

# An evaluation of the longer-term outcomes achieved by Quarrel Shop graduates 2014/15

Independent evaluation carried out by Brathay Trust Research Hub

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## Executive summary

### Introduction

This report summarises an evaluation of the 2014/15 cohort of the Leap Improving Prospects Quarrel Shop Programme. This independent evaluation, carried out by Brathay Research Hub, is structured around evidencing the programme logic model and showing impact and attribution to the programme. It focuses on the longer-term impact achieved by Quarrel Shop (QS).

### Methodology

The evaluation is based on the analysis of primary and secondary data across three time-points; pre-course, graduation and at a follow-up point. Evidence was triangulated from the perspective of graduates, referrers or key adults and Leap Trainers. The sample consisted of all graduates of the 10 QS courses that took place from February 2014 to November 2015 (QS9 to QS18 inclusive). Sixty graduates were identified and included in the evaluation. 31 graduates and 16 of their key adult/referrers were interviewed at a follow-up point (ranging from ten months to two and a half years after completion).

### Young People's Context

Evidence showed that the cohort was characteristic of the QS target group in terms of age and involvement in offending and violence. The cohort was diverse and recruited from a range of sources. Further, the 31 graduates interviewed at follow-up reflected the sample as a whole.

- The mean age of the 2014/15 cohort was 17 years, with an age range from 15 to 23
- Gender was fairly evenly split between females (n=31) and males (n=29)
- There was diverse ethnically: 30% Black, 26% White, 24% Asian and 17% mixed heritage
- A third were NEET - considerably higher than the UK rates for the similar age groups
- 47% had been arrested at some point
- 64% had been involved in violence at some point
- Referrals came from 28 professional sources, in addition to self and family referrals

### Outputs - Accreditation

The majority of young people participating in the QS programme in 2014/15 had the opportunity to work towards an accredited award at Level 2.

- 58% of those eligible to obtain the Conflict Theory accreditation achieved the award
- In addition, 15% of those eligible obtained the Facilitating a Workshop accreditation.

### Intermediate outcomes

At the end of the programme (or shortly afterwards) QS Trainers and referrers/key adults reported positive improvement in the majority of graduates across 10 out of the 11 personal, inter-personal and societal outcomes, particularly emotional intelligence. 83% of referrers/key adults agreed that

QS had an important impact on the graduate’s personal outcomes and 93% of referrers/key adults agreed that QS had an important impact on the graduate’s inter-personal outcomes. For example:

*She was able to complete the course which is something that she hasn’t been able to do in the past. This experience has offered her the self-belief that she can be consistent.*

*She is now very reflective and has dealt with recent interpersonal conflict to enable her to take responsibility for her part.*

Graduates and QS Trainers reported an improvement in learning of at least 20% across four indicator statements from the Journey of Change tool.

### Longer-term outcomes

Evidence was found supporting the longer-term impact of all outcomes. In particular, the impact of the programme on reducing graduates conflict, violence, offending and risky behaviour; the extent to which graduates help others in dealing with this; and support into education, employment and training.

**Application of tools and skills** – 71% of graduates frequently used at least three of the nine tools learnt through the programme. The tools they used most often were “Red Flags” (84%), “React and respond” (76%) and “Vicious cycles” (67%).

**Personal goals and development** – positive change was found in all of the learning outcomes, with the greatest improvement found in communication (including negotiation and assertiveness). A critical theme of ‘awareness’ was found within key-adults/referrers data to underpin development. For example:

*Brought a greater self-awareness and understanding of why people act the way they do sometimes. Parent at follow-up (male, 23)*

**Conflict and help others in dealing with conflict** – Overall there were very positive messages from both quantitative and qualitative data as to QS’s positive impact on graduate’s experiences of conflict. Graduates were asked about this from multiple perspectives, providing high confidence in this outcome being successfully achieved. For example:

QS helped graduate put conflict learning into practice	89%
Graduate helped others involved in conflict	75%

*I used to be involved in a lot of conflict including with myself. It's opened my eyes. Broke down what conflict is and looked for solutions for example talking to people. Explained the things behind conflict, broken into pieces so you can understand... [Group helped me to] know it's not only me. Female, 18*

*With friends... violence between friends... helped them get through that and it stopped. Ability to step out of it and ability to see what was going wrong as an outsider. I knew how to communicate that to them. Male, 17*

Graduates were asked in the pre-course interview who they experience most conflict with in their lives. The most common responses were parent, sibling(s), self and authority figures. This was, in the most part, confirmed when asked at follow up interview, with the most common responses being parent, sibling(s) and self (note: not authority figures). 88% (n=24) of graduates stated that the frequency of this conflict had reduced. For example:

*Helped me to [understand the] vicious cycle that I was putting my mum through. I've re-evaluated the whole cycle and me and my mum. It was an eye opener into how I can change the cycle. Male, 18*

**Supportive and unhealthy relationships** – 77% (n=30) of graduates stated that they agreed or strongly agreed that QS had helped them become more aware of **positive** relationships, friends and networks. 68% stated they were more aware of relationships, friends and network that have a **negative** impact. For example:

*Old friends I got rid of. Discovered that they choose to be in worst position re conflict. They enjoy it for sick reasons and they choose to ignore anything you say. Some of them have since been murdered, [gone to] prison... You've got to take your opportunity when it comes. It helped me understand that QS can help you change your life forever. It can save your life... I'm really grateful for all the knowledge and wisdom the trainers have given me. Male, 21*

*Definitely developed more positive relationships. Normally he stayed in his own circles, now he's got work, College... happier. So those more negative relationships have disappeared. Referrer at follow-up (male, 21)*

**Involvement in offending, violence, or ASB** – 68% (n=31) of graduates stated that because of QS they are better at avoiding situations where they might get into trouble. Of the eleven who had been arrested before taking part in Quarrel Shop, only two stated they had been involved with the police since QS. Both were originally referred by a Youth Offending Service. For example:

*Helped me reassess why I used to do ASB/Crime - think about long term and short term gains (vicious cycle). I've become a better person, re-evaluate my friends and have positive people around me. Male, 18*

**Employment, education and training** – 94% of the graduates were engaged in some form of EET at follow-up. This in an increase from 69% at baseline. 74% of graduates stated they agreed or strongly agreed that QS helped them into EET. When asked more specifically if QS gave them the skills to engage in EET, 77% agreed or strongly agreed. For example,

*Everything I do at work is what I learnt at QS. I've understood in great depth [about] hostility, confrontation. The structure of the programmes, the book, the trainer; it was mind blowing. I proper miss it. Male, 21.*

*Had to learn how to do group-work in QS. Talk to each other, working together. Probably wouldn't of gone to college; wouldn't have the confidence. Helped me sustain. Female, 19.*

**Voluntary and community participation** – 64% stated they had been involved in community projects or volunteer work since QS (some of this may have been part of the QS programme or through

Leap). 47% (n=30) stated they agreed or strongly agreed that QS increased their commitment to their community. For example:

*I'm really happy because I feel like I'm helping young people and giving guidance for people going through the system. Giving hope to other people's lives. I feel happy. Male, 20*

### **Attribution**

The contribution the QS experience has made to the longer-term outcomes of graduates, both from their perspective and that of nominated key adults, was discussed throughout the findings. It was apparent that the QS content, delivery, group-work and application of learning to everyday life has made a positive impact on a number of outcomes for the majority of those interviewed at follow-up. However, it was important to identify what other factors may also have contributed to these changes, including environmental factors, family situation, growing maturity, and informal and professional support. In addition, the passage of time, changes in circumstances (e.g. leaving home) and reaching milestones provide the context in which to consider attribution.

### **Conclusions and recommendations**

Follow-up evidence, added to the triangulated evidence from graduation point, showed a consistent link between the course and the change in outcomes. This indicated that the course facilitated the observed changes, has been the catalytic factor, or an important part of a network of attributing factors.

Evidence was found to show the strength of the theoretical model underpinning QS, i.e. the courses achieved the outcomes they set out to, over multiple cohorts. Where comparison of findings to the 2013 evaluation was possible, this evaluation reports consistent or better achievement of outcomes.

The baseline arrest rate (47%) gives confidence that a high percentage of the 2014/15 cohort were at the more targeted end of the population. However, during the period covered within this evaluation Leap made adjustments to the content and format of QS in order to strive to reach more young people with higher risk and need. This included adjusting the course length, curriculum content, and accreditation of materials. Future evaluation needs to therefore ascertain if this new design meets those more targeted young people's needs and is evidenced within outcomes and impact. This may include comparison of outputs (including accreditation) and outcomes, with different demographics (e.g. age, EET status, offending).

Therefore, it is suggested that once changes to this design have been finalised and data collection methods standardised, that future evaluation includes these comparisons. At that point it is predicted that the quality, quantity and consistency of data used to assess impact will achieve the standard of evidence required for Project Oracle standard 3. Further, this will show "an established design which is consistently implemented".

## Introduction

### **An introduction to Leap Confronting Conflict**

Leap Confronting Conflict (Leap) is an award winning national charity with a 29 year track record in conflict management training and a reputation for excellence, innovation and integrity. Leap works with socially excluded, disengaged and vulnerable young people and adults aged 11-25 years old, especially those who have been excluded from school and/or involved with gangs, anti-social behaviour or crime.

Leap uses a broad definition of conflict which includes internal dilemmas and tensions, interpersonal disagreements, and institutional or intergroup conflicts. Leap believes conflict is inevitable in life. Being able to manage conflict effectively and develop positive supportive relationships empowers young people to take responsibility for their own life outcomes, and the groups and communities of which they are a part.

Leap aims to equip young people with the skills to understand, manage and resolve conflict, reduce violence in their communities and help lead in society. Leap delivers training programmes that give young people, and the adults who work with them, an insight into the causes and consequences of conflict and practical tools to address difficult situations in more responsible ways.

In 2015, Leap trained 1,027 young people and 521 practitioners in youth services, education and the secure estate to work more effectively with around a further 10,400 young people.

### **An introduction to Quarrel Shop**

Quarrel Shop (QS) is the main course offered within Leap's Improving Prospects programme. Started in 2011, Improving Prospects works with 16-21 year-olds who are involved in, or at risk of, violence, offending, or struggling with conflict in their life. Young people are referred to attend the course by a range of community and youth organisations, leaving care and youth justice bodies. Participants come from a number of London boroughs. The purpose of the QS programme is to support young people in developing the skills and knowledge they need to manage conflict in their personal lives and become positive leaders in their communities.

QS is delivered in groups of up to 12 participants. Training methods include group discussions, interactive models, enactive learning techniques and drama-based games. During the course participants examine their experience of and relationship to conflict. They also develop their capabilities and confidence to manage personal and interpersonal conflict.

