdoor adventure activities on dry land	78%	2,033	43%	514
Adventure activities in artificial environments	62%	1,615	27%	326
Problem solving	55%	1,434	27%	329
Expedition[9]	23%	603	5%	65
Voluntary work	10%	251	8%	100
Creative tasks	25%	663	27%	329
Indoor activities	54%	1,411	41%	494
Others	7%	193	26%	235

*Base: * All who went on a residential (2,601)*
*   ** All who went on a non-residential (1,206).*
Note: Multiple response questions therefore percentages do not add up to 100%

2.72   Seventy eight percent of young people with a personal adviser reported that they attended the residential in some capacity:

- 68% reported that the personal adviser stayed with them all of the time

- 10% reported that personal advisers were there some of the time.

2.73   Those with personal advisers who attended the residential went on to report that in terms of getting involved in the activities:

- 53% said the personal advisers did everything that they did

- 40% said the personal adviser did some of what they did.

2.74   Project managers and personal advisers themselves were able to comment on the benefits and drawbacks of personal advisers attending the main activity programme. In some respects it was a good opportunity for the personal adviser to witness learning and skills development in the young person which could then be extrapolated to situations back in their home environment. However, others were of the opinion that it was often best for people who were

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[9]An 'expedition' was one element of the residential such as a mountain bivouac or a sailing trip to France.

not so closely connected to the young people to get the most out of them on the activity programme.

2.75   In addition to the main residential and non-residential activities, as well as the input from personal advisers, projects also incorporated the careers service within the design of its programmes. The careers service has much to offer, including:

- a remit to work with school leavers, many of whom share the characteristics of Summer Activity participants

- systems for tracking clients during the transition to further education or work

- good staff training and development systems

- staff with guidance skills.

2.76   Projects used these attributes to good effect by intervening in order to ensure participants were informed about their choices post 16. For example:

- in *Hertfordshire* the careers service carried out a two day interactive workshop session called 'The Real Game' helping the participants to write their CVs, develop awareness of their skills and qualities as well as an understanding of what employers are looking for. The participants completed paper-based self-analysis, activities and games. They set targets and discussed next steps. The careers service also offered the participants one-to-one sessions as a follow-up

- in *Suffolk* the careers service provided information about jobs and education through college prospectuses, 'local routes' leaflets, and set up laptops and printers with help programmes. The programmes included Kudos (suggests suitable careers), Higher Ideas (provides information about which A/ASLevels to choose) and Key Clips (information about jobs). Careers input was informal, participants had access to careers advisers and could book sessions in their free time throughout the duration of the programme

- in *Derbyshire* the careers service was very much an equal and active partner. Careers were involved from the start with responsibilities for recruitment and were able to ensure that consistent participant criteria were applied across schools. They also developed a comprehensive training programme for those undertaking a personal adviser type role. The agency targeted those leaving the programme early as a priority client group and applied the PROFILE client tracking system, which proved effective.

Pre and post programme support

2.77   On average each participant spent three days on induction with an average of four days spent on post activity follow up. However, several projects were planning to undertake ongoing follow-up work into the new year.

2.78   The main activities undertaken during the induction phase centred around planning and preparing for the residential – 85% of all programmes offered this to all or some of its participants. A slightly smaller proportion (66%) offered an introduction to activities and taster days run by activity providers (68%). Other main activities undertaken were as follows:

- one to one inductions with personal advisers – 88%

- careers counselling/guidance – 83%

- group working sessions – 76%

- preparing individual action plans – 74%

- health and safety briefings – 69%

- counselling regarding choice of summer activities – 62%.

2.79   Smaller proportions offered formal sessions on drugs (32%) and examination support (34%).

2.80   High proportions of projects said they *offered* the following activities as part of the post activity stage:

- careers counselling/guidance – 97%

- one to one advice or counselling – 82%

- reviewing an individual action plan – 82%

2.81   The nature of the sessions offered during the post activity phase put greater emphasis on future plans and progression routes:

- support with course enrolment – 79%

- support after training courses have commenced – 68%

- formal sessions on benefits advice – 39%.

2.82   In addition, around two thirds of all programmes also offered awareness raising sessions on key issues relating to the target group. For example, 34% offered formal sessions on drugs, 34% sessions on sexual health and 31% offered formal sessions on race awareness.

2.83   For many projects a celebration event was a key element of the follow-up activities with young people often taking responsibility for organisation and presentation. Eighty two percent of projects incorporated this into their programmes. Project staff commented on the good response to these sorts of events by the young people and their parents or guardians.

2.84   The end of programme questionnaire asked a series of questions about the involvement of personal advisers before and after the main activity programme and this is summarised in Table 2.12. Overall, a slightly higher proportion of all young people met a personal adviser before the activities programme (61%) compared to after the programme had finished (55%). Looking at just those with a personal adviser:

- most young people met their personal adviser just once or twice before and after the programme

- about a fifth met with their personal advisers every day

  ➢ 19% met with their personal adviser everyday before the activities programme

  ➢ 15% met with their personal adviser everyday after the activities programme.

2.85   Furthermore, 71% of those with a personal adviser reported that they stayed with them throughout the entire residential and a further 11% reported that their personal adviser stayed with them for some of the time.

Table 2.12: Frequency of meetings with personal advisers

	Before the activities programme		After the activities programme	
	%	*No*	*%*	*No*
Once or twice	*36%*	*304*	*38%*	*318*
Once a week for a few weeks	*18%*	*152*	*14%*	*114*
Every Day	*19%*	*160*	*15%*	*128*
Once a fortnight for a few weeks	*7%*	*56*	*5%*	*43*
Never	*16%*	*134*	*21%*	*175*
Not stated	*3%*	*29*	*7%*	*57*

Base: All who have a personal adviser (835)

2.86   For the largest groups of young people the nature of the meetings were the same both before and after the summer programme, that is, meetings tended to be held in groups of five or more young people (37% and 32% respectively). One to one meetings and a mixture of styles were also common. This is summarised in Table 2.13.

Table 2.13 : Nature of meetings with personal advisers

	Before the activities programme		After the activities programme	
	%	*No*	*%*	*No*
In groups of five or more young people	*37%*	*247*	*32%*	*191*
Mixture of one to one and group meetings	*24%*	*163*	*24%*	*145*

One to one	*22%*	*146*	*27%*	*161*
In groups of between one and four young people	*15%*	*103*	*16%*	*95*
Not stated	*2%*	*13*	*2%*	*11*

Base: **All who have a personal adviser and have met before the activities programme (672)*
**All who have a personal adviser and have met, after the main programme of activities had finished (603)

Summary

Key statistics	
Number of projects participating*	47
Estimated number of young people across 47 areas**	10,340
Local authority led partnerships	68%
Mean number of partners	6
Mean number of personal advisers	30
Total costs associated with delivering the programme	£8.6 million
Total DfES support	£7.6 million

* The information in this chapter is based on responses from 36 project areas.
** Based on a mean of 220 young people per project involved in the main programme of activities

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2.87   Forty-seven pilot projects delivered summer activities projects to an estimated 10,340 young people. The structure of the partnership varied across the country in both scale (one to 31 partners) and type of lead organisation (68% were led by Local Authorities).

2.88   Other key personnel involved in the project were activity providers (average of 13 per area) and personal advisers with a mentoring type role (an average of 30 per area). Personal advisers were mainly sourced from local authority Youth Services and on average had received 1.3 days training, although personal advisers in six areas received none.

2.89   Actual project costs reached around £8.6 million with costs incurred by DfES reaching about £7.6 million. Costs per participant ranged from £496 to £1,759.

2.90   Over three-quarters (78%) of young people undertook outdoor adventure type activities on their main activity programme. Eighty percent of personal advisers attended the residential with 53% undertaking all the activities.

2.91   The average induction activities lasted three days with follow up support lasting an average of four days, although much of this was ongoing. Most projects (82%) incorporated a celebration event into its post activity follow-up.

3 Characteristics of participants

Introduction

3.1 This chapter provides more detailed information on the types of young people who were involved with the pilots. In particular it looks at the characteristics of those young people who took part, why they were interested in doing so and what they wanted to get from their participation. The information used in this section is mainly derived from the start of programme questionnaires.[10]

3.2 The importance of looking at these baseline characteristics is two-fold:

- it provides a basis from which to gauge the progress made by the end of the project and thus the impact of the summer activities programme

- it enables us to assess the robustness of recruitment criteria and whether pilots have identified the target group.

Personal Characteristics

3.3 The summer activities programme sought to recruit 16 year olds who were leaving school and who were unsure of their plans. In the earlier stages of the programme it was anticipated that up to 14,000 young people would participate in the programme. In the event, approximately 10,340 young people participated in the summer activities programme.[11] Table 3.1 outlines the key characteristics of the group, which are discussed in more detail below.

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[10] A total of 6,547 start of programme questionnaires were received from across the 47 project areas.

[11] This is derived from an average of 220 across 36 project areas, grossed up to 47 areas.

Table 3.1: Characteristics of participants	
	%
Age:	
Younger than 16 years	3%
16 years	62%
Older than 16 years	32%
Not stated	2%
Gender	
Male	59%
Female	41%
Disability	
With a disability	4%
With no disability	93%
Not stated	3%
Ethnicity	
Black	7%
Asian and other non-white	9%
White	84%
Base: All respondents (6,547)	

Age

3.4 Almost two thirds of the participants (62%) were aged 16, while the others were either older (32%) or younger (3%). Some of those aged 15 or 17 could still have been due to leave school and some young people may not have reached the age of 16 until June, July or August. Others may have missed a year of schooling (for example, due to illness). A number of projects widened the target age group after being unable to fill places with Year 11s. In-filling of places with participants from an older age group often took place at a later stage in the recruitment process but efforts were made to ensure that other eligibility criteria such as being undecided about future plans were adhered to.

Gender

3.5 There was a slightly higher proportion of boys (59%) in the 2001 cohort compared to girls (41%). In recent years there has been a national trend for boys to under-perform in public examinations. For example, in 2001 45% of boys achieved five or more A*-C grades at GCSE compared with 55% of girls[12]. In light of this trend and given the focus of the summer

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[12] GCSE/GNVQ and GCE/A/AS/VCE/Advanced GNVQ Results for Young People in England 2000,2001 (provisional statistics), November, 2001. DfES.

activities programme it seems reasonable that projects should be aiming to recruit a higher proportion of males.

Ethnicity

3.6 Across England, 11% of secondary school pupils[13] come from ethnic minority backgrounds, whereas 16% of the participants on the programme did. This is an increase of 4% on the pilot programme conducted in 2000. The recommendations made by the evaluation of the summer 2000 pilot programme stated that "given the relatively high proportion of young people 'at risk' who come from ethnic minority backgrounds, the pilot programme needs to ensure that it continues to reach a good representation of the 'at risk' group, rather than representation of the population as a whole." The increase in the proportion of participants from ethnic minority backgrounds suggests that the projects are effectively targeting such 'at risk' groups.

Disability

3.7 In the UK around 3% of children aged 0-16 have a disability, while 4% of those on the programme reported that they had some sort of disability. Representation in terms of the population is good, although this indicates a fall in the proportion of disabled young people taking part since 2000 with fewer projects focussing wholly on this target group.

Academic performance

Key Stage Three Results

3.8 Participants were also asked to report on their academic performance in order to try and establish a baseline from which progress and the impact of the summer activities project could be measured.

3.9 Key Stage Three results were a good measure of gauging academic performance to date as most young people would not have achieved their GCSE results at the time of starting the summer activities programme. Table 3.2 shows the number of pupils achieving Level 5 or more in Key Stage Three English, Maths and Science assessments. The number of programme participants achieving scores of five or more is much lower than in England across each of the three subject areas.

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[13] Pathak. S, 2000, *Race Research for the Future Ethnicity in Education, Training and the Labour Market* DfES.

Table 3.2: Key Stage Three attainment		
	% Achieving Level 5 or above	
	England 2000/2001*	**Programme Participants****
English	64%	22%
Maths	66%	23%
Science	66%	23%

* Source: The Autumn Package of Pupil Information, October, 2001. DfES
**Base: All respondents (6,547)

GCSE Results

3.10   Overall, the 2001 cohort falls below the national average in terms of GCSEs entered. In England in 2001 91% of 15 year olds were entered for five or more GCSEs or GNVQ equivalent[13]. This compares with 79% in the summer activities 2001 cohort. A further 10% were not entered for any GCSEs and 11% reported finishing between one and four GCSEs.

3.11   Looking at GCSEs actually obtained[14] 64% achieved more than 5 A*-G grade GCSEs, compared with the National Average of 89%. Thus one quarter (25%) of participants were below the National Average and perhaps less motivated at the start of the programme.

3.12   While DfES made it clear within their guidance that the programme was not exclusively for those liable to a low level of attainment this characteristic is likely to be shared by those at risk during the transition from the school environment.

Other qualifications

3.13   In addition to mainstream GCSEs, 27% took other qualifications with the main ones being:

- General National Vocational Qualifications (GNVQs) – 8%

- Certificate of (Educational) Achievement – 7%

- Key Skills Units – 5%.

Special Educational Needs

3.14   Sixteen per cent of participants reported that their school thought they had special needs with 9% holding a statement of special needs arranged for them by their school. This is well above the national average for children with Special Educational Needs. For example, 2.5% of pupils at secondary schools held statements of SEN in 2001.[15]

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[14] Information for this is derived from the end of programme questionnaires.

[15] Statistics of Education: Special educational Needs in England, January 2001. DfES.

3.15　In addition to specific special needs 64% had received help from a supporting organisation over the last couple of years. The main organisations they had received help from were[16]:

- Careers service – 43%

- Youth service – 24%

- Social worker – 13%

- Educational welfare officer – 9%

- Youth offending team – 7%.

- School attendance

3.16　School attendance records are another proxy indicator of participants' motivation levels at the start of the programme. Over two thirds of participants held a good attendance record with 37% hardly ever missing school and 30% missing some school only because of illness. The remaining third can be regarded as a having a less impressive attendance record:

- 8% missed some school because they didn't want to go

- 13% missed a lot of school because they didn't want to go

- 7% were excluded[17].

3.17　Once again the Department made it clear within their guidance that the programme was not exclusively for those with poor attendance records, but such characteristics are likely to be shared by those at risk during the transition from the school environment.

Levels of personal and social development

3.18　Both the start of programme and the end of programme questionnaires contained a series of statements against which participants were asked to rank their own ability or confidence on a four-point scale. The question comprised of a series of statements, which were grouped by personal and social development characteristics (self-esteem, confidence, teamwork, leadership, new experiences, communication, time management, achievement motivation and emotional control). For example, with regard to *self-esteem,* young people were asked whether they agreed fully, a lot, a little or disagreed with each of the following:

- I feel good about myself

- other people my age generally like me

- I'm the first to volunteer.

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[16] Note that this was a multiple response question.

[17] The remaining 5% did not state a response to this question.

3.19   The personal and social development characteristics were drawn together from a range of
        sources including Neill's Life Effectiveness Questionnaire (LEQ)[18] – a measure of personal
        effectiveness that has already been used elsewhere to evaluate outdoor education
        programmes.[19] The selected personal and social development characteristics also match the
        original objectives of the scheme as outlined by DfES.

3.20   Participant ratings were then turned into a 'score' for each personal and social development
        characteristic. The overall responses were divided into quartiles to allow comparison across
        each of the characteristics. These processes, a definition of each of the personal development
        characteristics and an explanation for their selection are outlined in more detail in Annex A.

3.21   The results of the analysis (Table 3.3) shows that a significant proportion of the participants
        thought that they possessed very good skills in areas such as motivation, confidence,
        teamwork and time management as they started the programme. At the other end of the scale,
        very few participants reported poor skill levels. Participants' self perception of leadership
        skills, self esteem and emotional control was not quite as positive, although only between 4%
        and 1% reported being very weak in these areas.

Table 3.3: Participants responses grouped into skill types and graded by quartiles				
	Top	**Higher**	**Lower**	**Bottom**
Achievement Motivation	46%	47%	7%	1%
Confidence	38%	50%	11%	1%
Teamwork	35%	52%	11%	2%
Time Management	35%	50%	14%	2%
Communication	33%	58%	9%	1%
New Experiences	32%	61%	6%	1%
Emotional Control	27%	49%	21%	4%
Self esteem	21%	54%	23%	1%
Leadership	8%	55%	35%	2%

Base: All respondents (6,547)

Future plans

3.22   The majority (90%) of young people recruited for the programme did have plans about what
        they wanted to do in September when they started the summer activities programme.
        Looking in more detail at the nature of what this group planned to do:

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[18] Neill, Marsh and Richards 1997.

[19] For example, Beth Dunbar, PhD Study, Raising achievement through Outdoor Education, University of Edinburgh.

- 65% were going onto college or school sixth form

- 11% were going into employment

- 11% were starting a training scheme or Modern Apprenticeship

- 3% had various other plans, including wanting to join the armed forces.

3.23   Out of the remaining 10%, 9% did not know what they would be doing in September and 1% reported that they would be doing 'nothing'.

3.24   Thus, it seems that a relatively small proportion fitted the programme's criteria of being undecided about the future plans. One factor that may account for this was the timing of the initial questionnaire. The original intention was for the questionnaires to be introduced at first contact but delays in distribution meant that this was not always the case. In some projects development work with personal advisers had already started by the time participants completed a start of programme questionnaire. It is unlikely that the first few meetings with personal advisers would have had such an impact on so many young people, especially given the work planned for the rest of the summer.

3.25   It seems more likely that young people had not made informed decisions about their plans for September and had not finalised their plans at the start of the summer. This point is reinforced by the fact that over a third of all participants had not received assistance in deciding what choice to make in September before starting the programme. Project managers also commented that despite young people having positive aspirations personal advisers might have known that failure to achieve the necessary grades was likely, and therefore further development work was required. For example, staff on the Suffolk programme commented that young people who were not thought to be in the target group were unsure of their futures when speaking to careers advisers and therefore turned out to be in the target group. This was a common finding across other case study areas.

Comparing the profile of participants with the 2000 cohort

3.26   In terms of key demographic characteristics there has not been much change between 2000 and 2001 with both years reporting similar proportions in the minority groups. It is noticeable that there was a slightly higher proportion of young people from ethnic minority groups in 2001 and slightly fewer with a disability.

3.27   Motivation levels, as gauged by school attendance and GCSEs, were also similar across the two cohorts. As for future plans, slightly fewer participants wanted to continue in school or go onto college at the outset of the programme in 2001 than in the previous year. However, a slightly higher proportion of respondents were undecided in 2001. Key differences between the two cohorts are summarised in Table 3.4.

Table 3.4: Comparing key participant characteristics, 2000 and 2001		
Key characteristics	**2000 response** [1] **%**	**2001 response** [2] **%**
Age		
Age 16 years	78%	62%
Gender		
Males	61%	59%
Females	39%	41%
Ethnicity		
From an ethnic minority background	12%	16%
White	88%	84%
Disability		
With a disability	8%	4%
Without a disability	92%	93%
GCSEs		
Taken five or more GCSEs	79%	79%
Taken less than five GCSEs	21%	21%
School Attendance		
Rarely missed school	67%	67%
Sometimes avoided school	20%	8%
Often avoided school/excluded	13%	20%*
Future plans at the start of the programme		
Wanted to go onto school/college	76%	65%
Don't know	4%	9%

[1] *Base: All respondents, Summer 2000 (853)*
[2] *Base: All respondents, Summer 2001 (6,547)*
* The remaining 5% did not know.

Getting involved

Finding out about the programme

3.28 Over a quarter (28%) of participants said that they had heard about the programme from a teacher and a further quarter (26%) heard about it from a youth worker. In addition 14% of participants heard about the programme from friends.

