Becoming Radio Ready: valuing youth radio training

A Collaboration with Reprezent
and Goldsmiths, University of London

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December 2014

A Creative Voucher Project
Funded by Creative Works London

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Executive Summary

This Creative Voucher collaboration was between Reprezent, a London based social enterprise that runs a youth-led radio station and Goldsmiths, University of London researchers, based in the STACS research centre, Centre for Community Engagement Research.

The purpose of this work was to explore the 'value' of Reprezent's training and how it is articulated by participants. Although originally envisioned around a youth led radio campaign, the focus was reconfigured around Reprezent's stage 2 radio training. Interviews were conducted with young people who had been through Reprezent's suite of training (stage 5 being the final stage) to assess the impact that level 2 training had on them and their readiness for employment.

The project team identified Social Return on Investment (SROI) and Theory of Change as a form of measurement and an evaluative framework that would best fit the needs identified by Reprezent. The imperative was to calculate the worth of Reprezent's training to potential funders investing in projects and therefore seeking to understand value in statistical terms[1]. It was agreed that the researchers would work with Reprezent to collect data in order to complete an SROI impact map to the stage of identifying proxy indicators. The findings from the SROI map informed our application of the Theory of Change (TOC).

The key project findings were:

1. Reprezent facilitates access to jobs in the creative and cultural industries that young people from London might not otherwise have access to.
2. Young people demonstrated increased motivation, communication and technical skills needed to access posts in the creative industries
3. The reality of operating as a social enterprise in this field makes it necessary to demonstrate value and impact on a long as well as a short term basis
4. The social and cultural capital gained by participants through their engagement with Reprezent is integral to giving greater meaning and value to the programme's social return on investment.
5. SROI monetises outcomes and therefore has credibility amongst government and philanthropists. This means that Reprezent will be able to calculate the value of each project in terms of each pound spent. It was applied during this project in accordance with the Cabinet Office guidelines.

[1] Dinham, A., Finneron, D., Summers, S. and Winder, J. (2011) **More Than Measurement: Assessing Quality Through Reflection in Faith Based Social Action Executive Summary**, Faith Based Regeneration Network and Goldsmiths, University of London

6. Predictions, notional proxy indicators and estimates of what might have followed without an intervention are an endemic weakness of the SROI process.
7. On its own, SROI cannot demonstrate the added human value of Reprezent's work or the meaning of trainees' experiences of creativity.
8. Some tools were duplicating tasks and have been merged and others have been amended based on application experience. The revised set of data collection tools (see full report) will allow for data to be collected at future training.
9. Application of Theory of Change is useful to visualise intended and actual change through the training.
10. It is more accurate to point to 'potential impacts' at this point as impact measurement would require a longitudinal study.
11. The funder argument that case studies are anecdotal can be countered by using the measurement tools to produce the data used to collate them.
12. Case studies can be used to support statistical data, highlight what matters for participants and place the training courses in context. They reveal that human relations are what makes the project work and that lived experience is central to the outcomes.

Introduction: The Project Team and Vision

Reprezent

Reprezent is a London-based social enterprise that uses radio as a creative engagement tool to support and upskill young people from disadvantaged backgrounds. The organisation aims for young Londoners to have a positive voice on the airwaves and in wider society. It is a youth-led enterprise and the radio station is aired on 107.3FM. It broadcasts full-time across the capital. All programming and content is developed by a range of young people who have completed training with the social enterprise. Reprezent also works with other organisations and local authorities to facilitate their engagement with young people.

Goldsmiths, University of London's Department of Social, Therapeutic and Community Studies (STACS)

STACS has a strong interest in youth voice, community development and using qualitative research methods to evaluate projects. Reprezent staff approached members of the department to develop a collaboration which was visioned around a pilot radio campaign that would be run by Reprezent. Young people were to be creators of the content and deliver a show, deciding amongst themselves what the topic of the campaign would be. Goldsmiths' researchers were to work with the project and the young people to capture an understanding of the campaign, its intended message and its value, taking youth voice into account.

The Voucher Project - from 'amplifying youth voice' to 'becoming radio ready'

The project was developed in consultation with Creative Vouchers to explore youth voice in the production and delivery of a youth led radio campaign. We called it 'Amplifying Youth Voice: valuing youth radio campaign creation'. We hoped to follow young people who would choose and develop their own campaign, which they would air on radio. Young people's voices, choices, decision making, leadership, interactions with each other, strategies to influence and skills gained would be explored. Young people would be active participants in the shape and conduct of the research because it was anticipated that they would have an ongoing relationship with Reprezent.

A series of adjustments were made to reframe the project in response to issues that emerged after the project had commenced. This turned the project focus onto measuring employability by growing communication skills through a two week radio training course. The project turned into: 'Becoming Radio Ready: valuing youth radio training'.

The changes to the project were caused by several intractable issues. The first dilemma centred around the plan that the young people running the

campaign would choose the topic of the campaign. This was considered at the start to be a distinctive feature of the project, particularly since agendas are increasingly imposed by funders. It was hoped that by understanding the consequences of young people's ownership of the campaign and setting their own agenda, the values and value of youth led radio campaigns might become evident. In the case of this Creative Voucher project, the funder required that the campaign topic chosen by young people be arts related rather than arts mediated. Whilst understandable, given the interests of the funder, this produced a conundrum for our collaboration because the campaigns that were of most interest to young people in the run up to the research turned out to be related to social issues such as mental health or policing rather than the arts. The funding condition combined with time constraints on the project meant that these topics could not become the focus of the collaboration, although the youth led radio campaign around mental health proceeded anyway and went on to win the the 2014 HSJ National Innovation in Mental Health Award.

A substitute had to be identified and an equally important topic was selected by the project team, based on the work typically done by Reprezent: not a campaign but a two week radio training course which would result in the participants gaining an accreditation by way of the Silver Arts Award.