During the period covered by this evaluation, in an effort to improve retention, Leap made adjustments to the content and format of QS. This included changing the course format (delivery and timetable) and accreditation of the materials. Therefore, some of the cohorts in this period gained level 2 accreditation from the Open College Network in two units: Conflict Theory and Facilitating a Workshop<sup>2</sup>.

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<sup>2</sup> The Conflict Theory unit aims at developing a fundamental understanding of different types of conflict, its causes and consequences, as well as skills in communication and conflict resolution. In the Facilitating a Workshop unit, participants

The outcomes framework against which Leap evaluates learner progress is shown below.



Figure 1: Outcomes framework

### An introduction to the 2014/15 Quarrel Shop evaluation

This was an independent evaluation carried out by Brathay Research Hub<sup>3</sup>. The evaluation has focused on the longer term outcomes, set out in the QS logic model below, achieved by QS graduates who completed the course during 2014/15. The report summarises key findings from the rest of the logic model in order to broaden the evidence base and contextualise the longer term findings. In particular, the evaluation sought to evidence attribution of change to the QS course.

The findings from this 2014/15 evaluation have been compared, where possible, to the findings from the 2013 evaluation<sup>4</sup>. This aimed to grow the evidence base and add validity. The 2013 evaluation was validated by Project Oracle at standard 2<sup>5</sup>. This narrowly missed standard 3, despite not having a control group. Therefore, this report aims to contribute to the aspiration of meeting standard 3.

are trained to deliver a one hour session to peers, passing on the skills and knowledge acquired in the first part of the course.

<sup>3</sup> [Brathay Trust | Pages | Research Services](#)

<sup>4</sup> Ziegler, N. (2014). *Evaluating Quarrel Shop 2013*. Internal report: Leap Confronting Conflict. See Appendix 7: Comparison of findings - 2013 and 2014/15 cohorts.

<sup>5</sup> [Validation against the Standards | Project Oracle Children & Youth Evidence Hub](#)

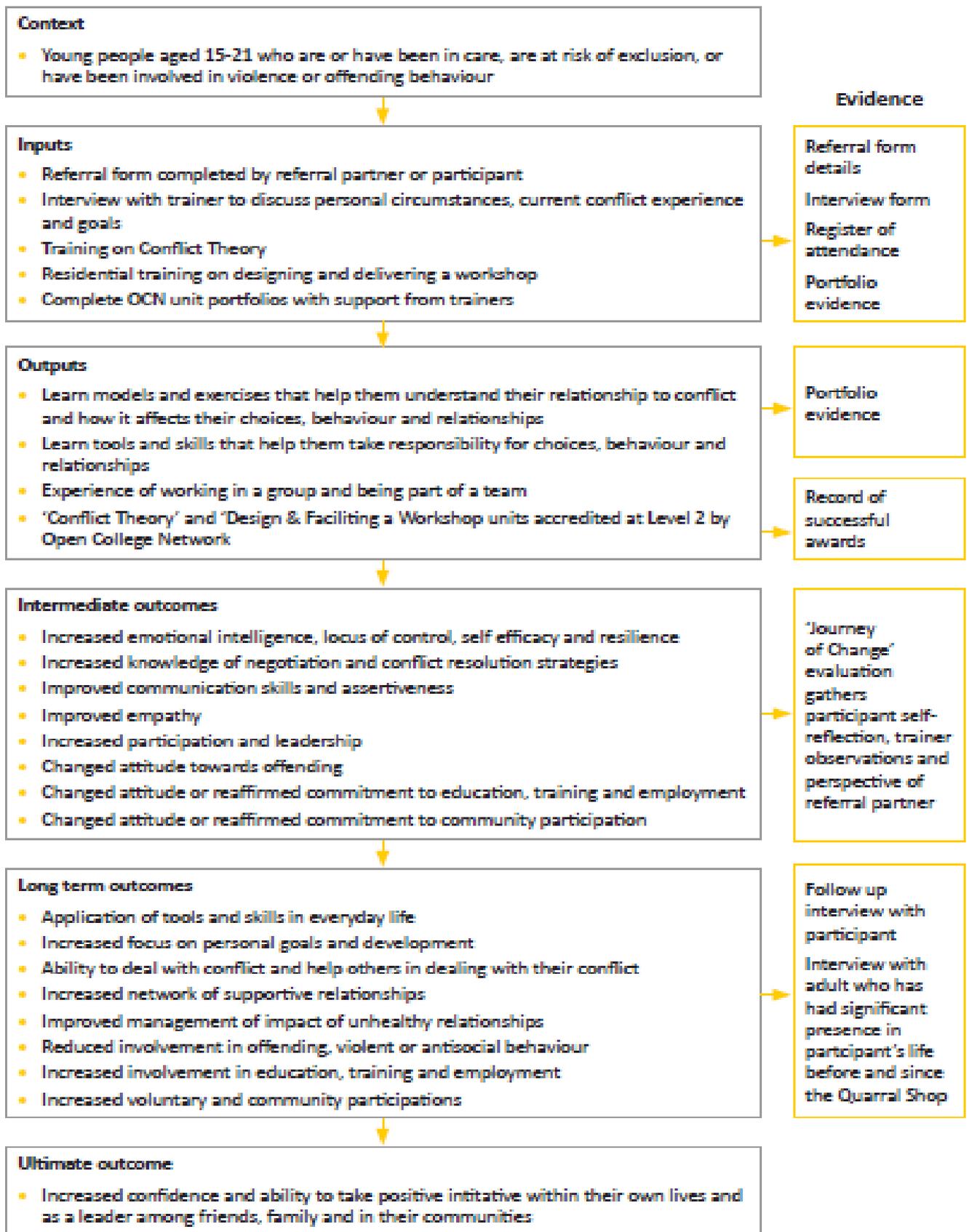


Figure 2: Quarrel Shop Logic Model

## Evaluation methodology and response rates

This evaluation is based on the analysis of primary and secondary data across three time-points; pre-course, graduation and at a follow-up point. The main focus of evidencing the long-term outcomes of QS was carried out through primary research at a follow-up point after the course. This involved structured interviews with graduates and identified key adults. This was contextualised by secondary research through desk based processing of data from two other time points: pre-course and graduation. This involved quantitative and qualitative analysis to provide both breadth and depth to the evidence. Findings were compared, where possible, to the 2013 evaluation (Zeigler, 2014).

### Defining the evaluation cohort

The evaluation sample consisted of all graduates of the ten QS courses that took place from February 2014 to November 2015 (QS9 to QS18 inclusive). A graduate was defined as a young person attending the requisite number of QS sessions and agreeing completion with the Project Manager. 60 graduates were identified and included in the evaluation. However, data was not available for all 60 graduates and, as such; this was not a complete dataset.

As stated, the evaluation benefitted from having access to evidence at two time-points prior to the follow-up study: baseline (prior to entry to the QS course) and at graduation or shortly after. The table below sets out the tools used and the response rates at the three time-points, from referral to follow-up evaluation.<sup>6</sup>

### Summary of data collected and response rates

Time-point	Data collection tool	Response rates	
Baseline	IP Referral form	41 completed, 19 not completed/part completed (brief demographics provided)	68%
	IP Pre-course interview form <sup>7</sup>	51	85%
Graduation	Journey of Change process – from three perspectives <sup>8</sup>	40 x Graduate self-reflection	67%
		37 x Trainer perspective	62%
		30 x Referrer input	50%
		This included 19 for which all 3 perspectives were reported	32%
Follow-up (September to November 2016)	Graduate follow-up interviews (predominantly face-to-face)	31	52% (31/60)
	Key adult follow-up phone interview	16	52% (16/31)

<sup>6</sup> The evaluation relied on secondary data at baseline and graduation. Primary data was collected at follow-up.

<sup>7</sup> This data was enhanced by Risk Indicator Tables for participants of QS14 to 18.

<sup>8</sup> QS9, 13 and 18 – limited or no data.

## Baseline data

Baseline data, included paper copies of the referral form completed by the practitioner referring the young person to the QS programme, together with pre-course interview forms, completed by Leap staff in conversation with the young person. The latter recorded the young person's situation and needs, alongside their experience of conflict and what they would like to gain from the course. This information was augmented by the Risk Indicator Tables for participants of QS14 to 18 (26 young people).

85% of pre-course interview forms had been completed and were made available, together with 68% of fully completed referral forms. Where forms were missing, basic demographic data was provided. During 2014/15 the format of both forms was edited at least once for practice purposes, including slight variation in some of questions asked and data collected. This proved more of a practical consideration for data entry, rather than affecting the validity of the analysis, as versions of the forms were, in the main, comparable.

Data relevant to the evaluation<sup>9</sup> was extracted and entered onto Excel spreadsheets for processing. Analysis took the form of: a) basic frequency and mean calculations of quantifiable data and b) identifying themes and categories for the qualitative data. The investigation aimed to describe the sample of 60 in terms of demographics, needs, experience and expectation prior to delivery of the QS course.

## Graduation

On completion of the majority of QS courses during 2014/15, evidence of initial impact was collected from three perspectives: the graduate, the QS trainers and the referrer/key adult (one to two months following graduation).<sup>10</sup> By triangulating these three perspectives, Leap looked to strengthen the validity of the evidence base. The following secondary data was available to use within the evaluation:

- Spreadsheet of data collating four QS learning outcomes from the point of view of the graduate and the trainer team
- Spreadsheet of data collating personal, inter-personal and societal outcomes
  - from the point of view of the graduate (coded by Leap staff from narrative),
  - QS trainer team and
  - referrer/key adults.
- Electronic referrer questionnaires, providing qualitative evidence of post-graduation/proximal impact.

This evaluation can report on indicators of positive change from the three perspectives and this is illustrated by narrative from the referrers/key adults. Although the data was not comprehensive,

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<sup>9</sup> Baseline data was judged not relevant to the evaluation if it was not felt to be pertinent to the outcomes, there was limited capacity to investigate the data at follow-up, and/or there was considerable missing data (sometimes due to the variation in the format of the Pre-course Interview).

<sup>10</sup> This process was referred to as the "Journey of Change".

there was some representation of each perspective across the majority of the 10 QS courses (see Table above and *Section 4: Intermediate outcomes*). Analysis took the form of understanding, exploring, editing and verifying the data and calculations held on the spreadsheets.

### **Follow-up**

The main aim of this evaluation was to evidence the longer-term outcomes achieved by QS graduates and to place the findings in the context of the above stated evidence from referral and graduation, as well as the 2013 evaluation. Primary data was collected through predominantly face-to-face interviews with graduates,<sup>11</sup> whilst phone interviews with key adults provided a second perspective. This fieldwork took place from September to November 2016 meaning that graduates were interviewed between ten months and two and a half years after completion of their QS course.