Table 3.5: Finding out about the summer activities programme

Source of information	% of participants
Teacher	28%
Youth worker	26%
Friend	14%
Personal adviser	6%
Parents	2%
Social worker	2%
Training provider	2%
Educational welfare officer	1%
School	1%
Someone visited the school	1%
By letter	1%
Careers adviser	2%
Other	3%

Base: All respondents (6,547)

Finding out more about the activities

3.29   Programmes appear to have used a number of methods to inform participants about the types of activities they would be doing on the project. By far the most popular methods were leaflets or letters, and passing information directly from those running the project. Whilst not as common, videos and taster sessions have also been used in a number of projects, perhaps in addition to other methods.

Table 3.6: Finding out about the activities available

	% of participants
Leaflets or a letter telling them about the project	53%
Information from the people who were running the project	52%
A video showing the activities they'd be doing	8%
Taster sessions of the activities	8%
No information received beforehand	5%
Young people who did the project last year	2%
Other	2%
Youth Worker	1%
Friend	1%

Base: All respondents (6,547)
Note: Multiple response question therefore percentages do not add up to   100%

Reasons for getting involved

3.30   Young people were motivated to attend by a number of factors, but by far the most frequently cited reason was that it sounded like good fun (75%). Around four in ten young people said that they did it to meet new people, that they wanted to do some of the activities and they wanted to improve their skills. A majority of males and females said that they took part because it sounded like good fun, but it was the females who recognised the greater long term benefits of taking part: 44% of females said that they took part to improve their own confidence compared 29% of males. This may reflect lower self-confidence amongst females (or a greater willingness to acknowledge shortcomings). Indeed, when asked to agree with a series of attitudinal statements boys scored significantly more highly (9.15) than girls (8.43) in terms of self-confidence.

3.31   Almost 40% took part because it sounded like a challenge and a chance to improve their own confidence.

Table 3.7: Reasons for getting involved	
	% of participants
It sounded like good fun	75%
To meet new people	44%
Wanted to do some of the activities	42%
To improve own skills	39%
It sounded like a challenge	38%
To improve own confidence	35%
Their friends were doing it	25%
They thought it might improve their chances of training/employment	24%
They planned to do something similar but this was free	9%
Other	4%

Base: All respondents (6,547)

Note: Multiple response question therefore percentages do not add up to 100%

3.32   Nine percent of respondents said that they planned to do something similar, but attended the project as it was free. This may represent an element of opportunity cost for those few cases where demand for places exceeded supply. Even if this were the case, the work undertaken by the projects in terms of transition planning should be different from commercial alternatives sold as holidays, so those young people should still have attained some level of additional benefit.

Summary

Key statistics	
Number of participants	10,340
Proportion aged 16	62%
Proportion with a disability	4%
Proportion of males	59%
Proportion who took fewer than five GCSEs	21%
Proportion who "sometimes" or "often" missed school	28%
Proportion who would either go to college or school in autumn as they commenced the programme	65%

3.33   The programme seems, at least to some extent, to have been successful in terms of targeting the appropriate group. The participant group fell below the national averages across some academic indicators. Above average numbers of young people with a disability and those from an ethnic minority were also reported.

3.34   However, in other respects the programme seems to have measured up less well with its recruitment methods. For example, a very high proportion (90%) already had plans about what they wanted to do in September with two thirds planning to go on to school sixth form or college.

3.35   In some respects this suggests that the targeting and recruitment process has not 'moved on' since 2000. However, in some ways the 2000 cohort appeared more motivated. For example, within the 2000 cohort just 4% were unsure of their plans at the start of the programme compared to 9% in 2001.

3.36   In other respects the 2000 cohort shares some similarities with the 2001 participants. For example, similar proportions were disabled, belonged to an ethnic minority and shared the same school attendance record (about two thirds in 2000 and 2001 said they rarely missed school).

4   The impact of the programme

Introduction

4.1   There are two distinct aspects to the impact of the programme upon young people who participated. *Firstly*, there is the impact on their plans for the future, including their attitudes towards the educational and vocational options available to them. The *second* impact relates to how they feel about themselves and their personal attributes. This second impact is, perhaps, the more important of the two because it will help to determine how the young people perform and progress in whichever option they choose.

4.2   This section reviews the overall impacts of the programme in these two areas. It then goes on to assess whether the impact varied by type of participant or by type of project.

4.3   The information in this section is based mainly on returns to the start of programme and end of programme questionnaires, supplemented by our follow up telephone survey of participants in 2000 and 2001. It also includes an analysis of matched survey responses which enables the progress of individuals to be measured. The benefit of this approach is that quite small shifts in the percentage figures are more statistically robust.

Overall impact on future plans

End of summer destinations

4.4   The summer activities 2001 programme has not had a major impact upon the *overall* destination choices of young people. The broad proportions preferring each destination remain largely as they were at the outset of the programme (Table 4.1). There have been two main areas of change, both fairly small. Firstly, in terms of *staying on at school* where there has been a 4% increase to 24%. Secondly, the proportion of young people who were *undecided* has dropped from 8% to 5%.

4.5   These impacts are broadly similar to those that emerged from the 2000 pilot with two key exceptions:

- in 2001, the proportion opting for college fell by 1%; in 2000 it increased by 4%

- in 2001, the proportion opting for employment increased by 1%; in 2000 it dropped by 4%.

4.6   The programme largely appears to have confirmed the original choices of participants. It has, however, for some undecided young people, helped them to think through their options and choose to remain at school. This may be because the programme has raised their expectations

and they now seek a higher educational attainment level to fulfil their objectives, or that they simply want an additional year in which to 'buy time' and explore their options further.

Table 4.1: Participants intentions in the Autumn		
	Start of programme [1] %	End of programme [2] %
Go to college	39%	38%
Stay at school	20%	24%
Join a training scheme/ get a place on a Modern Apprenticeship	10%	10%
Get a job/continue job	9%	10%
Be unemployed	1%	1%
Don't Know	8%	5%
Other	2%	3%
Not stated	10%	11%

[1] Base: All respondents, start of programme questionnaire (6,547)
[2] Base: All respondents, end of programme questionnaire (2,998)

4.7 The *overall* figures, however, do not tell the full story. They mask a degree of switching between options. This is illustrated by the results of the matched survey (Table 4.2) where changes in the thinking of individuals before and after the programme have been tracked.

4.8 The results show that there is considerable traffic towards the school/college outcomes upon completion of the programme, while the vast majority (94%) of those expressing an initial preference for school/college maintain this choice. Almost half of the respondents originally interested in training had decided to remain at school or go to college instead, perhaps suggesting that they now had a more realistic view of the path towards their choice of career. The participants expressing an initial preference for employment tended to be more resistant to change although even here around one third have switched preferences. **In total, 27% of participants have switched from their initial preference.**

Table 4.2: The nature of changes to participants' perceptions				
End of programme response				
Start of programme response	School / college	Training	Employment	Other categories
	%	**%**	**%**	**%**
School / college	94%	1%	3%	3%
Training	43%	33%	16%	8%
Employment	17%	7%	63%	13%
Other categories	38%	6%	15%	40%
Base: All matched responses (1,103)				

Influence of the programme on plans

4.9 It is important to consider *how* and *the extent to which* the programme has shaped these plans. When asked about the degree of influence that the programme had had upon their plans the matched survey data shows that **29% of participants felt that it had *completely* changed them or had a *significant* influence**. Two thirds of participants, however, felt that the programme had had *little* or *no influence* on their plans.

4.10 The influence of the programme appears to be less pronounced than it was last year when almost 40% of participants felt that it had *completely* changed them or had had a *significant* influence. The influence of the programme is more significant (as we shall see) upon groups with lower motivation.

4.11 The 29% describing the programme as having had a *significant influence* or as *completely re-shaping* their plans were asked in what way this had been the case. The results support our view that the programme has reinforced or refined initial choices. Sixty percent felt that the programme had made them *more determined* to achieve what they wanted. A quarter of those responding did not have any *firm plans* at the outset of the programme. Smaller proportions identified more tangible influences such as a *change of options* (14%) or *change of course* (13%).

4.12 Participants were then asked which aspects of the programme had been most influential. A third identified the *residentials*. A fifth cited the contribution of the *personal adviser* while slightly less (17%) felt that the *other young people* on the programme with them had been the key factor. Only 6% identified the *non-residential* aspects of the programme, although this type of activity represented a much smaller proportion of the overall programme of activities. A fifth of the sample did not respond to this question, which suggests that some participants may have found it difficult to separate out the distinct components of the programme.

4.13   Participants were asked about any certification that they had gained through the programme. Thirty six percent had achieved a *course certificate* while a fifth had gained *a first aid certificate*. Just over 10% had worked towards achieving Youth Achievement awards and a similar proportion had worked towards achieving the *Duke of Edinburgh* award. Thirty seven percent did not state any award, which might suggest they were unclear as to what they had achieved or simply that they did not gain any certificates. Timing may also be a factor as some respondents may not yet have received certificates or had their presentation day by the time they had completed their end of programme questionnaire.

Overall impact on personal and social characteristics

4.14   The summer activities programme sought to ease the transition from school, and to develop a range of personal and social development characteristics including confidence, self esteem, teamwork and leadership skills.

4.15   The questionnaires contained a section designed to test attitudes in each of these areas. Participants were asked to grade their own attitudes and abilities (on a four point scale) against a series of statements representing self-esteem, leadership skills, group working etc – the stated objectives of the programme. Their responses to themed groups of questions were then allocated scores, (for more details on this process in Annex A). Table 4.3 provides an overview of the level of movement between start of programme and end of programme for those young people for whom we received both questionnaires, against each of the personal characteristics.

4.16   The results would suggest that there has been a degree of personal progression towards some of the specified programme objectives, but not all. Participants recorded significant improvements in self-esteem, leadership skills and confidence. Less significant improvement levels were also identified in terms of new experiences and communication skills. A significant decline in time management skills, however, was also recorded. It is a concern that for each attribute between a fifth and a half thought their skills had actually declined.

4.17   The decline in self-perception of these personal and social characteristics could be a result of young people being presented with challenges and social situations and feeling they have failed at them. An alternative interpretation of the reported decline in self-perception may be that the young people have been exposed to situations where they have developed a greater realisation of what each of the personal and social development characteristics are. The decline in scores may therefore reflect a more realistic appraisal of their own skills.

Table 4.3: Proportion of individual participants whose 'scores' changed

	Scores increased	Scores stayed the same	Scores decreased	Net impact
	%	%	%	%
Self esteem	60	21	20	+40%
Leadership	43	28	30	+13%
Confidence	42	28	31	+11%
New experiences	37	33	30	+7%
Communication	40	27	34	+6%
Teamwork	36	27	37	-1%
Emotional control	37	24	39	-2%
Achievement motivation	34	30	37	-3%
Time management	31	22	47	-16%

Base: All matched responses (1,103)

Overall satisfaction with the programme

4.18   Participants were asked which aspects of the programme they had found useful. Almost 70% responded that *meeting new people* had been enjoyable while half identified the *residentials* as being a satisfying activity. Almost half felt that *overcoming their own fears* had been a positive outcome of the programme. A quarter of the respondents valued the contribution of the *personal adviser* and a fifth felt that *gaining certificates and awards* had been particularly satisfying. Almost 10% stated that they had *enjoyed all of it*. There was a degree of overlap between the aspects of the programme, which young people found enjoyable and those that they felt had been most influential. This was particularly the case in terms of the residential component and the role of the personal advisers.

4.19   The end of programme questionnaire then went on to consider participants' overall satisfaction with the programme. The findings were positive. **Almost 80% stated that they had enjoyed the programme more than they had anticipated** while a fifth felt that it had been as they had expected. Only 2% felt disappointed by the programme.

Impact on different groups

4.20   The previous section outlined the overall impact of the programme on participants. However, the impact was felt differently by different groups of young people and this is illustrated by the matched responses. The results were analysed by age, gender and number of GCSEs

taken. It was also possible, using school attendance as a proxy for 'personal motivation' (where *rarely missed school* represents highly motivated young people and *often did not attend/excluded* represents participants with low motivation levels) to analyse the survey results in terms of the impacts upon those with different motivation levels. These participant characteristics can be correlated with impact, both in terms of future plans, and personal progression.

4.21   The survey results indicate that the programme has had the effect of reducing the number of male participants unsure about what option to choose or considering entry level employment options (Table 4.4). A similar effect can be identified for female participants who are more likely to have a definite preference by the end of the programme and less likely to select the unsure option. As a result, the proportion of males and females choosing to remain at school has increased by 5% for both genders.

4.22   **The most significant aspirational shifts have taken place with participants who might be considered to have low motivation**. The proportion of this group unsure about their options or considering entry level employment has declined (8% and 3% respectively). The less motivated participants are now more likely to consider staying on at school or attending college than they were prior to the programme.

Table 4.4: Participants' intentions before and after the programme								
	All	Male		Female		Motivated		Un-motivated
	Post	pre	post	pre	post	pre	post	pre	post
Go to college	**38**	35	36	43	42	41	40	31	35
Stay at school	**24**	16	21	26	31	26	31	5	9
Join a training scheme/ get a place on a Modern Apprenticeship	**10**	13	13	6	5	8	7	16	17
Get a job/continue job	**10**	13	10	6	6	7	7	17	14
Be unemployed	**1**	1	1	1	-	-	-	2	1
Don't know	**5**	9	5	7	4	6	3	15	7
Other	**3**	3	3	1	3	2	2	3	4
Not stated	**11**	10	10	9	9	8	8	11	14
Base: All matched responses (1,103)								

4.23   There are also marked differences between groups when the extent of the programme's influence is considered. The programme has had a significantly greater impact on those participants with lower educational attainment and motivation levels. Those who took less than five GCSEs, for example, were more likely to feel that the programme had *completely changed* their plans (Table 4.5).

4.24 Almost 40% of participants who sometimes avoided school and those who often avoided or were excluded from school felt that the programme had *completely changed* their plans or had a *significant influence*. In contrast, a significantly smaller proportion of those who rarely miss school (26%) felt that the programme had had a great effect on them.

Table 4.5: Influence of programme on participants' plans				
	Completely changed plans %	Big influence on plans %	Little influence on plans %	No influence on plans %
By age:				
16 years	4%	24%	34%	36%
17 years	6%	24%	38%	31%
By gender				
Male	6%	23%	35%	35%
Female	4%	26%	36%	33%
By no. of GCSEs taken				
Less than 5	10%	29%	30%	28%
More than 5	3%	22%	38%	36%
By school attendance				
Sometimes avoided school	5%	32%	41%	19%
Often avoided school/ excluded	8%	30%	27%	33%
Rarely missed school	4%	22%	36%	37%
All	**5%**	**24%**	**35%**	**34%**

Base: All matched responses (1,103)

4/25 The programme has had more influence, in general, on the personal progression of participants with lower educational attainment levels and those with lower initial motivation levels. This is illustrated by the results of the matched response survey when the proportion of increased scores is considered (Table 4.6). Participants with less than three GCSEs and those frequently avoiding or excluded from school recorded more progression than their counterparts with over five GCSEs and those rarely missing school. This was most marked in terms of communication skills where the least motivated participants (those who often avoided or were excluded from school) progressed by 4% over the figure for all participants.

Table 4.6: Proportion of individual participants whose 'scores' increased				
	Self esteem %	Confidence %	Communication %	Motivation %
By no. of GCSEs taken				
Less than 3	61%	43%	41%	39%
More than 5	58%	42%	39%	34%
By school attendance				
Often avoided school / excluded	63%	44%	44%	35%
Rarely missed school	59%	42%	39%	33%
All	**60%**	**42%**	**40%**	**34%**

Base: All matched responses (1,103)

Key influencing variables

4.26   In order to test the inter-relationships between the wide number of factors involved in the programme, and so to understand which are most important, we undertook a series of statistical tests using Chi Squared Automatic Interaction Detection (CHAID) and Decision Tree Analysis. The tests drew on data from the monitoring forms and young people questionnaires. The results are summarised below, with a further technical analysis and the full sets of figures contained in Annex B.

4.27   We sought to examine three key dependent variables:

- those who reported changed career plans before and after the programme

- those young people who reported that taking part in the programme had affected future plans

- the influence of the programme on personal characteristics.

4.28   These are discussed in turn below.

Influencing career plans

4.29   One quarter of the young people (25%) reported changing their career plan. The CHAID analysis indicates that the key driver of this outcome was school attainment. Careers plans had changed for:

- 36% of those achieving 0-3 GCSEs

- 26% of those achieving 4-6 GCSEs

- 13% of those achieving 7 or more GCSEs.

4.30   Gender is also a statistically important influence, with males being much more frequent in both groups sitting fewer than 7 GCSEs.

4.31   Further analysis on this variable, including data from the monitoring forms from project managers indicated that a key determinant was the number of days of follow up support, with a clear direct relationship between the number of days of support and the likelihood of changing plans. For example, 37% of those involved in projects where there was between four and six days follow-up reported a change in career plans compared with 9% of those involved in projects where there was no follow up.

Influencing future plans

4.32   The key driver for the 29% who reported that the programme had had a big influence on or had completely reshaped their plans, was whether they initially thought that the programme would improve their chances in employment/training. Forty percent joining for this reason reported that the programme had influenced their plans compared with 26% of those who got involved for some other reason. Moreover, those who expected an impact and saw one, were more likely to do so if they found the activities challenging. Those who did not expect a positive impact, but then reported one were more likely to have a poor school attendance record.

4.33   Further analysis, again drawing in information from the monitoring forms revealed a key driver was the inclusion of an expedition[20] as part of the programme: 38% of those undertaking an expedition reported a positive change compared to 27% who had not. In both cases, where an expedition had and had not been undertaken, the involvement of young people in aspects of the programme was positively associated with an influence on their future plans. Where young people had not undertaken an expedition, there was also a positive relationship with the number of days of follow up support.

Change in personal attributes

4.34   Just over a third of the sample reported a substantial increase in their personal attributes. The key driver of this, identified through the CHAID analysis was where young people had undertaken an expedition as part of their residential experience. Forty percent of those who had undertaken such an expedition reported a substantial increase compared to 34% of those who had not.

Overview

4.35   Taken together these results suggest that the impact of the programme is dependent on a mix of variables:

- school attainment and school attendance levels of the participants

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[20] An 'expedition' was one element of the residential such as a mountain bivouac or a sailing trip to France.

- the involvement in an expedition as part of the main residential

- the initial expectations of the young people – this may be partly a self fulfilling prophesy, but may also reflect the way the programme was promoted/delivered to create linkage to employment and training opportunities.

Impact on young people – the longer term perspective

4.36   A series of follow up surveys were undertaken in order to monitor the impact of the programme on participants after they had a period of time for reflection. In November 2001, follow up interviews were conducted with a sample of:

- 300 young people who took part in the summer of 2001

- 298 parents and guardians who were nominated by the young people who took part in the summer of 2001

- 150 young people who took part in the summer of 2000.

4.37   A more detailed account of all the follow up surveys can be found in Annex A.

Follow-up with 2001 participants

4.38   A sample of 300 summer 2001 participants were contacted by telephone interviewers from NOP in November 2001. By that point most of the young people had been in education or work for a period of time and were able to provide a degree of reflection upon their summer experiences. Respondents were asked to reflect upon the influence of the summer activities programme on their subsequent education and career related choices. The questions asked were similar to those contained in the earlier surveys of participants, but allowed for a greater degree of 'in hindsight' reflection.

