

Voluntary Action Leeds

**Youth Giving Time Project  
Evaluation**

YOUNG PEOPLE

December 2020



**Crellin Consulting**

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# Acknowledgements

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# Executive Summary

The Youth Giving Time project has provided a brokerage service linking vulnerable young people to volunteer opportunities in the community. The young people were aged 10-19 (care leavers up to 25) and either had a history of offending behaviour, or were at risk of coming into contact with the Criminal Justice System.

The projects aims were to:

- improve mental health
- reduce isolation / improve social skills
- improve life chances through volunteering
- steer those at risk of committing crime away from crime

This evaluation provides an impact summary of year 5, a summative evaluation for the whole programme and considers potential new models to meet the programme aims in the future.

The Youth Giving Time project spanned 5 years, coming to an abrupt end, three months early, at the end of March 2020 when the Covid-19 pandemic hit the UK. 319 young people received training and information regarding volunteering, 414 young people received brokerage support and 229 young people were placed and attended at least one volunteering session.

Total project costs were £286,140 which equates to £1,250 per person placed. For comparison The National Lottery Community Fund's Talent Match programme, which tackled youth unemployment in deprived areas from 2014-2018, equates to around £4,000 per person supported. (Sheffield University Talent Match Evaluation blog July 2020.)

Across the 5 years of the project considerable evidence has been gathered on the impact of the project on young people's lives and the insight provided has further strengthened the project and its outcomes.

Outcomes were achieved for young people around mental health and wellbeing, especially linked to confidence and social skills. Young people were shown that an alternative life journey was possible for them, whether linked to a crime free lifestyle or to career and aspirations. Many of the young people were already in education, though in the final two years, the project moved to target more vulnerable young people who were more likely to be NEET (Not in Employment, Education or Training) less likely to be in college and more likely to have come into contact or be at risk of coming into contact with the Criminal Justice System. This had implications for the amount of support required.

## What difference has been made - Year 5

A primary evidence base has been collected in year 5 (2019-2020), consisting of:

- 9 semi structured interviews with young service users.
- 10 impact surveys collected before and after volunteering.
- discussion with the Giving Time Team on the strengths and weaknesses of the programme.

“The volunteering opened doors for me, it’s given me opportunities for other career choices if I can’t go onto work with children due to my police caution.”

The project has adapted to meet the challenges of delivery and in year 5, 24 young people were brokered into volunteer positions and this includes 11 young people at HMP Wetherby Young Offenders Institute, 1 at HMP Wealstun and 12 into charities. If not for the Covid-19 pandemic, a further 18 vulnerable young people would have taken part in social action projects and 2 had been accepted to start volunteering in charities.

Greater focus on the target group means that the majority of young people supported were very vulnerable with complex histories and support needs.

“I feel much happier, I am looking forward, not back”

The impact surveys provide evidence that young people progressed across the target areas of mental health and wellbeing, confidence and skills and employability. The results of the impact surveys have improved year on year and this appears to be due young people being contacted straight after their volunteering, indicating a gradual drop off in the benefits over time.

“It (volunteering) made me more confident, I talked to more and different people. Now I talk to lots of different people and enjoy talking to people.” Young person who had just secured employment.

The interviews indicate that young people found that talking to a wider range of people had improved their social and communications skills and this had led to an improvement in confidence and thinking positively about the future. This in turn has helped with either education or employment.

Of the year 5 service users interviewed, 3 had progressed into education or employment, which was combined with continued volunteering for 2 of the young people; 1 was continuing with the volunteering and 2 were NEET due to ill health.

The quality of service delivery and professionalism of staff were praised by stakeholders (referral organisations, placement organisations and service users).

“Before volunteering I [refugee) only spoke to my friends at College but at the Food Bank I spoke to a much wider range of people.”  
Young person who progressed in H.E.

## Insight

There have been ongoing delivery challenges which are beyond resolution by this project:

- Supporting young people into volunteer opportunities is challenging i.e. finding the right volunteer placement, at the right time that can be easily accessed via public transport.
- There is a lack of ‘interesting’ volunteering opportunities open to young people.
- Most young people are in college and volunteering must fit around other commitments, young people stop volunteering when they are too busy.
- The greater targeting towards a more vulnerable target group means that more support is needed for the young people to sustain a volunteer placement and this has implications for the number and cost for each young person who can be successfully brokered.
- The process of completing a job application for ‘formal volunteering’ roles is demanding and does not suit all young people, micro volunteering and social action also have a role to play, especially for younger ages.

## New Models

It is clear that the brokerage model works for young people who want to improve their communication skills, progression and employment chances through formal volunteering but who need support to achieve this. The target group of young people, the resources required and the outputs/outcome targets should be carefully considered so that they complement each other. If the target group is vulnerable then they will need more support to sustain the volunteering and achieve the most impact.

Micro volunteering has a role in making volunteering more accessible to young people, a social action/co production or a micro volunteering approach is better suited to a younger age group and has been shown to have benefits linked to confidence, self-esteem, prosocial modelling and volunteering in later life. In an ideal world there would be lots of micro volunteering opportunities across the city available on a regular basis and all accessible from a single online site - but others have tried in the past and failed to achieve this.

Workshops and training play their part in introducing young people to the concept of volunteering and should be kept, otherwise any new model risks missing those

who could most benefit. The referral system and trust that has been developed with key referral agencies is a valuable resource and should be kept/renewed if possible.

Barriers to sustaining a volunteer placements include the quality/resources for volunteer management and the culture and dynamics within the volunteer involving organisation. VAL could potentially support volunteer involving organisations with the inclusion of marginalised and vulnerable groups through its Volunteer Managers Network.

## Key Messages

The impact on young people's lives is positive and the project is providing an alternative life journey for young people.

Approximately 47% of those brokered are placed which compares favourably to other models such as Talent Match.

The marginalised young people who benefitted from the brokerage are very unlikely to have been able to volunteer without the specialist support.

Approximately 70% of those placed sustain the volunteering. 30% of young people do not return after the first session due to a lack of confidence. Support to volunteer involving organisations around diversity and inclusion of marginalised groups and potentially greater support for young people once placed could mitigate this barrier.

Placing vulnerable young people in the correct volunteering opportunity is vital for young people to succeed and sustain the volunteering. The skills and knowledge of the broker complemented by the wider work of VAL as an infrastructure organisation are critical to this.

The target group needs to be considered in relation to the support young people receive through a brokerage model.

The risk factors involved mean that few volunteer involving organisations will offer volunteer opportunities to under 18's.

This model is primarily based on formal volunteering – involving an application process and is not therefore suitable for all young people, the social action and micro volunteering complement the formal volunteering approach and are more effective for the younger age groups.

The project was delivered professionally and adapted to changes and challenges throughout, learning from insight provided by ongoing evaluation.

Voluntary Action Leeds

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# Introduction

## 1.0 Context

The Youth Giving Time project has been funded by the National Lottery Community Fund, Reaching Communities Grant. The Youth project ran from July 2015 to July 2020. This evaluation covers year 5 and is also the final summative evaluation.

The final year of the project was halted in an untimely way at the start of April 2020 due to the Coronavirus pandemic. Until then, 24 young people had been placed in volunteer positions bringing the total placed to 229 since the start of the project in July 2015. Another 18 young people were due to start placements had it not been for the Covid-19 outbreak. This made it impossible to continue as placements were disrupted and volunteer organisations responded to the situation.

59 young people have attended workshops on the benefits of volunteering over the last project year, total 319 across all five years.

Previous evaluations have taken place, in August 2014 and 2015 an evaluation of the Giving Time Pilot was undertaken by Leeds Beckett University and in 2016 by Rachel J Webster. Crellin Consulting undertook evaluations in 2018 and 2019.

Voluntary Action Leeds (VAL) has commissioned this evaluation to:

- support the completion of the Giving Time final reports,
- evidence the impact of volunteering on the individual
- gather learning and actionable insight
- inform potential models of youth engagement and volunteering for the future.

## 1.1 The Giving Time Project

The Youth Giving Time project works with young people aged 10 - 19 (care leavers up to 25), offering volunteering, workshops and training to divert young people away from the Criminal Justice System.

The Giving Time model is a brokerage model, placing young people in volunteer positions, providing a delivery method that is safe and supportive of both service users and the organisations they volunteer for.

The project supports:

1. People with criminal convictions to engage in volunteering.

2. Young people who are at risk of coming into contact with the criminal justice system to engage in volunteering.
3. Volunteer recruiting organisations to confidently and appropriately involve volunteers with criminal convictions.

## **1.2 Project Outcomes**

The stated Youth Outcomes for The National Lottery Community Fund, funding are:

1. The mental health and emotional wellbeing of young people who volunteer will be improved.
2. The social exclusion of young people is reduced and the integration into communities is increased.
3. Young people who volunteer will increase their employability by engaging with volunteering.
4. Introduction to volunteering workshops

### **Targets**

#### **Outcome 1**

Young people who actively volunteer will report an increase in confidence  
Young people who actively volunteer will say that they have contributed to their community.

#### **Outcome 2**

Young people will say they have contributed to their community - 30 pa  
Young people will be involved in participation and decision making - 10 via the Youth Forum as a co-production approach.

#### **Outcome 3**

People will progress into education employment or training - 5 pa  
Young people will feel more equipped to gain employment or training - 30 pa

#### **Outcome 4**

Young people with convictions or who are at risk of offending have access to volunteering as a means of preventing criminal activity - 40 pa  
Young people do not offend or re offend 20 pa

## 1.4 Volunteering and Crime Reduction

Volunteering can provide the opportunity for people to build confidence and self-esteem and build skills to gain employment.

The Giving Time model has been developed based on three key current and widely accepted underpinning theories including Pro-Social Modelling, Desistance Theory and The Good Lives Model. Each model is briefly described below. The examples, outlined below, are of young people from the Youth Giving Time Project from years 2017-2020 of the project.

### Theories of Desistance

Maruna (2001) proposed the 'identity-based' theory of desistance. This argues individuals desist from crime due to the internal formulation of a 'redemption script,' which involves the individuals viewing their criminal history as a product of their circumstances at the time that were beyond their control, such as social disadvantage and exclusion.

They also view their non-offending state as their 'true self'. Individuals will often make an effort to engage in pro-social activities in an attempt to balance out some of their previous wrongs. (O'Sullivan, Hart & Healy, 2018, p.9).

In 2019 Ben, a young man was interviewed as part of the evaluation. Ben, at the age of 19 was convicted for the publication and contribution of terrorist literature which could endanger life. Aged 18, Ben had been introduced to an online forum with live conversation and he soon became their website administrator. It was his actions in this role that led to his conviction. Ben says that it was the instability in his childhood that led to his criminal behaviour.