An intense recruitment period endeavoured to establish contact with all 60 graduates, regardless of the length of time since contact with Leap. 31 graduates were interviewed (52%), including at least one from each of the ten QS courses. In order to verify that this sample was representative of the 2014/15 cohort as a whole, baseline demographics and indicators were compared (see *Section 1: Context*).

The graduate interview schedules included both qualitative and quantitative questions (Likert scale, yes/no, and open) to explore experience, opinion and progress in outcomes. It aimed to use, where feasible, the same or similar questions to those used for the 2013 evaluation, thus enabling a comparison of findings.

The follow-up graduates nominated a key adult to take part in a phone interview. 16 interviews (52%) were carried out, including a mix of parents (8), practitioners (7) (including 1 Leap staff member) and friends (1). Only 31% (5) of these were the original referrer. 94% had known the graduate prior to the course. Therefore, despite the small number of key adult interviews a depth of knowledge was assumed. The key adult interview schedule reflected the format of the questionnaire used for referrers at the graduation. It aimed to explore evidence of longer-term impact across the outcomes framework, together with attribution. The emphasis was on the collection of qualitative observations, but interviewees were asked to indicate on a simple scale whether they felt QS had influenced positive change across each of eleven outcomes. Data collected was entered and processed on Excel spreadsheets. Basic frequencies and qualitative themes were generated.

### **Ethics**

Graduates and key adults were invited to participate in the follow-up interviews on a voluntary basis and were fully informed about the purpose of the evaluation, how the information they shared would be used (anonymous reporting), the independent nature of the evaluation and their right to opt out of the process at any time. Graduates completed a consent form and verbal agreement was sought from the parent/guardian for the six graduates who were under 18. The confidentiality policy was explained prior to the interview taking place and the wellbeing of participants was prioritised in

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<sup>11</sup> Where a face-to-face interview was not possible, a phone interview was conducted.

terms of the design and delivery of the interviews. Both electronic and hard copy data were stored and processed securely, and unique codes were used as identifiers for all sixty in the sample.

## Findings

### 1. Context

#### Context

- Young people aged 15-21 who are or have been in care, are at risk of exclusion, or have been involved in violence or offending behaviour

As stated in *Evaluation methodology and response rates*, 31 graduates were interviewed at follow-up, including at least one from each of the ten QS courses. Given this only represents a response rate of 52%, it is necessary to verify that this group is representative of the cohort as a whole across key indicators at baseline. Findings described in appendix 1 were compared to Tables 1.1, 1.3, 1.4 below. This analysis concluded that the group of graduates interviewed at follow-up was reflective of the sample as a whole in terms of demographics, EET activity and involvement in violence and offending. Each of these indicators is detailed within this section for the sample of sixty graduates as a whole.

#### Describing the sample at baseline

This section describes the sample of 60 young people in the 2014/15 cohort at referral (baseline) and tests the representativeness of the follow-up group. The target population of the QS programme is: “Young people aged 15 – 21 who are or have been in care, are at risk of exclusion or have been involved in violence or offending behaviour”. Whilst the evaluation was able to investigate age and involvement in violence or offending, specific data on care history and risk of exclusion was not available. Therefore, this section focuses on demographics, risk factors, EET status, offending and experience of violence. The evidence is derived from referrers and young people through the referral forms and pre-course interview respectively.

Ziegler (2014) makes the following recommendation on the basis of the evaluation of the 2013 QS cohort:

*... measures should be put in place to ensure that the course is available and accessible particularly to those young people constituting the target population. This could involve fostering stronger ties to referral organisations such as youth justice services or charities tackling crime, and pupil referral units. Involving these organisations beyond the referral process may help increase retention rates among the young people they refer. A more targeted approach to recruitment might also result in a change in the gender balance of Quarrel Shop cohort. For 2013 this was one third male and two thirds female which is not representative of young people involved in violence and offending.*

It is noted that two-thirds of the 2013 cohort was female, whilst a half was over 18. It can be seen below that the gender breakdown of the 2014/15 cohort was more equitable, young people were being referred at a younger age and there was considerable previous involvement in offending and violence. However, the evaluation was not in a position to discuss recruitment policies or strategies to retain referrals through to graduation.

### Demographics at baseline

The mean age of the 2014/15 cohort was 17 years, with an age range from 15 to 23. 36% were aged 18 or over, including two young people who were 21+ at referral. Just over half of graduates were female (31) and 29 were male. The cohort was ethnically diverse; 30% Black, 26% White, 24% Asian and 17% mixed heritage. It was possible to identify nine young people reporting mental health difficulties at baseline and five young people with dyslexia. However, data on health and disabilities is not comprehensive. See Table 1.1 for more details.

**Table 1.1 Summary of 2014/15 cohort demographics**

Age range at referral	10 young people aged 15 years to 1 young person aged 23 years	N = 59
Mean age a referral	17 years	N = 59
Gender	52% female, 48% male	N = 60
Ethnicity	30% Black 26% White British or any other white background 24% Asian (9/13 are Bangladeshi) 17% Mixed heritage 4% Any other ethnic group <sup>12</sup>	N = 54
Mental health needs	9 graduates (including depression, anxiety and PTSD)	
Learning support needs	5 graduates reported dyslexia At least 2 graduates ESL	

### Referral sources

Graduates were referred by 28 different organisations and projects. Table 1.2 categorises the referral sources. The main referral sources were statutory services (particularly youth offending), EET support and coaching projects and young people's organisations. It would appear that schools played a greater role in referring young people to the 2013 cohort (15 out of 38 graduates) and youth offending services played a lesser role (2 out of 38). In 2014/15 graduates came from a minimum of seventeen different boroughs (data available for 49 graduates).

**Table 1.2: Summary of referral sources**

Sectors	N = 55	%
Statutory organisation (including Youth Offending Services)	15 (including 11 from a YOS)	27%
EET support and coaching	14 (including 11 from Think Forward)	25%

<sup>12</sup> Percentages total more than 100% as rounded up.

Young People's projects	12 (including 4 from YIAG)	22%
Housing and independence support	5	9%
Other	5	9%
Self-referral	2	4%
Carer	2	4%

### Education, employment and training activity at baseline

Table 1.3 sets out the primary EET activity for graduates at baseline. 68% of graduates were engaged in some form of EET activity, with 32% NEET. Published figures for 2015 indicate that 12.7% of young adults aged 18 to 24 in the UK<sup>13</sup> and 6.49% of 16 to 18 year olds in England<sup>14</sup> were classified as NEET. As such, it would appear that the percentage of NEET in the 2014/15 cohort is substantially higher than the national average.

Investigation into the baseline data revealed that 77% had completed compulsory schooling (N = 47, i.e. missing data recorded for 13 graduates).<sup>15</sup> 65% of young people reported having at least one GCSE,<sup>16</sup> 24% were waiting for their results or still at school/pupil referral unit (PRU) and 12% had left school with no GCSEs (N = 51). It was possible to identify six young people who had experienced either a temporary or permanent exclusion and/or been educated at a PRU.

**Table 1.3: Summary of EET at referral/pre-course interview – baseline**

Main EET activity at baseline – reported by young person at pre-course interview or by referrer where data is missing	N = 53
F/T education	47%
Training	11%
P/T education &/or P/T employment	6%
F/T employment	4%
NEET <sup>17</sup>	32%
Engaged in some form of EET activity <sup>18</sup>	68%

### Involvement in violence and offending at baseline

The pre-course interview and risk factor tables provided information on offending and violence at baseline. Of those that data is available for, nine reported having been involved in a gang. A substantial amount (47%) had been arrested before.<sup>19</sup> This group was more likely to be male and more likely to be NEET compared to the cohort as a whole. At least five young people had been in prison or secure accommodation. The majority of young people (64%) reported that they had been

<sup>13</sup> Office for National Statistics (2015) *Young people not in education, employment or training (NEET)*. August 2015. Access: <https://www.ons.gov.uk/employmentandlabourmarket/peoplenotinwork/unemployment/bulletins/youngpeoplenotineducationemploymentortrainingneet/2015-08-20>

<sup>14</sup> Department for Education (2015) *Participation in education, training and employment*. Access: <https://www.gov.uk/government/statistics/participation-in-education-training-and-employment-2015>

<sup>15</sup> Latest figures available for 2013/13 suggest a withdrawal rate from schooling of 10.1%. Centre for Social and Economic Inclusion (2015) *Achievement and retention in post-16 education; a report for the Local Government Association*.

<sup>16</sup> Data on qualifications and grades was incomplete.

<sup>17</sup> NEET includes at least 1 graduate not in education, but of compulsory school age.

<sup>18</sup> Engaged in EET includes at least 5 graduates reporting multiple activities.

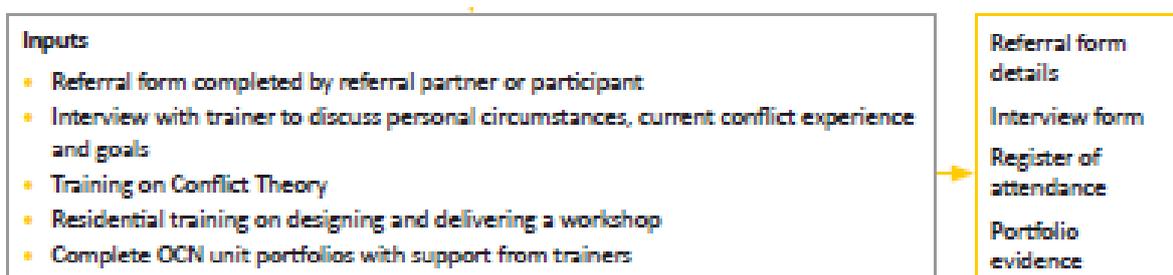
<sup>19</sup> Attempts were made to obtain statistics on arrest rates for young people in London/the UK to be able to place this finding in context. It was not possible to obtain relevant findings.

involved in violence. These young people were not dissimilar to the graduate cohort as a whole in terms of demographics and EET activity; although males were still more likely to have been involved in violence. See Table 1.4 for further details.

**Table 1.4: Offending behaviour and involvement in violence – baseline**

Question	Yes	N =	Detail
Have you ever been involved in a gang? Yes/No	9 (18%)	51	
Have you ever been arrested before? Yes/No	27 (47%)	58	Of which: 5 had been in prison/on remand/in secure accommodation Gender: 70% males and 30% females 48% in EET, 52% NEET 40% Black 32% White British or any other white background 12% Asian 8% Mixed heritage 4% Any other ethnic group Mean age reflects sample as a whole
Have you been involved in violence? Yes/No	33 (64%)	52	Gender: 58% males and 42% females Mean age, ethnic origin and EET status reflects sample as a whole
Do you take any drugs such as cannabis? Yes/No	15 (29%)	51	Predominantly cannabis. An additional 4 (8%) had taken drugs in the past.