The second difficulty was that Reprezent had experienced some blockages during negotiations with prospective sponsors and Reprezent's directors had found that before the sponsors would proceed, they were demanding statistical data rather than success stories to satisfy themselves that the project was worth investing in. Reprezent relies in part on providing broadcasting services but this is not enough to sustain the organisation, so securing other sources of income is necessarily an important focus. In the context of developing a social enterprise during a time of austerity, this is experienced as 'facing reality'. With numerous projects competing for corporate and philanthropic attention, funders are not only able to cherry pick projects but also demand 'scientific' evidence of impact. Although compliance with this demand does not guarantee sponsorship, project deliverers are increasingly of the view that they have little choice. In this new context, Reprezent staff felt strongly that they needed:

- To demonstrate the value and impact of the stage 2 radio training programme
- To demonstrate change using a replicable methodology.
- A structure for statistical data collection.
- A non 'anecdotal' method for presenting case studies and data collected.

In effect, Reprezent wanted to monitor and evaluate their work in a way that was both practical and useable in meetings with funding officers. This meant

statistics and charts rather than narrative and stories[2]. They were not alone in experiencing this pressure. During the past ten years, arts and community organisations working with young people have faced the ongoing problem of monitoring and evaluation of their projects[3]. Where many have turned to making attempts to articulate their extrinsic value by drawing upon quantifiable indicators such as the number of participants attending, demonstration of skills attained through qualifications, and how many hours of contact a practitioner may have with a participant, there is still the need to render the intrinsic value of the project. i.e those which directly relate to individuals such as their views and feelings towards their participation in the project, self esteem and confidence. As one participant stated "I can't explain how much Reprezent has helped me out. I have seen my shyness literally disappear every time I am here".

We recognised that statistical information is necessary in any attempt to quantify outputs and outcomes and therefore also in any attempt to value a piece of work but we cautioned against an approach that ran the risk of reducing the value, of what is a significant youth project that aims to amplify youth voice, to what might be illusory statistical correlations. We found that for Reprezent to show the complex changes that it was catalysing and nurturing, real examples need to be described. This ensures the core ethos of Reprezent is made visible. Namely, a general feeling and expression of personal and professional growth, of support, nurturing and understanding of young people's lives. It was to capture this that we maintained a qualitative approach to the research alongside gathering statistical data. We wanted to look 'beyond the numbers game'.[4] that Reprezent needed us to engage with, and also encapsulate the impact and value though lived experience. However it was also necessary to look at what the numbers game would tell us.

Measuring Outcomes, Impact and Value

The very demand for specific forms of measurement is a political act. What passes for 'scientific evidence' and is therefore worthy and what is labelled 'anecdotal' and therefore of negative value, symbolises the ascent not of science and objectivity, but of capital. Funders argue that since need is greater than the levels of philanthropy available, public sector groups, voluntary and community projects and social enterprises alike need to accept they are competing for sponsorship. In order to make choosing who should be funded fairer, funders would like to be able to rank applicants by merit

[2] Morford, R. (2009) **Arts work with socially excluded young people**, National Youth Agency is an edited collection of case studies of five youth arts projects and Barnes, S. (Editor, 2009) **Participatory Arts with Young Refugees: six essays,** Oval House Theatre

[3] Mayo, M., Mendiwelso-Bendek, Z. and Packham, C. (2013) Mayo, M., Mendiwelso-Bendek, Z. and Packham, C. (2013) **Community Research for Community Development,** Palgrave Macmillan

[4] Centre for Urban and Community Research (2007) **Beyond The Numbers Game**, Goldsmiths, University of London

more easily. The corporate sector and other philanthropists view their financial contributions as investments[5] and require the application of business models and quantitative measurements in understanding the value of a charity, social project or activity.

Based on a quantitative approach to measuring outcomes, impact and value, each £ spent by Reprezent would ultimately be weighed up against the number of activities and events (outputs) that took place. Those activities and events were valuable in and of themselves in a way that numbers do not depict. A deeper and wider understanding of that value can be identified and described through the words of participants or become lost in numbers and equations. This can be seen where one participant stated:

> Every time I step into Reprezent something magical happens…I think its being around like minded people who have the same drive, the same kinda energy that you need to keep focused on what you want to achieve…The staff always have so much time, support and great ideas.

Here we see that the worth is intrinsic as well as extrinsic and therefore of value to the participants in an important but possibly unintended way and is rendered invisible by statistical evaluation.

In order to grasp what is at stake it is worth stating that valuation is not the same as valuing. Valuation is about estimating or appraising a worth, it is about capitalisation[6]. Valuing is quite different - it is subjective, about liking or holding something dear. We found that what was valued at Reprezent was the series of opportunities given to meet key people and gain experience from within the industry and directly from within young people's own communities. Young participants valued learning not only the technical or training aspect but also engaging with social and political ideas, learning about other cultures through music, available mentorship, making new friends and building social capital.

The values, or what was important to Reprezent, influences the work that the social enterprise undertakes and the changes that they hope will accrue. The changes that Reprezent staff hoped to make through their interventions were both short term outcomes and long term impacts. There were some very specific creative arts related impact values being pursued, combined with broader social ones:

a. economic: hoping to increase jobs obtained, employability, business, trade, sector growth in creative and cultural industries

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[5] Leat, D. and Kumar, S. (2006) **Big Lottery Fund Research Issue 30: Investing in our programmes - maximising the impact of grant making,** Big Lottery Fund, p.29

[6] Muniesa, F. (2012) 'A flank movement in the understanding of valuation' in **Measure and Value**, edited by L. Adkins and C. Lury, Wiley-Blackwell/The Sociological Review

b. educational: leading to more qualifications or training or move/keep someone in training/school (which can produce increase in job prospects) or enable personal/creative growth, development and learning

c. social: lead to greater equality and community bonding, bridging, cohesion, interculturalism

d. cultural and creative: lead to greater engagement with the Arts, expanded imaginations and enrichment

e. political: lead to growth of voice, agency and influencing policy

We found these values reflected in the aspirations, planning, content or delivery of the two week training course, though the extent to which they could be delivered were circumscribed by the nature and length of the course. We therefore interviewed a sample of presenters who had completed all five stages of training to elicit what they felt the training had meant for them.

