A close-up photograph of several hands of different skin tones stacked together in a supportive gesture. The hands are cupped, with fingers interlaced, creating a sense of unity and care. The background is a soft, out-of-focus light color.

2023

YOUNG BRENT FOUNDATION

Global Thinking Evaluation

Violence Reduction Unit London
Crime Prevention Fund Borough Evaluations:

Final report on the evaluation of the Young
Brent Foundation Global Thinking
'Young Diversionary Programme'

1.0

Purpose of the report

1.1

This report provides a summary of the evaluation of one of Brent Council's Violence Reduction Unit (VRU) London Crime Prevention Fund (LCPF) programme, the Young Brent Foundation Global Thinking – Young Diversionary Project.

2.0

Introduction & Overview of the Evaluation

2.1

Brent Council received funding from the VRU to undertake an evaluation of one VRU LCPF funded programme to provide an initial evidence base of how impactful the programme is and how it supports the VRU objects, as well as Brent's local violence reduction outcomes.

2.2

The programme the Council chose to evaluate was the Global Thinking – Young Diversionary Project which provides bespoke services to young women affected by gangs, criminal exploitation and county lines.

2.3

The evaluation has been led by the Council's corporate transformation team to ensure a level of independency and supported by a wider project group comprising of the service commissioner, lead service provider and the corporate business and intelligence team.

2.0

Introduction & Overview of the Evaluation

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2.4

The evaluation was split into three work streams to comprehensively cover all of the evaluation areas outlined within the MOPAC evaluation specification:

- Interviews and engagement with clients – the council commissioned an experienced independent evaluator to undertake in-depth interviews with nine young women aged 10-19 who have taken part in the Global Thinking programme; a focus group comprising of young women and staff members; and, ethnographic observations of the programme from two days spent at their main delivery site.
- Data evaluation - the evaluation of data collected for the purpose of the ongoing monitoring and evaluation of the Global Thinking programme for the time period of September 2020 to 19 January 2023. This includes client exit interviews, quarterly monitoring reports and minutes, and client demographic data, which was analysed and compared with other relevant data sets.
- Feedback from the service provider and commissioner - representatives from the service provider and consortium partners were surveyed to seek their input into the evaluation. In particular to understand the lessons learned from the implementation and delivery of the programme and how the project is functioning from an administrative and personal perspective. The commissioners input was also sought to

2.5

The full methodology of this evaluation is outlined in appendix 1 of this report.

3.0

About the Global Thinking Programme

3.1

The Global Thinking programme is aimed at helping girls and young women aged 10-25 with an identified connection to Brent and have experienced or at risk of gender-based violence and/or exploitation. The project aims to ensure that young women feel safe to access help, are no longer a hidden group in community and are free from harm, abuse and exploitation. The programme aims to deliver outcomes related to education, training and employment; housing, drug and alcohol use; healthy lifestyle.

3.2

The programme is delivered by a consortium of local Voluntary and Community Sector organisations, which includes Young Brent Foundation (YBF), PLIAS Resettlement, and Start Easy. YBF are the lead provider in the consortium.

3.3

The programme was awarded funding in June 2020, professionals trained in September 2020, with service delivery beginning in July 2020. The programme initially aimed to engage a minimum of 45 clients over a 16-month period (1st March 2020 to 30th June 2021). The contract was subsequently extended and as of 19 January 2023 had supported 176 young women.

3.4

The Global Thinking Programme comprises of three main activities aimed at young women:

- One-to-one and group work sessions focusing on emotional wellbeing and positive affirmation.
- Prevention group work for identified vulnerable girls and young women.
- Residential opportunities that will deliver awareness raising, human rights education, resilience building

4.0

Executive summary of findings from the review

4.1

The Global Thinking Programme is delivered flexibly, providing bespoke, targeted support to vulnerable or at-risk young women in the local area. As a result, the programme is well aligned to addressing young women's needs.

4.2

The voice of the intended client group heavily shapes delivery. One-to-one mentoring and groupwork sessions are tailored, and young women play a key role in shaping the programme's activities and direction.

4.3

Young women interviewed were exceedingly positive about the activities and support provided by the Global Thinking Programme and their mentors. This is reflected in the monitoring and evaluation data, with 82% of clients reporting that they are satisfied with the delivery of the programme.

4.4

It is too early to fully assess the impacts of the programme given that the impacts and outcomes desired are long-term in nature e.g., reduction in offending behaviour.

4.5

However, there is emerging qualitative evidence on the positive impacts the programme is having on clients. Areas of positive impact commonly identified by young women and staff members related to:

1. Young Women having a trusted adult and support system
2. Improvements to emotions and behaviours
3. Increased understanding of identity and feeling of belonging
4. Improved engagement with school, college, or employment
5. Increased motivation for change and greater aspirations
6. Positive relationships with friends and family
7. Improved decision-making

4.6

Analysis of the ongoing monitoring and evaluation data has shown that:

- 82% of Global Thinking Clients are satisfied with the delivery of the programme
- 78% of clients have reported an increased motivation for change
- 72% of clients have reported an increased in health and wellbeing
- 74% of clients achieved a positive education, training, and employment outcome
- 51% (39 clients) have an offending history, of which 41% (16 clients) have reoffended whilst on the global thinking programme

5.0

Process Evaluation

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5.1

This section draws upon insights from all three evaluation work streams to summarise the key findings for each of the evaluation questions set by MOPAC under the process evaluation theme.

How is the project functioning from an administrative, organisational and/or personnel perspective?

5.2

The commissioner and provider consortium have reported that the project is functioning well and to a high standard. This is reflected in the feedback provided from the interviews with clients.

5.3

The commissioner reports that communication with the provider is excellent and practitioners are passionate about the services they deliver and achieving positive outcomes for their clients. This is demonstrated in their interactions with young women and reflected in the quarterly monitoring and evaluation reports which are client focused. Bi-weekly meetings take place between the consortium providers to share best practise and resources.