Impacts

4.39   Three quarters of the 2001 cohort were in education - either school or a further education college. Ten percent of male participants went into full-time employment following the programme compared with 6% of females. Conversely, slightly more females stayed on in further education than males. In total, 6% went on to a training scheme of some kind including a Modern Apprenticeship or National Traineeship. Five percent went on to get part-time work. Two percent were unemployed compared to a national figure of 6% for all those completing Year 11 in 2000.[21] This suggests a degree of success for the programme, although the targeted selection of the client groups means that this comparison should be treated with some caution.

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[21] Taken from 'The Careers Service Activity Survey 2000' produced by Connexions (2001 data yet to be released). This reported that 6.1% of those completing Year 11 in 2000 were 'economically active but not in full-time education, training or employment.'

4.40   Respondents were asked to comment on how the summer activities programme had shaped their future plans. Upon reflection, 75% said that the programme had had some influence on their future plans. Thirty six percent felt that the change had been great (that the programme had had a big influence or completely re-shaped their plans). This was slightly higher than the response given at the post-programme stage (29%) and might suggest that more benefits from the programme become apparent over time.

Follow-up with 2001 parents

4.41   A telephone survey of parents and guardians was carried out using the contact details provided in the questionnaires completed by young people who took part in 2001. In total 298 parents and guardians were interviewed. There was not much overlap between the two surveys with only a small group of interviews being undertaken with corresponding young people and parents (less than 20).

Previous experience of outdoor activities

4.42   Parents and guardians were asked to comment on whether their young person had ever taken part in any outdoor adventure-type activities prior to getting involved in the programme. Twenty three per cent said they often take part in such activities, 36% said that they take part in them occasionally, 42% said that they had not been involved in outdoor activities of this nature before.

4.43   The main barriers to participation were identified as a lack of opportunity and lack of encouragement. Thirty five percent of the parents and guardians said that their young people had not been given a suitable opportunity before, possibly due to the lack of investment in local authority outdoor education provision made over the past few years. A further 7% of parents and guardians said that they had been restricted by the costs associated with involvement. Lack of encouragement to get involved was also a barrier: 39% of young people did not get involved in the past "for no particular reason"; and 17% had not taken part in outdoor activities due to lack of interest.

Impacts

4.44   Two-thirds of the parents and guardians said that they saw a change in their child over the summer. The main changes that they noticed were:

- more confident (65%)

- enhanced self-esteem (28%)

- more confident about new experiences (20%).

4.45   These results reinforce the views of the young people themselves, which highlighted confidence and self-esteem in particular as areas of significant progression. An overall increase in the number of young people feeling more open to new experiences was also

recorded through the main survey but to a much smaller degree. The frequency with which this was cited by parents, however, may suggest that the influence of the programme has been greater than participants realise.

4.46   Around a third of the parents and guardians identified summer activities as the single most important factor causing the changes that they had seen in their child over the summer. A further 43% said that summer activities would have been one of several key factors and 22% said that it was one of many factors contributing to the changes. Only 3% said that it was not a factor and 2% were unsure. The parent/guardian survey would suggest that the programme has achieved a good level of additionality in terms of its influence on the personal progression of participants.

Follow-on contacts

4.47   Over a third of the parents and guardians have had some contact with the agencies that ran the programme since it finished. Approximately half of the parents and guardians feel more informed about their child's career options now that they have taken part in the scheme. Over two-thirds (68%) said that they now felt more confident about who they could contact about their child's options.

Longitudinal survey of 2000 cohort

4.48   In November 2001, follow-up interviews were conducted with a sample of 150 young people who took part in the summer 2000 pilot programme. The purpose of this aspect of the evaluation was to provide a longitudinal perspective on the programme's impacts. The following section considers the impact on the 150 participants who took part in 2000 by comparing their survey responses immediately upon completion with their current choices and destinations. It also contains their perspectives on the longer-term influence of the programme.

Impacts

4.49   A significant majority of participants (84%) from the 2000 summer activities programme immediately went on to further education in either a school sixth form or a further education college (Table 4.8). This figure had fallen by 6% by November 2001. This does not necessarily represent a drop out rate from education as some of the sample may have already been in further education when they took part in the programme in 2000 and have now completed their studies. Indeed, the main change has been in terms of a shift of 6% into full time employment.

Table 4.7: 2000 cohort destinations				
Occupation	2000 response	%	2001 response	%
School 6th form	43%		39%	
Further education college	41%		39%	
Modern apprenticeship/National Traineeship	4%		5%	
Full-time employment	3%		9%	
Unemployed and seeking employment	2%		3%	
Employed part-time	1%		1%	
Training scheme	1%		3%	
Unemployed & not seeking employment	1%		1%	
Others	1%		1%	
Don't know	2%		-	

Base: All 2000 Cohort follow up respondents (150)

4.50   When asked about the degree of influence that the programme had had upon their plans, 40% of participants felt that it had *completely* changed them or had a *significant* influence on their choices and destinations. Sixty percent of the 2000 cohort participants, however, felt that the programme had had *little* or *no influence* on their plans.

4.51   The participants describing the programme as having had some degree of influence in shaping their plans were then asked how this influence had manifested itself. The largest group (31%) reported that they wanted to go back to school sixth form or onto college. A further 28% said that the programme had made them want to do a different job in the future. Other responses included:

- clearer about what they wanted to do – 13%

- decided to go on a training scheme – 8%

- helped with team building/communication skills – 7%

- decided go on to do a different course – 6%

- felt more confident – 6%.

4.52   Overall, three-quarters believe that they had changed directly as a result of the summer activities programme. The most frequently cited changes included:

- more confidence (both generally and with new experiences)

- better group working skills

- better communication skills.

Follow-on contacts

4.53   Most (80%) of the young people who took part have kept in contact with at least some of those involved in the programme. Two thirds had remained in touch with other young people. Less contact has been maintained with staff from professional organisations but there is some degree of follow-on contact. Seventeen percent had had post programme contact with Connexions staff and around 10% had also been in touch with staff from careers, youth services colleges/training providers. A level of on-going contact has therefore been achieved, although much of this would appear to be on an informal rather than a structured basis.

Summary

Key statistics	
2001 Participants survey	
Proportion for whom the programme has helped shaped their plans	29%
Proportion switching from original plans	27%
Proportion for whom the programme has had no influence on their plans	34%
2001 Follow up survey	
Proportion in education in November 2001	75%
Proportion for whom the project had some influence on their plans	75%
Parents/guardians who had seen some change in their child	66%
Parents/guardians who felt more informed about their child's career plans	50%
2000 Longitudinal survey	
Proportion in education in November 2001	78%
Proportion for whom the programme has helped shaped their plans	40%

4.54   The programme sought to achieve impacts in terms of the transition from school and through greater social and personal skills. The programme did have some impact on young peoples' plans. At commencement of the programme 59% planned to go to school or college, at the end of the programme this had risen to 62%. Almost 30% said that the programme had either completely shaped or had a big influence on their plans. However, the remaining two thirds described the programme as having little or no influence on their plans.

4.55   These results mask a considerable degree of switching between options. Twenty seven percent of participants have, in fact, changed their initial educational/vocational preference. Thirty percent of participants described the programme as having either completely re-shaped their plans or had a significant impact upon them.

4.56 The programme had a more significant influence upon those young people who reported that they often missed, or had been excluded from school. This group of young people, who might be considered to have been lacking motivation at the outset of the programme, was more likely to report that the programme had influenced their plans. At commencement of the programme 36% planned to go to school or college, at the end of the programme this had risen to 44%.

4.57 The influence of the programme can also be seen in terms of the participants' personal progression. The evaluation tested participant progression against a number of criteria reflecting DfES's specified programme objectives. These personal characteristics are important because they will help determine how young people perform and progress in their post school options. The results are summarised below:

- 60% reported an increase in *self-esteem*; 20% reported a decrease

- 43% reported an increase in *leadership skills*; 30% reported a decrease

- 42% reported an increase in *confidence*; 31% reported a decrease

- 40% reported an increase in *communication skills*; 34% reported a decrease

- 37% reported an increase in dealing with *new experiences;* 30% reported a decrease

- little change was reported in terms of *teamwork*, *achievement motivation* and *emotional control*.

- an overall decline was reported in *time management*.

4.58 Subsequent follow-up surveys of the 2001 participants, their parents/guardians and with 150 of the summer 2000 cohort, by telephone, confirmed that these effects appeared to last beyond the immediate end of the programme. In fact, three quarters of the summer 2000 cohort felt that they had changed directly as a result of the programme. These changes were confirmed by the results of the parent/guardian interviews. The most frequently identified changes included:

- more confident

- enhanced self-esteem

- more confident about new experiences.

5 Conclusions and issues arising

Introduction

5.1 This final chapter draws in the information presented in the previous chapter of the report to derive some conclusions about the apparent success of the summer activities programme. In doing so it highlights areas of good performance and also identifies a series of areas of the programme where further development is required.

5.2 Before turning to these issues, it is however important to recognise the context within which the 2001 summer activities programme took place. This year's programme was of a much greater scale than the first year, with many new organisations involved in its delivery. Many of the projects changed or at least had to adapt to the unexpected as the programme evolved. As such, there was a strong element of piloting as part of the programme. This has also been reflected in the evaluation.

5.3 In addition, it has already been decided that from 2002 the funding for the programme will be distributed by the New Opportunities Fund for three years. Therefore, the approach adopted throughout the evaluation has not been to question the need for the programme, but rather we have sought to identify:

- areas of good performance

- lessons learned

- parts of the programme's delivery, which require further development.

Summary of achievements

5.4 It is apparent that much has been achieved in developing the 2001 programme. We estimate that in total around 12,972[22] enrolled in the programme, with 10,340[23] taking part in the main programme of activities. This is a substantial increase on the previous year.

5.5 The increase in the number of young people participating has been facilitated by the involvement of new areas and organisations. The rationale to focus the programme, at least from a contracting point of view, at a Connexions area level appears robust given the strong strategic fit between the two. However, it must also be recognised that in many cases the Connexions service has not yet been launched, and even where it has it is often still finding its feet.

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[22] Based on an average of 276 derived from monitoring information returns from 36 project areas, grossed to the 47 areas.

[23] Based on an average of 220 derived from monitoring information returns from 36 project areas, grossed to the 47 areas.

5.6   programme led a number of new partnerships to come together, often involving agencies which we would anticipate will have a key part in the delivery of Connexions. Where this occurred the programme is likely to have helped ease the introduction of the service. A similar effect is likely to arise from the significant number of people who received training to take on the role of the personal adviser.

5.7   It is also apparent that the service on offer to young people has developed further this year. For example:

- the majority of programmes offered a 'choice of activities from a menu' for either groups (42%) or individuals (42%)

- a range of activities were offered which did not focus on outdoor adventure, with, for example, about 12% of all activity providers offering activities concerned with the media or arts

- a range of non-residential activities was offered, in part to attract people who otherwise would not have taken part – 83% of projects gave young people the chance to undertake non-residential activities.

5.8   Almost everyone who took part in the programme appears to have enjoyed the experience: 80% reported that it had exceeded expectations. The programme did impact on some young people's plans. Almost 30% said that the programme had either completely shaped or had a big influence on their plans.

5.9   The programme had a more significant influence upon those young people who reported that they often missed, or had been excluded, from school. This group of young people, who might be considered to have been lacking motivation at the outset of the programme, was more likely to report that the programme had influenced their plans. At commencement of the programme 59% planned to go to school or college, at the end of the programme this had risen to 62%.

5.10   The results in terms of personal attributes are also mixed:

- 60% reported an increase in *self-esteem*; 20% reported a decrease

- 43% reported an increase in *leadership skills*; 30% reported a decrease

- 42% reported an increase in *confidence*; 31% reported a decrease

- 40% reported an increase in *communication skills*; 34% reported a decrease

- 37% reported an increase in dealing with *new experiences;* 30% reported a decrease

- little change was reported in terms of *teamwork, achievement motivation* and *emotional control*.

5.11 Subsequent follow-up surveys with young people and parents/guardians provided a useful opportunity to look at different perspectives and changes in perspectives over time. Overall the results suggest that more benefits from the programme become apparent over time.

5.12 Just over a third (36%) of the 2001 cohort and 39% of the 2000 cohort reported that the programme had completely changed or had a significant influence on their plans – slightly higher than the response from the end of programme questionnaire (29%). This positive impact was further confirmed by the results of the parent/guardian interviews. Almost two thirds (62%) reported that they had seen some change in their young people after the programme had finished.

5.13 The follow up surveys also report more positively on the change in personal characteristics. For example, when asked to specify how they had changed, participants reported changes in confidence, teamwork, self-esteem, motivation and experience with new situations. Parents/guardians also commented that their young people had improved in confidence, self-esteem and new experiences.

Areas in need of further development

5.14 While much has been achieved it is apparent that there is still some distance to go before the programme becomes mature. Partnership working is one area in need of further development. While new partnerships have been formed and others strengthened, the extent and nature of partnership working needs to develop in future years. In some partnerships one organisation, often the youth service, was clearly driving a project with others drawn in simply as service delivery agents.

5.15 This is not to say that the youth service is the wrong agency to lead a local pilot. However, where this occurs it is important that others are drawn in if the programme is to achieve its full potential. One area where partnership working might be expected to be strongest is in the recruitment of young people. However, it appears from the monitoring forms that Careers/Connexions were only involved in this in less than half of the areas; yet they might be thought to be ideally placed to identify suitable candidates. This lack of involvement in 2001 may go some way to explaining some of the problems encountered in recruiting sufficient numbers of young people and is something which would be expected to develop in future years.

5.16 Along with problems recruiting the anticipated numbers of young people, it is also apparent that in many cases, while projects did recruit people who had struggled at school, they struggled to recruit from their target group. The following evidence confirms this:

- there was limited evidence of changes in career aspiration

- many young people appeared to be reasonably well motivated at the beginning of the programme

- two thirds had already decided at the outset that they wanted to continue their education.

5.17   These findings must be seen in the light of two important factors. Firstly, the timing of the questionnaire, which in some cases came after initial developmental work with personal advisers had begun, and secondly the apparent lack of robustness of participants' plans (personal advisers commented that although many had plans about the future these were not necessarily firm and well thought out). However despite this there is still some room for improvement on targeting.

5.18   Where those outside the target group were recruited the impact of the programme on them appears to have been lower. Conversely, when those recruited had achieved few school qualifications and had a poor attendance record the impacts appeared much more substantial. Thirty nine percent of those with less than five GCSEs, for example, reported a significant or complete influence upon their plans compared to only 25% of those with more than five GCSEs. Similarly, while 37% of those who sometimes or often missed school reported that the programme had influenced their plans, this figure fell to 26% for those who rarely missed school.

5.19   In essence, the programme appears to provide benefits for those it is targeted at, but these benefits are less evident if 'over-qualified' people are recruited. Although a small number of more motivated young people can help with group dynamics, in future recruitment must be carefully targeted at less motivated young people.

5.20   Once involved in the programme it is important that young people are offered a full range of advice and guidance to help them develop a clear idea of suitable career aspirations. In this sense it is disappointing that about half of all participants reported not meeting with a personal adviser after the activities programme, although in some cases this does not represent the full programme of post activity work that projects had planned. If the programme is meant to motivate young people, then it would be expected that a discussion after the programme about future options would be appropriate. That said, given the issues around the quality of the recruits it is possible that many may not have seen a need (as it was offered in most areas). However, in future years we would expect to see this proportion rise significantly.

Key points

- the scale of the summer activities programme has increased substantially in terms of number of participants and organisations involved in delivery

- in 2001 the programme has offered a wider range of activities and type of experience to young people

- the programme was reported as an enjoyable and fun experience by most participants

- there was an impact on some young peoples' career choices and levels of personal development

- the survey of those young people who took part in 2000 indicates that the impact of the programme is sustainable in the longer term

- participation in an expedition[24] and follow-up activities are key elements of programme design determining impact

- the benefits are more likely to be felt by less motivated young people

- levels of recruitment have fallen short of target

- a significant number of young people were recruited from outside the target group – partly due to short lead in times and the drive to hit targets

- new partnerships were developed specifically for the summer activities programme, these have the potential to become more mature and well developed in future years.

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[24] An 'expedition' was one element of the residential such as a mountain bivouac or a sailing trip to France.

ANNEX A

**QUANTITATIVE DATA GATHERING
TECHNIQUES**

ANNEX A: Quantitative data gathering techniques

Introduction

A.1.1   This section outlines the quantitative methodologies used in the evaluation framework. The main elements were:

- participant survey, consisting of:

    ➢   start of programme questionnaires

    ➢   end of programme questionnaires

- follow-up survey, consisting of:

    ➢   summer 2001 participants' follow up survey

    ➢   summer 2001 participants' parents and guardians survey

    ➢   summer 2000 participants follow up survey

- project monitoring information.

A1.2   These were intended to complement the more qualitative data that was gathered through the case study visits and interviews with project managers.

A1.3   The following section looks at each of these quantitative techniques in turn. The questionnaires themselves can be found in Annex C.

Participant survey

A1.4   There were two main questionnaires used in the survey:

- **start of programme questionnaire -** this was designed to establish a baseline for those taking part in the summer activities initiative with regard to their future plans and their strengths and weaknesses. The questions also covered issues of 'getting involved' and 'reasons for taking part'

- **end of programme questionnaire -** this was designed to be used as a follow-up tool to track changes in participants' strengths and weaknesses following the period of intervention. It also included questions on the programme as a whole and asked for participants' views on the process.

A1.5   Both questionnaires asked for background information regarding participants' age, ethnicity, disabilities and details of their academic background as well as school attendance.

A1.6   All project managers were sent copies of both questionnaires together with guidelines for their completion. The mail out took place late May 2001, and analysis was carried out on those returned by November, 2001.

Survey Responses

A1.7   Start of programme questionnaires were received from 6,547 individuals and 2,998 individuals completed the end of programme questionnaires. This represents a response rate of 63% and 29% respectively, based on the estimated number of respondents taking part (10,340).

A1.8   Those submitting both a start and end of programme questionnaire (matched responses) totalled 1,103 across the pilot projects. This represents a much lower response rate of 11%.

Attitudinal Statements

A1.9   A series of personal and social development characteristics were drawn together from a range of sources including Neill's Life Effectiveness Questionnaire (LEQ)[25] – a measure of personal effectiveness that has already been used elsewhere to evaluate outdoor education programmes.[26] The selected characteristics also match the original objectives of the scheme as outlined by DfES. Table A1.1 gives a definition of each of these characteristics.

Table A1.1: Definition of personal and social development characteristics	
Characteristics	**Description**
Self-esteem	The degree of personal confidence and self-perceived ability in social interactions*
Confidence	The degree of confidence the individual has in his/her abilities and the success of their actions*
Teamwork	The extent to which the individual perceives he/she can work with other people effectively when a task needs to be done and productivity is the primary requirement
Leadership	The extent to which the individual perceives he/she can lead other people effectively when a task needs to be done and productivity is the primary requirement*
New Experiences	The extent to which the individual is willing to try out new activities and experiences in new situations
Communication	The extent to which the individual is able to exchange ideas and channel their views in groups and on a one-to-one basis with a variety of audiences
Time Management	The extent that an individual perceives that he/she make optimum use of time*
Achievement motivation	The extent to which the individual is motivated to achieve excellence and put in the required effort to attain it*
Emotional control	The extent to which the individual perceives he/she maintains emotional control when he/she is faced with potentially stressful situations*

* Life Effectiveness Questionnaire scales (Neill and Flory, 1999)

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[25] Neill, Marsh and Richards 1997.

[26] For example, Beth Dunbar, PhD Study, Raising achievement through Outdoor Education, University of Edinburgh.

A1.10 Both the start and end of programme questionnaires included an identical question that was intended to track participants' strengths and weaknesses before and after intervention. The question comprised of a series of attitudinal statements, which were grouped as shown in Table A1.2.