## 2. Inputs



Further evidence was taken from referral and interview forms to indicate the inputs from the logic model being achieved. There is repetition within the logic model, with some of it already being evidenced above (e.g. referral forms completed and personal circumstances), but moreover some evidence is found in the section below on outputs (e.g. training and accreditation).

On the whole, evidence exists to show systems are in place to process information and ensure both young people and trainers are well set up for the course. However, there are some gaps in this data

set as only 85% of pre-course interview forms were made available to the evaluation, together with 68% of fully completed referral forms. This suggests that there is inconsistency in information here and it is recommended that this is reviewed.

### **Understanding and experience of conflict at baseline**

Young people were asked what they knew about conflict and their experience of conflict (at pre-course interview). Young people discussed the destructive nature of conflict, both physically and verbally; the origins (from disagreements and differences of opinion), and the personal, local and global nature of conflict. Their experience varied from internal struggles, to family disputes and street violence. The quotes below illustrate these themes.

*Conflict can vary from verbal incidents ...to physical violence... I have seen people getting stabbed and the people surrounding them will do nothing about it... arguing about an issue that could have resolved in a better manner. Female, 17*

*I think conflict is any form of disagreement whether within yourself or with someone else....have experienced quite a lot of conflict within myself from small things like struggling to wake up to making life changing decisions. I have also seen conflict between people around me. Female, 17*

*Revenge can make things worse, blinds people from solving the problem. Violence can hurt others as well as the people involved... family arguments and group fights. Male, 16*

Young people went on to report who in their life they were most often in conflict with. The most common responses were parent, sibling(s), self and authority figures. When asked what caused this conflict young people described:

- Feeling belittled, being bullied or people in their lives picking on their insecurities
- Disagreements over “little things”, e.g. household chores, money, taking up smoking
- Not being able to compromise and dealing with strong personalities
- The difficulties of overcoming past experiences and
- Those in conflict not listening to each other.

### **Goals at baseline**

During their pre-course interview the majority of young people were asked what skills they were hoping to gain from the training or how they felt the training would support or benefit them. The following themes were identified:

- An understanding of conflict and a growing self-awareness
- Strategies to cope with conflict situations and with their anger
- Skills in communication, team-work, problem-solving, presenting and delivering workshops
- Confidence building and motivation
- Career development and,

- New experiences; being taken out of their comfort zones and interacting with peers.

These were exemplified within the following quotes:

*Patience when involved in conflict, progression skills, set up community project for YP.*  
Female, 17.

*To become a calmer person when it comes to conflict. Not react with first thought.* Female,  
17

*Realise I'm not alone and other people have problems as well.* Male, 19

*Be able to deal and let go of resentment. Qualification... patience, gain understanding of self.*  
Female, 17

Referrers were asked how they felt the young person would benefit from the QS programme. Responses reflected those voiced by the young people: an increase in the young person's awareness of conflict triggers and ability to manage conflict, skill development and enhancement of career opportunities, confidence building and support to develop positive relationships. These were illustrated within the following examples:

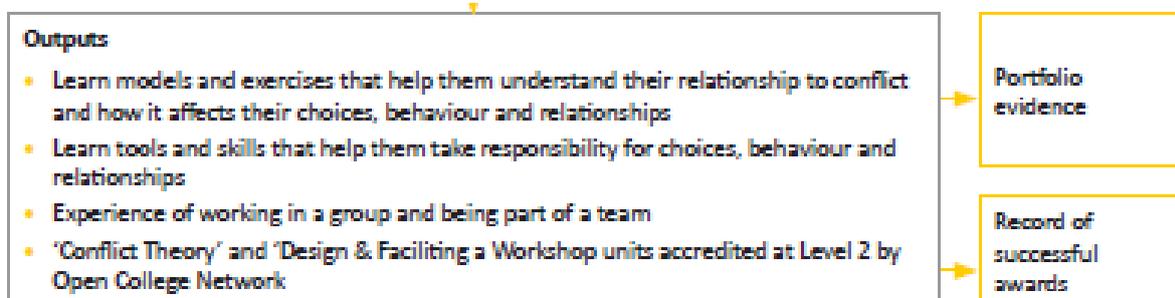
*This referral is a result of our discussion about [yp]'s anger management and the fact that, while she feels she can identify some of her triggers, she would like to be better able at handling confrontation and get better at managing her anger. College tutor is a trigger.*  
Referrer re. Female, 17.

*I think [this yp] could gain a lot of confidence from this course. They seem weary in getting involved with any public services (e.g. taking out a bank account)...they also seem less inclined to adapt their own behaviour which has made things difficult for them in finding work.* Referrer re. Male, 19.

*[yp] would benefit from finding ways to improve his communication and to change his attitude towards the future prospects that could be available to him. If he starts thinking more positive[ly] about life and what he wants to do, this will enable him to break away from any negative influences that seem to follow him around getting him into conflict or problems.*  
Referrer re. Male, 20.

*Currently developing as a youth leader, with a view to work with disaffected young people. This qualification will develop her skill set and capacity to positively impact young people that will be referred to her with issues of mediation and conflict resolution.* Referrer re.  
Female, 21.

### 3. Outputs



Portfolio evidence was not analysed within this evaluation to ascertain whether the first three outputs were met. This was not detailed within the tender specification and was felt to be beyond the scope of this evaluation. Further, this had ethical considerations as the portfolios were the graduates' learning tool and it is unlikely that consent will have been sought for access by evaluators. Therefore, this section will mainly focus on the accreditation detailed in the fourth output.

#### Accreditation

The majority of young people participating in the QS programme in 2014/15 had the opportunity to work towards an accredited award at Level 2. Accreditation was awarded by the Open College Network (London) in both Conflict Theory and Facilitating a Workshop. The latter offered young people the opportunity to present what they had learnt on the QS to peers (either within Leap or the wider community).

**Table 3.1: QS 2014/15 – accreditation and format for delivery**

Quarrel Shop	Number of graduates	Accreditation - Conflict Theory (1)	Accreditation - Facilitating a Workshop (1).	Delivery
9	7	✓	✓	Delivered over 10 days, including a residential to cover the Facilitating a Workshop.
10	7	✓	✓	
11	9	✓	✓	
12	3	✓		Conflict Theory only – no residential
13	8	✓	✓	Delivered over 10 days, including a residential to cover the Facilitating a Workshop.
14	8	✓	✓	
15	7	✓		Conflict Theory only – no residential
16	4	Not accredited		1 day/week for 5 weeks
17	4	✓		Conflict Theory only – no residential
18	3	Not accredited		2 full days and 4 evening sessions

Table 3.1 sets out the number of graduates and accreditation available for each of the ten QS courses, together with the format for delivery. It can be seen that later courses did not contain the Facilitating a Workshop award following adjustments to the course length and format, with a view to improving retention. This evaluation did not include any analysis of these changes as the work had already been completed by Leap. However, graduate follow up interviews did contain a question about accreditation and this is referred to in the long-term outcomes below. Feedback from this was mixed and the number of responses is low. As such, it was not possible to make judgement regarding accreditation. If this change is sustained in the future, the logic model will obviously need to be amended.

Table 3.2 describes the numbers of the graduates eligible for accreditation against those that received awards. 58% of those eligible to obtain the Conflict Theory accreditation achieved the award (n = 53). In addition, 15% of those eligible obtained the Facilitating a Workshop accreditation (n = 39). During the pre-course interview (at baseline) 28 graduates were asked if they wanted to do the accreditation. 24 responded positively and of these, 14 went on to achieve accreditation, together with one who answered no. The sample of 53 graduates eligible for accreditation was compared to the sub-sample of 31 receiving accreditation. The mean age and participation in EET are comparable. A full breakdown can be found in Appendix 2.

**Table 3.2: Overview of eligibility and award of accreditation across the 10 QS courses in 2014/15**

Unit accreditation	QS courses	Number of graduates eligible to receive accreditation <sup>20</sup>	Number of graduates achieving accreditation	Percentage
Conflict Theory (CT) <u>and</u> Facilitating a Workshop (FaW)	QS 9, 10, 11, 13 & 14	39	CT: 22 FaW: 6 (aged 19-21)	56% (22/39) 15% (6/39)
Conflict Theory (CT) only	QS 12, 15 & 17	14	CT: 9	64% (9/14)
Conflict Theory (CT) accreditation <b>in total</b>	QS 9 – 15 and QS17	53	31 (aged 15-23)	58% (31/53)
No accreditation	QS 16 & 18	0	n/a	n/a

### At Follow-up interview

31 graduates were interviewed at follow-up in September/October 2016. Of the 31, 28 had attended QS courses that were accredited. The pass rate for those we interviewed is higher than the figures laid out in Table 3.2 above. It is possible that those that achieved accreditation, and engaged with the QS programme to a greater extent, were more likely to come forward for a follow-up interview.

In summary:

- 71% of those eligible to obtain the Conflict Theory accreditation achieved this (n = 28)

<sup>20</sup> This does not include the young people who were not judged to have graduated, i.e. those leaving the course or not attending the requisite number of sessions.

- In addition, 27% of those eligible obtained the Facilitating a Workshop accreditation (n = 22).

The follow-up interviewees were asked whether they felt that achieving accreditation had helped them into EET and if so, in what way. Out of the possible twenty graduates who had obtained accreditation, nine said no, eight said yes and three did not respond. An additional four graduates, who had not received accreditation, also answered this question positively.<sup>21 22</sup>

Those graduates answering positively spoke of the validation that accreditation had given them and being able to prove that it was a qualification. The responses from those answering “no” do not give a clear explanation as to why the accreditation has not been useful, apart from an indication that it was not relevant to their career path. The following quotes illustrate this further:

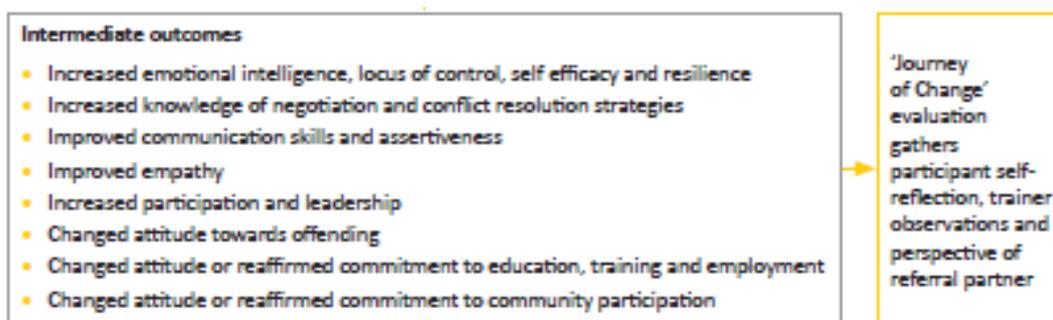
*Definitely and amongst my peers at work; given me validation as peers were more qualified... felt more confident in actual qualification. Definitely keep the accreditation. Keep it, Keep it. Accreditation sets the course apart. Male, 23 (CT accreditation)*

*Got certificates. Had something physically to hand people. Nice to have something to always look back on. Female, 23 (no accreditation)*

*Because it's easy saying you've done the course... but being able to prove it as a qualification. Having it on paper makes you more confident to interview, and exciting. It's almost like a medal/trophy. Male, 21 (CT and FaW accreditation)*

*It's not really required for apprenticeships. If going into a role like H&S or looking after old people then I think accreditation would help you, but you don't need to for carpentry. Male, 19 (CT accreditation)*

## 4. Intermediate outcomes



The data collection methods employed by Leap in order to evidence intermediate outcomes at graduation or soon after are described in *Evaluation methodology and response rates*. Quantitative

<sup>21</sup> Assumed here that the end of course certificate was seen to be of importance to these graduates and there was confusion about the nature of accreditation.