Ben pleaded guilty on the grounds of recklessness, not intent and says he is deeply ashamed of his actions. Ben said "It's hard to find a job if you have a conviction, but talking about volunteering at my interview really helped. It's like a ladder - you volunteer for a 'small job' and it leads to other things."

Negative labelling may cause the individual to feel marginalised and set apart from the rest of society, 'being an 'outsider' and may increase re offending as they live up to this label. (Becker, 1963).

Trusting these individuals and giving them the opportunity to enact a non-criminal version of themselves has been found to enhance their sense of personal agency and increase their motivation to change (O'Sullivan, Hart & Healy, 2018). Allowing them to engage in volunteering therefore, in a sense, provides a template for a 'redemption script' which in turn may become a 'desistance script' (O'Sullivan, Hart & Healy, 2018).

This is demonstrated by the Youth Giving Time project in one of the year 4 evaluation interviews where Katy is volunteering as a way to prove her changed behaviour and 'true self.' As has been the case with several volunteers, she is using the volunteering as a way to maintain and improve her mental health, in this case, as part of proving that her child will be safe if returned to her from foster care.

### **The Good Lives Model - delivering the service**

The basic ideas of the Good Lives Model are that services need to build strengths and capabilities in service users, which will reduce their risk of re-offending.

The Good Lives Model suggests that people offend because they are trying to secure some form of valued outcome, therefore offending is a desire for something human and normal. But the desire manifests itself in a way that is harmful or antisocial, because of deficits within the person, and his or her environment.

The Good Lives Model states that interventions should help service users to achieve goals that are important to them, in a way that doesn't harm others, or lead to offending. Service users should feel in control, and their input valued with options tailored to their interests, skills, capabilities, and goals in such a way that service users retain their human agency. Once the service user's goals and needs are met, their wellbeing begins to improve and their journey to desistance should be on the right path. (Goodlivesmodel.com, 2018).

Liz interviewed in year 5, was volunteering at an RSPCA shop to help her into paid work, partly by having a reference for potential employers. The role also provided work experience for an alternative career choice should her past criminal convictions prevent her from her chosen career, of working with children.

The Giving Time delivery model is one in which young people decide to volunteer and decide the type and frequency of the volunteering to suit their needs. From the evidence gathered this is usually linked to gaining work experience, improving their communication skills, improving their mental health or having some positive activity away from the people and places which they know are likely to lead them into antisocial or criminal behaviour.

This is demonstrated by Niko, interviewed for the year 4 evaluation who is volunteering at a youth centre near his home. He has chosen to do this because he knows that if he 'hangs around' on the streets with his normal friendship group then they will encourage him into anti social behaviour and criminal activity. It means that he may encounter rival gangs in which case he is likely to want to carry a knife for protection.

He values the friendship from his own 'gang' but understands the negative long term consequences of antisocial and criminal behaviour to his future career prospects. He knows that volunteering can help him towards fulfilling his education

and career ambitions so that he can reach his ultimate goal of earning enough money to support his mother and disabled father.

## **Prosocial Modelling**

Research found pro-social bonds are important in creating a routine for those with criminal convictions that leads to their detachment from their previous criminal environments, in addition to providing them with both social and emotional support. (Trotter 2009). Being included within a team of volunteers enables volunteers with criminal convictions to make new friends with whom a support structure can be established, in which the team can rely on the volunteer with criminal convictions but also the volunteer with criminal convictions can rely on their team (O'Sullivan, Hart & Healy, 2018).

One of the interviewees for the year 4 evaluation, Leah, is very shy and withdrawn but has begun to interact and build friendships with the people she is volunteering with.

Her family has a negative reputation in their neighbourhood and this new friendship group is providing an alternative to her family and the neighbourhood which also links to the desistance theories outlined above.

Interviewed again in year 5, Leah says “the volunteering made a big difference to me - it made me more confident, I talked to more and different people and now I talk to and I like to talk to more people.” Leah has just started her first paid job at a warehouse.

## **The 7 Pathways to Reducing Re-offending**

The seven pathways for reducing re-offending were developed by the Government's Social Exclusion Unit's, Reducing Re-offending by Ex-Prisoners (2002), which explored the reasons for re-offending after release from prison. These have been revised to 9 pathways since, but essentially these are the same themes:

1. Attitudes, thinking and behaviour (self control)
2. Children and family
3. Drugs and alcohol
4. Education, training and employment
5. Mental and Physical health
6. Finance, benefit and debt
7. Accommodation

Of those interviewed, the circumstances and issues faced by young people volunteering through Youth Giving Time reflects themes 1-5.

## **Risk factors for young people**

Giving Time uses a framework of risk factors developed by the Youth Justice Board Risk and Protective Factors, Summary, 2005, to identify potential service users.

These risk factors for youth offending are categorised into four domains:

- the family (history of problem behaviour, parents condoning problem behaviour)
- school (underachievement, truancy)
- community (deprived area)
- and those which are individual, personal and related to peer-group experiences (aggressive behaviour, peer attitudes to crime).
- Other linked risk factors include time spent in care and ethnicity.

# Year 5 Delivery

## 2.0 Project Activities

In the 5th project year, July 2019 - June 2020, 56 young people with criminal convictions or at risk of coming into contact with the criminal justice system have received support via a Giving Time broker to access volunteering opportunities. 24 young people were placed in volunteer positions.

Introduction to volunteering workshops were delivered engaging a total of 59 young people

Covid-19 had a significant impact on the last 3 months of the project, 18 young people were due to take part in micro volunteering and two were due to start volunteering placements but neither could take place.

The clear set of criteria developed at the end of year 3 based on risk factors and has continued to give greater focus on targeting those groups most at risk of offending or already involved with the criminal justice system.

The target groups were:

- HMP Wetherby Young Offenders' Institute,
- Young people involved in the Youth Justice Service,
- Young people identified by key referral partners such as West Yorkshire's Police Youth Engagement Officer and Social Services,
- Young people engaged with Re Establish - a youth organisation working with young people in deprived area of South Leeds,
- Young People attending Franks Place, off site provision for excluded pupils.

# Research

## 3.0 Methodology - Year 5

The research was designed to discover:

- the impact on the lives of young people who have volunteered,
- whether The National Lottery Community Fund outcomes have been met,
- if the project aligns with theories for reducing recidivism,
- service user experience,
- potential models of delivery for the future.

The research framework is illustrated in table 1 below.

Stakeholder	Method	Rationale	Sample size (%)	Sample size Number
Young people	Semi structured face to face (3) and telephone interviews (3). Everyone with contact details	Qualitative impact information Feedback on the service details	25%	6
	Follow up calls with year 4 service users	Impact information	n/a	3
	Case file reviews - linked to interviews	Collect background information.	25%	6
	Before and after impact questionnaires	Quantitative impact information	42%	10
Giving Time Staff / Other Youth Projects	Desktop research into other delivery models	Find innovative and best practice and establish new /develop delivery model	n/a	n/a
	Virtual discussion with Giving Time team	Consideration of the strengths and weaknesses of the current model and potential future models	n/a	n/a



## Young People

Young people were contacted using the brokers mobile so that they recognised the number and were more likely to pick up. Face to face interviews were preferred, 3 were conducted prior to Covid-19 and then an additional 5 interviews were undertaken by telephone in late October /early November 2020, of which 2 were year 4 participants.

The face to face surveys were based upon semi structured interview questions covering:

- Education, training and employment
- Housing and accommodation
- Health, including mental health and substance misuse /alcohol
- Social exclusion
- Risk of re offending (where appropriate)
- Overall reflections about the service

The telephone surveys were much briefer and covered:

- Where the person had volunteered
- How long for
- What difference volunteering had made to them and
- What the young person is doing now /future plans, including if they would consider volunteering in the future.

### 3.1 Assumptions

It has been assumed that:

The before and after volunteering surveys reflect changes brought about wholly by volunteering activity when, of course, outside factors influence how young people feel and their answer to the surveys.

The surveys were completed under the same circumstances as previous years and that any changes are therefore a result of changes in the service, rather than reflective of survey collection.

That young volunteers are equally accessible and available for interview whatever their background and risk factors for offending, however, we know that young people who are least confident and /or lead the most chaotic lives with the least routine are potentially more difficult to interview.

### 3.2 Limitations and bias

- A number of young people we would have liked to interview couldn't be contacted because there was no telephone number available or it had changed. We attempted to contact young people via a mobile number they would recognise where possible, on the assumption that they were unlikely to answer a call from an unknown number.
- The time lost due to Covid-19 meant that for some interviews there was a big time gap between volunteering and the evaluator speaking to them, which made it even more likely that contact details had changed.
- Some young people interviewed were very shy and withdrawn and lacked the confidence or found it difficult to articulate the value of the volunteering and the difference it was making to them.
- There is likely to be bias in the people interviewed. The young people who were most easily contacted were most likely to be interviewed and those with more chaotic and unstructured lives and generally more difficult to engage were less likely to be interviewed. Two young people were re-incarcerated so could not be contacted.
- The telephone interviews were shorter with less chance to gather the in depth information and not all questions could be asked.
- Due to the low numbers care should be taken with the conclusions particularly the numbers who sustain volunteering and those who only attend one session.
- Limitations to the time and budget always impact on research projects - there is always more to find out.

# Service User Impact Findings Year 5

## 4.0 Before and after volunteering surveys

### Before and after volunteering surveys

The surveys are designed to link to The National Lottery Community Fund, outcomes:

2. Do service users believe that volunteering has increased their wellbeing?
3. Does volunteering reduce social exclusion, if so in what ways?
4. Do service users feel an increased sense of employability?
5. Do volunteer involving organisations believe that support from Giving Time has increased their confidence and skills?

Ten surveys were undertaken by Giving Time team before volunteering and 3 months into volunteering. Those who agree least strongly with the statement score 1 and those who agree most strongly score 10.

### 4.1 Crime and re-offending

The survey question is 'Volunteering can help change my lifestyle and provide opportunities away from offending.'

Ten young people responded to this question, all demonstrating risk factors for offending, with 5 having a previous history of offending.

Before volunteering, the lowest score was 2 and the highest 6 and after volunteering the lowest score was 5 and the highest 10.

	Mean before	Mean after	Mean Change	Improved score	No change	Decreased score
Volunteering can help change my lifestyle and provide opportunities away from offending	3.7	7.7	4	10	0	0

In the graph below, the green line indicates the scores after volunteering, i.e. those who have volunteered feel more strongly that volunteering can help them change their life and, where relevant, desist from offending behaviour



## Feedback /service user case studies

Bethany came to Giving Time as a young unemployed person based in the Wakefield District. She was referred to the Giving Time project in November 2019 by the Wakefield Liaison and Diversion Team, part of Touchstone charity, whose role is work with vulnerable young people who come into contact with the criminal justice system, and divert them away from crime.

Bethany was brokered into a role at the RSPCA shop in Rothwell, just to the North East of Leeds. She worked there 3-4 days per week before going onto attend Progressions College from January 2020.