A1.11 Respondents were asked to rate their agreement on a four-point scale. These ratings were then turned into a 'score' for each personal characteristic, and this allowed analysis to be generated at two main levels:

- Level 1 – quartiled responses

- Level 2 – matched responses (i.e., those individuals who completed both a start and end of programme questionnaire).

Table A1.2: Attitudinal statements grouped by personal and social characteristics	
Characteristics	**Description**
Self-esteem	I feel good about myself
	Other people my age generally like me
	I'm the first to volunteer
Confidence	I worry a lot
	I believe I can do most things I have to do
	When I work at something I do well
Teamwork	I enjoy working with others
	I do my best work on my own
	I am happy to change my ideas if someone has a better idea
Leadership	I like others to set me clear tasks
	I can get people to work for me
	I am a good leader when a task needs to be done
New Experiences	I enjoy trying out new activities
	I like visiting new places
	I prefer to mix with people I know
Communication	I am able to speak to adults
	I communicate well with groups of people
	I hate disagreeing with others
Time Management	I am mostly on time for appointments
	I don't like being given deadlines
	I often waste time
Achievement motivation	When working on a task I don't worry about getting the detail right
	I like working out the best way to achieve a task
	I try to do the best I possibly can
Emotional control	I often get angry and sometimes lose my temper
	I am easily distracted and I find it difficult to concentrate
	I can stay calm in difficult situations

Follow-up Survey

A1.12   This element of the fieldwork was conducted in-house by NOP's Telephone Interviewing Service to the criteria of the Market Research Society's Interviewer Quality Control Scheme. The questionnaire was self-routing using a CATI script. There were three key elements to this stage of the evaluation:

Summer 2001 participants follow up survey

A1.13   The end of programme questionnaire invited young people to take part in this element of the research and asked for telephone contact details. A sample of 300 summer 2001 participants were subsequently telephoned in November 2001 in order to generate a longer term view of how they think they have benefited and to determine any further changes in their circumstances.

A.1.14   This was intended as a research tool to confirm or clarify some of the comments made in the main survey with regard to the impact on future plans and personal characteristics. The interviews were centred around the following:

- current status / GCSEs obtained

- role of project in determining future plans

- impact on personal characteristics (evidence and impact)

- ongoing contact with project staff/other participants

- overall view of the project.

Summer 2001 participants' parents and guardians survey

A1.15   A parents and guardians telephone survey was carried out using the contact details provided on the end of programme questionnaires. In total 298 parents, guardians and adults who knew the young people well were interviewed. This provided an opportunity for the parents to identify programme impacts on their young people. Questions focussed on:

- finding out about the summer activities programme

- observed changes in their young people and role of the programme in this

- impact on future plans

- ways of improving the programme.

Summer 2000 participants follow up survey

A1.16   A longitudinal follow up of the 2000 cohort was carried out on a random sample of 150 young people from a list of 600 participants who gave their contact details at the end of 2000 programme. This generated a longer term view of how they think they have benefited and

determine any further changes in their circumstances. The interviews focussed on similar topics to those outlined above for the Summer 2001 participant cohort.

Project monitoring information

A1.17   These were included in the evaluation pack sent to 47 project managers at the start of the summer. The forms comprised seven sections:

- the Connexions area

- management structures

- personnel involved in delivery

- recruitment of young people

- the programme of activities

- costs

- reflections on the whole process.

A1.18   The deadline for the return of questionnaires was October 2001 by which date 37 areas had returned MIR forms representing a 79% response rate across all projects.

ANNEX B

STATISTICAL ANALYSIS

ANNEX B: Statistical analysis

Explanation of CHAID

B1.1   Further statistical analysis was conducted by NOP Research Group in order to ascertain the key determinants of positive impacts on young people. Their main statistical tool for this analysis was CHAID and Decision Tree Analysis. CHAID (Chi squared Automatic Interaction Detection) is a multivariate technique which segments a sample according to the relationship between the dependent variable in the analysis (for example, whether future plans have been affected) and a set of 'predictors'/independent variables (in this case the monitoring information plus the set of all relevant questions from the participant survey).

B1.2   The output comes in the form of a tree diagram, such as the one below:

```
                    ┌─────────────────┐
                    │     plan29b      │
                    │   1: 29.10%      │
                    │    n=1103        │
                    └─────────────────┘
              P1505 Thought it might improve my
                chances of training/employment
              ┌──────────────┴──────────────┐
      ┌───────────────┐           ┌───────────────┐
      │       N        │           │       Y        │
      │   1: 25.57%    │           │   1: 40.00%    │
      │    n=833       │           │    n=270       │
      └───────────────┘           └───────────────┘
```
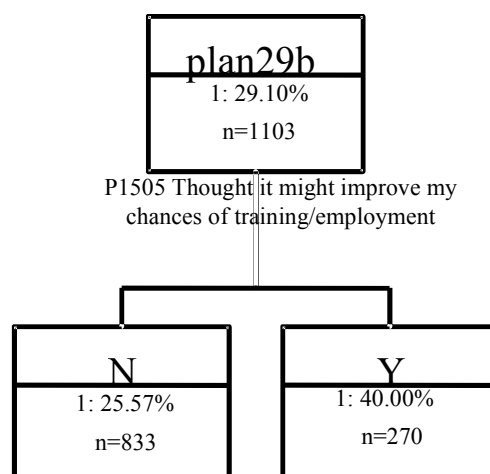
B1.3   The top box describes the results for the whole sample on the dependent variable – 29% said the project had a big influence on or completely re-shaped their plans. There were (n=) 1,103 respondents in the sample.

B1.4   The sample is then segmented into smaller groups. In the above tree Q1505 is used to split the sample into (n=)833 respondents who didn't say the project might improve their chances of training/employment and (n=)270 respondents who thought it would; 26% and 40% of these groups respectively thought the project had affected their plans considerably. Each of these groups is segmented further until the bases reach a certain size (here the limit was set at 50).

B1.5   Due to the way in which CHAID segments the sample, groups with (in this case) very high or very low likelihood to have had their plans affected can be identified.

B1.6   At each stage CHAID finds all the variables which are 'predictors' for the dependent variable. In other words it finds all the predictors (in this case monitoring information plus questions mentioned above) which split the sample into groups with contrasting characteristics (in this case, likelihood to have had their plans affected). CHAID will segment the sample using the best predictor at each stage.

B1.7   When the sample is split (eg by GSCEs obtained) the groups which are not (statistically) significantly different from one another are grouped together. Hence, for example 0,1,2 and 3 GCSEs obtained may be grouped together into one group, which we will call 0-3.

Technical Note

Dependent variables

B1.8   Three dependent variables were identified for judging the impact of the project. These were defined as follows:

- *change in career plans* - defined as those who gave a different answer at Q28 (end of programme questionnaire) to that given at Q20 (start of programme questionnaire)

- *affected future plans* – defined as top two boxes at Q29 (post) – that is, those who said the project had a big influence on or completely reshaped their plans

- *change in personal attributes*– for each of the 27 statements, the difference between start and end of programme questionnaires was calculated as between –3 and +3 These were summed up across the 27 statements for each respondent and three groups were defined:

- aggregate score –4 or less (i.e. decrease in personal attributes)

- aggregate score between –3 and +3 (i.e. little change in personal attributes)

- aggregate score +4 or more (i.e. increase in personal attributes).

Outputs from CHAID

B1.9   Tree diagrams referred to in chapter four of the main report are summarised below.

Change career plans

```
                          change
                        1: 25.11%
                        n=1103
                            |
                   Q26a GCSEs A-C
        ┌──────────────────┼──────────────────┐
      0-3                4-6/U               7+
   1: 35.98%          1: 25.82%          1: 13.15%
   n=189              n=701              n=213
      |                  |
   P2 Gender       q25GCSEs finished
   ┌────┴────┐      ┌────────┴────────┐
   M         F    0-8/U             9-10
1: 42.15% 1: 25.00% 1: 30.33%      1: 17.48%
n=121     n=68    n=455            n=246
                     |
                 P2 Gender
                 ┌────┴────┐
                 M         F
              1: 34.15% 1: 23.81%
              n=287     n=168
```

Change career plans

```
                    change
                  1: 25.11%
                  n=1103
                      |
                Days follow up
        ┌─────────────┼─────────────┐
        0           1-3/U          4-6
   1:  8.96%     1: 25.26%      1: 37.18%
   n=67         n=958          n=78
                    |
               Lead partner
               ┌────┴────┐
            Others/U    LA Yth Serv
          1: 22.90%    1: 36.05%
          n=786        n=172
```

Influenced future plans

```
                          plan29b
                          1: 29.10%
                          n=1103
```

P1505 Thought it might improve my chances of training/employment

```
           N                                          Y
           1: 25.57%                                  1: 40.00%
           n=833                                      n=270
```

P8 How much missed school   Q8 How challenging were activities

```
   1-3 *              4-6 *              Not/Fairly         Very
   1: 22.00%          1: 39.08%          1: 35.10%          1: 56.45%
   n=659              n=174              n=208              n=62
```

q6_5 Were you involved in making
sure everyone kept to the rules   P22 Help filling out form   P508 Not had any help

```
   Y/U          N              Y/U          N              N              Y
   1: 25.91%    1: 14.16%      1: 51.11%    1: 26.19%      1: 40.97%      1: 21.88%
   n=440        n=219          n=90         n=84           n=144          n=64
```

```
+------------------------------------------------------------+
| * 1-3 = missed hardly any/missed some due to illness/missed |
| some because didn't want to go (1-10 days)                  |
|                                                             |
| 4-6 = Missed a lot/excluded/not stated                      |
+------------------------------------------------------------+
```
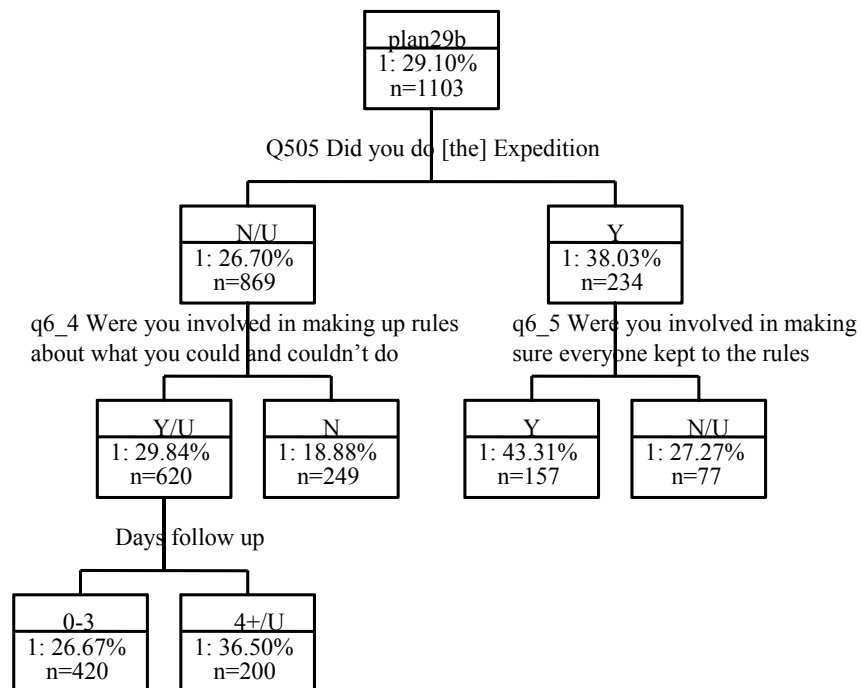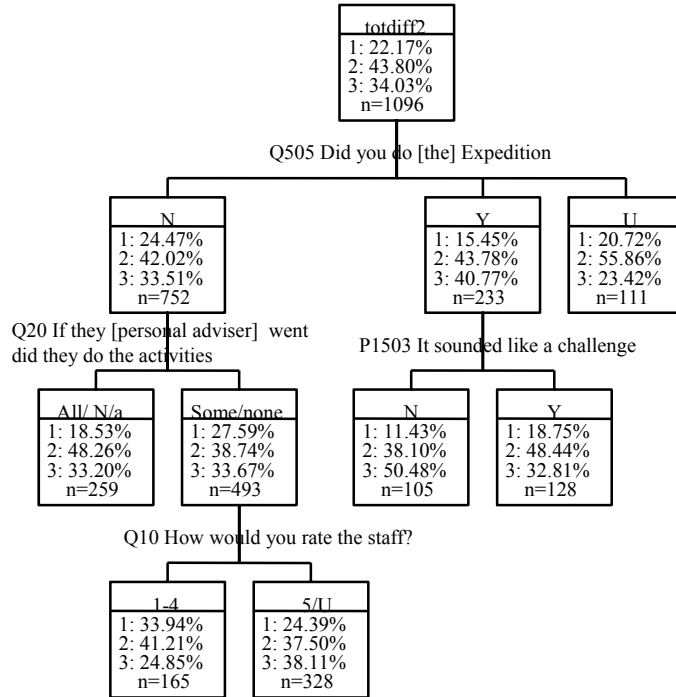
Influenced future plans

```
                          plan29b
                          1: 29.10%
                          n=1103
```

Q505 Did you do [the] Expedition

```
           N/U                                        Y
           1: 26.70%                                  1: 38.03%
           n=869                                      n=234
```

q6_4 Were you involved in making up rules   q6_5 Were you involved in making
about what you could and couldn't do   sure everyone kept to the rules

```
   Y/U              N                  Y                  N/U
   1: 29.84%        1: 18.88%          1: 43.31%          1: 27.27%
   n=620            n=249              n=157              n=77
```

Days follow up

```
   0-3              4+/U
   1: 26.67%        1: 36.50%
   n=420            n=200
```

Change in personal attributes

```
                          ┌─────────────┐
                          │   totdiff2  │
                          ├─────────────┤
                          │ 1: 22.17%   │
                          │ 2: 43.80%   │
                          │ 3: 34.03%   │
                          │   n=1096    │
                          └─────────────┘
```

Q505 Did you do [the] Expedition

```
        ┌─────────────┐        ┌─────────────┐        ┌─────────────┐
        │      N      │        │      Y      │        │      U      │
        ├─────────────┤        ├─────────────┤        ├─────────────┤
        │ 1: 24.47%   │        │ 1: 15.45%   │        │ 1: 20.72%   │
        │ 2: 42.02%   │        │ 2: 43.78%   │        │ 2: 55.86%   │
        │ 3: 33.51%   │        │ 3: 40.77%   │        │ 3: 23.42%   │
        │   n=752     │        │   n=233     │        │   n=111     │
        └─────────────┘        └─────────────┘        └─────────────┘
```

Q20 If they [personal adviser] went
did they do the activities

P1503 It sounded like a challenge

```
    ┌─────────────┐  ┌─────────────┐     ┌─────────────┐  ┌─────────────┐
    │   All/ N/a  │  │  Some/none  │     │      N      │  │      Y      │
    ├─────────────┤  ├─────────────┤     ├─────────────┤  ├─────────────┤
    │ 1: 18.53%   │  │ 1: 27.59%   │     │ 1: 11.43%   │  │ 1: 18.75%   │
    │ 2: 48.26%   │  │ 2: 38.74%   │     │ 2: 38.10%   │  │ 2: 48.44%   │
    │ 3: 33.20%   │  │ 3: 33.67%   │     │ 3: 50.48%   │  │ 3: 32.81%   │
    │   n=259     │  │   n=493     │     │   n=105     │  │   n=128     │
    └─────────────┘  └─────────────┘     └─────────────┘  └─────────────┘
```

Q10 How would you rate the staff?

```
            ┌─────────────┐  ┌─────────────┐
            │     1-4     │  │     5/U     │
            ├─────────────┤  ├─────────────┤
            │ 1: 33.94%   │  │ 1: 24.39%   │
            │ 2: 41.21%   │  │ 2: 37.50%   │
            │ 3: 24.85%   │  │ 3: 38.11%   │
            │   n=165     │  │   n=328     │
            └─────────────┘  └─────────────┘
```

ANNEX C

QUESTIONNAIRES

Summer activities for 16 year olds
Telephone survey of parents (2001 cohort)

Hi my name is…and I work for a research company. We are doing a survey for the Department for Education and Skills (a government department) which funded the activities programme your child did over the summer. We got your number from the questionnaire filled in by your child at the end of the course. Do you have 5 minutes to answer a few quick questions about it now? Everything that you say will be kept confidential.

Note for interviewer – parents may not be familiar with the term 'summer activities programme.' Be alert for local variations in the title of the project.

1. How did you first hear about the summer activities programme?

	✓
Through child mentioning it	
Material sent to the house	
Information through the school	
Newspapers	
Local voluntary groups	
Other parents	
Other (please specify)	

2. At the beginning did you feel that you had enough information about the programme to advise your child on whether or not to participate?

	✓
Yes had full information	
Had sufficient information, but were some gaps	
Had some information, but not enough	
Did not have any information	

3. Did you encourage your child to go on the programme

	✓
Yes, I thought it would be good	
No, I did not think that they should do it	
No, I did not have sufficient information	
No, they had already decided before I knew about it	

4. What do you understand to be the aims of the programme? (Do not prompt)

	✓
Motivating young people	
Giving young people something to do during the summer	
Developing skills – especially leadership and teamwork	
Raising confidence/self-esteem	
Offering guidance about future career plans	
Other – please specify	

5. Has your child ever done any outdoor adventure type activities before?

	✓
Yes often	
Yes occasionally	
No	

6. If NO, why not?

	✓
Lack of interest	
No suitable opportunity	
Too expensive	
Lack of confidence	
Did not value the activity	
Other – please specify	

7. Why did the summer activities programme appeal to your child?

	✓
The range of activities on offer	
A specific element of the programme appealed	
Their friends were doing it	
They had nothing else to do	
It was free	
Other – please specify	

8. If your child had not gone on the summer activities programme, would they have done something similar anyway?

YES ❑   NO❑

9. Have you seen any change in your child over the summer?

YES ❑   NO❑

10. If YES: in what way? (open, then prompt if necessary)

	✓
More self-esteem	
Better at group working	
Better communication skills	
Better problem solving skills	
Better at time management	
More confident with new experiences	
Clearer about what they intend to do this autumn	
Clearer about what they intend to do in the longer term	
More motivated towards achieving life goals	
More positive attitude towards education and training	
Better at IT	
A better leader	
Other – please specify	

11. Could this be due to the summer activities programme?

	✓
It was the single most important factor	
It was one of several key factors	
It was one of many factors	
It was not important	
It has had a negative impact	

12. What is your child doing now?

	✓
At Further Education College	
At School 6th Form	
On a training scheme	
On Modern Apprenticeship /National Traineeship	
Employed f/t	
Employed p/t	
Unemployed and looking for work	
Unemployed & not looking for work	
Other – please specify	

13. How important was the summer activities programme to helping them with their plans?

	✓
It was the single most important factor	
It was one of many factors	
It was not important	
It has had a negative influence	

14. Have you had any contact with any of the agencies running the summer activities programme since the programme finished?

   YES ❑   NO   ❑

15. Would you say that you are more informed about your child's option now that they have taken part in the scheme?

YES ❑   NO   ❑

16. Would you say that you are now more confident about who you could contact about your child's options?

YES ❑   NO   ❑

17. Is there any way in which the programme could be improved?

   YES ❑   NO   ❑

18. If YES: please specify. Write in answer and then code from list below

	✓
Better pre-course information	
Better organisation	
Better domestic provisions	
Duration of course should be longer	
More activities prior to the residential trip	
More activities during the residential	
More activities after the residential	
More supportive staff	
More discipline for disruptive participants	
Wider variety of activities	
More free time	
Wider variety of activities	
More input on Careers	
Better contact with parents	
Other – please specify	

Thank you for your time. Your comments have been very helpful.