5.4

The project has in place good administrative structures and tools to support the end-to-end delivery of the programme. Practitioners receive regular training to ensure that their knowledge is kept up to date of policies and procedures to support clients with complex needs.

5.5

The young women interviewed as part of the evaluation processes all reported that they were satisfied with the referrals process and found that the information they were given about the programme was easy to understand.

How well has the programme been implemented?

5.0

Process Evaluation

continuation from previous page

5.6

The commissioner and service provider report that they are very satisfied with the implementation of the programme. The service provider consortium is proud of their achievement in setting up the programme during the COVID pandemic. The programme was established with the target to support 45 young women and as of 19 January 2023, it had support 176 young women.

5.7

The implementation of the project is monitored at quarterly monitoring and evaluation meetings and has been implemented as per the objectives and outcomes outlined in the service specification, despite initial challenges that were experienced at the start of the project which were jointly resolved by the consortium partners.

5.8

The programme is delivered flexibly, providing bespoke, targeted support to vulnerable or at-risk young women with an identified connection to Brent. As a result, the programme is well aligned to addressing each young women's needs.

5.9

Interviews with young women revealed that they may not have been aware of the overarching aims of the project, but the majority displayed an awareness of their own personal goals and what they were trying to achieve from the project. A few young women referred to reporting their personal goals on progress forms they had completed in mentoring sessions.

5.10

Young women's personal goals typically focused on:

1. Doing well at school,
2. Gaining new skills,
3. Staying out of trouble.

5.0

Process Evaluation

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5.11

However, most of the young women interviewed reported the main reason they got involved with the Global Thinking Programme was because it sounded fun and provided them with the opportunity to try new activities, rather than to achieve their personal goals. This suggests personal goals were often set by young women after they started on the Global Thinking Programme, with the help of their mentor, and monitored using regular progress forms.

Has the project experienced any barriers and have they impacted outcomes?

5.12

Practitioners and some young women identified COVID-19 as having an impact on the programme.

5.13

One of the consortium provider's staff members was on long-term sickness due to COVID and the provider was unable to recruit a suitably skilled practitioner to support the service delivery in the interim. This had a subsequent impact on the timeframe that some young women were able to access services delivered through the programme. The programme has in place an adequate risk management structure and was subsequently able to absorb and transfer duties where required.

5.14

To further mitigate the impact of the pandemic on project outcomes, the programme responded by implementing its Global Thinking COVID-19 mitigation strategy, in which they only provided face to face sessions for vulnerable young people, during COVID restrictions. Groupwork sessions were suspended for a period, and one to one sessions took place over Zoom.

5.0

Process Evaluation

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5.15

Some young women were unable to access sessions during lockdown due to lacking access to internet connection and/or digital devices. This provided an opportunity for contextual safeguarding work to be undertaken to understand safe areas in the borough to access WiFi.

5.16

1.1 Additionally, the programme was unable to deliver two residential opportunities which aimed to deliver awareness raising and human rights education to young people due to the pandemic. The provider and young women report that they are aiming to reschedule the residential trip for later this year.

5.17

Since Q2 in 2021 the COVID mitigation strategy ended and the programme has been delivered as intended.

How does the target population interact with the intervention? How does the voice of intended client group help shape delivery? And are they satisfied with delivery?

5.18

Delivery of the Global Thinking Programme is flexible and bespoke to the needs of the young person. Feedback is sought from clients on a regular basis which helps to shape the delivery of the service. 82% of clients have reported that they are satisfied with the delivery of the programme.

5.19

1.1 Delivery includes one-to-one mentoring sessions and support, group sessions and workshops, and pro-social group activities

One-to-one mentoring

5.20

All young women interviewed as part of the evaluation had one-to-one mentoring sessions with a mentor and all were substantially positive about these interactions. All young women found this aspect of the programme useful, with most reporting that one-to-one mentoring was fun and informative

5.0

Process Evaluation

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One-to-one mentoring

5.21

1.1 There is no set schedule to the one-to-one mentoring. The frequency of one-to-one mentoring is bespoke to the needs of each young person, with several young women reporting that they had met with their mentor multiple times in a week when they felt they needed more support.

5.22

One-to-one sessions are delivered at a variety of locations, again largely determined by the needs of each young women. For example, young women met with their mentors at home, at school, at local cafes and restaurants, as well as through virtual channels such as Zoom.

5.23

All the young women said that they liked and felt safe at these locations. Young women reported that they were given a choice about where they received one-to-one mentoring. For example, one young person said that she doesn't like going out to eat, so her mentor comes to her house.

Groupwork Sessions

5.24

Groupwork sessions officially take place weekly at the programme's main delivery site. Observations suggest that the timings of the groupwork sessions are more flexible depending on the availability of the young women who would like to attend.

5.25

The sessions normally begin with music and food on offer to the young women. The sessions are delivered using a range of methods on different topics of relevance and interest to the young women. The young women are also given an opportunity during the session to have a ten-minute one-to-one 'check in' conversation with a staff member.

5.0

Process Evaluation

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Groupwork Sessions

5.26

The aim of the groupwork sessions is to provide a space for the young women to explore issues they might be facing or are at risk of facing. The groupwork sessions are underpinned by a human rights framework and intersectionality.

5.27

The interviews with young women and focus group revealed that groupwork was typically aimed at young women aged 15 or older. There are also some girls who have not been offered groupwork sessions due to gang affiliation or friction they may have with other young women who attend.

5.28

The young women who had previously or still attend groupwork sessions were generally positive about how the sessions were run. These young women reported that groupwork sessions were fun and informative. A few of the young women said it was an opportunity to have a laugh and all young women who had attended reported that they had learnt new things. One young woman reported that a groupwork session taught her how to recognise domestic abuse. Another young woman thought that groupwork had "shown me a lot about everything – friends, family, life."