Each person involved in the course came with a different set of values and therefore viewed the same outputs through a distinctive lens. For example, one participant placed significant value on the social experience of producing the vox pop while the facilitator prioritised the technical and communication aspects of the skills being gained. This can be due to participants having an agenda or objective that is different to that of the project staff. It was also the case that each participant was motivated by a different set of objectives and values. For example, Participant D placed a greater value on gaining educational and economic skills because s/he wanted to work out in the field rather than in the studio, whereas Participant A was undertaking the course for something to do with others over the summer, valuing the social element of the programme.

Reprezent directors reported that prospective funders view case studies as little more than 'anecdotes' and therefore not useful to justify expenditure. This may be the case for funders whose primary concern is with the figures on a spreadsheet, but it was clear from this project that the reverse also holds true: that spreadsheets cannot communicate all forms of value. To offer a more authentic picture, evaluations of work with people need to be approached differently to assessing the production of commodities. Case studies are well established in the social sciences as a method of illustrating analytical points with data or providing deeper insights into a sample or aspect of a project and should not be discarded. Rather, it is necessary to point out to funders how a lack of qualitative material leaves evaluations incomplete. Real examples can offer important insights towards a fuller understanding of work with people. We have drawn on cases to highlight what matters at the project for participants and to understand the work at Reprezent. This approach, not only places the training course outcomes in context, but also recognises that

human relations are what make the project work and that the lived experience is central to the outcomes.

The examples cases discussed in this report were selected based on the stage of the learning and the overall period during which they engaged with Reprezent. Two of eight cases were selected for participants at stage 2: the focus for this group whilst attending the programme was to improve their communication skills. Two of eight cases were selected from stage 5 participants. This stage is considered to have reached the final level, having gone through the suite of Reprezent training. At stage 5 the participants are expected to be in a position to access opportunities in employment, business, apprenticeship or education. They could also expect to be given support from Reprezent to achieve their aims after stage 5.

Activities and events (outputs) produced particular outcomes, such as learning. These outcomes tended to be processes and therefore not easy to capture without tracking changes that were subjective as well as observable over a longer period of time. This may be best addressed through a longitudinal study, but in this instance we attempted to contextualise the stage 2 training by hearing the retrospective stories of an equal number of young people who had completed the level 2 course and graduated through to level 5. The interviews with graduates of Reprezent allowed them to reflect on their route to their current role and the contributions that Reprezent and the training course made to their lives. The interviews gave the graduates an opportunity to consider their experience of the organisation's effectiveness and its level of impact in assisting participants to grow in their fields.

Participant observations and interviews provided rich data and the methods can be replicated with young people participating on Reprezent projects in the future. However, emotional transitions could not be observed for those young people who had already graduated through the Reprezent set of training courses. Such observations would be important to capture in order to evidence oral accounts of personal changes, including growth in communication capacity and technical skills. Nevertheless, staff who have worked closely with the participants were able, through interviews, to give their accounts of how they observed individuals changing, for example from being extremely quiet to confident on their show. This method can be continued and used to provide supplementary observations of change and provide another source of observation to corroborate data and understand the change and therefore the value of the project.

> **Interviewee x** heard about Reprezent by way of the older students at her school. They already had an indie show and she would sit in and assist by suggesting songs. She later found refuge at Reprezent as an alternative to school. Eventually she was given her own show. Having since become a presenter this participant has moved from being an intern at BBC 1 Extra to forging a relationship which she says "opens

up an avenue for other young people who are in the position as I was is in". She is therefore contributing to the building of a relationship that creates trust between Reprezent and BBC as a way of letting the corporate industry believe what communities are capable of producing high quality interns. She recommended a song that marks her growth, one that illustrates where she believes she is in her life currently: *Opal Tapes* by Coffee Cloud Face. For many participants their selected song marked their growth in exposure to new music and an awareness of what it means to present a specialist show whereby they have come to better understand a specific genre of music .

Interviewee y has a strong desire to enter the radio industry. In his Individual Learning Plan and Arts Award Actions he stated at the start of the project that he wanted to become a chat show host. Towards the end of the project he felt that having been given the opportunity to spend extra time at Reprezent outside of the summer project requirements, he was able to gather a great amount of practical experience. When using the communication baseline tool (see appendix 1) Interviewee y scored at high level. This may very well be due to his independent interest and attendance at Reprezent outside of specified projects and other external factors such as activities elsewhere.

The project outputs and outcomes were clearly valuable to the project, to the stakeholder purchasing the service and to the young people. They may also have been valuable to the school that sent the young people and their families, so future evaluations might seek to find out what the training courses mean to them. On a longer project, it may be possible to identify an overall impact, but on such a short project, it is more accurate to point to 'potential impacts'.

Reprezent training courses and campaigns are short. Longer term impact studies would therefore involve a longitudinal analysis or larger evaluation that was beyond the scope of this project. As the organisation has its own research officer, this does however, make the collation of this data over a longer timescale feasible. The priority of this project was a two week training course that was focused on gaining communication skills for increased employability in the creative and cultural industries. Although we worked with Reprezent to develop an outcomes based framework to help them articulate the value of outcomes, we were conscious that the timeframe was limiting. The Young Foundation Framework[7] for measuring outcomes was a useful starting point for identifying key communication skills that might be observed.