Bethany says that she is hoping the volunteering will help her find paid work, especially because she now has a reference to give to potential employers. It provides her another option if she can't go on to work with children because of her past police caution for shouting in the street. The volunteering 'opened doors for her'.

Her aim now is to finish her course and find a traineeship working with children.

## 4.2 Wellbeing and social inclusion

Two questions have been asked to assess health and wellbeing:

- Qu 1) 'I feel happy and positive about myself and my future' and  
Qu 2) 'I believe that volunteering can reduce my social exclusion'

All ten individuals responded to both questions. The highest score to 'I feel happy and positive about myself and my future' before volunteering was 5 and the lowest 2. After volunteering the highest score was 10 and the lowest 6, indicating that volunteering has had a positive effect on wellbeing. Nine volunteers had some positive improvement and one young person scored the same (5).

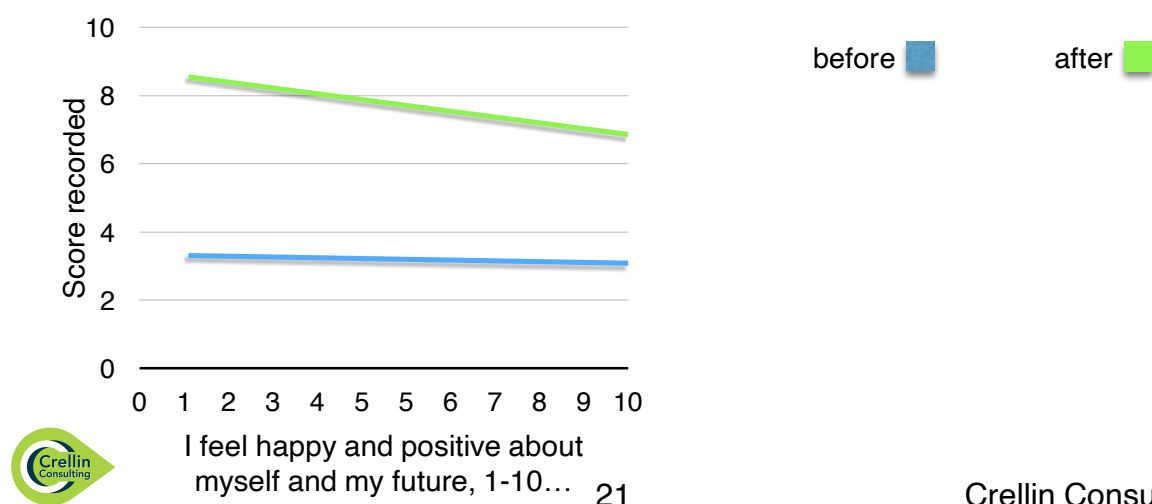
	Mean before	Mean after	Mean change	Improved score	No change	Decreased score
I feel happy about myself and my future	3.3	7.7	4.4	9	1	0
I believe that volunteering can reduce my social exclusion	3.6	7.7	4.1	10	0	0

The highest score to 'I believe that volunteering can reduce my social isolation' before volunteering was likewise relatively low at 5 and the lowest score was 2. After volunteering the highest score had risen to 10 and the lowest score was 5, indicating that young people feel that volunteering has a positive effect on reducing their social isolation. All volunteers had some positive improvement.

### Question 1

In the graph below, the green line indicates the scores after volunteering, those who have volunteered feel better about themselves and their future than they did before volunteering.

### Feedback /service user case study



Jane has Downs Syndrome and is cared for by her mother. She was referred to the Giving Time Team in March 2019 and started her volunteering in July 2019. Jane wanted to work in a cafe, so she was brokered into Cross Gates Good Neighbours Scheme who work with over 60's. Jane helped with lots of activities such as the lunch clubs, sandwich and a song, coffee mornings. She then went onto volunteer at the People's Dispensary for Sick Animals (PDSA) whose shop is located nearby.

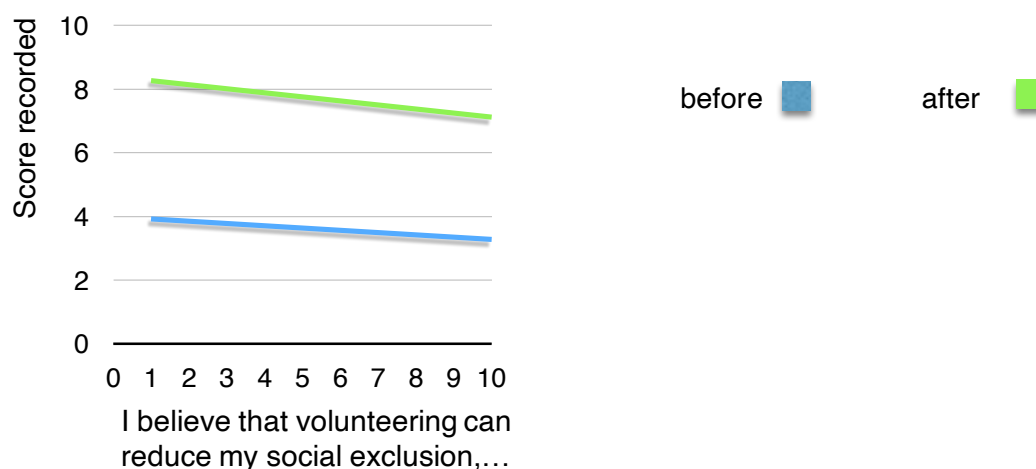
Her mother says that working in a shop is really good for Jane, she likes to socialise and doesn't understand the concept of volunteering - to Jane it's going to work which makes her feel important, really good about herself and just like everyone else.

Ruth was referred to the Giving Time team by People Matters, a charity and care organisation whose purpose is to create opportunities for people with learning disabilities and other hidden disabilities, who experience disadvantage to be more independent and enjoy life.

Ruth is a young person with a mild learning disability and was unemployed. She needs help with numeracy and literacy and IT and may need help understanding tasks. She was brokered into Burmantofts Senior Action but became too ill to stay. Ruth had enjoyed the volunteering, she enjoyed getting out and about and it made her feel good. Her confidence has improved but she is still on a journey.

## Question 2

As above, the green line (after volunteering) indicates the higher scores, those who have volunteered feel more socially included than they did before volunteering.



## **Feedback from Service Users**

Mia was engaged in the service as a 17 year old student, via an Open Day at Park Lane College in February 2019. Mia is from a culturally diverse community and speaks French as her first language.

Mia is a shy person but liked to be out and about and wanted to improve her communications skills. She started volunteering at the Toast, Love, Coffee cafe in March 2019 she went on to volunteer helping children after school from November 2109 to March 2020. She says that she was “helping the children to learn but that she was learning at the same time.” The volunteering has meant that she has much better communication skills and this has helped her reach a Further Education College - she is not intimidated by college and can participate more.

Leah was referred to the Giving Time service via Build Skills, a college that supports young people with construction skills training, in January 2009. She was brokered into Canopy Housing, who refurbish houses, in March 2019.

At the start of her journey Leah was very shy young woman who found it difficult to make eye contact, answer questions or articulate her thoughts. She identifies as gay and has a disruptive family home.

She was interviewed in April 2019 as part of the 2018-19 evaluation and again in October 2020. In April 2019, Leah was enjoying volunteering at Canopy and it has making a big difference to her communication skills and self-esteem. Leah left Canopy Housing in July 2019 - because she ‘got fed up with it’. Now she has ‘made a big move forward’ and is working in a warehouse, which she really likes.

Leah says the volunteering made a big difference to her - it made her more confident, she talked to more and different people. Now she talks to lots of different people and enjoys talking to people.

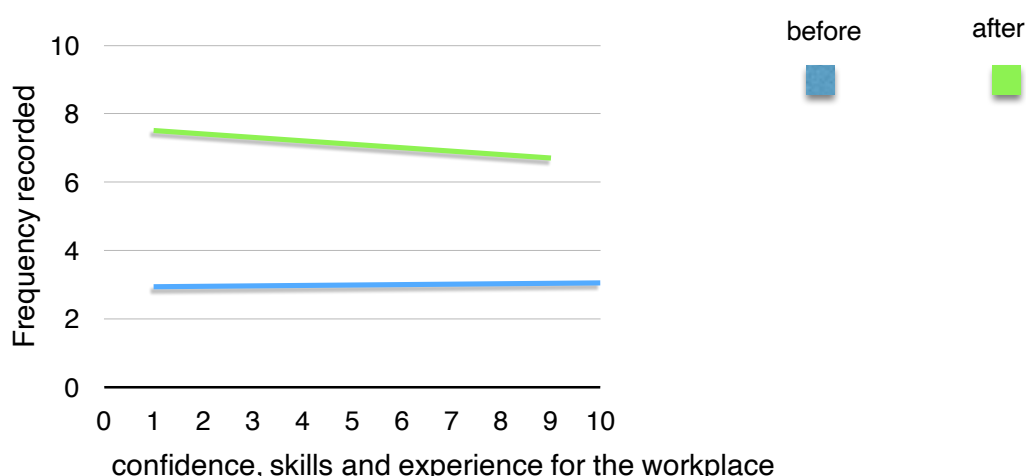
## **4.3 Confidence and skills**

The surveys asked service users to assess their confidence, skills and experience for the workplace. All 10 individuals responded both before volunteering and after volunteering.

Before volunteering the lowest score was 2 and the highest was 5, after volunteering the lowest score was 4 and the highest 10. All volunteers had some positive improvement in their confidence and skills.

	Mean before	Mean after	Mean change	Improved score	No change	Decreased score
Confidence, skills and experience for the workplace	3	6.9	3.9	10	0	0

In the graph below, the green line (after volunteering) indicates the higher scores, those who have volunteered feel more confident, have more skills and more experience for the workplace.



### Feedback form service users

Sonia is a 24 year old young woman who suffers from severe anxiety, she had suffered very badly from bullying at school and has Obsessive Compulsive Disorder. Sonia was referred to the Giving Time team in August 2019 by Engage, a housing support charity that offers a wide range of services including support to find employment. At that time Sonia didn't feel ready to find paid work but wanted to 'get out of the house'. She was brokered into a volunteering role at the RSPCA charity shop.

3 months after the start of volunteering, Sonia reported that she felt very much more confident, volunteering was helping her to meet new people and she felt much better about life, much happier, she was looking forward not back and 'felt part of something'.

Interviewed for the evaluation in February 2020, Sonia had been volunteering for 5 months. She has "been on the till and done a bit of everything", including handling difficult customers. Sonia wants to continue so she can get out of the house and carry on improving her confidence. Home life is difficult as her father had been arrested and released but was suffering from extreme anxiety.