Summer activities for 16 year olds
Telephone survey of participants (2000 cohort)

Hi my name is…and I work for a research company called NOP. We are doing a survey for the Department for Education and Skills (a government department) which funded the Summer Activities programme you did about a year ago in the summer of 2000. We got your number from the questionnaire you filled in at the end of the course. Do you have 5 minutes to answer a few quick questions about it? Everything you say will be kept confidential.

Note for interviewer – young people may not be familiar with the term 'summer activities programme.' Be alert for local variations in the title of the project.

1. What did you do after the summer activities programme last year?
       (Open then code).

	✓
Further Education College	
School 6th Form	
A training scheme	
A Modern Apprenticeship /National Traineeship	
Got a full time job	
Got a part time job	
Unemployed and looking for work	
Unemployed & not looking for work	
Other – please specify	

1. What are you doing now?
       (Open then code).

	✓
At a Further Education College	
At a school 6th Form	
On a training scheme	
On a Modern Apprenticeship /National Traineeship	
Working full time	
Working part time	
Unemployed and looking for work	
Unemployed & not looking for work	
Other – please specify	

1. Did your plans change as a result of going on the summer activities programme last year?

       YES ❑   NO❑

2. If YES: how did it affect your plans?

	✓
Want to do a different job in the future	
Gone on to do a different course	
Gone to FE college	
Gone back to school 6th form	
Gone on a training scheme	
Gone onto a Modern Apprenticeship /National Traineeship	
Other – please specify	

1. If YES, continued: looking back, how big an impact did the programme have on your plans?

	✓
It has completely re-shaped my plans	
It has had a big influence on my plans	
It has had little influence on my plans	
It has had no influence on my plans	

1. Even if no change in plans, do you think that your involvement in the programme helped with what you have done since then?

	✓
Yes, it has been very helpful	
Yes, it has been some help	
It has made no difference	

1. With hindsight do you think you have changed as a result of the programme?

    YES ❑   NO❑

2. If YES: in what way have you changed?
    (Open then code).

	✓
More self-esteem	
Better at group working	
Better communication skills	
Better problem solving skills	
Better at time management	
More confident with new experiences	
Clearer about what I intended to do last autumn	
Clearer about what I intend to do in the longer term	
More motivated towards achieving life goals	
More positive attitude towards education and training	
Better at IT	
A better leader	
Other – please specify	

1. Which of these changes do you think is most important?

1. Has anyone you know commented on how you might have changed?

   YES ❑   NO❑

2. If YES: Who?

	✓
Parent/guardian	
Friend	
Other family member	
Professional adult (eg, teacher, youth worker, social worker)	
Other – please specify	

1. How did they think you had changed?

	✓
More self-esteem	
Better at group working	
Better communication skills	
Better problem solving skills	
Better at time management	
More confident with new experiences	
Clearer about what I intended to do last autumn	
Clearer about what I intend to do in the longer term	
Better at IT	
A better leader	
Other – please specify	

1. Have you had any on-going contact with people you met through the programme, say in the last six months?

   YES ❑   NO❑
   (If no, go onto Q16).

2. If YES: has this been: (open then code)

3. If YES, continued: how useful has this contact been? (please state for each type of contact). Rank on a scale: 1 – very useful 2- some use 3-no use.

	Q14	Q15
Contact with friends		
Contact with staff (informal)		
Contact with staff (formal eg via appointment)		
Pre-arranged 'get together' (eg award ceremony)		
Contact with Careers Service		
Contact with youth service		
Contact with Connexions		
Contact with college/training provider		
Other – please specify		

1. If NO: would you have liked any contact?

YES ❑   NO❑

2. If YES: who with?

	✓
Contact with friends	
Contact with staff (informal)	
Contact with staff (formal eg via appointment)	
Pre-arranged 'get together' (eg award ceremony)	
Contact with Careers Service	
Contact with youth service	
Contact with Connexions	
Contact with college/training provider	
Other – please specify	

1. As a result of the programme did you take up any new leisure activities?

YES ❑   NO❑

2. If YES: what new leisure activities did you take up?

	✓
An outdoor activity	
Voluntary work	
Music	
Art	
Other - please specify	

1. If YES continued: have you continued this new activity?

	✓
Yes and have become increasingly keen	
Yes at the same level as started	
Yes but at a lower level	
No	

1. Did you tell any of your friends to go on the summer activities programme this year?

    YES ❑   NO ❑

2. Did you get involved in the programme this year?

    YES ❑   NO ❑

3. If YES, in what way(s)

	✓
Helped to tell young people about the programme	
Helped to organise activities	
Acted as a mentor /gave support to young people	
Other - please specify	

1. I'd like to finish by asking if you took any GCSE exams?

    YES ❑   NO❑

2. If YES: how many GCSEs did you actually get?
    (Check number that were A* to Cs).

GCSEs (A* - G)	
GCSEs (A* - C)	

Thank you for your time. Your comments have been very helpful.

Summer activities for 16 year olds
Telephone survey of participants (2001 cohort)

Hi my name is…and I work for a research company called NOP. We are doing a survey for the Department for Education and Skills (a government department) which funded the activities programme you did in the summer. We got your number from the questionnaire you filled in at the end of the course. Do you have 5 minutes to answer a few quick questions about it now? Everything that you say will be kept confidential.

Note for interviewer – young people may not be familiar with the term 'summer activities programme.' Be alert for local variations in the title of the project.

1. What are you doing now?

	✓
At a Further Education college	
At school 6th Form	
A training scheme	
A Modern Apprenticeship /National Traineeship	
Got a full time job	
Got a part time job	
Unemployed and looking for work	
Unemployed & not looking for work	
Other – please specify	

2. Did your plans change as a result of going on the summer activities programme?

    YES ❑   NO❑

3. If YES: how did it affect your plans?

	✓
Want to do a different job in the future	
Gone on to do a different course	
Gone back to school 6th form	
Gone on to college	
Gone on a training scheme	
Gone on to a Modern Apprenticeship/National Traineeship	
Other – please specify	

4. If YES, continued: how big an impact has the programme had on your plans?

	✓
It has completely re-shaped my plans	
It has had a big influence on my plans	
It has had little influence on my plans	
It has had no influence on my plans	

5. Even if no change in plans, do you think that your involvement in the programme has   helped with what you have done since then?

	✓
Yes, it has been very helpful	
Yes, it has been of some help	
No, it hasn't made any difference	

6. Do you think you have changed as a result of the programme?

   YES ❑   NO❑

7. If YES: In what way? (open, then prompt if necessary)

	✓
More self-esteem	
Better at group working	
Better communication skills	
Better problem solving skills	
Better at time management	
More confident with new experiences	
Clearer about what I intend to do this autumn	
Clearer about what I intend to do in the longer term	
More motivated towards achieving life goals	
More positive attitude towards education and training	
Better at IT	
A better leader	
Other – please specify	

8. Which of these changes do you think is most important?

9. Has anyone you know said that you have changed since you took part in the summer activities programme?

   YES ❑   NO❑

10. If YES: who?

	✓
Parent/guardian	
Friend	
Other family member	
Professional adult (eg, teacher, youth worker, social worker)	
Other	

11. How did they think you had changed?

	✓
More self-esteem	
Better at group working	
Better communication skills	
Better problem solving skills	
Better at time management	
More confident with new experiences	
Clearer about what I intend to do this autumn	
Clearer about what I intend to do in the longer term	
Better at IT	
A better leader	
Other – please specify	

12. What would you have been doing this summer had you not taken part in the summer activities programme?

	✓
Got a summer job	
Taken part in a different organised programme of activities	
Nothing planned	
Got a proper job	
Gone on holiday or days out	
Met up with friends	
Done some voluntary work	
Other – please specify	

13. Have you had any contact at all with the programme since the main programme of activities finished?

YES ❑   NO ❑

14. If YES: has this been: (open then code)

15. If YES, continued: how useful has this contact been? (please state for each type of contact). Rank on a scale: 1 – very useful 2- some use 3-no use.

	Q14	Q15
Contact with friends		
Contact with staff (informal)		
Contact with staff (formal eg via appointment)		
Pre-arranged 'get together' (eg award ceremony)		
Contact with Careers Service		
Contact with youth service		
Contact with Connexions		
Contact with college/training provider		
Other – please specify		

16. If no contact, would you have liked any contact?

YES ❑   NO❑

17. If yes, who with?

	✓
Contact with friends	
Contact with staff (informal)	
Contact with staff (formal eg via appointment)	
Pre-arranged 'get together' (eg award ceremony)	
Contact with Careers Service	
Contact with youth service	
Contact with Connexions	
Contact with college/training provider	
Other – please specify	

18. Which activity (or aspect of the course) did you find the most **valuable**, (not necessarily the most enjoyable)?

	✓
The residential	
Gaining certificates/awards	
Meeting new people	
Building confidence and overcoming fears	
Some of the activities	
Contact with personal adviser	
Other – please specify	

19. Why was this the most valuable aspect?

	✓
Gave me a general sense of achievement	
Enabled me to overcome fears	
I learnt something new	
Useful experience for future career	
It developed teamwork skills	
It built up my confidence	
Built up my physical or mental strength	
It was challenging	
I enjoyed it/it was good fun	
Other – please specify	

20. As a result of your time on the summer activities programme **have you** taken up any new leisure activities?

	✓
An outdoor activity	
Voluntary work	
Music	
Art	
Other (please specify)	

21. As a result of your time on the summer activities programme do you **intend** to take up any new leisure activities?

	✓
An outdoor activity	
Voluntary work	
Music	
Art	
Other (please specify)	

22. Is there any way in which the course could be improved?

   YES ❑   NO ❑

23. If YES: please specify. Write in answer and then code from list below

	✓
Better pre-course information	
Better organisation	
Better domestic provisions	
Duration of course should be longer	
More activities prior to the residential trip	
More activities during the residential	
More activities after the residential	
More supportive staff	
More discipline for disruptive participants	
Wider variety of activities	
More free time	
Wider variety of activities	
More input on Careers	
Other – please specify	

24. Would you recommend the summer activities programme to a friend?

   YES ❑   NO ❑

25. I'd like to finish by asking you if you took any GCSE exams?

YES ❑   NO❑

26. If YES: how many GCSEs did you actually get?
    (Check number that were A* to Cs).

GCSEs (A*-G)	
GCSEs (A* - C)	

Thank you for your time. Your comments have been very helpful.

ANNEX D

REVIEW OF FOLLOW UP SURVEYS

Annex D: Review of follow up interviews

D1.1 This annex provides an analysis of the results from the follow up exercises that were undertaken in order to monitor the impact of the programme on the participants after they had a period of time for reflection. In November 2001, follow up interviews were conducted with a sample of:

- 300 young people who took part in the summer of 2001

- 298 parents and guardians who were nominated by the young people who took part in the summer of 2001

- 150 young people who took part in the summer of 2000.

D1.2 The analysis of these surveys set the context for the participant impact analysis in chapter three. The first section explains the methodology of the surveys undertaken. The next two sections provide more detailed analysis of the results from each of the surveys with participants and nominated parents and guardians of the participants of the 2001 programme. The following section compares the impact on the 150 participants who took part in 2000, by comparing the responses from a sample of the 2000 cohort in October - November 2001 with the responses given by a sample of the same cohort immediately after they completed their summer activities programmes a year ago in October 2000. Finally, the key findings are summarised in the concluding section.

Summer 2001 participants follow up survey

D1.3 A sample of 300 Summer 2001 participants were contacted by telephone interviewers from NOP in November 2001.   The time for reflection will vary amongst the participants depending on which Connexions Partnership programme they took part in. For example, some of the projects which were heavily focused on the residential element with short running follow up activities finished in July whilst others will provide on-going follow-up support into the New Year. However most of the young people will have now moved into work or back into education and therefore were able to provide an evaluation of their summer experiences.

Characteristics of the sample

D1.4 The split between male and female participants in our sample was approximately even at a 16:14 ratio respectively. Most of the participants (90%) took GCSE examinations. Seventy four percent achieved more than 5 A* to G grade GCSEs and 37% achieved more than 5 A* to C grades. For comparative purposes, the national average is 89% achieving 5 or more A* to

G grades and 50% achieving 5 or more A* to C grades. This indicates that there were a lower proportion of high achievers on the summer activities programme in 2001 than the UK Year 11 population.

Progression routes

D1.5   The majority (75%) of the 2001 cohort is now in further education at either a school sixth form or a further education college (Table D1.1). Ten percent of male participants went into full-time employment following the programme compared with 7% of females. Conversely, slightly more females (80%) stayed on in further education than males (69%). In total, 3% went on to a training scheme and another 3% went on to do a Modern Apprenticeship or National Traineeship. Five percent went on to get part-time work and 2% were unemployed and seeking employment in November 2001.

Table D1.1: Current occupations of 2001 cohort (given by parents)	
Occupation	**% of participants**
School 6th form	28%
	47%
	3%
	8%
	2%
	5%
	3%
	2%
	4%
Further education college	
Modern Apprenticeship/National Traineeship	
Full-time employment	
Unemployed and seeking employment	
Employed part-time	
Training scheme	
Unemployed & not seeking employment	
Others	
Base: All parents/guardians (298)	

Impact

D1.6   Respondents were asked to comment on how they believed that the summer activities programme had shaped their future plans. Upon reflection, 75% said that the programme had some influence on their future plans. At the follow up stage, ten individuals (representing 3%) believed that the programme had completely reshaped their plans and another 98 individuals (33%) agreed that the programme had a big influence on their future plans. Thirty nine

percent said that the programme had little influence and the remainder (22%) said that they were unsure (2%) or that it had a little influence on their plans. Therefore, 36% said that the change had been great (i.e. that the programme has had a big influence or completely re-shaped their plans). This was approximately the same proportion (29%) that gave this response when they filled in their questionnaires at the end of the programme.

D1.7 Those who stated that their plans had been affected in some way (75%) were asked to stipulate how they were affected. The main influence was to encourage 32% of these individuals to return to further education. A further 23% said that it has made them want to do a different job in the future with a slightly higher proportion of male participants giving this response. Thirteen percent had changed courses, approximately two-thirds of whom were girls. Other impacts mentioned were: a progression to go onto a training scheme (4%), aid with finding employment and 7% said that it has given them a clearer picture about they want to do with their future or has made them think about their future. Others commented about their increased confidence, making new friends and enjoying the experience. A quarter of those asked, could not give an example of how it has affected their plans.

D1.8 Twenty nine percent said that they thought the programme has been very helpful with what they have done over the year since they took part and another 55% said that it has been fairly helpful. Only 6% said that they do not think that it has been helpful at all.

D1.9 Approximately three in four young people believed that they had changed in some way as a result of the summer activities programme. Sixty percent said that the programme had built up their confidence. Over a quarter said that they were now better at working with other people or in group situations and 20% said that it had improved their communication skills. Other responses were wider ranging and referred to:

- self-esteem

- motivation

- feeling confident in new situations

- acquisition of new skills such as problem solving

- clearer future intentions

- more positive attitude towards education and training.

D1.10 More confidence was considered to be the most important change by the majority of young people.

D1.11 The young people in the sample were asked if anyone they know has commented on how they have changed as a result of the summer activities programme. Thirty six percent said that they had received comments and these were made by friends (58%) and parents and guardians (49%). Most comments related to how their confidence had increased and a greater proportion

of girls than boys were given feedback about how their confidence had generally improved, 78% and 59% respectively.

D1.12 Participants were asked how they think they would have spent their summer if they hadn't taken part in the programme. Figure D1.1 illustrates that the greatest proportion said that they did not have anything planned (61%). The next greatest proportion (17%) said that they would have tried to get either student summer work or permanent full time employment.

Figure D1.1: How the sample would have spent their summer if they didn't go on the Programme

- home 1%
- summer job 10%
- other 2%
- holiday 7%
- different programmed activity 1%
- time with friends 10%
- voluntary work 1%
- permanent employment 7%
- nothing planned 61%
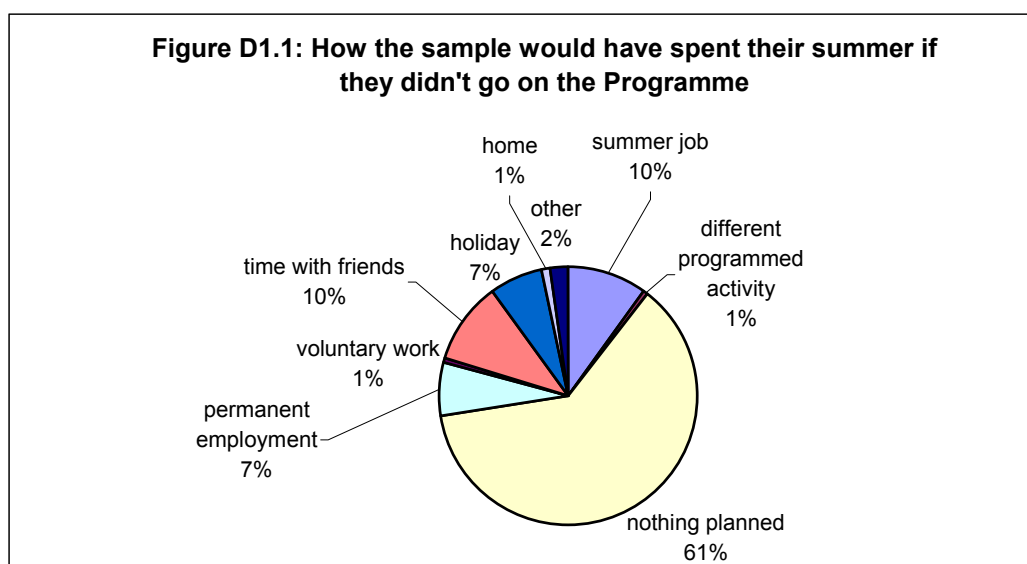
Participants on-going contact with those involved in the programme

D1.13 About half (51%) of the young people have had maintained some form of contact with others involved in the programme since the main programme of activities finished. Most young people said that they had on-going contact with friends (77%) a large number said that they had seen staff informally (34%) and 10% said that they had met with staff on a formal basis (via making an appointment). Just over a third had met up with others through a pre-arranged 'get together' (e.g. an award ceremony).

D1.14 Figure D1.2 shows the on-going contact of young people with different groups they met through the programme and the extent to which they found this contact useful in each case. Overall, contacts rated by the young people as being most useful were those with the youth service, college and training providers (further education) and formal meetings with staff.