Pro-Social Activities

5.29

Young women interviewed highlighted a range of social activities they had taken part in as part of the programme, including going out to eat, to the theatre, to concerts and bowling.

5.0

Process Evaluation

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Pro-Social Activities

5.30

Organising pro-social activities helped develop a sense of community for the young women, a key aim of the Global Thinking Programme. Pro-social activities sometimes contributed to other aims of the programme. For example, one young woman reported that the group's theatre trip to see 'NW Trilogy' in Kilburn, a play about the lives of immigrants and their families in and around Kilburn in the 1960s and 1970s, taught her about the history and culture of a community. This provides evidence of a group activity contributing to the programme's aim to promote young women's understanding of identity, culture, and community.

5.31

Young women and staff members also reported that the young women had collectively created a 'bucket list' of activities they wanted to do as a group. 'Bucket list' activities included make up lessons, paintballing and a cooking 'show and tell', where each young person cooks a dish from their culture and shares it with the group. Staff members encourage the young women to plan these activities, encouraging them to take a proactive lead on the delivery of pro-social activities and encouraging independence.

**Is the target population adequately reached by and involved in activities?
Are needs appropriately met/matched to intervention?**

5.32

The project has reached a wide range of girls and young women who are or at risk of being gang related, sexually exploited, dating violence and are on the cusp of entering the criminal justice system. Both the provider and commissioner report that the target population is being reached by and involved in activities, evidenced by the demographics data collected through the programme.

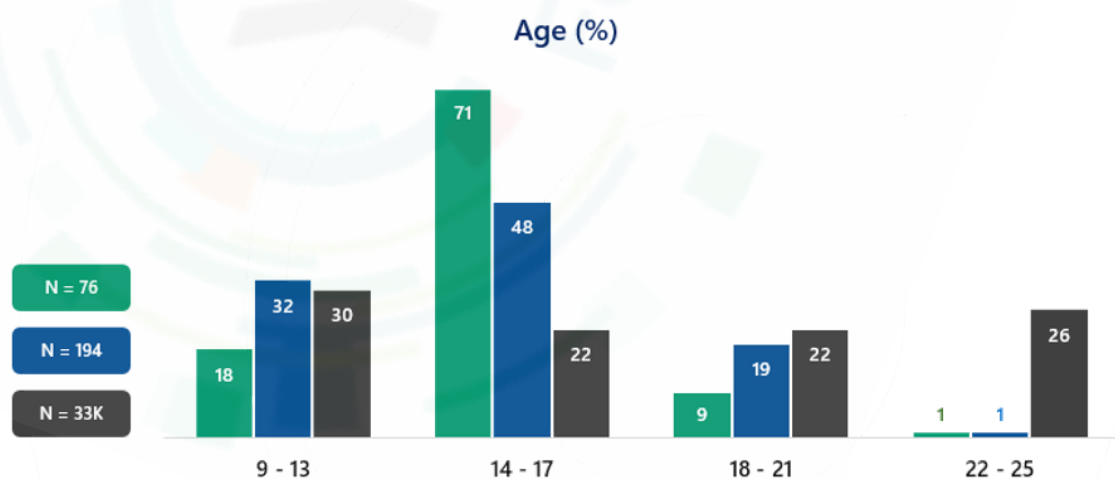
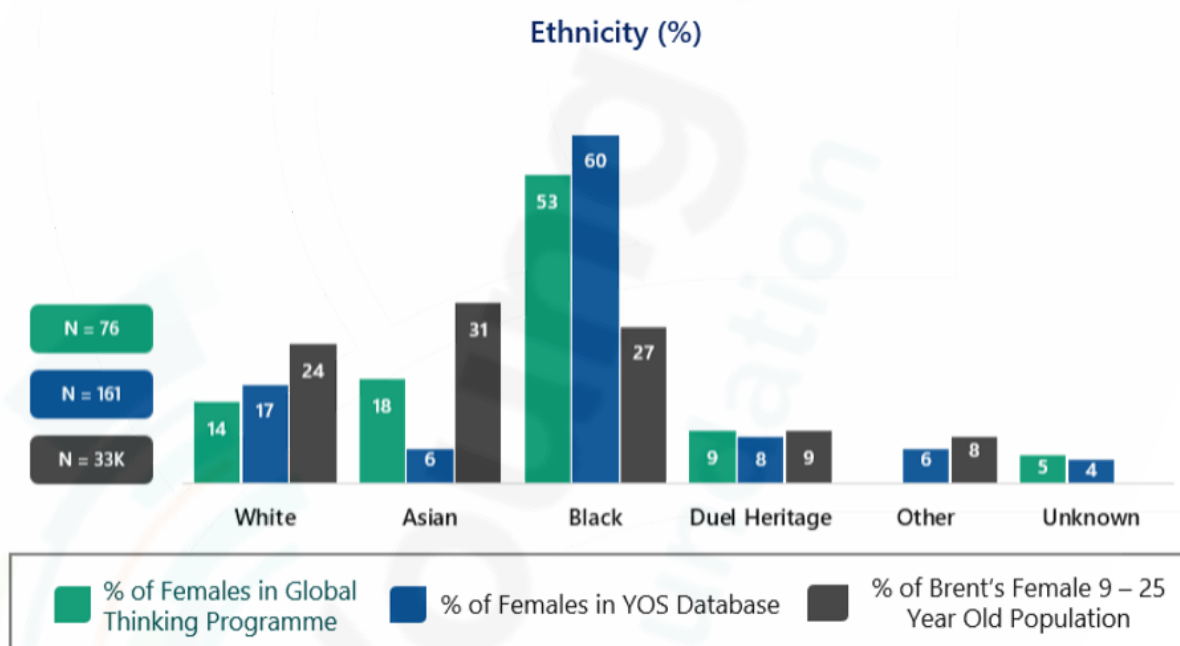
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Process Evaluation

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5.33

The images below provide a comparison of demographic data collected for the current Global Thinking cohort against demographic data of females in the Council's YOS database and the general Brent population. This data shows that broadly the age and ethnicity of the Global Thinking programme cohort is in line with that of the Council's female YOS database. 71% of the Global Thinking cohort are aged between 14 – 17, compared to 48% of Brent's female YOS cohort.