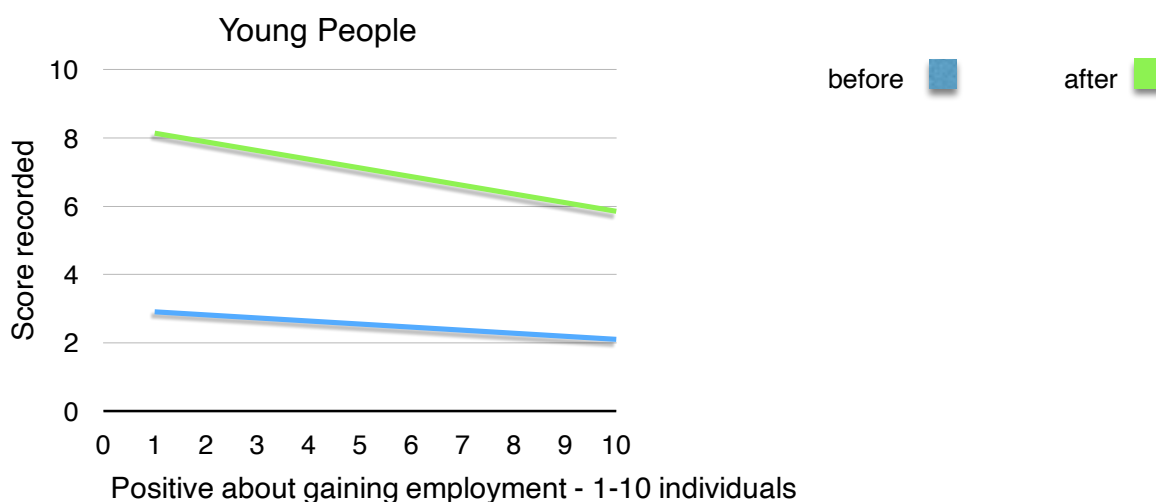
In the future she wants to work with animals, as animals help her anxiety. The rest of her plans are 'cloudy at the moment' and she is taking each day as it comes, though she does want to move out of her family home and get a house with her boyfriend.

## 4.4 Employment

The survey question asks service users how positive they are about gaining employment.

	Mean before	Mean after	Mean change	Improved score	No change	Decreased score
Positive about gaining employment	2.5	7	4.5	10	0	0

Before volunteering the lowest score was 1 and the highest 5 and after volunteering the lowest score was 4 and the highest 10. All service users improved their score. In the graph below the green line (after volunteering) indicates the higher scores, i.e. those who have volunteered feel more positive about gaining employment.



## Service user feedback

Sophie is a shy person and socially isolated, she was home schooled from 2016, she was brokered into SNAPS (Special Needs And Parent Support) and started volunteering there at the end of September 2019. Sophie is much more positive about herself and her life since starting at SNAPS. Now she has 1 day per week

paid work at SNAPS. She is a support worker helping children with special needs undertake the activities such as music and drama and helping to set up activities.

Jane, mentioned previously under 4.2, has Downs Syndrome and was referred to the Giving Time team in March 2019 and started her volunteering in July 2019. Jess was brokered into Cross Gates Good Neighbours Scheme who work with over 60's, where she helped with lots of activities such as the lunch clubs, sandwich and a song, coffee mornings and breakfast clubs. Jess went onto volunteer at the People's Dispensary for Sick Animals (PDSA) whose shop is located nearby.

Jess has also been doing paid work in a bar for the last few months, though this has paused (November 2020) due to Covid-19.

#### 4.5 Summary of changes recorded 3 months after volunteering

All areas show a positive improvement with at least two young people with very marked improvements in their scores. One young person went from a mean score of 3 to scoring 10 across all areas.

The table above provides a summary of the scores. It is difficult to make a direct comparison with 2018/19 and 2019/20 due to the small sample size, however there does appear to be an improved impact year on year for young people.

Young People	Mean before	Mean after	Mean change	Improved score	No change	Decreased score
Volunteering can help change my lifestyle and provide opportunities away from offending	3.7	7.7	4	10	0	0
I feel happy and positive about myself and my future	3.3	7.7	4.4	9	1	0
I believe that volunteering can reduce my social exclusion'	3.6	7.7	4.1	10	0	0
Confidence, skills and experience for the workplace	3	6.9	3.9	10	0	0
Positive about gaining employment	2.5	7	4.5	10	0	0

## 4.6 Interview summary

The table below provides a brief summary of findings from the case studies and illustrates the difference and very positive effect that the project has made to young people's lives.

Risk Factors	Main reason for volunteering	Outcomes Summary
Learning difficulties	Socialising	<p>Jane has Downs Syndrome. She started volunteering in July 2019. Jane wanted to work in a cafe, so she was brokered into Cross Gates Good Neighbours Scheme where Jane helped with activities such as the lunch clubs, coffee mornings and breakfast clubs. She went onto volunteer at the People's Dispensary for Sick Animals (PDSA) shop is located nearby.</p> <p>Her mother says that working in a shop is really good for Jane, she likes to socialise and doesn't understand the concept of volunteering - to Jess its going to work which makes her feel important, really good about herself and just like everyone else.</p>
Learning disability, unemployed Low self esteem	Improve confidence Experience for CV	<p>R was brokered into Burmantofts Senior Action and attended in June 2019 but only went once and then unfortunately was too ill to go again. R enjoyed the volunteering, she enjoyed getting out and about and it made her feel good. At the moment she is working towards going back into education and then work. Her confidence has improved but she is still on a journey. She would be interested in volunteering again.</p>
Family discord Unemployed, poor mental health, poor self esteem, poor academic performance including low literacy. Low commitment to school, low educational aspirations, poor motivation. Attended underperforming school i.e. unsafe and fails to address the academic and social and emotional needs of children and youth	Work skills	<p>S was home schooled from Oct 2016 and did not sit any GCSE's. She was referred by Health for All in Sept 19 and brokered into SNAPS (Special Needs and Parent Support). S really enjoyed the volunteering and is now working as paid staff for 1 day per week and was looking for paid work in a similar field for other days in the week. She wants to apply for a dinner support role at SNAPS when she turns 18.</p> <p>S said she is now much more positive about herself and her life now. When she started she was very shy and found working in a group difficult and would leave the room if she didn't like someone. The specialist support from Giving Time helped her find a volunteer role even though she is under 18.</p> <p>Quote "They were very kind and helped me fill in all the forms."</p>

<p>Mental Health, poor school experience/bullying, low self esteem</p> <p>Family discord</p> <p>High level of parent and child conflict.</p> <p>Lack of positive role models</p> <p>Lives in a high crime neighbourhood</p> <p>Poverty</p>	<p>To get out of the house, employment skills</p>	<p>Very much more confident, volunteering was helping her to meet new people and she feels much better about life, though at the time of interview her father was suffering extremely poor mental health which was causing a great deal of anxiety.</p> <p>Quote I feel much happier, I am looking forward not back, and 'feels part of something'.</p>
<p>Domestic abuse</p> <p>estranged from family</p> <p>at risk of homelessness</p> <p>living in an areas of deprivation</p> <p>Poor mental health</p>	<p>Mental health</p>	<p>She attended one session with the Woodcraft Folk, an environmental charity, but didn't feel confident enough to go back and is now attending group peer support sessions at Leeds Recovery College, part of local NHS services that supports understanding of mental health and personal recovery.</p>
<p>Referred by the Police Liaison and Diversion Team after receiving a caution for shouting in the street</p>	<p>Work Skills /CV</p>	<p>B volunteered at the RSPCA charity shop for 3-4 days per week. She started at Progressions in Jan 2020, a post 16 college for those with few academic qualifications. She has had to give up volunteering for now because of college commitments. B is working towards a traineeship for roles working with children.</p> <p>Quote "I enjoyed the experience and enjoyed speaking to people. The volunteering opened doors for me, its given me opportunities for other career choices if I can't go onto work with children due to my police caution."</p>

This second interview summary table provides a brief summary of findings from young people included in previous evaluations that we were able to contact again.

Risk Factors	Reasons for volunteering	Outcomes summary
Self referral from Open day at Leeds City College's Park Lane Campus	Communication skills	<p>Language skills and social inclusion were improved. Mia started volunteering at the Toast, Love, Coffee cafe in March 2019 she went on to volunteer helping children after school from November 2109 to March 2020. The volunteering has meant that she has much better communication skills and this has helped her reach a Further Education College - she is not intimidated by college and can participate more.</p> <p>Quote Mia says that she was "helping the children to learn but that she was learning at the same time."</p>
<p>Behavioural issues, sexual identity/gay has caused bullying, social isolation</p> <p>Early and repeated antisocial behaviour</p> <p>Low self esteem</p> <p>High level of parent and child conflict.</p> <p>Lack of positive role models</p> <p>Low commitment to school</p> <p>Lives in a high crime neighbourhood</p> <p>Poverty</p>	Experience for CV	<p>April 2019 Social inclusion - she is now able to talk and can be bothered to talk people she doesn't know.</p> <p>Antisocial behaviour - she is being more tolerant of other people, and is less likely to 'blow up'</p> <p>Self esteem and confidence improved.</p> <p>She is learning painting and decorating skills for her CV.</p> <p>Nov 2020 Left Canopy housing in July 19, has made a "big move forward" and started a warehouse job which she really enjoys</p> <p>Leah says the volunteering made a big difference to her - it made her more confident, she talked to more and different people. Now she talks to lots of different people and enjoys talking to people.</p>
<p>Poverty</p> <p>Deprived area</p> <p>Low self esteem</p> <p>Poor inclusion due to poor English skills and Refugee status</p>	<p>Something to do</p> <p>Experience for CV</p>	<p>Due to his refugee status he cannot undertake paid work but he has gained work experience to use on his CV when he applies for a college course. He plans to go to university next year.</p> <p>He was able to give back</p> <p>Quote</p> <p>Volunteering made a big difference to him because before volunteering he only spoke to his friends at College but at the Food Bank he spoke to a much wider range of people.</p>

## 4.7 Outcomes Achieved

The table below illustrates the target project outcomes alongside the estimated achieved outcomes based on the primary evidence collected for this evaluation.

	target no	estimated no achieved	evidence
<b>Outcome 1</b>			
Young people who actively volunteer, will report an increase in confidence	30	24	impact surveys and interviews
Young people who actively volunteer, will report an increased sense of emotional wellbeing	30	24	impact surveys and interviews
<b>Outcome 2</b>			
Young people will say they have contributed to their community	30	0	interviews
Young people will be involved in participation and decision making	10	24	monitoring
<b>Outcome 3</b>			
Young people will progress onto education, employment or training	5	12	interviews
Young people feel more equipped to gain employment or training	30	17	impact surveys and interviews.
<b>Outcome 4</b>			
Young people with convictions or who are at risk of gaining convictions have access to volunteering opportunities as a means of preventing criminal activity.	40	24	monitoring data
Young people do not offend or reoffend	20	23	mainly impact surveys with additional information from interviews

### **Outcome 1**

All participants achieved these outcomes. Everyone must have participated in at least one volunteering session to be counted as 'placed.'