[7] McNeil, B., Rich, J. and Reeder, N. (2012) **A framework of outcomes for young people**, The Young Foundation

Reprezent had developed a tool which encapsulated these and so we deployed it, and reviewed it in practice.

Tools and Framework

We drew upon a combination of existing tools used by Reprezent, alongside ethnographic research where we utilised observations, and interviews to track outcomes and experiences which were later collated into case studies. The tools used by Reprezent that were applied and reviewed included an Individual Learning Plan (ILP - see appendix 1), a Baseline Communication Skills Assessment (BCSA - see appendix 2) and an Arts Award Action Plan (AAAP). Using the Theory of Change (TOC - see appendix 4) and Social Return on Investment (SROI - see appendix 5) we employed a framework to map the project inputs and outputs which was later used to shed light on the value of the two week training course.

The BCSA (see appendix 2) was initially designed with a 'Yes' or 'No' structure to measure achievement. After discussing the need for a more detailed scoping of the participants' skill level achieved during the course, we agreed that a scoring system may be best suited. Scores given to participants were out of 5. The tool has since been modified to incorporate this change. Space has also been created in the document for comments to be included on individual's skill components. We found the document 'comments' box needed to be extended so that there is one for each skill. This will allow trainers to give detailed feedback to participants about their strengths and weaknesses. The data would capture a clear and detailed picture of the participants' development.

The current version of the BCSA is now used to score different types of communication observed at the start of the course and during the sessions over a two week period. The BCSA holds the learning targets . The tool allows for each individual to be tracked in relation to the range of communication skills they demonstrate in practice and to plot individual progress. The specific skills being monitored can be changed on the form, depending on the nature of the training. It is, nevertheless, difficult to assess the development of communication skills over a two week window without including other external or prior factors that contribute to the participant's aptitude. The BCSA can be used across all stages of training and presenting and presenters can be encouraged to identify areas of self-development that they wish to concentrate on.

The **ILP's and AAAPs** (see appendix 1 and 3) were important in gathering data. However, we found some overlap between two of the tools and their objectives. The ILP and AAAP each enabled participants to map, name and review their short and long-term goals. As they are time consuming to implement and ask similar questions, we recommend that Reprezent merge the two documents. This would also allow for more of the course training time

to be used for engaging activities and reduce the need for extra staff. The new document would record some of the follow up information more simply. (see appendix 1)

The ILP could become more youth friendly in layout and presentation eg. through the use of graphics. Consideration could be given to putting the forms online for each participant to view and add to. The tools can then be used to produce and regularly update case studies that can be anonymised and banked. Data and statements can be taken directly from the tools to counter the funder arguments that case studies are anecdotal rather than taken from data collected.

The data gathering was framed around mapping inputs and outcomes. The Young Foundation[8] highlights frameworks based on a **Theory of Change** and Logic models. The Logic model was useful in identifying outputs and outcomes in relation to resources invested, and we found the model to provide an effective starting point for tracking the programme's value. The TOC model is most likely to be of use to Reprezent when Reprezent conducts evaluation on small projects. The SROI is more effective for the whole organisation evaluation as its use in relation to a short training course is inevitably limited, though we have attempted to apply it. The SROI (Social Return on Investment) impact map is to be found in Appendix 4 and TOC (Theory of Change) is in Appendix 5.

Measuring Social Return on Investment

The project team agreed that we should aim to test an SROI framework against the training course by identifying the outputs, outcomes and proxy values for those outcomes. A typical example of a proxy value might be the amount of money saved in benefits that would otherwise be paid to an unemployed person once s/he gains a job as a result of gaining skills through a campaign. Reprezent's own researcher would complete and calculate the final stages of SROI if the first stages of the method turned out to appear valuable to Reprezent.

A spreadsheet indicating outcomes and identifying a proxy value against each outcome has been produced so that Reprezent can use a Social Return on Investment (SROI) method to calculate the social value of each £ spent on the campaign, we believe there are flaws inherent in the approach and method and therefore SROI must always be read with caution.

See Appendix 5 for SROI spreadsheet

[8] McNeil, B., Rich, J. and Reeder, N. (2012) **A framework of outcomes for young people**, The Young Foundation

The SROI process and data collection methods have contributed to the 2013 Social Value Act and are clearly laid out in a Cabinet Office guide.[9] We mapped outputs and outcomes to an SROI framework and collaborated with Reprezent to identify proxy indicators. We followed this process to that point as rigorously as we were able to given the time limitations of the course, in the hope that SROI might be the innovation that could provide a solution to agencies wanting to prove their worth to philanthropists and corporate agencies. Clearly, the adoption of SROI by housing associations and the growth of consultants offering tools and professional services to projects and NGOS suggests that SROI is of growing interest. But it has not been without its critics. It wasn't long into the process of using it before we hit upon some of the problems with applying SROI.

In order to monetise outcomes that are identified, the SROI method requires the identification of proxy indicators. This involves a creative process of imagining alternatives. For example, as young people gave up time when they might have been earning the minimum wage, a proxy indicator of their investment of time into the training course might be the amount of money they could otherwise have earned. As a process, it offers a relatively simple solution that is viewed as scientific because it involves numbers. However, proxy indicators are inevitably notional, apt to be arbitrary and unreal by virtue of being proxies. Therefore proxy indicators based on imaginary substitutes are arguably less scientific than case studies that are based on real life experiences and actual data.