Figure D1.2: Participants on-going contact with groups met through the programme

percentage

Categories (x-axis): Friends, Staff (informal), Staff (formal), Pre-arranged Group, Careers Service, Youth Service, Connexions, F.Education

Legend: ▣ very useful ▣ fairly useful ▢ not useful / not very useful
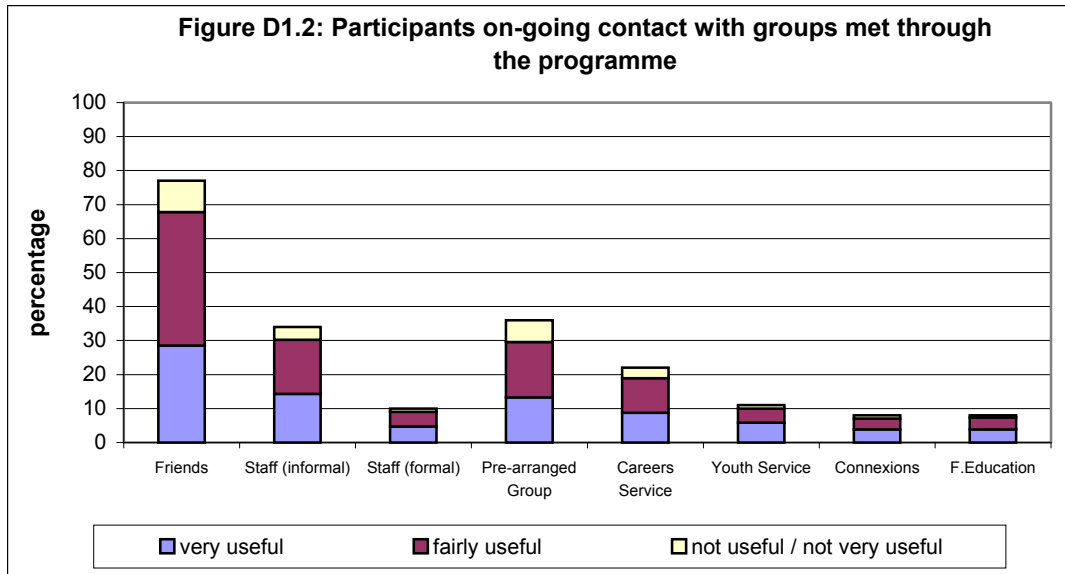
D1.15 Sixteen young people (5%) did not have any contact with people who were involved in the summer activities programme since the main programme of activities finished. Over half (9) of these said that they would have liked contact. Most (7) of these young people said they wanted to stay in touch with friends. Smaller numbers (between 3 and 5) said that they would have liked contact with staff both formally and informally and with each of the other organisations.

Post-Activity activities

D1.16 Participants were asked to name the most valuable activity or aspect of the course. Most (47%) named some of the activities. Significant numbers of others said that meeting new people, building confidence and overcoming their fears had been the most valuable aspect. Reasons given for why they found this aspect valuable ranged from development of teamworking skills (29%) to learning something new (20%). Fifteen percent said that it had built up their confidence and 11% said that it was a useful experience for a future career. Twenty four percent said that the main reason for attributing value to the activity was because it was enjoyable and good fun.

D1.17 A quarter of the participants who were interviewed said that they had taken up an activity as a result of spending time on the summer activities programme. Over half of these were outdoor activities and 71% taking up outdoor activities were male. The balance between males and females was more even when comparing the numbers who intended to take up an outdoor activity in the near future. Although there were fewer males overall who planned to take up activities in the future. This suggests that the males were quicker and more decisive about taking up leisure activities as a result of the programme. The full list of activities is shown in Table D1.2.

Table D1.2: New leisure activities taken up by young people and future intentions for take up

Activity	Already taken up		Intend to take up in near future	
	%	No	%	No
Outdoor	14%	41	33%	100
Gym/fitness	3%	8	1%	4
Music	2%	6	*	1
Swimming	2%	6	*	1
Voluntary work	1%	4	3%	9
Art	1%	2	2%	5
Wall climbing/climbing	*	1	1%	3
Kick boxing	1%	2	*	1
Others	4%	11	1%	3
No	75%	225	56%	167
Don't know	-	-	2%	5

Base: All participants (300)

*Note: * Represents less than 0.5%*

D1.18 Just 34% thought that the course could be improved in some way indicating that generally the satisfaction level was very high. A large number did not know how the course could be improved, the suggestions that were made by over seven young people included (in order of number of participants that mentioned them):

- wider variety of activities

- duration of course should be longer

- better organisation

- more activities during the residential

- better pre-course information

- better domestic provision

D1.19 Ninety nine percent of the sample from this year's cohort said they would recommend the summer activities programme to a friend which indicates they have found it useful at the most and at the very least it shows they enjoyed the experience.

Summer 2001 participants' parents and guardians survey

D1.20 A parents and guardians telephone survey was carried out using the contact details provided on the end of programme questionnaires by the young people who took part in 2001. In total 298 parents, guardians and adults who know the young people well were interviewed.

D1.21　The majority (46%) had heard about the summer activities programme through the school, the next highest proportion (28%) had heard about the programme through their child mentioning it. Over half (60%) thought that they were given enough information at the start in order to be able to advise their child whether or not to participate. Around one fifth said that the information they were given was sufficient although did include a few gaps and 13% said that the information they had was insufficient. Only 4% said that they did not have any information. Eighty one percent said that they encouraged their young person to be involved and 15% said that they didn't need to because their young person had already made a decision.

D1.22　Parents and guardians largely understood the aims of the programme were to: deliver skills – especially leadership and teamwork (stated by 58%) and to raise confidence and self-esteem (stated by 34%). Only 19% understood the aims of the programme to offer guidance about future career plans. Others thought that the programme aimed to give young people something to do in the summer, to motivate them and to give them an opportunity to mix with and meet new people. Smaller numbers thought that the programme aimed to give the young people independence whilst being away from their families, give them something new to do, for their enjoyment, and to better their sports skills.

Previous experience of outdoor activities

D1.23　Parents and guardians were asked to comment on whether their young person had ever done any outdoor adventure-type activities before. Twenty three percent said yes and often, 36% said that they take part in them occasionally, 42% said that they had not been involved in outdoor activities of this nature before.

D1.24　The main barriers were opportunity and lack of encouragement. Thirty five percent of the parents and guardians said that their young people had not been given a suitable opportunity before, possibly due to the lack of investment in local authority outdoor education provision made over the past few years. A further 7% of parents and guardians said that they had been restricted financially by the expense of involvement. Lack of encouragement to get involved had been a barrier because 39% of young people didn't get involved in the past "for no particular reason" and only 17% had not taken part in outdoor activities due to lack of interest.

D1.25　The programme was thought by over half (52%) of the parents and guardians to have appealed to their child mainly because of the range of activities on offer and because a specific element of the programme appealed. Some parents thought that the friends of their child had encouraged them to take part (16%) and the same proportion said that they went on the programme because they had nothing else to do. More interesting, but less frequent, responses included: the fact that it was free, to get away from their families and to have a

holiday/adventure. Five respondents said that their child went because it was good planning for their future employment, career or education.

D1.26 Only 16% thought that their child would have done something similar to the summer activities programme, had they not taken part in a project.

Impact

D1.27 Sixty two percent of the parents and guardians said that they have seen a change in their child over the summer. The main changes that they had noticed were (in order of the number of times mentioned):

- more confidence (65%)

- more self-esteem (28%)

- more confidence with new experiences (20%)

D1.28 A higher proportion of girls, than boys, were noted to have more confidence and self-esteem and more boys, than girls, were motivated towards achieving their goals and now have a more positive attitude towards education.

D1.29 Around a third of the parents and guardians attributed the summer activities programme as the single most important factor causing the changes that they had seen in their child over the summer. A further 43% said that summer activities would have been one of several key factors and 22% said that it was one of many factors contributing to the changes. Only 3% said that it was not a factor and 2% were unsure.

D.130 The answers given about their child's current occupation are shown in Table D1.3. As with the information given by the young people themselves about their current occupations, this data shows that a large majority of summer 2001 participants are now in further education.

Table D1.3: Current occupations of 2001 cohort (given by parents)	
Occupation	
School 6th form	37%
Further education college	45%
Modern Apprenticeship/National Traineeship	1%
Full-time employment	4%
Unemployed and seeking employment	2%
Employed part-time	3%
Training scheme	5%
Unemployed & not seeking employment	1%
Others	1%
Base: All parents/guardians (298)	

D1.31 Twelve percent of the parents and guardians attributed summer activities as the single most important factor in helping their child to decide on their future plans. A further 43% said that summer activities was one of many factors contributing to the changes. Forty one percent said that it was not a factor and 4% were unsure.

Post-programme reflections

D1.32 Over a third of the parents and guardians said that they have had some contact with the agencies that ran the programme since the programme finished. Approximately half of the parents and guardians said that they feel more informed about their child's career options now that they have taken part in the scheme. Over two-thirds (68%) said that they now felt more confident about who they could contact about their child's options.

D1.33 Only 28 of the parents and guardians thought that the programme could be improved in the future. The main suggestions were: better pre-course information, better contact with parents and better programme organisation.

Summer 2000 participants follow up survey

D1.34 The follow up of the 2000 cohort was carried out on a random sample of 150 young people from a list of 600 participants who gave their contact details at the end of the 2000 programme. Some of these young people will be the same young people who were followed up at the end of the programme last year, others will have been contacted for the first time in order to keep a constant sample size of 150.

D1.35 The main findings from the follow-up survey of the 2000 cohort last year after they completed the programme concluded that:

- 35% felt that the programme had changed their plans

- half said that it had helped them to decide on college or training

- a quarter said that they now wanted to pursue a career in outdoor education, and

- 10% said that they now had a new hobby

Characteristics of the sample

D1.36 Of the sample of 150 taken from the full cohort, 54% of respondents were male and 46% were female. Ninety three percent of the young people interviewed from the 2000 cohort had taken GCSE exams. Eighty nine percent of those taking GCSEs, achieved 5 or more GCSEs at grades A* to G. Over 60% had achieved over five GCSEs grades A* to C, and 10% had no GCSEs at grades A* to C.

D1.37 In the 2000 pilot, 32 projects were run by activity providers across the UK. Table D1.4 shows which activities centres the young people visited which shows that the sample represented participants from just over half of the 32 projects that took part in the summer activities programme in 2000.

Table D1.4: Distribution of participants in sample by project centre	
Project	**Number of participants**
ASCENT Project, Nottinghamshire County Council	6
Bowles Outdoor Centre, Tunbridge Wells	7
Brathay Hall Trust, Cumbria	15
Calshot Activities Centre, Southampton	16
Cumbria Outdoors, Keswick	12
Cwm Pennant Mountain Centre, Gwynedd	15
Darlington Outdoor Pursuits Club, Darlington	2
Devon County Council, Devon	4
Dorset Outdoor Education Service, Dorset	2
Duchy College, Cornwall	3
Leicestershire Education Department, Leicestershire	11

Lindley Training, Sheffield	6
Outward Bound, Penrith	15
The Expedition Company, Taunton	1
The Himmat Project, Halifax	4
The Outdoor Trust, Northumberland	11
The Venture Trust, Inverness	1
United Kingdom Sailing Academy (UKSA), Isle of Wight	7
World Challenge Expeditions, Wednesbury	6
YMCA - Lakeside, Cumbria	6

Progression routes

D1.38   The large majority (84%) of participants in last year's summer activities programme immediately went on to further education in either a school sixth form or a further education college. Table D1.5 shows the breakdown of what young people went on to do immediately after the summer activities programme finished and what they are currently doing now. The move away from further education and a move into full time employment does not necessarily represent a drop-out rate from education. This is because some of the sample may have been already in further education when they took part in the programme last year and they will have now completed their studies.

Table D1.5: Progression routes – showing both occupation immediately following programme and current occupation now			
Occupation	**Immediately following programme**	**Current occupation**	**Change**
School 6th form	43%	39%	- 4
Further education college	41%	39%	- 2
Modern Apprenticeship/National Traineeship	4%	5%	+ 1
Full-time employment	3%	9%	+ 6
Unemployed and seeking employment	2%	3%	+ 1
Employed part-time	1%	1%	0
Training scheme	1%	3%	+ 2
Unemployed & not seeking employment	1%	1%	0
Others	1%	1%	0
Don't know	2%	0%	- 2

Base: All summer 2000 participants (150)

Note: These percentages have been rounded up to 0 d.p. and therefore do not exactly add to 100%.

Impact

D1.39 Seventy three percent recognised that the summer activities programme has had some impact on shaping their future career plans. Of these, seven individuals (representing 5%) believed that the programme had completely reshaped their plans and another 51 individuals (34%) agreed that the programme has had a big influence on their future plans. Thirty four percent said that the programme has had little influence and the remainder (27%) said that it has had a little influence on their plans.

D1.40 Those who stated that their plans had been affected in some way were asked to stipulate how they were affected. The most cited response was that the programme made them want to do a different job in the future. And a further 13% said that they had a clearer idea about what they wanted to do with their future. Thirty one percent of these said that it had made them go back to school or go to college and 8% said that they had gone on to do a traineeship scheme. Six percent said that they had changed courses as a result of the programme. Other responses indicated softer less dramatic changes such as help with team building and communication skills, increased confidence and appreciation and enjoyment of outdoor activities. About 10% were less sure about the impact the programme had made.

D1.41 Twenty six percent said that they thought the programme has been very helpful with what they have done over the year since they took part and another 59% said that it has been fairly helpful. Only 5% said that they do not think that it has been helpful at all.

D1.42 Three quarters believe that they have changed directly as a result of the summer activities programme. The follow up with a sample of the same cohort at the end of the programme a year ago showed that 91% thought that they had changed directly as a result of the programme. This shows that the changes were more noticeable closer to the time of the programme and that the impact on some of the young people has lasted longer than on others.

D1.43 The main ways in which they thought they changed over the year since the programme included:

- more confidence (both generally and with new experiences)

- better group working skills

- better communication skills

- more self-esteem

- more motivation towards achieving goals.

D1.44 The first three were thought to be the most important ways by those who stated more than one change.

D1.45 Only 34% said that someone had commented on how they might have changed since the summer activities programme. At the end of last year 91% said that someone had commented on how they had changed. This is lower a year on because it is likely that the young people

have forgotten many of the comments that were made at the time of the programme. The comments they remembered were mostly made by friends and also by family members and professional adults such as teachers, youth workers and social workers. The changes recognised by others were the same as the changes that the young people had recognised in themselves. The comments are likely to have informed the views of the young people about the way they have changed and therefore helped them to realise their achievement. Three young people said that they had received comments about being happier and three said that others had commented that they were now louder (indicating a growth in their confidence and self-esteem).

Participants on-going contact with those involved in the programme

D1.46 Most (80%) of the young people who took part have kept in contact with some people who were involved in the programme. The majority (101 individuals) have stayed in touch with their peers after the programme. The proportion that have been in contact with each of the organisations (i.e. adult contact) is much smaller. Adults who have had most on-going contact with the participants in our sample (in order of the number of times mentioned) were: informal staff members, Connexions staff, college and training providers, and representatives of the careers service and youth service. Fourteen percent said that they have met up with people involved in the project for a pre-arranged 'get together'. The most useful on-going contact was considered to be with friends, formal meetings with staff and on-going contact with the youth service (Figure D1.3).

Figure D1.3: Participants on-going contact with groups met through the programme
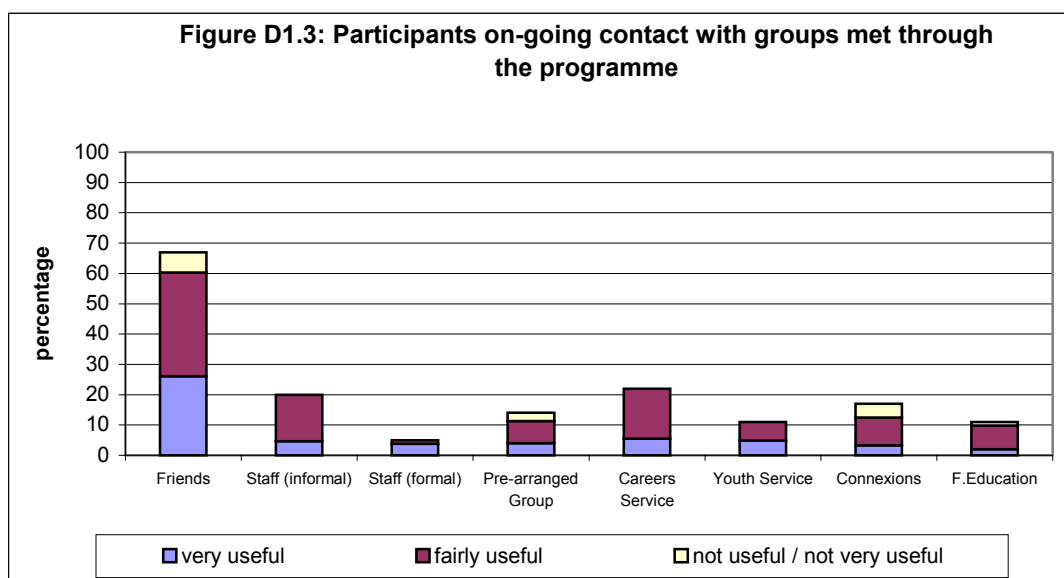
D1.47 Over a third of the young people who had not had any contact with others since the end of the programme said that they would have liked to stay in touch with friends and a small number said that they would have liked to have kept informal contact with staff.

Post-Activity activities

D1.48 Over a third said that they have taken up new leisure and spare time activities as a result of the summer activities programme. These activities and the proportional split is shown in D1.4. Only two young people that started have not continued with their new activity.

Figure D1.4: New activities taken up as a result of the programme

Others 4%
Art 4%
Music 4%
Other activities 5%
Voluntary work 5%
Outdoor activities 78%
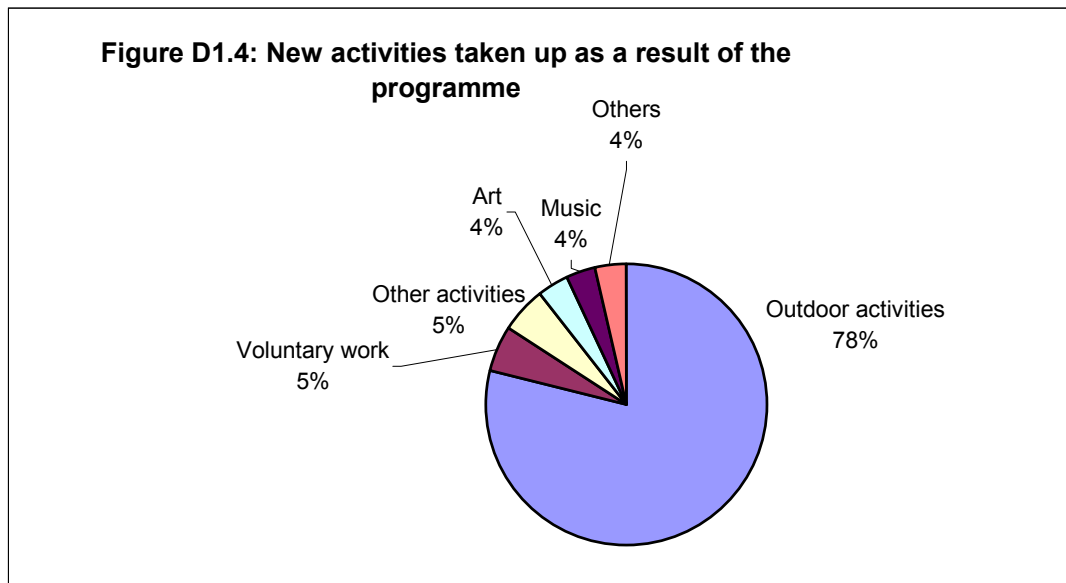
D1.49 A large number of participants from the 2000 cohort (55%) told us that they recommended the project to their friends and advised them to go on the summer activities programme in 2001. Twelve young people from our sample of the 2000 cohort (representing 8%) got involved with the programme in 2001. Their involvement ranged from helping to tell young people about the programme, helping to organise activities, supporting and mentoring the participants to being on the programme for a second year.

Key findings of the follow ups

- The majority of participants from both cohorts of 2000 and 2001 are now in further education either at school sixth form or an FE college and there are a slightly higher proportion of females choosing to stay on in education.

- Approximately three quarters of the participants from both the 2000 and 2001 cohort believe that the summer activities programme has shaped their future plans in some way. The main influence was to encourage a return to further education and to cause many to re-consider their future careers.

- Only a small proportion (between 3% and 5% for each year) said that the programme has completely shaped their plans and parents and guardians generally believed that the project was more likely to be one of several factors that had caused a change in their young person over the summer.

- Parents and guardians generally saw a difference in their young people and commented that they had grown in confidence and self-esteem. Most felt that they

had enough information to encourage their child to take part but suggested that they would have liked more information and contact with the projects in order to help to improve the programme in the future.