### **Outcome 2**

Young people will say they have contributed to their community - This outcome seems less important to young people. It was not a question that was directly asked and the open questions did not prompt a response around contributing to their community.

Young people will be involved in participation and decision making - in part all the young people involved fall into this category. They had to put themselves forward as potential volunteers and make decisions about the type and amount of volunteering they wanted to undertake. The HMP Wetherby young offenders role is to be involved in decision making as part of the Youth Council.

### **Outcome 3**

In 2013 new legislation came into force which meant young people no longer left school at 16 years old but have to remain in education or training until after their 18 birthday. Until then NEETS numbered nearly 150,000 across the country or 7.6% of 16-18 year olds and were defined as being more likely to be longterm unemployed , suffer addictions, have lower paid jobs or go to prison. Despite the change there were an estimated 46,000 young people aged 16-18 who were NEET and 711,000 18-24 year olds in the UK who were not in education employment or training in the period July to September 2020 (latest figs available) which was, surprisingly given the Covid-19 pandemic, a record low and follows a trend of more young people remaining in full time education.

Of those interviewed 4 were NEET linked to poor health or disability .

All the young people that completed impact surveys or were interviewed and had volunteered for more than 1 session felt more equipped to gain employment or training.

### **Outcome 4**

Young people with convictions or who are at risk of gaining convictions have access to volunteering opportunities as a means of preventing criminal activity. Approximately 23 of the 24 young people placed fall into this category with 1 person not fully meeting the criteria.

Young people do not offend or reoffend. We know from feedback from support workers that 1 person was arrested and remanded but we do not know if this was from a crime committed before or after the person started volunteering.

## 4.8 Year 5 Conclusions

Covid-19 had a significant impact on the final months of the project.

9 young people from Re establish, a youth organisation working in the deprived communities of South Leeds had organised a bag pack at Morrison as part of a social action project to help their local community. They were intending to raise money for St Georges Crypt, who support the homeless. They had identified homelessness as a real concern and something about which they thought action should be taken.

9 young people from Franks Place, who provide offsite provision for young people excluded from mainstream school, were also due to volunteer at the St Georges Crypt Charity Shop as part of their social action project.

The young people at HMP Wetherby could not be interviewed because of staff self-isolating and general staff resource pressures due to Covid-19.

It also meant that, the evaluation was undertaken in two phases with some face to face interviews being undertaken in February 2020 but with some contacts not being made until October / November 2020, thus some time had elapsed between the volunteering and the contact being made by the evaluator.

Of the 24 young people placed, contact details were available for 13 young people and the evaluator was able to contact 6 young people. Of these 3 continued into employment or education and 3 remained as NEET. Those who remained NEET have poor health or a disability.

Of those interviewed 4 volunteered for a minimum of 6 weeks but 2 only went once and did not have the confidence to continue.



# Summative Evaluation Years 1-5

## 5.0 Introduction

The Youth Giving Time project developed from an 18 month pilot project funded by the Cabinet Office via the Social Investment Business (SIB). The project involved working with Her Majesty's Prison Wetherby Young Offenders Institute (HMP Wetherby YOI) and its focus was in placing young offenders in voluntary positions with the prison establishment. The project was evaluated by Leeds Beckett University who found that the project increased the confidence and self-esteem of young offenders and that young offenders gained satisfaction through 'giving back'.

The design of the Youth Giving Time project was founded on this pilot. The project was funded by The National Lottery Community Fund's Reaching Communities Grant and commenced on the 1st July 2015 and has been delivered for 5 years, formally ending on 30th July 2020. In practice the project came to an end when the first national Covid-19 lockdown came into place at the end of March 2020.

The total project costs were £286,140 which has paid for 1 full time equivalent staff plus associated costs. (supervision, training, travel, office costs, marketing and communication materials, etc.).

## 5.1 Development, adaptation and learning

Year 1 began focused upon HMP YOI Wetherby and the Youth Offending Service, with volunteer services being developed with incarcerated young people aged 15-18 years and young people in the community with an offending history or those at risk of coming into contact with the criminal justice system.

Release on Temporary Licence (ROTL) was seen as a key area for development (Leeds Beckett Evaluation of the Pilot) because it potentially offers, a route to reintegration into communities, continuation and stability 'through the gate'. Evidence has shown that the use of ROTL may reduce the risk of reoffending - there is a direct correlation, more ROTL means reduced reoffending but it is not clear whether this is a causal relationship. (Guidance: Release on Temporary Licence. Her Majesty's Prison and Probation Service. May 19).

This element was not taken forward though because in 2014 there were a small number of serious and high-profile offences committed by people on temporary release (Harman, Insidetime 19th July 2019). This led to the introduction of additional restrictions and barriers that effectively reduced the use of ROTL.

Another key concept was that young offenders would volunteer for roles inside the prison establishment, for example, buddying schemes. (Leeds Beckett Evaluation)

This element has continued though, and there is currently 1 Youth Giving Time Ambassador at Wetherby Young Offenders Institute but the volunteering placements have not been developed as fully as it was originally intended.

A Youth Forum within HMP Wetherby YOI and a Youth Giving Time Volunteers Group were developed to advise on the development of the project. The HMP Wetherby YOI Youth Forum this operates within the prison establishment and is somewhat separate from the community element of Youth Giving Time.

The Youth Giving Time Volunteers Group changed into individual volunteer placements for young people to gain work experience covering aspects of project delivery, research. Monitoring and feedback from young people became part of the evaluation in order to shape the project moving forward.

Greater time than anticipated was required to develop the necessary partnerships with key referral partners such as the Youth Justice Service, Alternative Education Provision, Youth Custody Institutions, Housing and Social Care Support, Foster Carers and Leaving Care Support Services and with the network of volunteer involving organisations cross the city. Considerable time was also required to develop the relevant risk assessment, safe guarding and other policies needed. The robust nature of the systems, e.g. secure email, and procedures required took more time than anticipated to implement.

The Giving Time Network Group was developed to encompass both the adult and the young person's Giving Time Projects. It's role was to provide support to volunteer involving organisations across the city on all aspects of taking on volunteers with a history of criminal behaviour or those at risk of coming into contact with the criminal justice system.

Alongside this a Google based group was introduced to share resources and information between network members but this didn't work, instead the project's reputation and the staff's personal connections meant that network members would contact the Giving Time team direct by phone or email to tap into their expertise for support and advice.

Support to care leavers was mooted as a possible source of long term sustainable funding in the Year 2 end of year report. Improved links were established with Leeds Social Care teams and all care leavers were advised of the service as part of the transitions stage at 18 years via Herd Farm Activity Centre.

In year 3 the service was adapted to meet the needs of refugees and migrants and more emphasis was placed on social action and micro volunteering as a means of enabling volunteering for younger 10-16 age groups and this continued through years 4 and 5.

From year 4 onwards, the project was refocused and the target group more clearly defined through a set of criteria based on risk factors for young people coming into contact with the Criminal Justice System. This meant excluding young people with autism, previously a key target group, as there is not a link between autism and a propensity to commit crime. (Hayes 2018)

## 5.2 Outputs

In total 141 young people have been placed in volunteer opportunities. Some have been micro volunteering events and some are long term volunteering roles within charitable organisations.

There have been 3 volunteer placements for young people within the Giving Time team itself and one of these has resulted in a permanent paid role.

The figure for 2016/17 is based on a 6 month period and was calculated by the evaluator at that time, but it does seem very different to later figures and so may have been calculated differently. Excluding this anomaly the mean percentage of those who are brokered who are then placed is 47%, including both micro volunteering and volunteer placements.

Time	trained	brokered	placed	% of those brokered who are placed
Year 1 15/16	50*	50	30	60
Year 2 16/17**	82	94	88	94
Year 3 17/18	64	138	51	37
Year 4 18/19	64	76	36	47
Year 5 19/20	59	56	24	43***
Totals	319	414	229	
* Young people who received information, advice, guidance and training around volunteering ** Estimated based on 6 months figs *** This would have been higher if not for Covid-19				

## 5.3 Outcomes

The table below illustrates the target project outcomes alongside the estimated outcomes, based on the impact surveys and the primary evidence collected for the evaluations. Year 1 figures are from the monitoring report.

<b>Lottery Outcomes</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Tot</b>
<b>Outcome 1</b>						
Young people who actively volunteer will report an increase in confidence	n/a	27	42	36	24	129
Young people who actively volunteer will say that they have contributed to their community.*	30	41	0	0	0	71
<b>Outcome 2</b>						
Young people will say they have contributed to their community	20	41	0	0	0	61
Young people will be involved in participation and decision making	11	11	51	76	24	173
<b>Outcome 3</b>						
People will progress into education employment or training - 5 pa	4	3**	not available	5	12	24
Young people will feel more equipped to gain employment or training - 30 pa	30	n/a	42	26	17	115
<b>Outcome 4</b>						
Young people with convictions or who are at risk of offending have access to volunteering as a means of preventing criminal activity - 40 pa	30	81**	51	76	24	262
Young people do not offend or re offend 20 pa	1 out of 61 reoffended	none out of 81	none out of 51	30	23	245
* This seems unimportant to young people in later years						

## 5.4 Impact

The Impact Management Surveys collected after 3 months of volunteering give an indication of the progression made by each individual as illustrated in the table below.

The table below represents 52 surveys across 4 years, though not everyone answers all the questions. The questions are asked of those who have been placed into 'volunteer jobs' within volunteering organisations rather than those who have micro volunteered.

	Young People	Mean before	Mean after	Mean change	Improved score	No change	Decreased score
1	Volunteering can help change my lifestyle and provide opportunities away from offending*	21.15	30.25	9.1	21	1	1
2	I feel happy and positive about myself and my future	17.4	29.1	11.7	28	5	2
3	I feel healthy and happy**	10.6	16.4	5.8	13	1	1
4	I believe that volunteering can reduce my social exclusion***	6	14.1	8.4	18	0	0
5	Confidence, skills and experience for the workplace	17.3	26	8.7	32	1	3
6	Positive about gaining employment	16.6	27.4	10.8	31	1	3
NB not everyone answers all questions * not all respondents have an offending history ** includes 16/17 and 17/18 only *** includes 18/19 and 19/20 only							

There have been some changes to some questions and not everyone who answers question one – 'Volunteering can help change my lifestyle and provide opportunities away from offending', has an offending history. Interestingly, the results improve through the years, i.e. the mean change increases and the number of young people with no change to their score decreases, as does the number whose scores have decreased. This seems to be due to quicker follow up with young people on the impact measurement.