<sup>22</sup> Where a graduate had not received accreditation, and the evaluators were aware of this, the question was not asked.

and qualitative data was collected from three perspectives; the graduate, the QS training team and the referrer or a key adult. The evidence available to the evaluation is set out in Appendix 3 and summarised in the previous table entitled: *Summary of data collected and response rate*.

Although there is a spread of responses across the majority of QS courses, there is insufficient data to warrant analysis of the sub-set of 19 complete cases, i.e. those where all three perspectives are represented. However, it is possible to report on indicators of positive change from the three perspectives, and this analysis is illustrated by quotes from referrers/key adults. In addition, recommendations relating to the scoring and analysis systems are detailed within the conclusions and recommendations section.

### Graduate self-reflection

At an early stage in the course, learners assessed themselves against four learning outcome statements: understanding my relationship to conflict, resolving conflict with others through communication, successful group working that values input from all members and supporting others to manage their own conflicts. Then at the end of the course they assessed where they had got to, including the chance to adjust their previous score. The two scores were recorded for each of these statements on a 5-point scale (retrospective baseline score and QS endpoint score).<sup>23</sup>

It was possible to analyse the secondary data provided to estimate the distance travelled between the retrospective baseline and current graduation point for 37 graduates. Mean distance travelled scores for each of the four learning outcomes are set out in Table 4.1. All indicate an increase in learning by at least 20% (i.e. 1 point on a 5-point scale).

**Table 4.1: Distance travelled mean scores – QS learning outcomes**

Retrospective before and after scores (5 point scale) against outcome statements	Understanding my relationship to conflict	Resolving conflict with others through communication	Successful group working that values input from all members	Supporting others to manage their own conflicts
<b>Graduate score for overall mean distance travelled, n = 37</b>	<b>1.94</b>	<b>1.77</b>	<b>1.03</b>	<b>1.29</b>
<b>Trainer score for overall mean distance travelled, n = 37</b>	<b>1.36</b>	<b>1.34</b>	<b>1.10</b>	<b>1.10</b>

Against the scores for each statement the graduates may then go on to provide a narrative response by answering the question “What has changed for you?” This qualitative data was then analysed to identify positive change across the eleven outcomes in the outcomes framework. The secondary data made available to the evaluation indicated positive change counts were recorded for two inter-personal outcomes in particular:

<sup>23</sup> The 5-point scale is defined as such: 1 - Never really questioned it, 2 - Questioning/thinking more, 3 - Thinking and making new choices, 4 - Reflecting and practising new skills, 5 - Including and influencing others.

- Knowledge of conflict resolution strategies – 95% of graduates (36/38)
- Communication & negotiation skills and assertiveness – 55% of graduates (21/38)

Given the four learning outcomes are indicators of these two elements of the outcomes framework it would be expected that the strongest evidence was reported here. These findings are supported by the trainer and referrer perspectives.

### **The Trainer perspective**

At the end of the QS course the training team scored the four learning outcomes on an identical 5-point scale (see Table 4.1). Again, the secondary data indicates an increase in learning by at least 20% (1 point on a 5-point scale) across the four learning outcomes.

The trainers then go on to score graduate progress across eleven elements of the outcomes framework on a 5-point scale: -1 = negative impact, 0 = no change, 1 = slightly better, 2 = much better, 3 = transformed. Table 4.2 presents any scores of one or more, i.e. an indication of positive change. A high percentage of graduates achieved positive change across the outcomes framework. Positive change in emotional intelligence scored particularly highly and this is echoed by the referrers.

### **Referrer or key adult perspective**

Referrers or, if not available, a key adult in the graduate's life, were asked to score the outcomes framework on the 5-point scale used by the trainers. Table 4.2 indicates that referrers had observed positive change for the majority of graduates across ten out of eleven outcomes. The outcome scoring less well is empathy. This was investigated within the qualitative data from referrers/key adults to identify why this might be so. Comments were made about not being in a position to witness the graduate's use of empathy, that they were exhibiting empathy prior to the QS or graduates needed to attend to their own rather than others' needs. Appendix 3 presents narrative insights and observations from referrers/key adults.

Referrers were asked to estimate whether they thought the QS had had a big impact on the changes in the five personal outcomes in the outcomes framework (emotional intelligence, locus of control, self-efficacy, well-being and resilience), by responding on a five point Likert scale<sup>24</sup>. 83% of referrers/key adults agreed or strongly agreed that QS had a big impact on the graduate they were commenting on (n=27). A similar question was asked about the four interpersonal outcomes (empathy, knowledge of conflict resolution strategies, communication skills, negotiation and assertiveness, improved relationship management). 93% of referrers/key adults agreed or strongly agreed that QS had had a big impact on the graduate they were commenting on (n=28).

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<sup>24</sup> 5-point Likert scale: strongly disagree=1, disagree=2, neutral=3, agree=4, strongly agree=5

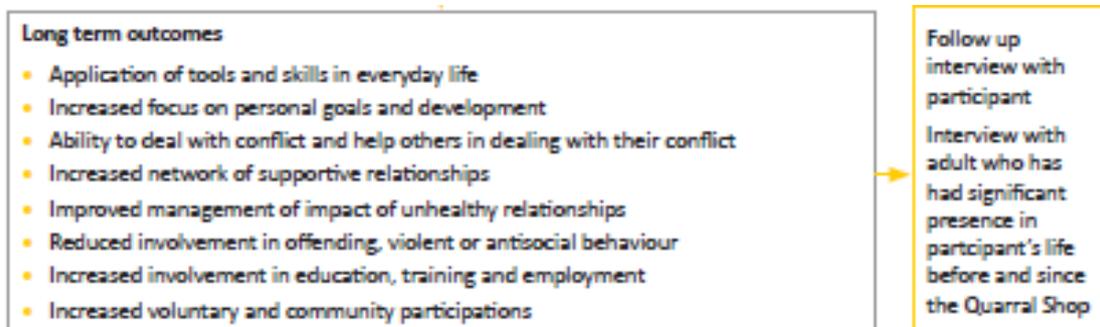
**Table 4.2: Outcomes framework – training team and referrer/key adult perspectives - counts of all scores above zero, i.e. positive change.**

	Emotional Intelligence	Locus of Control	Self-efficacy	Wellbeing	Resilience	Empathy	Knowledge of conflict resolution strategies	Communication & negotiation skills and assertiveness	Improved relationship management	Engagement / Participation	Leadership
<b>Trainer perspective: Total count of positive change, n=36</b>	<b>33</b>	<b>30</b>	<b>30</b>	<b>26</b>	<b>32</b>	<b>27</b>	<b>31</b>	<b>28</b>	<b>31</b>	<b>12</b>	<b>25</b>
<b>Trainer perspective: % of graduates for whom positive change was scored, n=36</b>	<b>92%</b>	<b>83%</b>	<b>83%</b>	<b>72%</b>	<b>89%</b>	<b>75%</b>	<b>86%</b>	<b>78%</b>	<b>86%</b>	<b>33%<sup>25</sup></b>	<b>69%</b>
<b>Referrer perspective: Total count of positive change, n=28<sup>26</sup></b>	<b>20</b>	<b>19</b>	<b>17</b>	<b>15</b>	<b>16</b>	<b>13</b>	<b>18</b>	<b>19</b>	<b>17</b>	<b>17</b>	<b>14</b>
<b>Referrer perspective: % of graduates for whom positive change was scored, n=36</b>	<b>71%</b>	<b>68%</b>	<b>61%</b>	<b>54%</b>	<b>57%</b>	<b>46%</b>	<b>64%</b>	<b>68%</b>	<b>61%</b>	<b>61%</b>	<b>50%</b>

<sup>25</sup> Engagement and participation in EET, community activities etc. could not be readily observed by the trainers, hence the lower scores for this outcome.

<sup>26</sup> Count of graduates who had scores of better, much better or transformed from the referrers. As such, the remainder are 0 = no change and, for 1 graduate, a negative impact for improved relationship management and locus of control.

## 5. Long-term outcomes



Data gathered from follow-up interviews with graduates and their named key adults, provided evidence to support the long-term outcomes of QS being achieved. Significantly, qualitative evidence showed achievement of the last three outcomes (reduced offending, increased EET, and increased participation), was attributed to the first five outcomes. This supports the causal links within the logic model. Each of these is discussed in detail below.

Important qualitative evidence emerged of other attributing factors affecting change. This was from both graduates and key adults and is threaded throughout the findings below before being summarised in a section to follow.

### 5.1 Application of tools and skills in everyday life

Graduates were asked about their use of the tools or strategies they had learnt about during the QS course. They stated that, since graduating, the tools they used either often or very often were “Red Flags” (84%), “React and respond” (76%) and “Vicious cycles” (67%).<sup>27</sup> The tools that graduates were least likely to remember or never use were “Conflict line-up – attack/avoid”<sup>28</sup> and “Bombs and Shields”. A full table of graduates’ use of tools can be found in Appendix 4, together with a glossary of the nine key tools/strategies.

71% of graduates used at least three of the nine tools often or very often, whilst just a fifth (19%) used none or just one tool on a frequent basis. Graduates were asked for examples of when they had used these tools and the following quotes give a flavour of everyday practice:

#### **Red Flags:**

*Spotting people around me and what they're doing that's getting me worked up, e.g. the anger I get for being treated a specific way than what I want to be treated and talk to people about it. Male, 17*

<sup>27</sup> This was similar to the 2013 evaluation which found “React and Respond” (79%), “Underlying Anger” (72%) and “Red Flags” (72%) were used most often.

<sup>28</sup> It should be noted that “Conflict line – avoid/attack” is not a practical tool for everyday life.