5.0

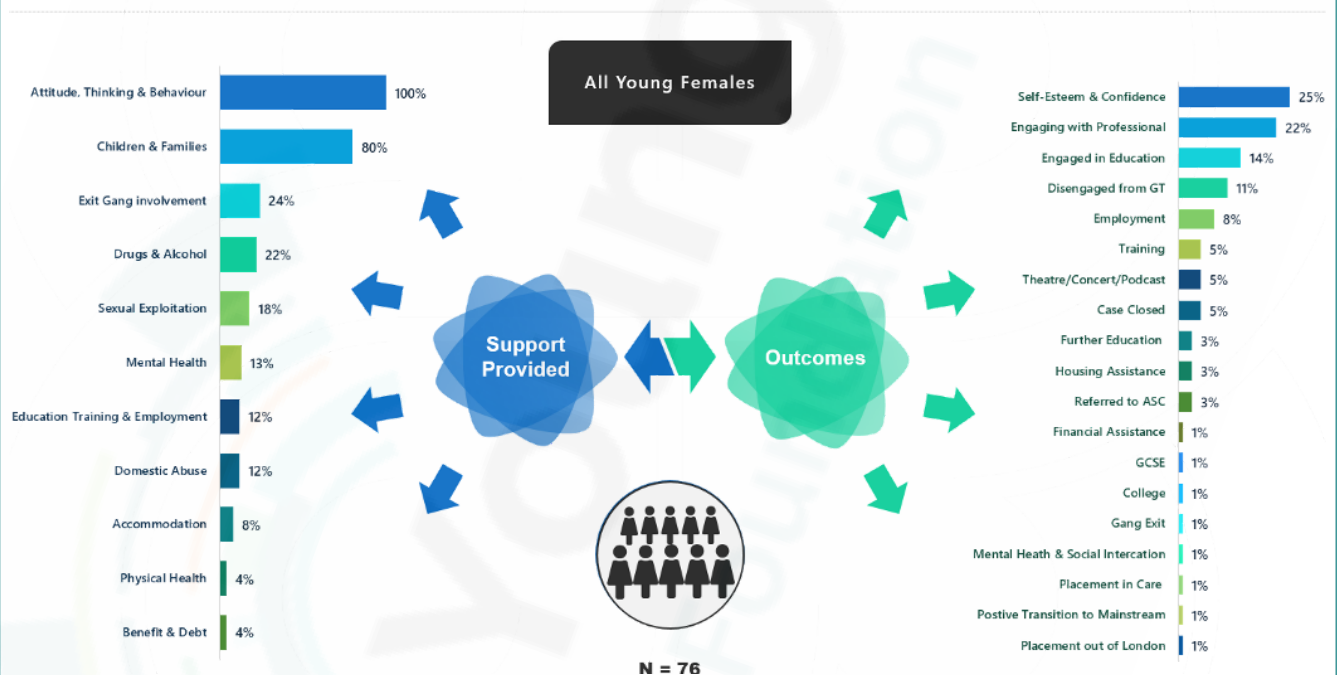
Process Evaluation

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5.34

The image below provides a comparators to the support provided and the individual outcomes achieved for clients by the programme.

Support Provided and Outcomes : All Project Participants



5.0

Process Evaluation

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How is this work/ project being used locally to help mainstream delivery?

5.35

The Global Thinking programme provides training locally to professionals, parents, and young people. Training topics aim to help increase the awareness of how young women can be affected by threats and to help professionals better identify risk indicators to intervene earlier in the future.

5.36

In the first year of operation (2021/22), the provider delivered training to 55 professionals, 13 parents, and 15 young people. This included a series of 'gender matters' trainings which brought together youth workers, professionals, and practitioners to explore gender equality and addressing gender-based violence affecting young people.

5.37

100% of attendees at global thinking training reported an increased in understanding of the risks to young women.

5.38

The provider reports that they are able to work cooperatively and constructively with partner agencies and external services to provide holistic and effective support to ensure the full range of clients' needs are adequately met.

What would you/borough want to share for good learning/key things to consider when implementing this type of project?

5.39

This programme has demonstrated the value in having a consortium partnership made up of local service providers to work collectively to deliver an intervention which is specific for young females. It demonstrates the need for female specific interventions which are shaped by the intended client group.

5.0

Process Evaluation

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5.40

Furthermore, throughout the evaluation processes it has been evident that the relationship between the worker and young person is key to ensuring engagement on the programme. The provider has reported that much of the reason that young people engage with them is because the workers are able to relate to the young people and feel that they are understood.

Global Thinking Provider:

Communication is key in a partnership. Whether that is asking for support, sharing best practices, and/ or being open to learn and adapt.

This programme has allowed for GYW to feel like they have a service that is dedicated and provided just for them, as many interventions are directed at young males. We have seen an increase in GYW getting involved in SYV and not often having the right support or intervention offered to them... service should be where GYW work professional who reflect them and their communities.

Having good tools and resources for working with the clients is a must. Sharing some information/ resources with the social worker, parent and client by the project lead before the case is allocated to the worker could be helpful.

Global Thinking Commissioner:

It is key to invest in our young people to have services by and for them. It is their outlook and needs around what they want and see for themselves which is what will hopefully have societal shift around the issues the young women and girls are facing around domestic abuse, emotional wellbeing and mental health.