Question 1 - 91% of young people feel that volunteering can help them change their lifestyle and provide opportunities away from offending. Not everyone who responded to this question has a history or coming into contact with the criminal

justice system but to have been referred they must have some support needs and be classed as 'vulnerable'. In the last 2 years they must have at least two risk factors for coming into contact with the criminal justice system.

Question 2 - 80% of young people feel happier and more positive about themselves and their future after volunteering

Question 3 - 87% feel healthier and happier after volunteering

Question 4 - 100% feel that volunteering can reduce social exclusion. Anecdotally from the interviews with young people the most often quoted reason for volunteering and what difference it had made was to overcome poor social skills - being able to talk to people and being able to talk to different sorts of people has made a real difference to young people's confidence.

Question 5 - 89% feel that they have improved their confidence skills and experience for the workplace.

Question 6 - 89% feel are more positive after volunteering.

## 5.5 Insight and learning from YGT

Below are the condensed learning points from the Youth Giving Time project:

### **The right opportunity**

The Youth Giving Time approach is predominantly 'application' based, whereby young people are helped to apply for volunteer roles in much the same way as they would apply for any paid employment. For a successful match and volunteering placement to commence, there has to be a volunteer opportunity available that is interesting to the young person, complements their career aspirations and is accessible by public transport. This has proven challenging. Feedback from the referral organisations gathered for previous evaluations indicates that the limited variety of placement opportunities available means that some young people considering volunteering cannot find a suitable opportunity to interest them. Approximately 47% of young people that receive brokerage support are placed.

### **Age Range**

The 'application' route to volunteering as a model fits moderately well for over 16's and well for over 18's but does not fit very well with the under 16's because the brokerage model is almost always intrinsically about fulfilling a 'job role'.

There are also lack of opportunities for under 18's due to the vulnerability and risk factors involved for young people volunteering. For example, St Georges Crypt in Leeds work with homeless people and many adult volunteers are placed there, but they do not offer volunteering roles to under 18's due to the risk factors involved with their client group.

The engagement of young people in the 10-16 age group is very challenging and hard to sustain. The Youth Giving Time team adapted to this and developed an approach of Micro Volunteering events, which have been successful in allowing young people to dip in and out of a variety of opportunities that spark an interest, rather than having to commit to regular hours and tasks that might not interest them all of the time. This also avoids traditional application forms which can be off putting.

Micro volunteering events allow a young person to experience volunteering by removing some of the key barriers that exclude them (travel, age, confidence). Digital badges were developed in year 2 of the project to recognise and celebrate volunteering micro volunteering effort but unfortunately the funding for this ended.

In years 4 and 5 social action projects have been developed working with the younger age groups, these have been place based and have the advantage that it allows a peer group to volunteer together.

For example, engagement of 9 young people in a social action project in partnership with Franks Place, off site provision for excluded pupils and engagement of 9 young people in a social action project in partnership with Re Establish, a youth organisation working with young people in deprived area of South Leeds

## **Vulnerability and support needs**

Young people aged 18-24 were classed as young people within the Giving Time Framework but for volunteer placement organisations they were simply counted as adult volunteers. Age is important because young volunteers potentially need more time and support. For very 'good' volunteering organisations this didn't matter as they would have processes in place to provide support to marginalised groups and those needing robust support whatever their age.

Linked partly to the variety of opportunities, the Giving Time broker only matches vulnerable young people with organisations whom they believe will provide good support to the young person, therefore limiting the number of opportunities.

Even so, from the limited evidence available, we know that around 30% of those placed in volunteer positions only attend one session, and then do not feel confident enough to return. This suggests that the welcome and induction was insufficient to help the young person feel comfortable and confident enough to return.

Not all volunteer involving organisations have the culture, systems or resources for needed for the amount of support required by the more vulnerable young people which is perhaps why some young volunteers only attended once and didn't have the confidence to return a second time.

## **Target Group**

Through years of the Giving Time Project the client group has shifted and changed.

Initially, the target group was fairly broadly set, with no specific written criteria to identify young people at risk of coming into contact with the criminal justice system and instead the project targeted a broad range of young people with barriers to engagement. For example, young people with an Autism Spectrum Disorder were included as a key group for the first 3 years but we know from research that these young people are not more predisposed to commit crime (**Hayes, R. (2018)**).

In the last 2 years of the project, the target group became more defined and codified and includes the most marginalised and socially excluded young people who are already in contact with the criminal justice system or are at risk of coming into contact with the criminal justice system. Thus, the young people's needs became more complex and severe. The broker developed a system of accompanying the young person to at least the first volunteering session in



recognition of the need for more hand holding for this target group. This had a positive effect on enabling marginalized young people to participate in volunteering.

### **Competing Commitments**

The voluntary role needs to fit with other commitments, particularly college work, young people stopped volunteering when college commitments become more onerous.

### **Monitoring and evaluation**

The difficulty of contacting young people for follow up should not be underestimated, phone numbers change frequently and calls from unrecognised numbers are not answered. If they are working or in college then the phone is switched off or on silent.

The focus of the primary research with service users and other stakeholders has been on the brokerage model. Timing of the evaluations and the impact of Covid has meant that the impact and learning from the micro volunteering and social action parts of the project have not been captured in as much detail.

Gathering feedback from the placement organisations has also proven challenging because placement organisations made no differentiation between young people aged 18-24 and all other volunteers, which meant we could not be sure if they were answering survey questions in the right way.

### **Impact**

Most of those who volunteered and completed the impact sheets 3 months after volunteering demonstrate a change (see the **Summary of changes recorded 3 months after volunteering 19/20 on page 26**) even where the volunteering was limited in its duration i.e. they may have only attended once or a few sessions.

From the impact interviews conducted we estimate that approximately (50%) of those placed were able to gain an impact which has made a significant, long term, life changing difference. Those who volunteer for a significant amount of time, (ideally around 2 months or longer) report that it has made a significant impact on their lives which has stayed with them long after the volunteering ceased (mainly confidence and communication skills) and this has helped them to move forward.

Attribution is challenging - many factors will have interplayed between volunteering and the step into paid employment. However, from the perspective of those interviewed, the volunteering made a real difference to their confidence and ability to move forward.

## Value for Money

The approximate cost per person placed is £1,250 which achieved 47% placed and anecdotally, approximately 30% into longer term volunteering roles. This compares to £4,000 for the Talent Match Programme which achieved 46% into jobs and 17% into sustainable jobs. (Wells and Pearson 2020)

The National Citizenship Programme, for 16-17 year olds is an approximately 4 week, personal development programme that includes:

- An outdoor residential week aimed at teambuilding
- A residential element aimed at 'life skills'
- A community based social action project that usually involves fundraising and delivery of a small scale community project
- A celebratory 'rite of passage'

A cost benchmarking report published in early 2018 (DCMS, OCS 2018) The total costs for the National Citizenship Programme were calculated as £1,755 to cover both the operational costs and acquisition costs and the young people taking part are from a broader category of young people who are on the whole less marginalised.

# Future Models for Youth Engagement in Volunteering

## 6.0 Volunteering with a criminal record

The Youth Giving Time project demonstrated different approaches adopted at different times to engage and sustain youth volunteering in order to gain the benefits associated with diversion from crime, health and wellbeing, job related skills and confidence. At the same time as the Youth Giving Time model has been delivered, other youth and volunteering projects have been delivered and reported on their learning.

The National Lottery Community Fund, as a funder of the many youth projects focused upon diversion from crime, has drawn together evidence based knowledge and learning based upon preventing *serious* youth violence (Hall A 2018).

From the insight and evidence from the voluntary sector projects linked to, for example gangs, they have identified a series of success factors:

- 1) Build on young people's skills and confidence to manage conflict, cope with peer pressure and make the right choices; work with friendship groups or whole gangs rather than just individual offenders; take into consideration the specific circumstances, needs and wishes of girls and boys e.g. self-esteem for girls and young women and healthy masculinity and relationships with girls and women, for boys and young men.
- 2) Recognise the value of supportive, trusting relationships and that it takes time to build these: the importance of peer group mentors; flexibility and time for support; start with the strengths, wishes and interests of young people.
- 3) Provide support in places young people regularly go to and where they feel comfortable, including music projects, youth clubs, streets, gyms, and shopping centres.
- 4) Where violent lifestyles are an issue then involve specialist mental health services.
- 5) Develop positive values, activities and relationships - art and sports are often used
- 6) Trust young people as experts in their own lives - use their expertise and experience to inform and improve the design, delivery and evaluation of services. Create a range of levels of engagement so that young people can commit their time and inputs at a level that works for them.

In common with the Youth Giving Time project, diverse engagement methods were used. Young people were engaged through workshops delivered in schools, were referred by peers and youth services, and were identified by outreach workers in collaboration with police in 'hot spot' areas of high crime.

Some of these are echoed by the adaptive Giving Time approach findings here:

- 1) A supportive trusting relationship was built with the broker, albeit on a fairly short timescale. Opportunities were considered based on the interests of young people.
- 2) Support was often provided in places young people regularly go to and where they feel comfortable going, especially for social action projects.
- 3) A pro social modelling approach was used - developing positive values, activities and relationships
- 4) Young people's feedback has been used to develop the service.
- 5) Perhaps the most important is to create a range of levels of engagement so that young people can commit their time and inputs at a level that works for them.

## **6.1 Models of Volunteering**

### **Social Action and Co production**

Back in 2015, The National Youth Agency's Social Action Journey Fund Programme Evaluation (Chapman 2015) found that young people benefitted from improved attitude and ability as a result of their involvement in the volunteering programme, but that young people from marginalised backgrounds often require more intensive support and have a longer journey to travel. The National Lottery Community Fund's Talent Match Programme identified the incorporation of co-production with young people as a key learning point for the programme, citing key benefits from co-producing its programmes with service users. This is co-production in its true sense i.e. young people working as equal partners, sharing decision-making.

Co-production broadens the reach of services, ensures services respond to the needs and wishes of target audiences, and has a positive effect on the transferable skills of participating young people (particularly leadership, teamwork, decision-making and communication skills). (Damm C et al 2020)

Social action, is a subtly different approach that involves young people taking action on issues which they identify as being important to them. Ochill Youths Community Improvement (OYCI) charity, were established in response to a specific piece of youth action research and they support young people (10-18 years) to develop skills, confidence and resilience. They have established an effective infrastructure for reaching and engaging young people and providing services, forums and pathways for young people to get involved in their community. The crux of their proposition is to allow young people to drive forward the projects and priorities they themselves choose - this has proved an incredibly powerful for young people, helping to build their resilience and see their ideas develop into action in the community. "The community action approach with young people has made a massive difference to the confidence of young people" (Shona Ulrichsen, OYCI project, interviewed December 2020).

## Formal volunteering

The Youth Giving Time brokerage model is based on traditional volunteer centre principles of matching potential volunteers with placements in volunteer involving organisations, i.e. formal volunteering. This can be a more 'transactional' approach whereby each party expects to receive benefits from the volunteering.