*Me and my sister are arguing about house chores; something really small; noticing red flags; don't get tempted to react and see what the outcome may be. Don't get involved in an argument. Use Red Flags every day. Female, 17*

**React and Respond:**

*Someone walked into me, in moment very angry and called person out, both heated and I decided to walk off. No point in escalating making a mountain out of molehill. I really enjoyed LEAP. Female, 19*

**Vicious Cycles:**

*I'm a person if someone does something to me I want to do something back. But if I do it, it's like a cycle and they will do something back so I just let it go. Female, 18*

*Think about something positive and not react straight away. Vicious Cycles: I can lose it with someone, and then they lose it with me and it's never ending - trapped. Male, 19*

Graduates also referenced the application of tools and skills throughout their discussions of all other outcomes.

## 5.2 Increased focus on personal goals and development

This section focuses on graduates' personal development from the perspective of the nominated key adults at follow-up. Key adults were asked specifically about personal and interpersonal outcomes and, therefore, evidence is provided here in its own section, as well as threaded throughout the other outcomes to follow. Quantitative and qualitative data was found to evidence positive change in outcomes.

On this occasion, the evaluation did not have the capacity to investigate specific evidence of an "increased focus in personal goals". However, both the graduates and key adults do talk about engagement, participation and opportunities since completing the QS course and as such, indirect qualitative findings are presented in later sections.

Key adults were asked whether they had observed change (positive, no change, negative impact) for the graduate across seven personal and interpersonal outcomes since the completion of QS. These findings are presented in Table 5.2.1 and are based on 14 responses. They provide an indication that key adults had observed positive change across the outcomes since graduation, in particular in the graduate's communication skills. These findings are investigated further through the qualitative feedback which formed the focus of the interviews.

**Table 5.2.1: Summary of Key Adult quantitative findings, N=14<sup>29</sup>**

Change in personal and inter-personal outcomes since graduation: <sup>30</sup>	Positive change (better)	No change	Not known <sup>31</sup>
Emotional intelligence	79%	7%	14%
Locus of control	64%	7%	29%
Self-efficacy	64%	7%	29%
Wellbeing	71%	7%	21%
Resilience	64%	14%	21%
Empathy	79%	0%	21%
Communication (including negotiation and assertiveness)	86%	7%	7%

## Summary of key adult qualitative findings

### *Emotional Intelligence*

The key qualitative themes and illustrative quotes were:

- Self-awareness (e.g. confident in understanding and trusting own feelings)
- Self-regulation (e.g. able to control emotions, impulses and resolve internal conflict, calmer)
- Motivation (e.g. able to defer immediate results for better long term outcomes; be productive and take on a challenge)
- Empathy (e.g. understand the wants, needs and viewpoints of others; managing relationships within and outside of the family)
- Social skills (e.g. able to manage external conflict; improved communication skills; helping others by sharing experiences, delivering training)
- Positive outlook on life.

*Brought a greater self-awareness and understanding of why people act the way they do sometimes.* Parent at follow-up (male, 23)

*Noticed after the conflict training that he seemed to be more measured. He still gets passionate but he is aware of his presence.* Referrer at follow-up (male, 21)

*She's been calmer; one of the positive aspects of coming to Leap.* Parent at follow-up (female, 19)

### *Locus of control*

The key qualitative themes and illustrative quotes were:

<sup>29</sup> Given the low numbers in this sample these findings should be treated with caution.

<sup>30</sup> There were no reports of the QS having a negative impact across these outcomes.

<sup>31</sup> A seemingly high number of key adults answered 'not known' as they did not have the information to be in a position to express this answer as a change score (i.e. increased/better). In these instances, qualitative data was gathered about the graduates in relation to the outcome at present.

- Choices (e.g. recognising that you have a choice; recognising the impact of own choices; choosing positive change)
- The graduate engaging in opportunities to improve their situation (e.g. engaging with services; engaging in employment)
- Striving for achievement (e.g. setting goals to take more control of own life)
- Working to develop knowledge, skills and abilities (e.g. in dealing with conflict; problem solving skills to manage practical aspects of life and presenting at Lighting the Fire, Leap's annual awards)
- Retaining information for positive change (e.g. seeking and accepting support and advice).

*Has made tremendous changes in her life. She comes to me for advice. Now she asks and reflects and explains why she has made a decision. Before she would just say 'I'm doing this'. She has changed. Parent at follow-up (female, 19)*

*She's going through a lot of turmoil being a looked after child. She's taken control and re-engaged with Social Services. Able to deal with things better e.g. Housing. Referrer at follow-up (female, 19)*

*She was so lucky to have other support at college. Leap did help. Leap opened her up and allowed her to make different choices... when she engaged with different choices it helped her. Practitioner at follow-up (female, 19)*

### **Self-efficacy**

The key qualitative themes and illustrative quotes were:

- Mastery experiences (e.g. past success in resolving conflict motivated and gave confidence to succeed; engaged in opportunities to improve situation and working to develop knowledge, skills and abilities)
- Vicarious experiences (e.g. seeing others with similar experiences succeed; learning through supportive relationship with course tutor)
- Learnt, applied and shared coping strategies.

*He became a lot more self-assured. It takes confidence to go out to other students and talk to them about conflict. Referrer at follow-up (male, 19)*

*Before she went she had very low self-esteem, now she is really trying to meet her goals. Parent at follow-up (female, 19)*

*Definitely increased his belief; offering to support other people; wants to make a difference. Referrer at follow-up (male, 21)*

### **Wellbeing**

The key qualitative themes, examples and illustrative quotes were:

- Inspired as a direct result of taking part in Leap; contributed to by learning through the experiences of others, having a sense of belonging and positive feedback from peers and tutors.
- Improved emotional intelligence, communication skills and management of conflict leading to a greater sense of well-being
- On-going mental health difficulties and previous negative experiences of accessing support for wellbeing.

*... Didn't know where to go with anger; was volatile. Now he knows how to talk to me... Support from lots of people; some brilliant like YOT (access to counselling), some not. Doctor - nothing happened; "get off cannabis yourself", but he needed help. It's crazy that you have to do something bad and then you get support. He's changed; working; independent; buys own clothes; it's like I've got my son back. Parent at follow-up (male, 18)*

*Helped her deal with her own health and wellbeing better. Things are not a conflict; from her own part it's really helped; taking stock. It's like a muscle memory, it comes naturally. More successful in engaging herself and others. Parent at follow-up (female, 17)*

*Leap added value. Gave him an opportunity to pause and look around him. Chance to compare himself to others on the course. Seeing there are other young people who can be inspiring. It's not just about the course content; it's about the participants and the sense of belonging. Referrer at follow-up (male, 19)*

## **Resilience**

The key qualitative themes and illustrative quotes were:

- Leap gave perspective, e.g. to recognise the long term outcomes of remaining in a difficult environment
- Improved emotional intelligence helped graduates to bounce back
- Self-awareness and understanding of conflict gave perspective and contributed to positive decision making
- Leap opened up opportunities/choices to develop resilience.

*Much more cerebral. He thinks before he speaks. Takes a couple of seconds before he speaks. Doesn't get down; pushes through adversity. Friend at follow-up (male, 20)*

*Self-awareness and understanding of conflict enables him to make important decisions. Gave him a broader understanding. Built a level of resilience. Parent at follow-up (male, 23)*

*He coped with having to spend the next two years in a housing complex he wasn't happy with ...Kept with it because of the bigger picture and his support network. Also stayed in education. Referrer at follow-up (male, 19)*

## **Empathy**

The key qualitative themes, examples and illustrative quotes were:

- Interactions at Leap helped graduate to develop empathy and therefore manage own emotions to improve mental health
- More considerate and interested in listening to others
- Able to lead a presentation (understood the wants, needs and views of others)
- Able to see situations from a different perspective and becoming more self-aware which also impacted on motivation
- Some awareness, e.g. caring towards a peer with disabilities, but can develop further, specifically in relation to the impact of anger.

*He's able to empathise and resolve conflict. Had a three year relationship and was able to see his girlfriend's perspective. Personal responsibility and individual awareness filters into his career and personal life. Referrer at follow-up (male, 19)*

*Definitely more empathetic. Before he wouldn't be interested in others' news. He was selfish, but he didn't mean to be. More empathetic to friends and family. He definitely thinks about others more. Friend at follow-up (male, 20)*

## **Communication (including negotiation and assertiveness)**

Examples of developing communication skills and illustrative quotes included:

- Through increased self-awareness and developed communication skills was able to negotiate through difficulties and stay in college
- Contributed to developing confidence to, e.g. present and run events. No longer feels the need to prove himself to peers
- Some had good communication skills prior to entry to the QS, but either found the opportunity to develop assertiveness and negotiation skills useful in dealing with conflict, or needed to develop these skills to overcome fear of conflict
- Improved body language has changed how graduate is perceived by others and has helped to improve relationships with authority figures
- Developed coping strategies to identify and resolve situations, and think and listen before reacting.

*Definitely more measured. Thinking about what he's saying- thinking, talking, listening; before he was a bit of a machine. He's definitely learnt some skills. That's definitely Leap. Referrer at follow-up (male, 21)*

*Good with communication; if she can't attend she will say. She knows her limitations and can tell people about what she can and can't do. Takes part in presentations for Leap, e.g. Lighting the Fire. Practitioner at follow-up (female, 19)*

## 5.3 Ability to deal with conflict and help others in dealing with their conflict

Table 5.3.1: Summary of key quantitative findings – dealing with conflict

Management of conflict since graduation	% of graduates at follow-up	Noteworthy comparisons (e.g. baseline, 2013, or key adult follow-up data)
Feel at less at risk of being involved in conflict	77%	76% in 2013
Involved in less conflict than before	77%	68% in 2013
QS helped graduate learn how to resolve conflict	90%	100% in 2013 85% of key adults (15% not known, N=14)
QS helped graduate put conflict learning into practice	89%	
Graduate helped others involved in conflict	75%	
Reduction in conflict with person named as in most conflict with	88%	76% in 2013

Overall there were very positive messages from both quantitative and qualitative data as to QS's impact on graduate's experiences of conflict. Graduates were asked about this from multiple perspectives, providing high confidence in this outcome being successfully achieved.

### ***Involvement in conflict***

77% of graduates agreed or strongly agreed that they felt less at risk of being caught up in conflict. Distinguishing this measure of 'feeling' of risk, to 'actual' involvement, 77% of graduates agreed or strongly agreed that they had been involved in less conflict than before.

Graduates were able to qualify this involvement through the following examples:

*Feel like when I was young I used to react if someone said something I didn't agree with... now I think a lot more before making a decision. It opened up my eyes to how different people are. Female, 19*

*I used to be involved in a lot of conflict including with myself. It's opened my eyes. Broke down what conflict is and looked for solutions for example talking to people. Explained the things behind conflict, broken into pieces so you can understand... [Group helped me to] know it's not only me. Female, 18*

### ***Attribution to QS***

90% of graduates agreed or strongly agreed that QS helped them learn how to resolve conflict. Similarly, 85% of key adults stated QS had made a difference to knowledge of negotiation and conflict resolution strategies (15% not known, N=14). The qualitative themes discussed by graduates at follow-up included:

- The development of coping strategies in particular the ability to resolve situations, to identify triggers and to avoid conflict
- Self-awareness, emotional intelligence and self-regulation, e.g. anger management
- Communication skills
- A growing understanding of conflict
- Empathy, and
- Building confidence.