SROI is promoted by government and corporations as a scientific measure of the value of investing in a social project. It is integral to the free market agenda of investing only in what returns a profit rather than what meets a need but SROI calculations are no more valid than ethnographic descriptions. Indeed, SROI calculations can obscure the needs, lived experience and human gain that are central to social projects. SROI and Theory of Change are promoted as means of providing more rigorous, scientific evidence and yet they encourage spurious correlations, predictions and imagining what might have happened or not happened without an intervention. SROI may provide credibility amongst corporates but the argument that it is a more robust way of identifying worthy causes is fallacious and reinforces the idea that there are unworthy causes rather than ones that are out of favour with philanthropists.

Recommendations for the development of tools and a replicable framework.

We recommend that Reprezent periodically assess the skill set specific to the project (ie communication, technical, presenting) aims for participants at

[9] Cabinet Office - Office of The Third Sector (2009 and 2012) **A Guide to Social Return on Investment**

different stages using the BCSA. This should be modified to house the respective project skills for assessment. It is not definitive of the participant but acts as a guide to indicate areas of possible improvement. The ILP should be carried out over a minimum of four weeks and incorporated within the trainers/tutors' task. Currently trainers have participants complete the Arts Challenge Action Plan, this has been incorporated in the ILP (see appendix 1) and we suggest that one document be utilised as opposed to two documents that require duplicated tasks. For stage 5 participants, a periodic reflection log could be implemented.

Replicable Framework

We suggest the following steps be followed throughout the time span of each project:

1) Conduct initial, mid-term and final ILPs (see appendix 1)

2) Initiate reflective log (personal diary in chosen format i.e video, audio, or written) that will detail participants personal journey over a specified period.

3) Identify skills to be measured for the project. (see appendix 2a)

4) Capture key facts and observations from a minimum of 2 participants then place these into a case study template.

5) Complete the SROI Impact Map for the respective project. If required, use the completed SROI impact map to calculate the SROI.

6) Draw on material produced during steps 1-4 to complete the Theory of Change (see appendix 4a).

Readiness for Employment in Creative Industries

Young people who had been through the full series of training offered by Reprezent were interviewed in order to assess the impact that the course being observed had on them and their readiness for further training or employment.

Participants demonstrated a growing awareness of creative jobs as they went through the courses. They discussed them in interviews and by stage 5 were aware of varied roles in the radio industry as a result of their active engagement on radio training. A long term study could plot progression and pathways that trainees take to reach some of those roles.

However for this project, Reprezent's training focus was on communication skills through radio training as a means of making young people ready to work in the creative and cultural industries. The underlying assumptions were:

- there are jobs in the creative and cultural industries that young people from South East London are not accessing
- that young people are more likely to access these jobs if they aspire to them
- young people lack motivation, communication and technical skills needed to access these posts
- that once young people have completed the 5 courses of training, they will be more competitive in the creative industries
- the social and cultural capital that young people gain through Reprezent offers access to networks that they may not normally be privy to.

Interviews with current trainees provided them with an opportunity to consider current and future goals and actions.

> **Interviewee v:** came to Reprezent to participate in a two week arts award accredited programme via her school. Through her interaction with other participants attending the radio summer program she has noticed her own confidence improve. At the start of the project she stated in her personal goal her targets that "She would like to improve her confidence". Based on her comments towards the end of the project she has since decided that she will go onto university once she completes the relevant subjects to move into further or Higher education. She says she intends to return to Reprezent next summer to complete her Gold Arts Award.

Interviews with graduates of Reprezent training provided them with the opportunity to reflect on their route to their current role and the contributions that Reprezent has made to their lives and gave them the opportunity to consider how effective the organisation is in assisting trainees to grow in their preferred fields. It highlighted the actual pathways taken by individuals to become producers and presenters:

> **Interviewee w** is currently employed at Capital Xtra as a producer. She came to Reprezent in 2012 through a friend who already attended. Despite being told at Capital Xtra that producing is her strength, she enjoys her role as a presenter. She feels that her confidence has increased since she was given her own show over a year ago and finds that Reprezent has given her "some inside knowledge to how the industry works". As she reflected on one of her recent shows titled "Father know best", she spoke of a new found respect for her father having been commended on his knowledge. She transmits from Reprezent radio twice a week.

Sometimes, young people's preferred fields change as a result of learning about and trying out the range of radio related roles at Reprezent. Overall, they personally valued the opportunity to undertake training, imagine creative futures, make contacts that might open doors, gain new knowledge, networks, communication and technical skills. Reprezent also benefits from engaging young people from the locality as they link the station back into the neighbourhood and the school and add to the pool of potential presenters and campaigners that the agency can draw on. As they make their way through the training courses, young people become informal ambassadors of Reprezent and part of its collective voice. They may go on to present programmes that expose young people to new music they wouldn't otherwise hear on mainstream radio; or create programmes that will be primarily educational or political - raising awareness of Young Mayor Elections, Bullying, Policing issues or Mental Health. In the process, the young people are challenged to learn, think and develop as they participate in the pleasure of training, planning, creating and learning. This also poses a continual challenge for the staff, who work with many young people who are experiencing huge challenges in a very personal way and who need ongoing support.

Conclusion

During our search for models that are currently used to offer a 'value' of any current or future impact, we found that the social return on investment model has gained currency. Application of this model aims to demonstrate how the value of an impact may be greater or lesser than the original £ invested. In any event, an outcome or impact cannot be reduced to monetary terms unless an agreed monetary value is placed on them. In this process, the value of human learning and experience is translated into a change that can be measured and then costed. The drive to find a suitable cost pushes aside questions of comparability and the desirability of breaking down and pricing human experiences.

Generally, the influence of the corporate world on social projects appears to be producing a culture in which it is acceptable to place monetary value on outcomes or impacts. This is done by identifying indicators or proxies and allocating a value either to the proxy or to the indicators that have been evidenced. Underlying this process is an ideological value that places savings to the Treasury above a richer quality of life, nurturing of a creative imagination, growth towards self-actualisation and individual welfare. Funders argue that they need to be assured that their support will be given where it will have the most impact. However, their preferred model has a tendency to conceal real life experiences, reducing the value of complex projects to a monetary one.