Traditionally, in the UK this type of volunteering is seen as a white middle class activity (JCF 1996). 'Volunteer? Ugh! The word, I was reminded, has the ring of Baden Powell: the content reeks of middle-class do-gooding.' (Crossman 1973). Although somewhat dated, the perception still exists today and in 2017, the Scottish Household Survey (Scottish Government, 2017b) suggested that in Scotland volunteers are more likely to be women; from higher socio-economic and income groups; from rural areas; and from less deprived areas. (Rutherford 2019).

Key points from research on formal volunteering:

Previous volunteering experience is an important positive factor influencing take up of volunteering in later life. (Erlinghagen 2010). Social connections play an important role in engaging and keeping individuals involved in volunteering, as is regular communication (Anderson, Maher, & Wright, 2018).

Reasons for volunteering include:

- Values, altruism and helping
- To gain knowledge skills and experiences
- Social - connectedness and socialisation
- Purposeful activity or opportunity - something to do, opportunity e.g. school trip

Younger people are more likely to be motivated by career and employment related motivations and are more likely to seek out structured activities (Holdsworth 2010). This more transactional approach potentially explains why young people participating in the formal volunteering for Youth Giving Time do not say they have contributed to their community.

Drawn from qualitative interviews with environmental volunteers in the UK, O'Brien (2010) grouped barriers to volunteering into two groups: (a) barriers to getting involved and (b) barriers to staying involved. The former included the lack of information, lacking confidence to make the first step, not knowing what to expect, and the costs of travelling. The latter included being given undesirable tasks, not getting feedback, no access to the right equipment, unwelcoming group dynamics and a lack of organisation and planning.

## 6.3 Comparison of models

Within the context of the literature search the Youth Time model is primarily a route into formal volunteering via a brokerage role. It differs from most models in specifically targeting marginalised groups and thus provides a more egalitarian approach.

Barriers to engagement and staying involved in formal volunteering have been identified in a literature review for the Scottish government (Rutherford 2019) which identifies barriers to engagement as: lack of time, lack of information/access/route, lack of confidence to make the first step, lack of external support, health problem, transportation issues, including costs.

The review identifies the barriers to staying involved as: Poor volunteer management, including lack of feedback and engagement, lack of organisation and planning, no access to equipment, inflexible time, controversial task assignment; unwelcoming group/institutional dynamics

Some of the barriers have been tackled and overcome through the Youth Giving Time model:

Barriers to engagement:

- Lack of information/access route tackled through: talks to schools and institutions introducing the benefits of volunteering; access via referral agencies direct to the broker service; support with form filling.
- Lack of confidence to take the first step tackled through: the referral process, guidance and support from the broker
- Lack of external support, in part substituted by the broker plus the existing support workers that most of the young people already had.
- Health problems - in part, mild to moderate mental health problems were supported by the involvement of the broker, physical health problems could sometimes be overcome through the correct placement.
- Transportation issues – this was a significant barrier that could be mitigated but not overcome

The route to formal volunteering is application based and not for everyone. In recognition of these barriers, especially for younger age groups the Youth Giving Time project has included social action approaches, whereby young people have come together to take positive social action in their own communities, which is inherently a more altruistic approach.

Barriers to staying Involved, were somewhat overcome by careful placement in trusted organisations with the correct culture and resources to support vulnerable volunteers, but it remained a barrier to finding suitable placements partly because of the vulnerability of the target group.

## 6.4 Focused Workshop with Staff / Future models

A feedback and reflection workshop was held with Giving Time staff to capture their knowledge and experience from project delivery. Consideration was given to the 3 basic models

- Formal volunteering – ‘application based’ approaches particularly for older 16+ young people
- Social action or a co-production approach
- Micro volunteering

### Formal Volunteering

Pro's	Con's
Considerable impact for young people who stayed for 1-2 months +. Approximately 70% of those brokered into formal volunteering role of volunteers keep volunteering for sufficient time to make an impact	Limited variety of volunteer placements. Around 50% of those brokered are placed. Of these around 30% only volunteer for a short time and 20% gain significant impact.
Long term differences made to the lives of some extremely vulnerable and marginalised young people.	The ‘job application’ process does not fit with what all young people want
The brokerage model fits well with Voluntary Action Leeds and complements the Volunteer Centre	Age limited - many volunteer organisations places only take 18+
The young people involved, would not have volunteered without being referred /introduced to the service)	Is this light touch model right for very vulnerable young people who may need more support
	Impact is partly dependent on the culture of diversity and inclusion within the placement organisation and quality of the volunteer management.

## Social Action and Co production

Pro's	Con's
Largely overcomes travel barrier	Social action is more akin to dedicated youth work and may not sit as easily within an infrastructure organisation
Overcomes the issue of finding a volunteer placement that's of interest and complements career aspirations.	Requires considerable resource and long term commitment
No onerous job application process	Could be focused on marginalised groups and transition stages in young people lives
Suitable for a wider range of ages	
More altruistic place based approach that may benefit young people	

## Micro volunteering

Some young people have been brokered into existing micro volunteering opportunities in the past and this has worked well, see Ben's case study in Appendix 1.

Pro's	Con's
Allows young people to dip in and out and try lots of different activities	There need to be lots of opportunities available
Overcomes the issue of finding a volunteer placement that's of interest and complements career aspirations.	Requires access to information - what's happening, where to go
No onerous job application process	Would there be any vetting ? What if a group posted a high risk activity?
Works well for younger ages	
Can work well for young people with caring commitments or college commitments	
With time and resource this could be potentially combined with the social action activity e.g. young people create activities for others to join in	



## 6.5 Conclusions

The Youth Giving Time project has levelled the playing field for those who can volunteer by supporting marginalised young people who would never have otherwise overcome the barriers to volunteering.

The project has successfully adapted its approach to overcome the challenges to delivery, such as finding the right volunteering opportunity at the right time to suit each individual, accessibility by public transport and the reluctance of volunteer involving organisations to accept volunteers under 18 years due to perceived risk factors.

The main brokerage model used has worked well for 18+ young people but other different approaches adopted, such as the micro volunteering and social action have worked better with younger age groups. The referral group became more defined as the project progressed, targeting those more at risk or already in contact with the criminal justice system in line with the aims of the project. However, these young people may need more support than can potentially be provided by a relatively light touch brokerage approach.

Value for money compares well to other programmes especially given the marginalised young people that have benefitted from the Youth Giving Time Project. Cost per individual equate to £1,250 compared to the National Citizen Service at £1,755 (DCMS, OCS 2018) and £4000 for Talent Match. (Wells and Pearson 2020)

The real difference made though, is that for a number of the marginalised young people who have benefitted from the project, it is difficult to see how they could otherwise have made the step change needed for them to move forward in a positive way.

Young people have benefitted from the positive effects of volunteering on self-esteem, confidence and wellbeing. Many have used volunteering to progress onto further education, employment and/or a crime free lifestyle.

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## **Appendix 1 Example case studies**

### **Leah**

Leah is studying Painting and Decorating and GCSE English and Maths at the Building Academy 1 day per week and is on the second year of the course.

Leah lives with her Mum in a deprived area of Leeds. Leah identifies as being gay. She didn't engage at school and does not have any qualifications and has a history of behavioural issues, probably linked to her identity and sexuality issues. Behavioural issues include carrying knives and using weapons to hit someone. She often gets into fights and has difficulty managing her emotions.

She is very withdrawn and extremely shy and doesn't normally speak to people or agree to meet with them in a work or social context if she doesn't already know them.

She knows the estate that she lives on and this is her comfort zone. Leah is now volunteering with Canopy Housing, 35 minutes away by bus so even being there has stretched her, it has meant that she has had to overcome her families reputation and their expectations of what her life should be like, her ambition to learn a trade and obtain paid work.

Leah started at Canopy in February 2019. She goes out with a small team and carries out general building work on semi derelict houses that Canopy are turning into social housing. Volunteering at Canopy means that she doesn't just stay at home with her family all the time, she is learning to speak to people that she doesn't really know.

Leah 'doesn't have time for people' but she speaks to people at Canopy and 'really likes it here'.

Leah feels that the volunteering will improve her CV so she can obtain an apprenticeship. She is learning more practical skills and wants to get a job in painting and decorating or joinery or else wants to be a farmer.

### **Malik**

Malik is 17 years old and very shy, English is his second language and he lives at home with his family.

He is studying at 'Progressions' college which caters for students aged 16 - 18 who want to improve their GCSE's to grades C or above, they also offer traineeships designed to improve employability skills. Malik is studying Business Administration Level 2 IGCSE and also English and Maths GCSE. He found out about the Giving Time Project through college.

Malik volunteered twice per week for 12 weeks at Shop Mobility which was located within a busy indoor shopping centre in Leeds. He worked there until it closed suddenly at Christmas 2018.

Malik's role was in customer services, helping people who came into Shop Mobility. This meant that he met a much wider range of people than he is used to. Malik said 'There were some nice polite people, but sometimes I had to calm down angry people'.

Learning to speak to lots of different sorts of people has helped Malik build his confidence and he thinks that his work with Shop Mobility will help him at interviews.

After the shop closed Malik tried hard to find a job or apprenticeship place, but with no luck. He has re engaged with the Giving Time service to find another volunteer placement to add to his work experience and help him more with his confidence.

## **Mia**

Mia is 17 years old, she lives in Leeds with her father. She arrived here 4 years ago as her father now works here. She moved from France but has African heritage. English is her second language. Mia is studying engineering at Leeds City College. This year she is studying level 2 and next year she will go onto study level 3 for a further 2 years. She has ambition to go to university.

Mia undertook volunteered for 2 mornings per week at Toast, Love, Coffee in Leeds serving customers because she wanted work experience for her CV, to help her get into college. Mia had tried to find paid work but employers wanted someone over 18. Mia has learnt new skills that she thinks will help her in the future. She has learnt food preparation, cash handling, taking and communicating food orders and being organised. This has helped her improve her English language, communication, organisation and teamwork skills.

Mia particularly enjoyed meeting lots of different people from different cultures because the cafe sells food from all over the world.

Mia stopped volunteering because she had so much college work to do but wants to start volunteering again in the summer and will go back to Giving Time to find a new volunteer placement.

## **Abdul**

Abdul lives with his family in Leeds. His family are refugees having fled Syria, arriving in the UK 3 years ago via Turkey. English is his second language but he did study English in London when he first arrived in the UK.

Abdul is now studying at Leeds City College, he is taking a BTEC level 3 in Science and English GCSE. Because of his refugee status, Abdul cannot work, so he chose volunteering for something to do because he was bored. He also wanted some volunteering and work experience for his CV because he wants to apply for an Access to Education in Engineering course and eventually study Engineering at University.

Abdul volunteered as a Communications and Marketing volunteer at Leeds South and East Food Bank.