Again, attribution was also made to simply 'growing up', but this was qualified with QS providing a foundation and desire to continue learning, as well as mixing with peers and trainers at QS.<sup>32</sup> Asking more specifically what helped, there were two clear thematic categories: knowledge / understanding and specific skills. There was a great deal of qualitative evidence of both, including:

*Knowledge and understanding:*

*I feel like my perception changed after the course. I felt I get it now. I kind of answer back. It opened up my eyes; I don't always need to answer. Unless it's something major; it's self-control. Female, 23*

*Being able to see from a different perspective. You can see conflict as an opportunity to have a fight but you can also see from others' perspective and agree to disagree so there is less conflict. Female, 18*

*Helped me realise what conflicts I'm bringing myself into especially ASB, helped me realise that what people I'm associated with are reasons conflict arising. Made re-evaluate my whole life and who I consider a friend. Male, 18.*

*Skills:*

*The QS/ trainers gave me strategies I needed to get my feelings across. If someone gets on my nerves you should explain and not let it build up. And you should use the word 'I' because it's how you feel. Female, 19*

*Able to start analysing my thoughts and resolve conflict by verbally expressing my thoughts rather than physically. Male 21*

*Just by being assertive by not just reacting. By observing, looking at the facts rather than assumptions. Female, 17*

***Putting learning into practice and helping others involved in conflict***

89% (n=28) of graduates agreed or strongly agreed that they had put conflict management strategies into practice. This was also critically observed by the key adults, who identified the following key themes and examples:

- Resolved conflict with self, siblings, and educational setting constructively

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<sup>32</sup> See *Summary – Attributable Factors* at end of findings section.

- Less engagement in conflict; listens more and is open to change his perspective on the situation
- Identified potential conflict of sibling becoming involved in gangs and used learnt knowledge and skills to negotiate a resolution
- Shared learnt knowledge when delivering workshops for other organisations
- Increased understanding of conflict gave him the ability to travel more freely in his community without fear of conflict.

This was exemplified by both graduates and key adults within the following quotes:

*Before QS... I'm shouting at him and wanted to rip the door off. After he shouted at me and I was calm and I was able to say how he's making me and others feel. Which is a huge tool that LEAP teach. It's become second nature... Male, 19*

*Used the techniques to prevent conflict in everyday life. Using 'I' - describing how I feel, like "I feel like this and I would appreciate it if you did this". Female, 19*

*There have been times where he may communicate about how he feels about a situation in a constructive way. Doesn't allow it to simmer and explode later. He will make a point about it constructively and say what he feels. Parent at follow-up (male, 23)*

*More confident. Used to be wary of going out, if he didn't know the route. Now he's ok to explore route himself. Will check it out on the internet and do things himself. Before he found living in [borough] scary; was scared travelling from one place to another. Now more comfortable with travelling and more comfortable with living in [borough]. Part of growing up and mixing with others at the QS. Parent at follow-up (male, 18)*

75% of graduates stated that since QS they had also helped others involved in conflict. These were exemplified within the following illustrative quotes:

*Friend/family, I've helped; telling them to be more humble, look at situation with different perspective, in their shoes, looking how different things could be effecting situation. Reacting can make it worse. Male, 20*

*Friend having argument and told him don't look at it that way. Made him step out of first person and think as third person like thinking he might not have meant it. Male, 19*

### **Changes to conflict relationships**

Graduates were asked about changes to managing conflict in specific relationships identified in Table 5.3.2 below. Improvement can be seen across all categories, but less so for 'authority' figures. The table also shows findings from key adults. This data is limited by the number of key adults available, as well as their knowledge of any changes in these relationships (many of who stated 'not known'). Of the limited data, the key adults verified the changes in behaviours. Considerable qualitative data provided more detail to this change.

**Table 5.3.2: Improvement in managing relationships since the QS**

	Parents	Other Family (including siblings)	Peers	Professionals	Authority <sup>33</sup>	General Public
2014/15 Improvement <sup>34</sup>	88% (N=25)	80% (N=25)	75% (N=28)	76% (N=25)	65% (N=26)	81% (N=26)
2013 Improvement	86%	Siblings=62% Other family=41%	Friends=76% Peers=62%	66%	52%	66%
2014/15 Key adult follow-up <sup>35</sup>	8 (57%)	4 (31%)	7 (50%)	5 (38%)	8 (57%)	6 (43%)

Illustrative quotes on managing relationships from key adults at follow-up:

*Parents:*

*Before she was fighting. Now, if I tell her off, she will go away and think about what she said and come back and we will resolve it. Parent at follow-up (female, 19)*

*Better at managing me, and I'm saying this as a parent. She approaches things in a more mature way. Is it Leap or is it growing up or is it all the pieces coming together? Parent at follow-up (female, 17)*

*Peers:*

*Listens to them [peers] first. Very good at speaking clearly. Might have been ego before. This may have disappeared/toned down. He used to have selective hearing. Friend at follow-up (male, 20)*

*Recently went away with group of friends and saw some things that surprised him... seeing how much he's got compared to others... realising he's brought up well. [He was] brought back down to earth. Be a bigger man... resolve. Apologised [to me] for things he's done [behaviour]; 'don't want to be in that atmosphere anymore'. Parent at follow-up (male, 18)*

*Authority:*

*Improved self-assurance and confidence; you can walk away; you don't need that battle. Before she would get involved with battles with authority figures. Referrer at follow-up (female, 19)*

*Used to have a problem with authority. Hated the control of people with authority over him. [Now] he compromises rather than challenges; compromises with people above him.*

<sup>33</sup> Authority = people/institutions that hold power over your life (e.g. teacher, police, social).

<sup>34</sup> Improvement is interpreted as answering much better or better to the question "since the QS, how successful have you been in managing conflict with the following?"

*Listening to tutors and managers, and acting on what he's been told. Friend at follow-up (male, 20)*

*Part of the journey for her; more when she gets frustrated with teachers. She now realises she's got a toolkit... She's learnt to bite her tongue. Leap sowed the seed. She's not afraid of people in authority; she's happy to speak up against injustice. Practitioner at follow-up (female, 19)*

**General Public:**

*If something happened in the street he would say chill out and diffuse things. Parent at follow-up (male, 17)*

*In retail; has to be patient; people ask him trivial questions. He's been very polite. He gets on with it. Now he just laughs about difficult situations. His attitude is now is if he's constantly angry it will just bring him negative energy. Friend at follow-up (male, 20)*

**Changes in specific relationships stated to be in most conflict**

At the pre-course interview graduates were asked who they experience most conflict with in their lives. The most common responses were parent, sibling(s), self and authority figures. This was, in the most part, confirmed when asked at follow-up interview, with the most common responses being parent, sibling(s) and self (note: not authority figures).

88% (n=24) of graduates stated that the frequency of conflict with this particular individual had reduced since completing the QS. Where there was a change in relationship, 92% of graduates agreed or strongly agreed that QS contributed to this change.<sup>36 37</sup> The following quotes exemplify this contribution:

*Haven't spoken to or seen those people since leaving school. I avoid the area. After QS I definitely pushed harder in my GCSE's and tried to ignore them and had no conflict with them after QS. It was putting a lot of stress onto GCSE results. Male, 17*

*Helped me to [understand the] vicious cycle that I was putting my mum through. I've re-evaluated the whole cycle and me and my mum. It was an eye opener into how I can change the cycle. Male, 18*

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<sup>36</sup> Note: results here will be slightly skewed by changes in environment for the graduate, e.g. graduate taking up a place at University away from home and naturally limiting the potential for conflict with family.

<sup>37</sup> This was comparable to 91% found in 2013.

## 5.4 Increased network of supportive relationships and

## 5.5 Improved management of impact of unhealthy relationships

**Table 5.4.1: Summary of key quantitative findings – positive relationships**

	<b>% of graduates at follow-up</b>	<b>Noteworthy comparisons</b> (e.g. baseline, 2013, or key adult follow-up data)
More aware of <b>positive</b> relationships, friends and networks	77%	43% of key adults (21% no change, 7% negative impact, 29% not known, N=14)
More aware of relationships, friends and network that have a <b>negative</b> impact	68%	

77% (n=30) of graduates stated that they agreed or strongly agreed that QS had helped them become more aware of **positive** relationships, friends and networks. Whilst 43% of key adults stated QS had made a difference to managing negative relationships and developing positive relationships.<sup>38</sup> The qualitative themes below show some of the factors influencing the graduate's development of positive relationships:

- A growing self-awareness and confidence
- Coping strategies developed through QS, e.g. identifying triggers and management of anger
- Positive influences and role models, e.g. referrer, Leap trainer
- Developing communication skills and empathy
- A change of environment, predominantly leading to a change in friendships, networks and relationships, e.g. accessing college and thereby changing environment to include more positive relationships.
- Managing the environment e.g. taking themselves away from negative family relationships.

*Helped me become more aware of positive relationships by letting me know that not all conflict is bad conflict. Helped me realise it doesn't matter what conflict you're in, you always have a choice to make it right. Male, 18*

*I think I'm more accepting. I've allowed really good friendships to blossom over the two years. Because I'm more confident and comfortable in myself. Female, 23*

*Moved on to network of positive support. Felt quite comfortable sharing her issues with others. Developed strong bonds within [peer led training organisation] network. Leap training was the catalyst. Referrer at follow-up (female, 19)*

<sup>38</sup> Again, it should be noted that a relatively high number of key adults answered 'not known', as they did not have the information to be able to comment.