In the case of Reprezent, the social and cultural capital gained by participants through their engagement with Reprezent is integral to giving greater meaning and value to the programme's social return on investment. Young people demonstrated motivation, communication and technical skills needed to access posts in the creative industries. Throughout the project we witnessed an increase in prospects through the nurturing of participants' own aspirations and building of professional networks. Notwithstanding the shortage of available employment, Reprezent has facilitated access to jobs in the creative and cultural industries that young people from London may not normally be able to access. This social enterprise assists in the production of competitive candidates who demonstrate an increasing level of confidence and competence.

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Appendix 1

Individual Learning Plan

Date……**Tutor/Staff**……**Course/Location**……..……

Section 1

About you

Name……..... **Date of birth** ……....

Address……

Employment/education status:

Education (school) □
Education (6th form) □
Education (FE college) □
Education (university) □
Education (adult) □
Education (other) □
Work (FT) □
Work (PT) □
Volunteering/work experience □
Not in training/work □
Other (Please state) □
……

Please list any qualifications, awards or records of achievement you have.

What are your strengths, qualities and interests?

Do you have any technical skills: Do you need any Learning Support?

Appendix 1

Please tick the box that is the closest to how you feel for each sentence.

	I strongly agree	**I agree**	**Not sure**	**I disagree**	**I strongly disagree**	**Further details for "Not sure → Strongly disagree" (As discussed with tutor/staff member)**
I feel confident communicating with others.						
I feel confident working in a team.						
I feel confident applying for jobs/courses.						
I know what I would like to do in the future and how to get there.						
I feel motivated to achieve my goals.						

Appendix 1

Goal setting

My long term goal:

Action Plan

Short term goals-how will you achieve your main long term goal?
Remember to make them SMART: Specific, Measurable, Achievable, Realistic and Time-based

Action	Method	Support Needed	Deadline	Progress Review 1	Progress Review 2
				Date: **What has changed:** **Notes:**	**Date:** **What has changed:** **Notes:**
				Date: **What has changed:** **Notes:**	**Date:** **What has changed:** **Notes:**

Appendix 1

				Date: **What has changed:** **Notes:**	**Date:** **What has changed:** **Notes:**
				Date: **What has changed:** **Notes:**	**Date:** **What has changed:** **Notes:**
				Date: **What has changed:** **Notes:**	**Date:** **What has changed:** **Notes:**

Signed by:
Learner…… **Tutor/Staff**……**Date**……

Next review date agreed……..

Appendix 1

Date……

Section 2

Review

Progress so far:

Is your long term goal still the same? If not, what has changed?

Staff comments:

Appendix 1

Next Stage Action Plan

Goal	Action (how we will help you achieve that goal)	Target achievement date	Actual achievement date	Tutor notes	L & D staff notes

Signed by:
Learner…….. **Tutor/Staff**……**Date**……

Next review date agreed……..

Appendix 1

Date……

Section 3

End of course evaluation

Role within Reprezent……

Employment/education status:

Education (school) □
Education (6th form) □
Education (FE college) □
Education (university) □
Education (adult) □
Education (other) □
Work (FT) □
Work (PT) □
Volunteering/work experience □
Not in training/work □
Other (Please state) □
……

How do you feel about the progress you have made during the course?

What has changed since you started the course?

Did you face any problems in achieving your goals? If so, how did you overcome them?

Appendix 1

Next steps/ Progression

Staff comments:

Appendix 1

Please tick the box that is the closest to how you feel for each sentence.

	I strongly agree	**I agree**	**Not sure**	**I disagree**	**I strongly disagree**	**Further details for "Not sure → Strongly disagree" (As discussed with tutor/staff member)**
I feel confident communicating with others.						
I feel confident working in a team.						
I feel confident applying for jobs/courses.						
I know what I would like to do in the future and how to get there.						
I feel motivated to achieve my goals.						

Signed by:
Learner…….. **Tutor/Staff**……

Appendix 2

Baseline Skills Assessment			
Name:		Stage: 1, **2**, 3, 4, 5	
Project: **Becoming Radio Ready**	Skills to be assessed: **Communication**/presenting/interviewing/Technical know how	Assessment No: Date: Assessor:	

Body Language	Score	Comments
Eye Contact		
Smile		
Non Verbal		
Unique approach		
Other		

General comments for this area:	Total:

Appendix 2

Listening and Speaking	Score	Comments
Attention		
Clear statements and questions		
Appropriate response		
Repeating/following up		
Other		
General comments for this area:		Total:

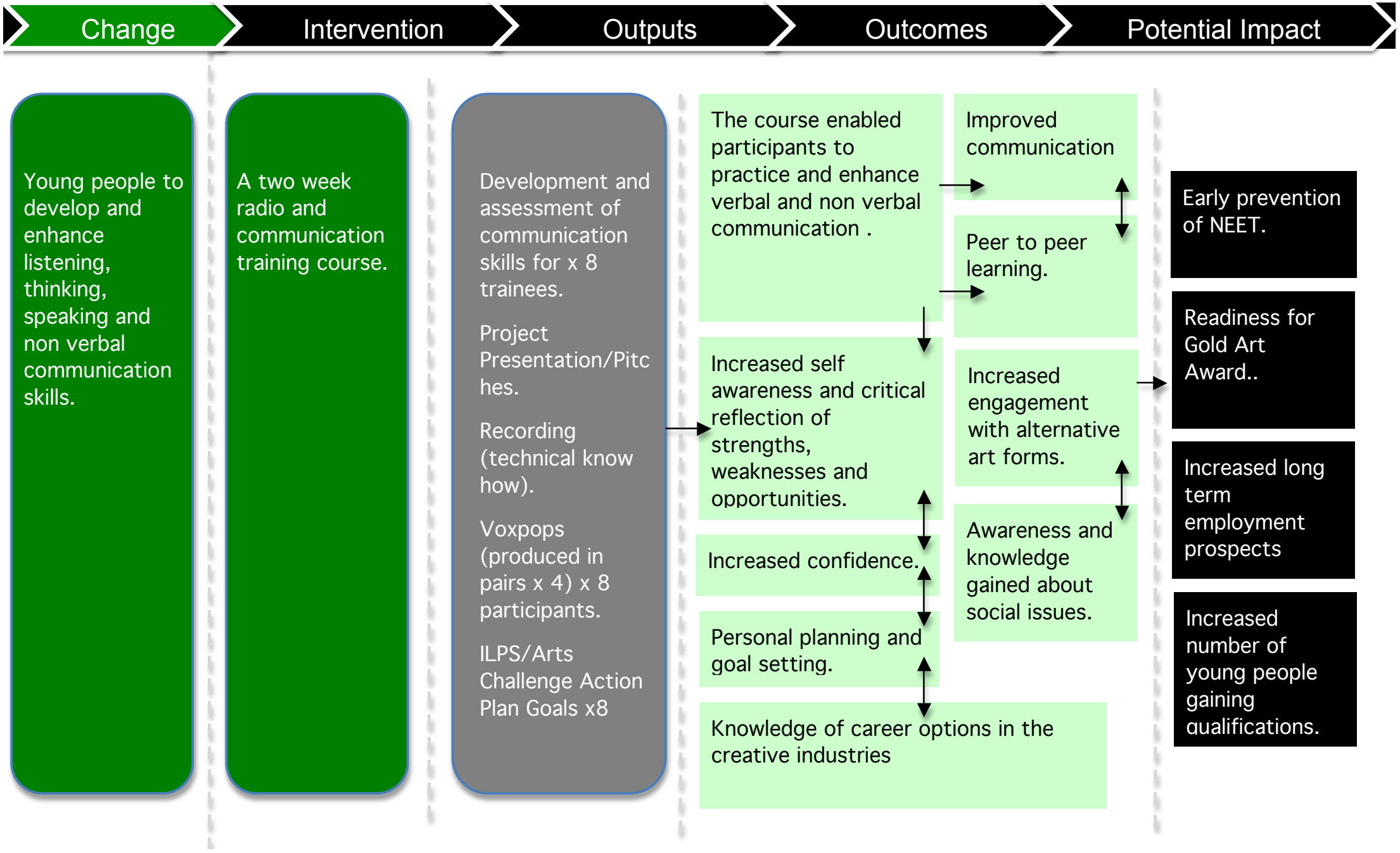
Appendix 2

Introducing yourself	Score	Comments
Approach		
Clearly Stating Purpose		
Name and Position		
Approach		
Other		
General comments for this area:		Total:

Appendix 2

Interviewing	Score	Comments	
Open			
Closed			
Understanding the difference			
Clear questions			
Other			
General comments for this area:			Total:

Appendix 4


Change
Intervention
Outputs
Outcomes
Potential Impact
Young people to develop and enhance listening, thinking, speaking and non verbal communication skills.
A two week radio and communication training course.
Development and assessment of communication skills for x 8 trainees.
Project Presentation/Pitches.
Recording (technical know how).
Voxpops (produced in pairs x 4) x 8 participants.
ILPS/Arts Challenge Action Plan Goals x8
The course enabled participants to practice and enhance verbal and non verbal communication .
Improved communication
Peer to peer learning.
Increased self awareness and critical reflection of strengths, weaknesses and opportunities.
Increased confidence.
Personal planning and goal setting.
Knowledge of career options in the creative industries
Increased engagement with alternative art forms.
Awareness and knowledge gained about social issues.
Early prevention of NEET.
Readiness for Gold Art Award..
Increased long term employment prospects
Increased number of young people gaining qualifications.

Appendix 5
P1

Social Return on Investment

Activity: Radio Ready Two Week Summer Project **Objectives:** The main objective is to understand the impact of the Reprezents training

Stage 1	
Stakeholders	**Intended/unintended changes**
Who do we have an effect on? Who has an effect on us?	*What do you think will change for them?*
Trainees (Stage 2)	Life and employment skills - young people will develop listening, thinking, speaking and non verbal communication skills. Young people will acquire a qualifications (Silver Arts Award) Technical know how (skills development - enhanced technical skills - occupation specific skills for finding work) Life and employment skills - develop an understanding of how to research a subject to form appropriate questions. Motivation, aspirations and attitude - identify career goals Engage peers in topics of importance to them Improved skills for finding work - develop an awareness of access routes to higher/further education. Increased confidence with listening, speaking and managing technical equipment in a public space.
Contract/Funders	Staff costs - Trainer/Tutor: leading the skills training over a two week period. Staff costs - Trainer/Tutor: reporting Staff costs -Support Worker: supporting the tutor in delivery Staff costs - Learning and Development Worker: baseline and follow the knowledge of students, supporting them with action plans to increase knowledge of creative industry etc. Space hire/venue Equipment Management costs (e.g., preparing the training outline)
Presenter/Volunteers/Beneficiaries (Stage 5)	Accreditation Training and Education - young people will access training and education opportunites
Totals	