6.0

Impact Evaluation

6.1

This section draws upon insights from the interviews with clients work stream and insights from the service provider and commissioner to summarise what the key findings are for each of the evaluation questions set by MOPAC under the process evaluation theme.

Has the programme done what it intended to do? Has the project contributed to intended outcomes throughout the funding cycle?

6.2

The fundamental goal of the Global Thinking programme is to increase the safety of young women affected by gangs, criminal exploitation or county lines. The outcomes of the project are to ensure that young women who access the service:

- Feel safe to access help
- Are no longer a hidden group in our communities
- Are free from harm and abuse

6.3

The consortium providers provide services which deliver outcomes relating to education, training and employment, drug and alcohol use and healthy lifestyle. Quarterly monitoring and evaluation reports are submitted to the commissioner to measure the outcomes and outputs as outlined in table 1 (in the page that follows)...

6.0

Impact Evaluation

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Target	Performance Indicators	Outcome
70% of the supported cohort have increased motivation for change.	Intervention Engagement rate. Questionnaires taken at point of intervention completion.	Increased engagement Increased opportunity for employment and housing Increase in personal confidence and self-esteem
50% of those that engage will report improved health and well-being.	Questionnaires taken at the start of intervention and point of intervention completion.	Increase in quality of life for the individual. Reduction in risky behaviour. Increase in personal confidence and self-esteem.
50% reduced reoffending rate of targeted cohort	MPS offending data (and Ministry of Justice Proven Reoffending Measurement) pre and post point of intervention to evidence reduction in offending.	Increase in the cohort's motivation for change. Reduction in risk factor behaviour. Increase quality of life for the cohort. Increase reporting of health and wellbeing within the cohort.
50% of the targeted Violent and Vulnerable Cohort will achieve positive ETE outcomes.	Increased outcomes relating to Education, Training and Employment.	Increased engagement ETE organisations, Increased self esteem

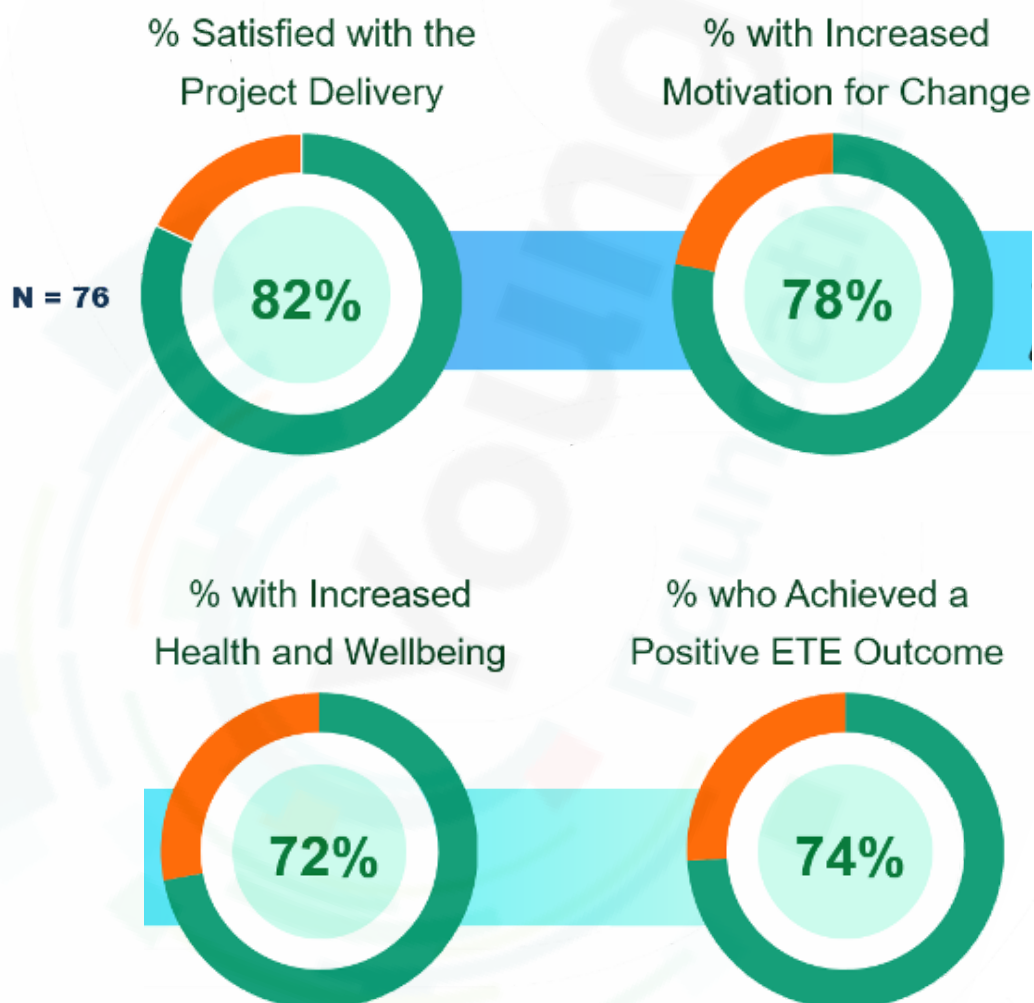
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6.4

Analysis of the monitoring and evaluation data for the period up to 19 January 2022 indicates that project outcomes have been met throughout the life time of the scheme, and in some outcome areas targets have been exceeded:



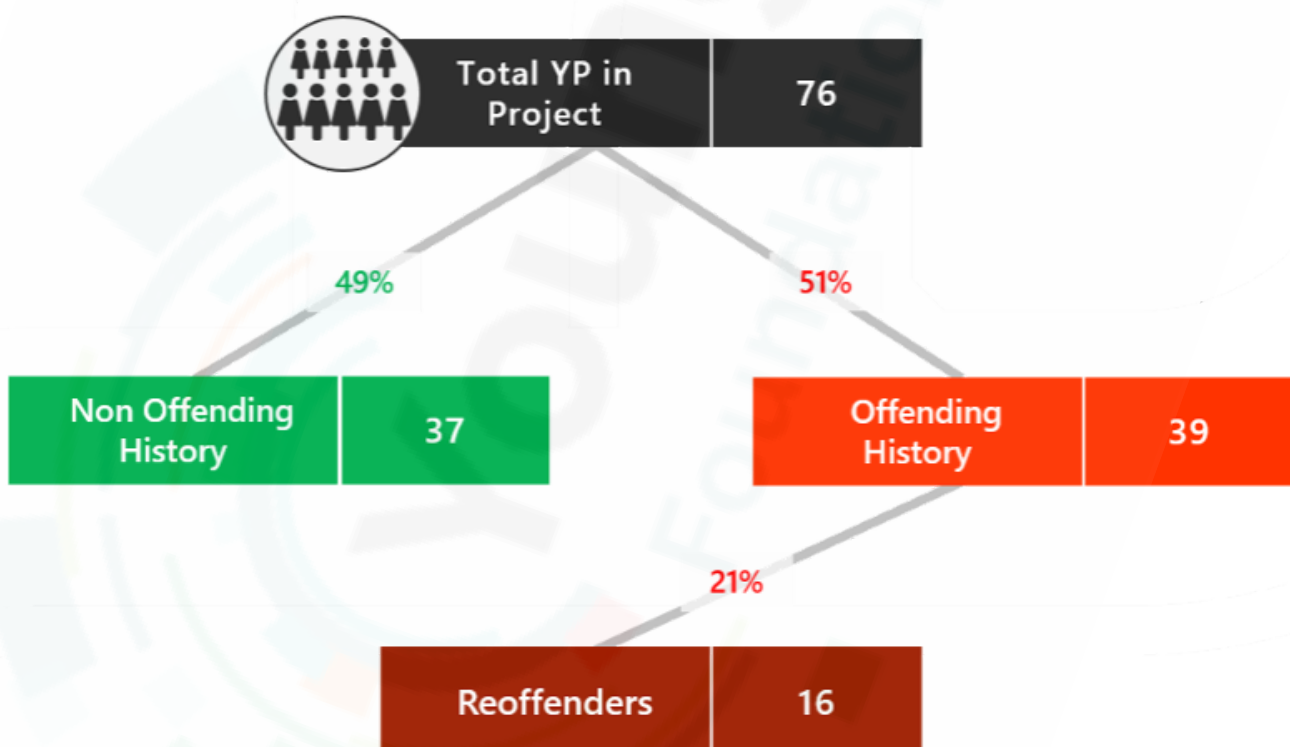
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6.5

Additionally, 21% of global thinking clients have reoffended since they began interacting with the service, which could be partially attributed to the positive effect the programme has had on them (see the below image). The commissioner reported that they are particularly pleased with the low reoffending rate of the programme - in some quarters the reoffending rate has been at zero. When re-offending has occurred, it is reported that offences are similar to the young person's offending history and are non-violent.



6.0

Impact Evaluation

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To what extent can changes in behaviour/outcomes be attributed to the project/intervention?

6.6

It is too early to fully assess the impact of the Global Thinking Programme on young women given that the desired impacts and outcomes of the programme are long-term in nature.

6.7

The interviews with clients indicated positive emerging qualitative evidence in relation to the positive impacts the programme is achieving for the young women involved in the programme. Areas of positive impact commonly identified by young women and staff members related to:

- Young women having a trusted adult and support system
- Improvements to emotions and behaviours
- Increased understanding of identity and feeling of belonging
- Improved engagement with school, college, or employment
- Increased motivation for change and greater aspirations
- Positive relationships with friends and family
- Improved decisions making

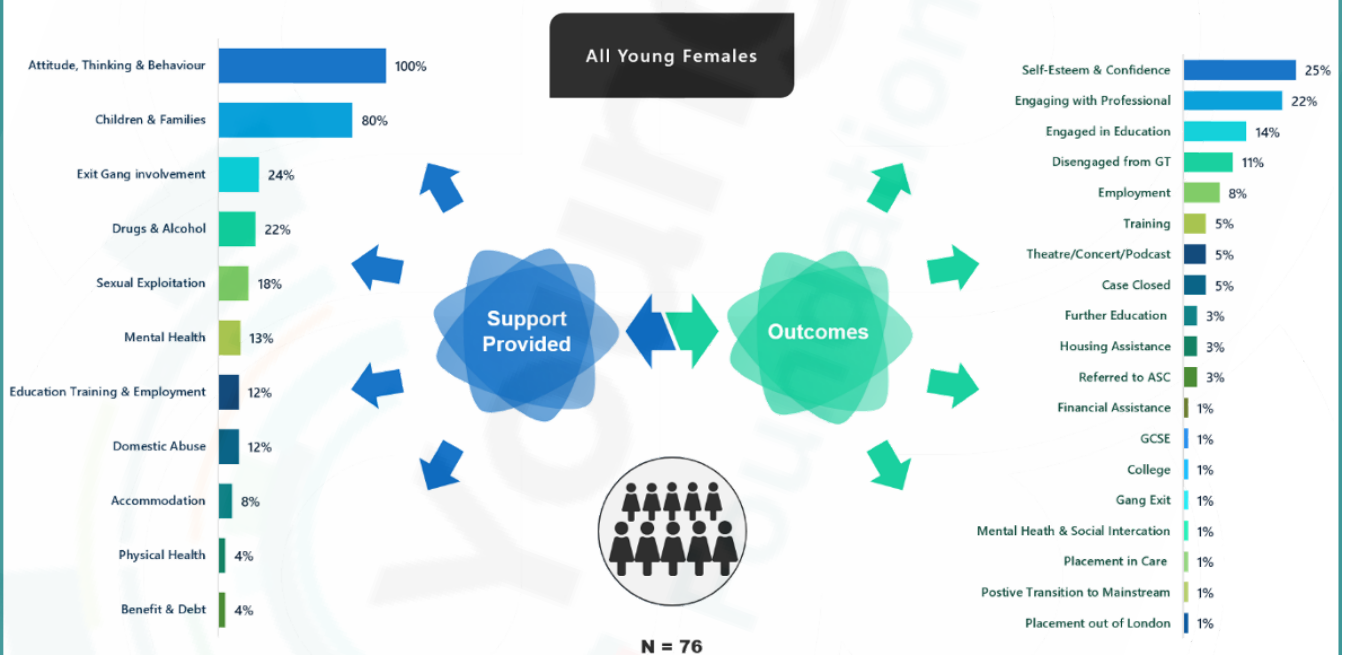
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6.8