He enjoyed working on the poster design and data base management. The people there were really nice and helpful and it's good to have something for his CV. Abdul wants to do more volunteering when he finishes college for the summer.

## **Katy**

Katy was originally referred by social services and brokered into a volunteering position with Scope. She began volunteering to improve her mental health. Katy suffers from anxiety and depression, often entering into 'toxic relationships' and not looking after her health by not taking her prescribed medication.

In 2016, she was looking after 5 young children for a friend but couldn't cope and ended up with a charge of assault on a 3 year old and a 12 month prison sentence. Having served her sentence she became homeless but she moved from a homeless hostel into her own flat in October 2018.

Katy's probation finished a year ago but due to her charge her own young daughter remains in foster care.

She was referred back to the service by Homestart and her peer mentor accompanied her to meet the Giving Time broker in April 2019. Katy's aim was to get more work experience so that she can obtain paid employment, she was particularly looking for roles involving customer service and till work in a retail environment.

In May 2019 she began volunteering at the Jamyang Buddhist Centre helping to set up their new cafe. Katy is rebuilding her life, she has left her abusive relationship, is taking her medication and rebuilding her life.

The volunteering has made a big difference to her daily life:

Speaking to different sorts of people has helped her confidence,

In the past she would woken up in the morning and wondered 'what am I going to do today?' but now she knows what she is doing that day, she has

structure. So Katy does not need to worry, she doesn't have to think about what's happened, in the past she can push it into the background.

Having something to aim for has helped her bring herself out of depression, she is now more relaxed.

Katy is planning to get a full time job eventually, she says the volunteering should help with her experience on her CV and give her a boost at interviews, as well as provide her with a reference.

In the meantime she is enjoying being at the Buddhist Centre and is even getting her mother to volunteer there too.

## **Niko**

Niko is a 15-year old service user, from a deprived area of Leeds, who was removed from mainstream school and placed in a Pupil Referral Unit after been found carrying a knife into his school. He has admitted carrying a knife more than once, been involved in gangs and has family members currently serving prison sentences. Niko says at the time, he didn't realise what he was doing was wrong.

Niko engaged with Youth Giving Time because he has aspirations to have a career in psychology and because he wants to make his family proud. Youth Giving Time has found three volunteering roles for Niko. He started his first volunteer placement with Youth Watch, which he enjoyed but felt that he wanted more regular volunteering. He has then gone on to volunteer with Life Experience; a group who use their personal experiences of crime to help people make better life choices. Niko spoke of his experiences of carrying a knife and being involved in a gang, and told his story as a way of steering young people away from a life involving crime.

Niko is now taking part in his third volunteering role, as an Activity Worker with Catch. He has been supervising groups of young children who take part in different activities, and also helping to improve the community space at Catch, so it is a safe and fun place for young people.

As a result of his volunteering placements, Niko now feels he can "deal with things better instead of lashing out" and he can "speak to more and different people". He still sees some of the people he used to get into trouble with, but he now tries to steer them away from trouble. Niko says he is now surrounded by friendly people and if it wasn't for Catch, he'd be "on the streets" instead of doing something positive. He wishes there were more places like Catch, because "they do so much to help young people". He also says he can go to Giving Time for support, he knows he can "go to Ronnie for advice, it takes the stress off you".



Niko plans to go to college after finishing his GCSE's, and in the future he wants to be a Counsellor or a Psychologist. He wants to be able to provide for his mum and dad.

## Ian

Ian was recruited by the Giving Time team as an ambassador whilst he was serving a prison sentence at HMP Armley. He was taking an Information Advice and Guidance course and the opportunity to volunteer seemed like a good fit. He moved to HMP Wealston and continued to be a Giving Time Ambassador.

When he was first shown the form with all the volunteering options "it blew his mind" he had no idea you could do so many different roles. The team were really informative, chatty and gave 'good vibes'. The service was very tailored to him and what he wanted to achieve.

The project has enabled him to connect with lots of people, both other prisoners and professional staff within resettlement and he was introduced to support he would have otherwise missed. Engaging with the services at the prison has enabled him to spend his time wisely and to plan his future.

The project has made him realise how valuable his time is, and it was great for positive thinking.

In all, Ian volunteered for 9 months and was proud of his achievements as part of the Giving Time team. He was released in August 2019 and is staying at a bail hostel in West Yorkshire. He has alcohol abuse issues that he is currently addressing.

Ian would have tried to think positively anyway but sometimes it can get left at the gate. He says "It's easier to follow through if you've done something inside and not fallen into bad habits"

Because he left prison with a plan it he feels he has the drive and focus to achieve what he wants to achieve and not be idle. He thinks the project will help him to not reoffend now he has been released. "Its all about how you spend your time - 'the devil makes work for idle hands"

Ian knows that he now has a network of support and potential volunteering opportunities so that he can build any skill that he needs for a career. He is going to a college open day and is hoping to enrol in an accounting course or maybe an Information Advice and Guidance Level 2 course.

## Appendix 2 Summary Impact Changes

### Summary of changes recorded 3 months after volunteering - July 2017- March 2020

Young People	mean before	mean after	change	improved score	no change	decreased score
Volunteering can help change my lifestyle and provide opportunities away from offending						
16/17	7	7.5	0.5			
17/18	7.2	8.8	1.6	4	0	1
18/19	3.25	6.25	3	7	1	0
19/20	3.7	7.7	4	10	0	0
Total	21.15	30.25	9.1	21	1	1
I feel happy and positive about myself and my future						
16/17	5.5	6.8	1.3			
17/18	6.1	8.2	2.1	11	4	2
18/19	2.5	6.4	3.9	8	0	0
19/20	3.3	7.7	4.4	9	1	0
Total	17.4	29.1	11.7	28	5	2
I feel healthy and happy						
16/17	4.3	7.8	3.5			
17/18	6.3	8.6	2.3	13	1	1
Total	10.6	16.4	5.8	13	1	1
Confidence, skills & experience for the workplace						
16/17	6.4	6.7	0.3			
17/18	5	7	2	14	1	3
18/19	2.9	5.4	2.5	8	0	0
19/20	3	6.9	3.9	10	0	0
Total	17.3	26	8.7	32	1	3
Positive about gaining employment						
16/17	6.3	7.5	1.2			
17/18	5.4	7.6	2.2	13	1	3
18/19	2.4	5.3	2.9	8	0	0
19/20	2.5	7	4.5	10	0	0
Total	16.6	27.4	10.8	31	1	3
I believe that volunteering can reduce my social exclusion						
18/19	2.4	6.4	3.9	8	0	0
19/20	3.6	7.7	4.5	10	0	0
Total	6	14.1	8.4	18	0	0

## Appendix 3 Eligibility Criteria

Note: All areas that have been highlighted demonstrate clear eligibility. For other areas two or more must be ticked to demonstrate that they are at risk.

### Risk Factors

#### Individual

- ☐ Early and repeated antisocial behaviour
- ☐ Emotional factors such as mental health problems
- ☐ Physical Illness
- ☐ Poor cognitive development
- ☐ Hyperactivity
- ☐ Drug, alcohol or solvent abuse
- ☐ Homelessness
- ☐ Negative attitudes, values or beliefs
- ☐ Low self-esteem
- ☐ Racism

#### Family

- ☐ Inadequate or inappropriate child rearing practices
- ☐ Home discord
- ☐ Maltreatment and abuse
- ☐ Large family size
- ☐ Children of parents in conflict with the law
- ☐ Parental antisocial history
- ☐ Poverty
- ☐ Exposure to repeated family violence
- ☐ Divorce
- ☐ Parental psychopathology
- ☐ Teenage parenthood
- ☐ A high level of parent-child conflict
- ☐ A low level of positive parental involvement
- ☐ Unemployment/underemployment
- ☐ Leaving institutional/government care

#### Peer

- ☐ Spending time with peers who engage in offending or risky behaviour -
- ☐ Lack of positive role models
- ☐ Gang involvement
- ☐ Less exposure to positive social opportunities because of bullying and rejection

#### School

- ☐ Poor academic performance including low literacy
- ☐ Low commitment to school
- ☐ Low educational aspirations
- ☐ Poor motivation
- ☐ Enrolment in schools that are unsafe and fail to address the academic and social and emotional needs of children and youth

#### Community

- ☐ Living in an area of high deprivation
- ☐ Social disorganisation in the community in which the youth lives
- ☐ High crime neighbourhoods
- ☐ Lack of services (social, recreational, cultural, etc)

## Appendix 4 Placement Organisations

Organisation	Role
<b>Toast, Love, Coffee</b>	Cafe volunteer
<b>RSPCA</b>	Charity shop volunteer Bag Pack volunteer
<b>HMP Wealstun</b>	Ambassador role
<b>HMP Wetherby YO1</b>	Ambassador role Youth Forum
<b>Healthwatch</b>	Youth watch volunteer
<b>St Georges Crypt</b>	Preloved shop
<b>Burmantofts Senior Action</b>	Lunch Club Volunteer
<b>Jamyang Buddhist Centre</b>	Cafe/shop volunteer
<b>Canopy Housing</b>	Construction x2
<b>TCV Hollybush Farm</b>	Practical conservation
<b>St Gemma's</b>	Charity shop volunteer
<b>Parklands Primary School</b>	DIY volunteer
<b>Leeds South and East Foodbank</b>	Communications and marketing Other volunteer role
<b>Way Street Project</b>	Community Volunteers x 10
<b>Wakefield Hospice</b>	unknown

## Appendix 3 Referral organisations

Organisation	Support Given	Frequency
Aspire Igen	Training College (low achievers)	8
Progressions UK	Training College (low achievers)	1
Liaison and Diversion Service	NHS based service for those with mental health, learning disability and substance misuse or other vulnerability	6
Lifeways	Supported Living accommodation	1
Mencap Positive Futures	Learning disability support	11
Health for All - Teen Spirit Boys Group	Vulnerable teenagers, chaotic lives and multiple needs	7
Health for All - Teen Spirit Girls Group	Vulnerable teenagers, chaotic lives and multiple needs	8
Priory Group	Acute and complex mental health and Rehab clinics	4
Youth Offending Services	Work with young offenders	3
People Matters	Special Education School	3
St Giles Trust	Support to offenders	1
Build Skills	Training College (low achievers or dropped out of 6th Form)	5
Gipsil	Support work with disadvantaged families	1
Ripon House	Women's Bail Hostel	1
Leeds City College	16- 19 HE College	11
Volunteer Centre	Main volunteer centre	2
Co-op Academy	High School serving the deprived areas of Harehills and Burmantofts	1
Homestart	Support for vulnerable families	1
Self Referrals	n/a	2
HMP Wealston	Young Offenders Prison	1
HMP Wetherby YOI	Young Offenders Prison	34
Shakespeare School	Primary School in area of high deprivation	10
Unknown		1