Appendix 5
P2

Social Return on Investment

Activity: Radio Ready Two Week Summer Project **Objectives:** The main objectiv

Stage 2		
Inputs		**Outputs**
Description	Value £	
What do they invest?		*Summary of activities in numbers*
Time (from summer holidays) equating to 20 hours per student. (A note on the calculation: 20 hours per students (8 students in total) equating to a total of 160 hours at £8.08 = £1,292.80 (20 hrs @ min wage £8.08 for Under 18) including London Living Allowance - https://www.gov.uk/national-minimum-wage-rates)	£1,292.80	Development and assessment of communication skills for x8 trainees (Life and employability skills - interpersonal skills - communication)
		Project Presentation/Pitches (Life and employability skills - interpersonal skills - relationship building and teamwork)
		Recording (technical know how)
		Voxpops (produced in pairs x 4) x 8 participants
		ILPS/Arts Challenge Action Plan Goals x8
Time and expertise (38.5 hrs at £25 per hour)	£925.00	
Time and expertise (10 hrs at £25 per hour)	£250.00	
Time and expertise (38.5 hrs at £12 per hour)	£462.50	
Time and expertise (A note on the calculation 1.5hrs per students at £20 per hour) - 8 students x 1.5hrs = 12hrs at £20 per hour = £240)	£240.00	
A venue to deliver the training	£500.00	
Equipment required to carry out the training	£150.00	
15% of the total delivery costs	£379.13	
Time - on average, presenters spend 6 hrs per week volunteering with Reprezent (A note on the calculation: 6hrs for 44 working weeks per year = 264hrs at minimum wage of £8.08 including London Living Allowance = £2,133.12)	£2,133.12	Young people will become accredited as a result of their involvement - all 9 gained accreditation
		Access to further or higher education / access to training - 2 young people accessed further or higher education
	£6,332.50	

Appendix 5
P3

Social Return on Investment

Stage 3 The outcomes and What Changes			
Indicator	Source	Quantity	Duration
How would you measure it?	*Where did you get the information from?*	*How much change was there?*	*How long does it last?*
Using the tutor skills baseline chart, participants were scored on key commucation skills throughout the project at the beginning and end of project (baseline and follow-up).	Observation and analysis of skills baseline chart.	8	1 Year
Clarity of expression of content	Observation and analysis of skills baseline chart.	Each presentation demonstrated the participants (7) growth in developing their baseline skills.	1 Year
Accurate use of technology as confirmed by tutor for each student.	Task observation	All participants demonstrated an ability to record a sound interview.	1 Year
Tutor/researcher observation of participants interaction with the public. A score for each was given and a comparison made with the initial and final score (baseline and follow-up).	Observation and analysis of skills baseline chart.	All participants demonstrated an ability to record a sound interview and produce a high standard vox pop.	
Ability to articulate their goals and development at the beginning and end of the project (baseline and follow-up).	The ILP Template/Tool and observation, interviewing	7 participants projected their goals and aspirations.	
Number who received qualification	Beneficiary records	4 out of 9 (44%) went on to gain a Bronze qualification and 4 out of 9 (44%) went on to gain a Silver qualification.	1 Year
Number of beneficiaires who went onto further or higher education	Beneficiary records	2 beneficiaries went onto higher education (university)	
Number who went into employment / number who became self-employed / number who set up their own enterprise.	Beneficiary records	7 participants went into employment (including 1 self employed)	

Social Return on Investment

Contd. Stage 3 - The outcomes and What Changes

Financial proxy	Value £	Source
What proxy would you use to value the change?	*What is the value of the change?*	*Where did you get the information from?*
Qualification. The cost of teaching and examining 8 GCSE students at £380 per subject x8 = £3,040.00	£3,040.00	National Qualifications framework http://www.citylit.ac.uk/courses
Cost of short radio/journalism course at £118.00 x8 = £944.00	£944.00	http://www.citylit.ac.uk/courses
Cost of Sound Consultant/Expert sound knowledge required to create a voxpop.		
Cost of a Careers Advisor / Increase in feelings of aspiration towards career 4,800 per person (A note on the calculation: observation that all 8 participants had enhanced aspiration as a result of their involvement x 4,800 = £33,600)	£55 per head / £33,600	In 1998-99 a typical local authority spent £55 per head of its 13-19 population on its Youth Service. The actual spend varied widely between local authority areas, the range being from £20 to over £200 per head, with the top quarter of authorities spending nearly £72 per head.) / 4,800 per person - 2010 - Social Return On Investment in Community Empowermet - One North West - measure of subjective wellbeing.
Cost of training and mentorship, prevention of entering youth justice system,NEET,JSA		
Bronze Arts Award is equivalent to Level 1 national qualification working at D-G GCSE Grade or Level 1 Award in Employability Skills / Silver Arts Award is quivalent to Level 2 national qualification working at A*C GCSE Grade or BTEC Level 2 in 3D Design.	£2,096.00 (A note on the calculation: 4 presenters went on to gain Arts Award Silver equivalent to BTEC Level 2 Qualification at a ruturn of £524 in cost savings to the HM Treasury, per person, per year = £2,096.00)	Cost savings to HM Treasury, per person, per year in 2010/11. Source: BIS (2011): Returns to Intermediate and Low Level Vocational Qualifications p9 to 10
Graduate Level 4+ Qualification	£5,842.00 (A note on the calculation: 2 presenters went on to higher education at a return of £2,921.00 in cost savings to the HM Treasury, per person, per year = £5,842.00)	BIS (2011): The Returns to Higher Education Qualifications p15 to 16, per person, per year in 2010/11.
JSA = £10,025.00 / Job Seeker's Allowance Fiscal benefit from a workless claimant entering work excluding calculations made for accrediation and training/education / minimum wage and expected earnings.	£50,125.00 (A note on the calculation: 7 went into employment including 1 self employed, however returns already calculated for 2 who gained qualification above so in total 5 (ensures we are not double counting)	The Department for Work and Pensions Social Cost-Benefit Analysis framework (Working Paper 86) / response to parliamentary questions (HC Deb 6 February 2013, vol 558, col 352W)