This is further corroborated by analysis of the quarterly monitoring and evaluation data. The image below categorises the support provided to young people on the programme and the reported outcomes. All clients receive support in relation to Attitude, Thinking & Behaviour .



6.0

Impact Evaluation

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6.9

Evaluation of the service monitoring and evaluation data shows that 78% of Global Thinking clients reported an increased motivation for change.

6.10

All clients interviewed as part of this evaluation expressed that since starting the programme they have an increased motivation for change. The evidence showed increased motivation particularly in relation to:

1. Doing well at school,
2. Staying out of trouble, at school and with the police.

6.1

In addition to demonstrating an increased motivation for change, clients repeatedly reported high aspirations for their futures, and often highlighted the role of their mentors in inspiring these aspirations and providing them with practical guidance to reach their goals. For example, one young woman reported that she wants to be a nurse when she is older, and her mentor has encouraged her to research this career path in her spare time.

6.12

Some clients generally reported that they were filling their spare time in a more constructive manner since starting the Global Thinking Programme.

6.13

All of the clients interviewed stated that they have noticed changes in their emotions and behaviour since they started meeting with their mentor. They reported feeling less anxious, less angry, and able to cope better with their emotions.

6.0

Impact Evaluation

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Young Women on the Global Thinking Programme

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It helps you to better yourself and have a positive outlook.

I am able to talk about my bad days.

Last year I was really really quiet, I only used to talk to staff members... now I engage more.

It helps you to better yourself and have a positive outlook

In later life I want to be able to use what I learn, I want to be an archaeologist.

It has motivated me more to do work, get active, do things to stimulate my mind

I go to my mentor if I am having a problem

I get a chance to talk about anything

6.0

Impact Evaluation

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6.14

Some identified coping strategies they had learnt about since starting the programme (e.g. playing football to manage anger) as a mechanism of change for their improved emotions. Many clients expressed they were better at speaking about their emotions since starting the programme.

6.15

Many clients reported feeling more confident since starting the programme. This was particularly the case in relation to young women who had been working with the Global Thinking Programme for longer periods of time and had established relationships with their mentor.

6.16

All the clients who were interviewed reported they had a positive relationship with their mentor. Most identified their mentor as a trusted adult role model in their lives, and all young women said they were able to speak to their mentor about problems they were facing, including problems with friends or family, and issues related to school or accommodation. Most young women also reported feeling like they have a 'support system' because of the Global Thinking Programme.

6.17

Trusted and positive relationships between mentors and young women were a key mechanism of change within the programme. When the young women interviewed were asked what they felt was most useful in helping them make changes, many highlighted the quality of support provided by their mentor: "she does everything she can for me".

6.18

Clients highlighted that the Global Thinking Programme had helped them to understand their identity. One client reported that the Global Thinking Programme has helped her to understand her identity in relation to her heritage, by teaching her to recognise and reject false stereotypes.

6.0

Impact Evaluation

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6.19

Clients also reported that the programme provided them with a sense of belonging. All young women felt safe during their one-to-one mentoring sessions or support. Groupwork sessions at Barham Community Complex particularly contributed to the programme's aim of creating a women's only space that fosters safety and develops a sense of community for girls and young women. A sense of belonging was also achieved by the young women's accessibility to their mentors. The young women repeatedly reported that their mentors were always at the end of the phone if they needed them.

6.20

Evidence from the focus group re-enforced the finding that the programme had created a sense of belonging, with staff members referencing the programme as a "sub-family" and a "sisterhood".

6.21

In general, clients reported increased engagement in school, college, or employment. Personal goals for young women of school age typically focused on doing well at school.

6.22

Some young women reported that their mentors helped them with their schoolwork and revision for GCSEs.

6.23

Two young women did not have a school place or had been excluded at the time they were interviewed. Nevertheless, these young women reported that the Global Thinking Programme had increased their motivation to get back to school. Both young women reported that their mentors were helping them with their situations.

6.0

Impact Evaluation

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Young Women on the Global Thinking Programme

”

It is good to have a support system... it is good to have someone to speak to every week

If you have had a bad day you can come here to express that. [We] can talk about what worries us, family, friendships, friendship groups...

It is like a little family

Generally, before I had really really bad attendance, very bad, I would halfway through the day, I didn't take pride in more work. My behaviour wasn't bad, but I would get irritated easily. My attendance and punctuality has improved - last week I was in everyday on time. A lot of teachers say I am putting effort into my work and taking pride in my books - so I've heard it from other people

If a year ago you told me to get a job, I'd have said jog on, I'll make money my own way. But now I do have a job.

I know how to deal with situations more.

6.0

Impact Evaluation

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6.24

Other young women reported that participation in the Global Thinking Programme has encouraged them to get a job.