- Approximately half of the participants from 2001 and 80% of those from 2000 maintained contact with others who were involved in the programme. On the whole, most of these young people kept contact with their friends in the post-programme period. Very few have had formal contact with staff and the main organisations that were involved in their projects since the programme has ended although this form of contact was rated very highly by those that made use of it.

- 34% of the 2000 cohort have taken up an activity in the year since going on the programme and 25% of the 2001 cohort have already taken up an activity over the past few months.

- Overall, satisfaction with the programme was very high and almost all of the participants of the 2001 cohort said that they would recommend the project to a friend.

ANNEX E

GOOD PRACTICE CASE STUDIES

Partnership working

Following recommendations from the 2000 evaluation, Summer Activities Partnerships were established in 2001 with the aim of bringing together an appropriate range of skills and expertise. This year's experience has highlighted some guidelines for effective partnership working:

- involving the voluntary and private sectors – some of the best approaches combine the strengths of public, private and voluntary organisations

- making use of sub-groups to allow a wider range of organisations to become involved, focusing on specialised tasks while maintaining a streamlined management approach

- the Lead Partner must take responsibility for keeping partners informed and involved – a combination of formal meetings and informal communication is needed.

Birmingham and Solihull combined the strengths of statutory Connexions organisations with those of the voluntary sector to establish an effective Partnership delivering across a large geographical area. The Summer Activities Partnership provided an opportunity for voluntary organisations to work alongside their statutory counterparts. The Partnership benefited from the extra contacts and specialist knowledge that the voluntary sector brought with them.

Although providers were involved in formulating the initial Summer Activities bid, it was decided not to include them in the Partnership Steering Group to ensure a more streamlined management structure. Nevertheless, the Partnership enjoyed good informal working relations with all providers and ensured that Steering Group decisions were disseminated to all.

It was often the case that Steering Group representatives did not work directly with young people and other representatives were called upon to provide more of a ground level input. In future years the Partnership aims to establish a Support Group to capitalise more formally on the knowledge of such representatives and to consult with on delivery issues.

Recruitment of young people

One aim of the Summer Activities programme is to engage young people liable to experience a lack of involvement in education or training. It is not surprising, therefore, that recruitment has been such a key issue. Workshop participants at this years' Brathay Youth Conference cited some aspects of recruitment which appeared to work well:

- involving appropriate agencies for recruitment – organisations that already have links with the client group and who know what sort of approach is likely to work best

- adopting a personal, one-to-one approach helps to iron out concerns amongst young people and parents

- establishing clear expectations – young people need a realistic picture of what the programme involves and what is expected of them

- ongoing support during lead-in – the relationship with the young person needs to be maintained during this crucial stage to avoid drop out

- building relationships between the young person and those delivering the activities – this is particularly important if a different organisation is responsible for recruitment.

?

A realisation of the difficulties involved in recruitment is key to ensuring that it is given the time and resources that it deserves. Ideally, planning should involve:

- **starting to recruit at an early stage**

- **training for programme staff, especially those unfamiliar with the client group**

- **being aware of local circumstances such as seasonal employment opportunities, and developing a marketing strategy accordingly.**

Cornwall and Devon Connexions area encountered some difficulties with recruitment in the short lead in time available, but were also able to identify aspects that worked well.

Plymouth County Council recognised the importance of undertaking pre-residential activities. The Council felt that the group of young people would have experienced difficulties had they gone straight into a residential. It was felt that the activities and ongoing support in the lead-in to the main residential minimised drop out rates.

Those involved in recruitment were able to capitalise on their relationships with young people. Youth workers in Newton Abbott, for example, identified young people from their 'Chances' project, which aims to prevent school exclusion. Young people involved in Chances fitted the DfES Summer Activities criteria and youth workers had already undertaken extensive work with the group, which helped build up an element of trust.

Retention of young people

The Summer Activities programme runs over several months. This assumes that young people will improve and develop their characteristics over time. Indeed, many of the pilots offered careers advice and guidance towards the end of the schedule of events. It is crucial, therefore, that efforts are made to retain young people throughout the duration of the programme.

Among the initiatives tried by the pilot projects were:

- a team building weekend near the beginning

- describing to young people the importance of the whole project

- holding the activity residential towards the end of the programme, as many young people viewed it as the high point

- giving young people a sense of empowerment in running the programme

- holding a celebratory event, or award ceremony at the end of the programme.

?

Retention is important to ensure that young people have sufficient time and opportunity to benefit from the programme. It also ensures an efficient use of resources, which have been allocated based on an expected take up.

Specific actions are required to retain the target client group throughout the programme.

Bexley in East London ran a Summer Activities programme with 20 places. At an early stage they took fifteen young people away for a weekend. While some activity sessions were offered, the emphasis was on building relationships within the group.

The activities week was seen as highly beneficial in bringing the group together, much more so than anything that had been tried before.

To maintain this momentum the project: continued with regular weekly meetings of the group; offered the group a weekend in France in late August; and got the group to assist in running a local, multi-cultural event.

Ongoing contact

The results of the 2000 and 2001 evaluations showed that young people maintained both formal and informal contact with the Summer Activities partner organisations and programme staff. Ongoing contact is particularly useful to those young people who are unsure of their future plans and therefore need support to remind them of their achievement and keep them 'on track'.

Ongoing contact included:

- one to one guidance sessions often leading to multi-agency networking on behalf of the young person

- goal orientated tasks e.g. organising a celebration event or producing a video.

Effective ongoing contact provides partner organisations with the opportunity to monitor project impacts in the longer term and enables them access to possible peer mentors who could be recruited for subsequent Summer Activities projects.

?

Ongoing contact is vital if the full benefits of the Summer Activities programme are to sustained in the longer term. For it to be most effective:

- **ongoing contact needs to be planned as a core part of the project, not just an add on**

- **the relationship between those responsible for ongoing contact needs to be established at an early stage**

- **the support provided must be tailored to individual needs.**

Ongoing contact was a key priority throughout the project for one partner in the Milton Keynes, Oxfordshire and Buckinghamshire (MOB) Connexions area.

FOCUS, a national voluntary youth organisation, delivered an enhanced version of their InterAction personal development programme to 12 young people from Oxfordshire. Volunteer mentors and FOCUS staff supported participants in making the move on to further opportunities and adulthood from an early stage in the programme. The FOCUS Moving On Co-ordinator first met each participant during the summer residential and then spoke and met
with them afterwards to provide continued guidance and assistance in accessing new opportunities for their continuing learning and development. She enabled one young person to become a volunteer youth worker under the Millennium Volunteers scheme, for example.

The group of participants went on to attend a follow up weekend residential and many participants are still meeting weekly to organise their own community projects as part of the longer-term programme. Individual volunteer mentors will also be working with participants to provide more intensive 'Moving On' support into the New Year.

Local evaluation

In addition to the national evaluation some pilots undertook their own local evaluation in order to provide a formative assessment of participant progress and feedback on the provision offered. Several benefits of local evaluation include:

- a record of achievement which young people can take away with them

- young people are encouraged to set themselves targets and review progress – valuable skills

- an opportunity for issues or concerns to be addressed by project staff, as they arise

- a means by which the providers themselves can learn what works (and what doesn't) and demonstrate their commitment to continuous improvement.

A range of innovative methods were used to record progress at a local level. These include Big Brother style diary rooms, laptops on board Tall Ships and post activity review sessions.

?

Local evaluation can be a useful device for projects to track participant progress. For it to be most effective, local evaluation should be:

- **tailored towards the needs of the individual**

- **accompanied by one-to-one support from PAs**

- **accompanied by full guidance to those delivering the evaluation.**

The 2001 pilot in Staffordshire incorporated a participant logbook - 'Log It'- for participants to record their experiences and achievements. It was designed specifically for the Summer Activities programme and included:

- tasks to help young people think about their responses to the main evaluation questionnaires
- exercises to develop self-awareness and group working skills
- a log of their activities and skills developed throughout the residential activities.
-
A key aim throughout the logbook was to encourage young people to make the link between what they achieved during the residential and what they could achieve in future training, education and employment. The logbook also guided young people towards community and voluntary opportunities such as Millennium Volunteers and the Duke of Edinburgh Award.

'Log it' was well received and the young people were pleased to have a permanent record of their achievements. Staffordshire plan to develop use of the log book in future years by:

- linking log book completion to Youth Achievement Award accreditation
- using differentiated material for young people of different ability levels
- producing an accompanying Tutor Pack including suggested lesson plans
- providing introductory training for those involved in delivering the logbook.

Accreditation

Summer Activities provides the opportunity to accredit participants for developing a broad range of skills. Many projects in 2001 accredited their young people with a certificate to say that they had taken part in the course.

Accreditation is particularly important and useful to build up the records of achievement of young people who often do not have any national certificates of academic achievement such as GCSE passes or GNVQs.

Pilot projects taking part in 2001 accredited their participants with:

- certification recognised by employers showing that the young person has developed a valuable skill which can be used in the workplace

- units towards a full award from other national youth organisation schemes

- personal references and/or evaluation feedback

- celebration events (some projects invited famous celebrities to these events to present the awards to the young people).

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Accreditation is about acknowledging achievement by crediting a person with an award, which they can then show to others as recognition of the things they have accomplished.

Accreditation gives the young people something to keep and remember their achievement and can be useful to the individuals when they are seeking employment or places on courses in further and higher education.

Connexions Suffolk celebration event and lunch was hosted at Pleasurewood Hills American Theme Park in Norfolk. The young people were allowed to bring one guest with them. The organisers also produced a colourful 'scrapbook style' portfolio folder for every participant to set some individual targets, record their experiences, collect examples of their work in different media (e.g. photographs, pictures and video diary) and carry out a self-evaluation of the course. The portfolios were then assessed and Connexions Suffolk accredited the participants with:

- a Suffolk Youth Achievement Award and other course certificates

- one fifth of a Duke of Edinburgh Award within 6 months

- personal references.

Role of personal advisers

Residential settings are conducive for addressing deep-seated personal and behavioural issues, in ways, which are different to those which young people are accustomed. In 2001, therefore, projects were encouraged to incorporate Connexions personal advisers (PAs) and others with a mentoring type role, into their programme structure.

Induction training for PAs proved useful as it:

- prepared PAs for the nature of the cohort group

- outlined overall project aims and requirements

- enabled PAs to share their various areas of expertise.

At the start of the programme PAs played a crucial role in getting young people involved and dealing with their concerns.

After experiencing a period of 'highs' on the programme young people often move into a 'low' period when they return to their home environments. A PA can help at this stage by ensuring that the young person stays focussed on their achievements.

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PAs are a key component of the Summer Activities programme, providing a continuing thread between initial identification and recruitment, through to follow up work and supporting activities.

It is important that they are well integrated into the partnership structure and are involved in the project from the start.

Westfield school in Sheffield managed a pilot in summer 2000 and is a good example of the ongoing role of PAs throughout the Summer Activities programme.

Learning Mentors from Westfield, Handsworth and City schools became actively involved in the project at the start. The Mentors already had a good awareness of young people who would fit the DfES criteria and this gave them a head start with regard to recruitment. During the main residential, informal evening sessions were a good opportunity for relationship building between Mentors and young people. Mentors commented that the 'us' and 'them' situation, which often accompanies pupil teacher relationships, was not apparent.

On completion of the project the Mentors continued to meet young people on a regular basis and were responsible for multi-agency networking on their behalf.

Role of careers

The impact of the Summer Activities programme is heavily dependent on good partnership links being established. Every partner should have its own distinctive contribution to make and the most successful Summer Activity partnership's have been able to identify these roles and build on them. As a result, the partnership is stronger than its composite elements.

The Careers Service has much to offer, including:

- boundaries which are often coterminous with Connexions providing a focal point for co-ordination

- a remit to work with school leavers, many of whom share the characteristics of Summer Activity participants

- systems for tracking clients during the transition to further education or work

- good staff training and development systems and; staff with guidance skills.

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Careers have an important contribution to make but the benefits of their involvement in Summer Activities are, two-way. Benefits include:

- **strengthened partnership links**

- **a more rounded view of client needs**

- **exposure to recruitment techniques for hard to reach young people**

- **better quality relationships with clients.**

Derbyshire Careers provides a good example of the contribution that can be made. The Careers Service was very much an equal and active partner.

Derbyshire Careers was responsible for recruitment and was able to ensure that consistent participant criteria were applied across schools. Clear targets were set for disadvantaged and disengaged clients. Taster sessions in schools proved successful, with 80% of those attending going on to take part in the programme.

Derbyshire Careers developed a comprehensive training programme for those undertaking a personal adviser type role. The agency targeted programme drop-outs as a priority client group and applied the PROFILE client tracking system, which proved effective.

Empowering young people

Young people appreciate some degree of ownership of the programme and their involvement in planning and design can contribute to their skills development, motivation and their level of commitment.

Pilot projects devolved ownership to a range of levels. On some of the projects, participants were encouraged to:

- draw up and enforce codes of behaviour

- take responsibility for buying food or for organising transport

- organise team challenges where they planned and took responsibility for full activity days.

The degree of ownership, which is attributed to participants, will partly depend on group dynamics and individual needs. Empowerment must also be well integrated into programme design with participants being given increasing responsibility as their confidence and skills develop.

?

Empowering young people goes some way to helping them make the transition to adulthood and is therefore central to a programme targeted at 16 year olds who are unsure of their future plans.

Empowerment fits in well with the progressive nature of the Summer Activities projects and should be kept in mind when designing the programme of activities.

In summer 2000, ASCENT (part of Nottinghamshire County Council's Youth, Community and Play Department), ran a pilot based around the theme of young people making the transition from dependence to independence. Participants undertook a main residential activity week culminating in an expedition, which involved a journey on foot and an overnight camp. Young people commented that they were surprised by their own achievements in organising the expedition and working as a team.

The 2001 pilot project in Staffordshire invited participants to bid for a 'pot of gold' in order to undertake an activity of their choice. Teams drew up official proposals, which they presented to a panel of representatives from Government Office and Connexions. The panel was very impressed with the quality of the proposals and young people were given the go-ahead to organise their activities. Activities undertaken included:

- a trip to Wales, where the team built on climbing skills developed during their initial residential in Stoke
- a visit to the Houses of Parliament and a guided tour by their local MP.

Handling difficult behaviour

Bad behaviour can stem from a number of sources including: boredom, disaffection, peer pressure and a view that the activity to be undertaken is irrelevant. Pilot projects taking part in 2001 managed to counteract bad behaviour by:

- establishing the authority of the leaders and good working relationships with the young people at the start of the programme

- giving all young people responsibilities and treating them as adults

- offering places to a mixed and balanced target group in terms of behaviour and academic achievement

- allocating penalties to offenders, such as withdrawal from participation in a fun activity/event

- in a few cases badly behaved young people, who were given warnings and repeatedly offended, were sent home from the activities element.

?

Young people with behavioural difficulties can disrupt the enjoyment and learning of other participants.

It is therefore very important to get all of the young people engaged and enthusiastic about their contribution to and role in a team environment at the start.

Watford YMCA covering Hertfordshire ran the smallest project in 2001, with 20 disaffected and disadvantaged youths. Many of the young people were young offender residents from a foyer managed by a Housing Association. A large number had been expelled from mainstream schooling and the majority of the participants were male. The success of the project was largely due to the staff who managed to relate to the young people at their level. Respect, between the young people and the leaders, was developed at the beginning of the programme and was sustained throughout because the participants looked up to the leaders as positive role models. As well as the residential element, the project also involved a community project with a disabled young people's organisation. Many of the Summer Activities participants were hesitant at the start about the prospect of working with disabled people but found skills and self-worth in the achievement of being responsible for organising a day excursion with the disabled group to Southend on Sea in Essex. This element also built on the ethical education of care and respect for others.

ANNEX F

Learning as Adventure – Theory for Practice

Annex F: Learning as Adventure - Theory for Practice

Introduction

F1.1   The following summary is taken from a booklet produced by Dr Peter Higgins and Dr Robbie Nicol, both of Moray House Institute, the Faculty of Education, at the University of Edinburgh. The booklet was prepared at the request of Connexions to provide some guidance on educational theory and background relevant to the scheme to provide 'Summer Activities for 16 Year-Olds'.

Key findings

F1.2   The booklet provides some research evidence and theory relevant to the Summer Activities scheme, particularly focussing on the themes of learning through experience, and personal and social development. The key findings are:

- there is a strong educational justification for an experiential approach to learning.

- it is important to cater for intellectual learning which has a number of facets (multiple intelligences) and physical, emotional, aesthetic and spiritual development

- adventure experiences should encourage a 'mastery' approach rather than a 'performance' approach

- outdoor adventure provides one important way in which personal and social learning outcomes may be achieved but caution should be exercised over the claims.

F1.3   A number of studies (including the evaluation of the 'Summer Activities for 16 Year Olds' Scheme) provide evidence of modest positive outcomes from programmes which involve experiential learning and new or adventurous activities.   Most indicate the key role of choice of appropriate activities and goals, high quality facilitation and programme duration. Research evidence suggests that the optimum minimum time for residentials is four days though longer is generally better. Terms used to discuss personal and social education are often poorly defined. Here we define and use the terms self-esteem, self-awareness and inter-personal relationships. We argue that in the design of programmes it is always important to consider aims, assumptions, methods, content, evaluation and claims. As we are asking the young people who enrol on the scheme to take a careful look at the way they run their lives, we should be prepared to do the same for the way we run the programme.   Although we accept that many providers take this issue seriously the theory and evidence summarised in this booklet should help the reflective professional practitioner in this process. To this end we should repeatedly ask ourselves the questions:

- 'why am I doing this activity with these individuals at this time?'

- 'what does theory and experience tell me about the choice of activity and

- 'what young people are learning?'

- 'how do I know if I have been successful in achieving my stated aims?'

F1.4   The complete booklet is available through Connexions and more information about the work of the two authors and a range of educational and outdoor educational resources can be accessed through their website: http://www.education.ed.ac.uk/outdoored/.

Summer Activities for 16-year-olds: Start of Programme Questionnaire

We'd like you to answer the following questions about yourself and what you hope to get out of the Summer Activities Project.

Think carefully about your answers and please ask your **Personal Adviser** (**or whoever gave you this form**) about any questions you're not sure about.

About you

1 When were you born?

Day [ ][ ]   eg [0][2]   (13) (14)

Month [ ][ ]   [1][2]   (15) (16)

Year [1][9][ ][ ]   (17) (18)

2 Are you?

Male ☐ 1

Female ☐ 2   (19)

3 Which of the following best describes you?
Please just tick the *main* one

Black – African ☐ 1

Black – Caribbean ☐ 2

Black Other (please tick and write in) ☐ 3

_____

Chinese ☐ 4

Bangladeshi ☐ 5

Pakistani ☐ 6

Indian ☐ 7

White ☐ 8

Other (please tick and write in) ☐ 9   (20)

_____

4 Do you have a disability – one that has a big impact on your ability to carry out normal day to day activities?

Yes ☐ 1

No ☐ 2   (21)

5 Have you had help from any of the following in the past couple of years?
Please tick all that apply

Social Worker ☐ 1

Youth Offending Team ☐ 2

Educational Welfare Officer ☐ 3

Careers Service ☐ 4

Pupil Referral Unit ☐ 5

Probation Service ☐ 6

Youth Service ☐ 7

Not had any help ☐ 8

Other (please tick and write in) ☐ 9   (22)

_____

6 Did your school think you had Special Educational Needs?

Yes ☐ 1

No ☐ 2

Don't know ☐ 3   (23)

If no, please go to Question 8

7 If yes, did your school arrange for you to get a statement of Special Educational Needs?

Yes ☐ 1

No ☐ 2

Don't know ☐ 3   (24)

8 How much school have you missed over the last year? (Please be honest!!)
Please just tick the *main* one

I hardly ever missed school ☐ 1

I missed some school because of illness ☐ 2

I missed **some** school because I didn't want to go (about 1-10 days) ☐ 3

I missed **a lot** of school because I didn't want to go (more than 10 days) ☐ 4

I missed school because I was excluded ☐ 5   (25)

9 How many GCSEs did you start?
Please write in the number [ ][ ]   (26)

10 This year, how many GCSEs did you, or will you, finish?

Please write in the number ☐☐ (27)

---

11 Did you take any other qualifications during the last school year?

Yes ☐ 1 No ☐ 2 (28)

---

12 **If yes** – what other qualifications did you take?

Please tick all that apply

GNVQs ☐ 1 Certificate of (Educational) Achievement ☐ 4

NVQs ☐ 2 CLAIT ☐ 5

Key Skills Units ☐ 3 Other (please write what in the space below) ☐ 6 (29)

_____

---

13 What were your Key Stage 3 results?

Please circle one answer for each row

National Curriculum Level

English	1	2	3	4	5	6	Don't know	(30)
Maths	1	2	3	4	5	6	Don't know	(31)
Science	1	2	3	4	5	6	Don't know	(32)

Getting Involved in the Summer Activities Project

14 How did you first hear about this project?

Please just tick the main one

Teacher ☐ 1 Educational Welfare Officer ☐ 6

Parents ☐ 2 Training provider ☐ 7

Youth worker ☐ 3 Personal Adviser ☐ 8

Social worker ☐ 4 Friend ☐ 9

Probation officer ☐ 5 Other (please tick and write in below) ☐ 0 (33)

_____

---

15 Why did you decide to take part?

Please tick all that apply

It sounded like good fun ☐ 1

I wanted to do some of the activities ☐ 2

It sounded like a challenge ☐ 3

I planned to do something similar but this was free ☐ 4

I thought it might improve my chances of training/employment ☐ 5

To improve my skills ☐ 6

To improve my own confidence ☐ 7

To meet new people ☐ 8

My friends were doing it ☐ 9

Other (please tick and write in below) ☐ 0 (34)

_____

Finding out about the activities

16 How did you find out about what activities you'd be doing on the project?

Please tick all that apply

Leaflets or a letter telling me about the project ☐ 1

A video showing the activities I'd be doing ☐ 2

I got information from the people who were running the project ☐ 3

Young people who did the project last year ☐ 4

Taster sessions of activities ☐ 5

I didn't get any information about the project beforehand ☐ 6

Other (please tick and write in below) ☐ 7   (35)

Tell us a bit more about yourself

17 Please read each of the statements. Does it sound a lot like you or not?

Please tick one box on each line	Agree fully 1	Agree a lot 2	Agree a little 3	Disagree 4	
I feel good about myself	☐	☐	☐	☐	(36)
Other people my age generally like me	☐	☐	☐	☐	(37)
I'm the first to volunteer	☐	☐	☐	☐	(38)
I worry a lot	☐	☐	☐	☐	(39)
I believe I can do most things I have to do	☐	☐	☐	☐	(40)
When I work at something I do well	☐	☐	☐	☐	(41)
I enjoy working with others	☐	☐	☐	☐	(42)
I do my best work on my own	☐	☐	☐	☐	(43)
I am happy to change my ideas if someone has a better idea	☐	☐	☐	☐	(44)
I like others to set me clear tasks	☐	☐	☐	☐	(45)
I can get people to work for me	☐	☐	☐	☐	(46)
I am a good leader when a task needs to be done	☐	☐	☐	☐	(47)
I enjoy trying out new activities	☐	☐	☐	☐	(48)
I like visiting new places	☐	☐	☐	☐	(49)
I prefer to mix with people I know	☐	☐	☐	☐	(50)
I am able to speak to adults	☐	☐	☐	☐	(51)
I communicate well with groups of people	☐	☐	☐	☐	(52)
I hate disagreeing with others	☐	☐	☐	☐	(53)
I am mostly on time for appointments	☐	☐	☐	☐	(54)
I don't like being given deadlines	☐	☐	☐	☐	(55)
I often waste time	☐	☐	☐	☐	(56)
When working on a task I don't worry about getting the detail right	☐	☐	☐	☐	(57)
I like working out the best way to achieve a task	☐	☐	☐	☐	(58)
I try to do the best I possibly can	☐	☐	☐	☐	(59)
I often get angry and sometimes lose my temper	☐	☐	☐	☐	(60)
I am easily distracted and I find it difficult to concentrate	☐	☐	☐	☐	(61)
I can stay calm in difficult situations	☐	☐	☐	☐	(62)

Your Personal Adviser

What is a Personal Adviser? Your Personal Adviser, key worker or mentor, may be someone who will be helping you throughout the Summer Activities programme. They may have advised you about what to do after leaving school.

18 Do you have a Personal Adviser for the Summer Activities programme?

Yes ☐ 1   No ☐ 2   (63)

19 Did you know your Personal Adviser before the programme started?

Yes ☐ 1   No ☐ 2   (64)

Your Future Plans

20 What do you think you will do in September?

Please just tick the main one

College course	☐ 1
School sixth form	☐ 2
Join a training scheme eg, Learning Gateway	☐ 3
Start a Modern Apprenticeship/National Traineeship	☐ 4
Start a job	☐ 5
Carry on with my current job	☐ 6
Be self-employed	☐ 7
Don't know	☐ 8
Nothing	☐ 9
Other (please tick and write in below)	☐ 0

(65)

_____

21 Has anyone helped you to decide what to do in September?

Yes ☐ 1   No ☐ 2   (66)

And finally…

22 Has anyone helped you to fill in this form?

Yes, we talked through how to answer the questions	☐ 1
Yes, but only with facts or information	☐ 2
No - I've filled it in alone	☐ 3

(67)

Thank you for taking the time to answer these questions. What you've said will help us decide how to run the project next year.

Summer Activities for 16-year-olds: End of Programme Questionnaire

We'd like you to answer the following questions about yourself and what you hope to get out of the Summer Activities Project. Think carefully about your answers and please ask your **Personal Adviser** (**or whoever gave you this form**) about any questions you're not sure about.

What you did on the Summer Activities Programme

1   From the beginning, did you have a choice of which activities you wanted to join?

Yes ☐ 1

No ☐ 2   (13)

Residential Activities

2   Did you go on a residential – that is stay overnight somewhere?

Yes ☐ 1

No ☐ 2   (14)

If you didn't go on a residential please go to Question 11

3   Which residential centre did you go to?

Please write in the name of the centre – and where it was if you can remember. Please write in all the ones you went to.

_____

_____   (15)

4   Did you have a choice of activities once you were on the residential/s?

Yes ☐ 1

No ☐ 2   (16)

5   On the residential/s, which activities did you do?

Please tick all that apply

Outdoor adventure activities on **water** (eg, sailing, canoeing) ☐ 1

Outdoor adventure activities on **dry land** (eg, mountaineering, climbing, abseiling, mountain biking, walking, caving) ☐ 2

Adventure activities in artificial environments (eg, climbing wall, ropes courses, assault courses) ☐ 3

Problem solving (eg, treasure hunt) ☐ 4

Expedition (eg, mountain bivvy (bivouac) sailing to France) ☐ 5

Voluntary work (eg, path building, coppicing) ☐ 6

Creative activities (eg, music, art, sculpture) ☐ 7

Indoor activities/tasks (eg, cv workshops, presentation, games) ☐ 8

Others (please tick and write in) ☐ 9   (17)

_____

6   While you were there, were you involved in any of the following?

Please tick one box on each line	Yes	No	
	1	2	
Buying food for the group's meals	☐	☐	(18)
Preparing food for the group's meals	☐	☐	(19)
Making travel arrangements	☐	☐	(20)
Making up rules about what you could and could not do	☐	☐	(21)
Making sure everyone kept to the rules	☐	☐	(22)

7 Had you done any of the activities before?

Please just tick one   **I'd done most or all** of the activities before ☐ 1

I'd done **some** of the activities before but **some were new** to me ☐ 2

I **hadn't done any** of the activities before - they were **all new** to me ☐ 3   (23)

---

8 How challenging were the activities for you?

Please just tick one   **Not** very challenging ☐ 1

Fairly challenging ☐ 2

Very challenging ☐ 3   (24)

---

9 Overall, which word best describes how you feel about the residential part of the programme?

Please just tick one   Fun ☐ 1

Boring ☐ 2

Satisfying ☐ 3

Different ☐ 4

Difficult ☐ 5   (25)

---

10 How would you rate the staff at the residential on a scale of 1 to 5 where 1 is not very supportive and 5 is very supportive?

Please circle the answer

Staff were **not** very supportive   1   2   3   4   5   Staff were **very** supportive   (26)

Other Activities

11 Did you do a **non-residential** activity – a course or programme you went to in the day but didn't stay over night? *(We are not talking about any sessions you've had with your Personal Adviser)*

Yes ☐ 1   No ☐ 2   (27)

If you didn't do any non-residential activities please go to Question 13

---

12 On the **non-residential**, which activities did you do?

Please tick all that apply

Outdoor adventure activities on **water** *(eg, sailing, canoeing)* ☐ 1

Outdoor adventure activities on **dry land** *(eg, mountaineering, climbing, abseiling, mountain biking, walking, caving)* ☐ 2

Adventure activities in artificial environments *(eg, climbing wall, ropes courses, assault courses)* ☐ 3

Problem solving *(eg, treasure hunt)* ☐ 4

Expedition *(eg, mountain bivvy (bivouac) sailing to France)* ☐ 5

Voluntary work *(eg, path building, coppicing)* ☐ 6

Creative activities *(eg, music, art, sculpture)* ☐ 7

Indoor activities/tasks *(eg, cv workshops, presentation, games)* ☐ 8

Others (please tick and write in) ☐ 9   (28)

Your Personal Adviser

What is a Personal Adviser? Your Personal Adviser, key worker or mentor, may be someone who has helped you throughout the Summer Activities programme. They may have advised you about what to do after leaving school.

---

13 Do you have a Personal Adviser for the Summer Activities programme?

Yes ☐ 1   No ☐ 2   (29)

If No, please go to question 21

---

14 Did you know your Personal Adviser before the programme started?

Yes ☐ 1   No ☐ 2   (30)

---

15 How often did you meet with your Personal Adviser before the activities programme?

Please tick one   Once or twice ☐ 1

Every day ☐ 2

Once a week for a few weeks ☐ 3

Once a fortnight for a few weeks ☐ 4

Never - **please go to question 17** ☐ 5   (31)

---

16 Were these one-to-one meetings or in a group?

Please tick one   One-to-one ☐ 1

In groups of between one and four young people ☐ 2

In groups of five or more young people ☐ 3

Mixture of one-to-one and group meetings ☐ 4   (32)

---

17 How often did you meet with your Personal Adviser after the main programme of activities had finished?

Please tick one   Once or twice ☐ 1

Every day ☐ 2

Once a week for a few weeks ☐ 3

Once a fortnight for a few weeks ☐ 4

Never - **please go to question 19** ☐ 5   (33)

---

18 Were these one-to-one meetings or group sessions?

Please tick one   One-to-one ☐ 1

In groups of between one and four young people ☐ 2

In groups of five or more young people ☐ 3

Mixture of one-to-one and group meetings ☐ 4   (34)

---

19 Did your Personal Adviser stay on the residential?

Please tick one   Yes, they stayed **all** the time ☐ 1

Yes, they were there **some** of the time ☐ 2

No, **they didn't go** on the residential ☐ 3

I didn't go on a residential ☐ 4   (35)

---

20 If they went, did they do any of the activities?

Please tick one   They did everything we did ☐ 1

They did some of what we did ☐ 2

They did none of the activities ☐ 3   (36)

Tell us a bit more about yourself

21 Please read each of the statements. Does it sound a lot like you or not?

Please tick one box on each line	Agree fully	Agree a lot	Agree a little	Disagree	
	1	2	3	4	
I feel good about myself	☐	☐	☐	☐	(37)
Other people my age generally like me	☐	☐	☐	☐	(38)
I'm the first to volunteer	☐	☐	☐	☐	(39)
I worry a lot	☐	☐	☐	☐	(40)
I believe I can do most things I have to do	☐	☐	☐	☐	(41)
When I work at something I do well	☐	☐	☐	☐	(42)
I enjoy working with others	☐	☐	☐	☐	(43)
I do my best work on my own	☐	☐	☐	☐	(44)
I am happy to change my ideas if someone has a better idea	☐	☐	☐	☐	(45)
I like others to set me clear tasks	☐	☐	☐	☐	(46)
I can get people to work for me	☐	☐	☐	☐	(47)
I am a good leader when a task needs to be done	☐	☐	☐	☐	(48)
I enjoy trying out new activities	☐	☐	☐	☐	(49)
I like visiting new places	☐	☐	☐	☐	(50)
I prefer to mix with people I know	☐	☐	☐	☐	(51)
I am able to speak to adults	☐	☐	☐	☐	(52)
I communicate well with groups of people	☐	☐	☐	☐	(53)
I hate disagreeing with others	☐	☐	☐	☐	(54)
I am mostly on time for appointments	☐	☐	☐	☐	(55)
I don't like being given deadlines	☐	☐	☐	☐	(56)
I often waste time	☐	☐	☐	☐	(57)
When working on a task I don't worry about getting the detail right	☐	☐	☐	☐	(58)
I like working out the best way to achieve a task	☐	☐	☐	☐	(59)
I try to do the best I possibly can	☐	☐	☐	☐	(60)
I often get angry and sometimes lose my temper	☐	☐	☐	☐	(61)
I am easily distracted and I find it difficult to concentrate	☐	☐	☐	☐	(62)
I can stay calm in difficult situations	☐	☐	☐	☐	(63)

You and your qualifications

22 When were you born?

Day	☐☐	eg	0 2	(64) (65)
Month	☐☐		1 2	(66) (67)
Year	1 9 ☐☐			(68) (69)

23 Are you?

Male ☐ 1

Female ☐ 2 (70)

24 How many GCSEs did you start?

Please write in the number [ ] (71)

25 This year, how many GCSEs did you, or will you, finish?

Please write in the number [ ] (72)

**If you did not take any GCSEs
please go to Question 27**

26 How many did you get?

Please write in the number

GCSEs (A*-C) [ ] (73)

GCSEs (A*-G) [ ] (74)

Tick here if you have not had your results yet [ ] (75)

27 Did you get any of the following awards (or work towards any of these awards) on your project?

Please tick all that apply

Course Certificate [ ] 1
First Aid [ ] 2
Open College Network (OCN) [ ] 3
Youth Achievement Award [ ] 4
Duke of Edinburgh Award [ ] 5
RYA Competent Crew Award [ ] 6
ASDAN [ ] 7
Quest Award [ ] 8
Trident Award [ ] 9
Other (please tick and write in below) [ ] 0 (76)

_____

Your Future Plans

28 What are you going to do now that the project has finished?

Please just tick the main one

College course [ ] 1
School sixth form [ ] 2
Join a training scheme eg, Learning Gateway [ ] 3
Start a Modern Apprenticeship/National Traineeship [ ] 4
Start a job [ ] 5
Carry on with my current job [ ] 6
Be self-employed [ ] 7
Don't know [ ] 8
Nothing [ ] 9
Other (please tick and write in below) [ ] 0 (77)

_____

29 Has the project affected your future plans?

Please tick one

It has **completely** re-shaped my plans ☐ 1 **GO TO Q30**

It has had a **big** influence on my plans ☐ 2 **GO TO Q30**

It has had **little** influence on my plans ☐ 3 **GO TO Q32**

It has had **no** influence on my plans ☐ 4 **GO TO Q32** (78)

---

30 If the project has completely re-shaped or has had a big influence on plans, in what way?

Please tick all that apply

Before had no plans – now have plans ☐ 1

Changed the course I want to do ☐ 2

Made me more determined ☐ 3

Changed the options I want to do ☐ 4

Other (please tick and write in below) ☐ 5 (79)

_____

---

31 Which part of the project has been most influential in changing your plans?

Please tick one

The residential/s ☐ 1

The Personal Adviser ☐ 2

The non-residential activities ☐ 3

Other young people on the project ☐ 4

Other (please tick and write in below) ☐ 5 (80)

_____

---

32 Overall, what did you like most about the Summer Activities programme?

Please tick all that apply

The residential/s ☐ 1

Gaining certificates/awards ☐ 2

Meeting new people ☐ 3

Building up confidence and overcoming fears ☐ 4

Some of the activities ☐ 5

Personal Adviser ☐ 6

Other (please tick and write in below) ☐ 7 CARD 2 (13)

_____

---

33 Overall, has the project been ...?

Please tick one

Better than I expected ☐ 1

Pretty much what I expected ☐ 2

Worse than I expected ☐ 8 (14)

If you would not mind being phoned for a **quick 10 minute interview**, please tell us your number below. It **will not** be used for any other reason. You do not have to give us this if you do not want to.

Your name _____ Your phone number _____

We might also like to talk to **an adult who knows you well** and ask them what they think you've got from the project. Please give us their name below together with a contact number. Again, this information **will not be passed to anyone else** or used for any other reason. You do not have to give us this if you do not want to.

Mr/Mrs/Ms _____ First name _____

Last name _____ Phone number _____

About you

34 Which of the following best describes you?

Please just tick the *main* one

Black – African ☐ 1

Black – Caribbean ☐ 2

Black Other (please tick and write in) ☐ 3

_____

Chinese ☐ 4

Bangladeshi ☐ 5

Pakistani ☐ 6

Indian ☐ 7

White ☐ 8

Other (please tick and write in) ☐ 9   (15)

_____

35 Do you have a disability – one that has a big impact on your ability to carry out normal day to day activities?

Yes ☐ 1   No ☐ 2   (16)

36 Have you had help from any of the following in the last couple of years?

Please tick all that apply

Social Worker ☐ 1

Youth offending team ☐ 2

Educational Welfare Officer ☐ 3

Careers service ☐ 4

Pupil referral unit ☐ 5

Probation Service ☐ 6

Youth service ☐ 7

Not had any help ☐ 8

Other (please tick and write in) ☐ 9   (17)

_____

37 Did your school think you had Special Educational Needs?

Yes ☐ 1

No ☐ 2

Don't know ☐ 3   (18)

If no, please go to Question 39

38 **If yes**, did your school arrange for you to get a statement of Special Educational Needs?

Yes ☐ 1

No ☐ 2

Don't know ☐ 3   (19)

39 How much school have you missed over the last year? (Please be honest!!)

Please just tick the *main* one

I hardly ever missed school ☐ 1

I missed some school because of illness ☐ 2

I missed some school because I didn't want to go (about 1-10 days) ☐ 3

I missed a lot of school because I didn't want to go (more than 11 days) ☐ 4

I missed school because I was excluded ☐ 5   (20)

40 Did you take any other qualifications during the last school year?

Yes ☐ 1   No ☐ 2   (21)

41 **If yes** – what other qualifications did you take?

Please tick all that apply

GNVQs ☐ 1   Certificate of (Educational) Achievement ☐ 4

NVQs ☐ 2   CLAIT ☐ 5

Key Skills Units ☐ 3   Other (please write what in the space below) ☐ 6   (22)

_____

42 What were your Key Stage 3 results?

Please circle one answer for each row

National Curriculum Level

English	1	2	3	4	5	6	Don't know	(23)
Maths	1	2	3	4	5	6	Don't know	(24)
Science	1	2	3	4	5	6	Don't know	(25)

Thank you for taking the time to answer these questions. What you've said will help us decide how to run the project next year.