6.25

Some young women reported that they had experienced changes in their friendships since starting the programme. However, these young women reported that these changes were due to personal differences or arguments, not because their networks were previously unhealthy or that those friends had got them into trouble in the past. However, all young women reported that they knew the difference between good and bad friends.

6.26

In general, young women reported that they had good relationships at home and that the Global Thinking Programme might have caused slight improvements to family relationships between young women and their families. This was corroborated by feedback from mentors, with one mentor reporting that she has received feedback from parents about their mentee's improved behaviour and general attitude.

6.27

Young women generally reported an improvement in their decision-making through one-to-one mentoring. Young women who attended groupwork sessions also felt this was helpful in relation to knowing what to do in certain situations. For example, past groupwork sessions had addressed what to do if you are worried someone might be experiencing domestic violence, or what to do if you haven't seen a friend in a while.

6.28

One young woman expressed that she felt able to take what she learnt at sessions on decision making to help other people in her friendship group who were facing similar problems.

6.0

Impact Evaluation

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What unintended outcomes have been produced?

6.29

The service provider and commissioner have reported that additional needs have transpired throughout the duration of the project such as digital exclusion and other hidden harms, which have enabled work around contextual safeguarding to be undertaken. The provider has facilitated conversations with clients around safe spaces in the borough to access WiFi, which has helped to create a network of safe spaces across the borough where young women can meet.

6.30

The project has also enabled more collaborative working with other partner agencies to produce girl gang maps.

Were there any negative effects?

6.31

Negative effects have been experienced if a referral has been made without the young person's consent, or before they are ready for an intervention. Often in these instances, young people can be more resistant to engage in the programme.

6.32

Additionally, the programme has received higher referral rates than originally anticipated. This has had an impact on the increased workload on the provider. During the COVID pandemic, a staffing gap was experienced which meant that some young people may have waited longer for interventions to begin.

A close-up photograph of several hands of different skin tones stacked together in a supportive gesture. The hands are cupped, with fingers interlaced, creating a sense of unity and care. The background is a soft, out-of-focus light color.

2023

APPENDIX 1

Evaluation Methodology

7.0

Project Scoping and Governance

7.1

A project group was convened to oversee the delivery of this service evaluation. This included representatives from the Council's Community Safety department ('the Commissioner'), the Council's Change and Customer Insight department, and Young Brent Foundation ('the Lead Provider'). The group met monthly to progress the service evaluation.

7.2

Prior to the commencement of the evaluation, extensive scoping was undertaken with key stakeholders to understand the parameters of the review including the data sources and associated limitations. The project group presented their findings and mitigating actions to the Council's Data Ethics advisory board for consideration. Findings and recommendations included:

- The potential negative impact on clients who choose to participate in the review in the form of risk of re-traumatisation and risk of identification throughout their involvement in the processes. The Council put in place mitigating actions to ensure that participant's anonymity is maintained throughout the process and that a trusted representative from the provider will be present during and after the interviews to provide support as required. All known risks were communicated to the girls and young women prior to their consent being sought to participate in this review.
- The Council will work with the independent evaluator to ensure that all of the language used during client interviews is tailored based upon the participant's age.

7.3

The evaluation has been split into three work streams to cover all of the evaluation areas outlined in the MOPAC evaluation framework

7.0

Project Scoping and Governance

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Interviews with Clients

7.4

The Council commissioned an experienced independent evaluator to undertake 10 one to one interviews with Global Thinking clients and 1 focus group. Clients who participated in the evaluation each received a gift voucher to acknowledge their time spent to support the evaluation.

7.5

The key evaluation themes that have been explored in this work stream include:

- **Impact** - the supported cohorts motivation for change, whether the service has achieved what it aimed too, to what extent changes in behaviour/outcomes can be attributed to the project's intervention
- **Process** - whether the project has experienced any barriers and what affect this has had on the project's outcomes, how has the target population interacted with the project and shaped service delivery, and are they satisfied with the service

7.6

The interviews and focus group took place over February and March this year. And included the below activity:

- **In-depth interviews with nine young women aged 10-19 who have taken part in the Global Thinking Programme.** The topic guide was designed by Cordis Bright and agreed with the evaluation steering group. Six of the interviews were conducted in person at the Barham Community Complex, and three were conducted virtually.
- **Focus group with three young women and three staff members.** The topic guide was designed by Cordis Bright and agreed with the evaluation steering group. The focus group was conducted before a regular groupwork session in February 2021, groupwork sessions had been held on a weekly basis with good attendance. We had planned to conduct the focus group with approximately eight young women, unfortunately, despite concerted efforts by staff members to encourage attendance, not all eight young women were able to attend due to other commitments. However, the three young women in attendance were fully engaged and keen to contribute, and the build-up of rapport between the researchers and young women (some of whom had met the researchers previously) aided the quality of discussion and engagement in the focus group.

7.0

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Interviews with Clients

7.6

The interviews and focus group took place over February and March this year. And included the below activity:

- **Ethnographic observations** of the Global Thinking Programme over two days at Barham Community Complex.

Data Evaluation

7.7

This work stream predominantly involved the evaluation of data collected for the purpose of the ongoing monitoring and evaluation of the Global Thinking programme for the period between September 2020 and 19 January 2023. This includes client exit interviews, quarterly monitoring reports and minutes, and client demographic data, which was analysed and compared with other relevant data sets, for example, local population data.

7.8

Analysis was undertaken by the Council's corporate Business Intelligence team and shared with the Provider and Commissioner for validation.

Feedback from the Service Providers and Commissioner

7.9

Representatives from the service provider and consortium partners were surveyed to seek their input into the evaluation. In particular to understand the lesson learned from the implementation and delivery of the programme and also how well the project has functioned from an administrative and personal function. The commissioners input was also sought to validate findings of this review.