*Definitely developed more positive relationships. Normally he stayed in his own circles, now he's got work, College... happier. So those more negative relationships have disappeared.*  
Referrer at follow-up (male, 21)

68% (n=31) of graduates agreed or strongly agreed that QS helped them become more aware of relationships, friendship and networks that have a **negative** impact on their life. The following quotes exemplified these themes:

*...haven't had to cut anyone off, I had to stay away or keep distant. Helped me to see the type of people they are and taught me to use 'I statements' to share the blame. Trainer said if you are in negative situation you may have to consider if this is the right person or right situation for you. Taught me to be more cautious in terms of friends and how they trigger and if they help me; are they positive or negative?* Female, 19

*... relationship [with mum] is very negative, so able to pick out different factors in relationship, that [are] negative - I don't ignore them, but I avoid them so that I still have some relationship.* Female, 19

*[Graduate] is a very smart guy. If there are negative relationships then you're going to have to call it an end, burn that bridge. Awareness of relationships that are negative. If there is a problem he will think about it. If the person isn't prepared to sort it then that's it. He's always willing to sort things.* Friend at follow-up (male, 20)

## 5.6 Reduced involvement in offending, violent or antisocial behaviour

**Table 5.6.1: Summary of key quantitative findings – offending and violence**

Involvement in offending and street violence	% of graduates at follow-up	% of graduates responding "not applicable" <sup>39</sup>	N =	Noteworthy comparisons (e.g. baseline, 2013, or key adult follow-up data)
Better at avoiding trouble	68%	29%	31	
Changed the way they think about offending	52%	29%	31	59% in 2013
More likely to be in trouble if it wasn't for QS	50%	33%	30	52% in 2013
Not involved with police since QS	42%	52%	31	
QS helped interaction with police	39%	42%	31	
Not involved in street violence since QS	47%	50%	30	

<sup>39</sup> Relatively high numbers of graduates stated that these questions were not applicable to them as they did not have any needs or issues with offending, violence or ASB.

QS helped with involvement in street violence	32%	52%	31	
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Of the eleven who had been arrested before taking part in QS, only two (18%) stated they had been involved with the police since QS. Both were originally referred by a Youth Offending Service.<sup>40</sup> All graduates that had not been arrested at baseline, continued to have no subsequent involvement with the criminal justice system when asked at follow-up.

68% (n=31) of graduates stated that because of QS they are better at avoiding situations where they might get into trouble. They attributed this to the following themes:

- The development of coping strategies in particular the ability to avoid conflict, to identify triggers and resolve situations
- Growing self-awareness, developing an understanding of conflict and awareness of the consequences of conflict.
- Empathy and the development positive relationships, e.g. of a diversionary nature.

*On the whole QS has allowed me to stop and think, look at bigger picture, how it could be different and how it's affecting others. Female, 19*

*Helped me reassess why I used to do ASB/Crime; think about long term and short term gains (vicious cycles). I've become a better person, re-evaluate my friends and have positive people around me. Male, 18*

52% (n=31) agreed or strongly agreed that QS changed the way they think about offending and anti-social behaviour (29% stating this was not applicable to them). Similar themes were found to those stated above. Quotes exemplifying these themes included:

*QS changed my thoughts on ASB; made me think about other people I'm affecting. We're all human beings and we all need to live with harmony and humility. Male, 18*

*I understand why some young people are in positions they are in. ASB falls under a lot of categories. Young people want to let off steam, show dominance; a lot of reasons. Once you have an understanding you can find a remedy. Male, 21*

Further, 50% of graduates stated they agree or strongly agree that if it wasn't for QS they would have been more likely to be in trouble with offending and anti-social behaviour. They predicted that, if they had not developed coping strategies and an understanding of conflict through the QS course, they may have got into trouble with authority figures or the general public.

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<sup>40</sup> This is a slightly lower proportion than in the 2013 evaluation which reported two of the seven young people who had been arrested before taking part in QS, having been arrested again (29%).

*Probably be off the rails. [Because of] QS, I know how to diffuse conflict. If I didn't know how to I'd probably be in conflict with the police. Female, 18*

*At College - If I didn't agree with the teacher, I would send a nasty email... or say something nasty. I didn't like the way he taught, but QS taught me that everyone has a different approach and you have to deal with it. Female, 18*

*Probably having fights due to my interpretations... rather than looking at facts. Male, 19*

## **Police involvement**

42% (n=31) stated that since QS they had had no involvement with the police, whilst 52% stated this was not applicable and 6% (two graduates – both from Lambeth) stated they had been involved with the police. 39% (n=31) of graduates stated QS helped with their interaction with the police, 42% stated it was not applicable and 19% stated it hadn't helped. They described a change of perspective, growing self-awareness and empathy, and the development of coping strategies and communication skills.

*Made me communicate better with Police e.g., where police have to talk to me. Police are just human and need to do jobs, won't get result I want if argue. It's given me the choice to be mindful and listen to what they say. Male, 18*

*Before I had a dislike toward authority. But now I understand what they have to go through with young people. Their priorities are safety. Understand with stop and search; their conflicts [with] young people carry knives. Another [participant] gave good information about police training. Before I thought police just drove around looking for drugs and to arrest you. Male, 21*

*I've come to realise they're doing a job like everyone else... the abuse they've experienced stays with them. They've just got a job to do. Look behind people's professions; they're human. Female, 19*

## **Street violence**

47% (n=30) stated they had not been involved in street violence since QS (50% stating this was not applicable). Of the sixteen who reported being involved in street violence at baseline, just one (6%) had been involved in street violence since QS.<sup>41</sup> All graduates who had not been involved in street violence at baseline, continued to have no subsequent involvement.

32% (n=31) stated QS had helped them to not be involved in street violence. It is important to note that 52% stated this was not applicable to them. Graduates identified similar themes to those above in relation to offending and anti-social behaviour. The following quotes exemplify their thoughts:

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<sup>41</sup> In 2013, of the 12 who reported having been involved in street violence before QS, six (50%) had been involved in street violence since; a higher proportion than the 2014/15 cohort.

*Before QS if with friends just smoke weed and look at us the wrong way we would have fight. Now I don't smoke and I'm not like that anymore. I would diffuse it and know there's other ways and not feel belittled and not have a violent reaction. Female, 17*

*I was in a hostile situation with a shoplifter under the influence. I implemented everything I learnt from QS. The reaction I got from the person was mind blowing and he wasn't aggressive or violent.... And I both resolved the situation and no one got hurt. Male, 21*

*Now if I was barged by someone, now rather than get angry I would think maybe they didn't mean to. Male, 19*

### **Reflections from key adults**

Where relevant, key adults were asked to comment on graduate's relationship to offending, anti-social behaviour and violence. Comments are made about the environmental pressures and peer interactions, concerns about safety, the desire for positive role models and sources of formal and informal support. Illustrative quotes include the voices of the parents of the two graduates who were still involved in the criminal justice system at follow-up. Their responses give a flavour of the interventions required beyond graduation from QS in order to effect positive change for this target group.

*Easy going. Not violent. But is street wise, learning from the street. Learnt about drugs. Can't even walk down street. Needs someone with sense; a positive role models (YOT doesn't help). Needs a male figure, earning a living, life skills. Kids Company Key worker - positive. Prisoner and Family helped; positive outlook... QS programme made no impact apart from "he knows right from wrong". Knows where he wants to go; keeps his head down. Dad and brother have been in prison; he doesn't want that... Parent at follow-up (male, 15)*

*Since he's been in [borough A] he hasn't been known to the police. He himself, he doesn't want to come back to [borough B]; unsafe. Doesn't have the same problems in [borough A]. Still involved with... YOT... They go to him. Applied for two colleges. None of them want him because of his reputation. Trying to get help from Prince's Trust; he needs to be in education. He's had a lot of educational disruption. Didn't get to do his GCSE's. Parent at follow-up (male, 16)*

*Was changing during prison, probation and home visits. Leap added to these improvements; built on his improvement. He hasn't had any problems since coming out. He cut off from negative influences. Other influences include family, friends, probation, church. Friend at follow-up (male, 20)*

*Her offending background was a few years prior to Leap; was already trying to move away from the offending. She says she was young and now she understands more. Leap would have helped her to understand the issues around it, but she had already moved away from it. Referrer at follow-up (female, 19)*



## 5.7 Increased engagement in education, training, employment

**Table 5.7.1: Summary of key quantitative findings – Participation in EET**

Participation in education, employment or training	% of graduates at follow-up	Noteworthy comparisons (e.g. baseline, 2013, or key adult follow-up data)
Engaged in EET	94%	
Attending QS <b>helped</b> me into employment, education or training	74% agreed or strongly agreed	28% in 2013
QS gave me the <b>skills</b> needed to <b>engage</b> in employment, education or training	77% agreed or strongly agreed	62% in 2013

94% of the graduates were engaged in some form of education, employment or training (EET) at follow-up; an increase from 69% at baseline (see Table 5.7.2). The majority were in full-time education at follow-up, including nine graduates at University. Of the 6% (n=2) who were NEET, one had been NEET at baseline. No baseline data was available for the remaining graduate who was identified as NEET at follow-up. Graduates were asked about their EET status since participating in the Quarrel Shop. It was possible to identify that a quarter (n=8, 25%) had a gap in engagement during this period. The individual EET journeys of the 31 graduates interviewed at follow-up can be found in Appendix 5.

**Table 5.7.2: Graduate EET activity at baseline and follow-up**

Main EET activity of graduate at:	Baseline (n=26)	Follow-up (n=31)
F/T education	54%	55%
Training (apprenticeship)	4%	10%
P/T education &/or P/T employment & or other	8%	19%
F/T employment	4%	10%
NEET	31%	6%
Engaged in some form of EET activity <sup>42</sup>	69%	94%

74% of graduates stated they agreed or strongly agreed that QS helped them into EET. When asked more specifically if QS gave them the skills to engage in EET, 77% agreed or strongly agreed. Graduates were asked to describe how QS had helped them engage and the skills that they had gained from their experience. Some graduates emphasised that the QS had built on their own abilities and qualities, attributing personal agency to their progress. The qualitative analysis revealed the following key themes:

Personal:

- Managing emotions
- Developing a greater perspective, self-awareness and reflection

<sup>42</sup> Engaged in EET includes at least 6 graduates reporting multiple activities.

- Focus and motivation, e.g. was able to deal with conflict that would previously been a barrier to education
- Being organised
- Confidence, e.g. to talk to people in groups and attend college
- Empathy, patience, understanding, e.g. coping with rules at educational establishment.

Interpersonal:

- Communication skills, e.g. understanding body language
- Group-work and working with a range of people
- Leadership skills and managing/engaging people
- Building and maintaining friendships
- Teamwork skills.

Conflict:

- Greater understanding of conflict, e.g. can deal with the public more and work with a range of people
- Breaking conflict situations down and identifying elements in conflict situations
- Understanding when you are in a conflict situation.
- Keeping calm, not reacting and holding onto grudges.

Tools:

- Thinking through situations (react & respond, reflecting, relaxing)
- Use of Red Flags and I statements
- Job applications and CVs.

*Everything I do at work is what I learnt at QS. I've understood in great depth [about] hostility, confrontation. The structure of the programmes, the book, the trainer; it was mind blowing. I proper miss it. Male, 21.*

*Had to learn how to do group-work in QS. Talk to each other, working together. Probably wouldn't of gone to college; wouldn't have the confidence. Helped me sustain. Female, 19.*

*In a group scenario, he would be the one that's quite loud, but after Leap he's calmed down. Went on to get a job and turned himself around. Was previously at home talking about quick and rich schemes. He's taken an interest in his career and got an apprenticeship. Around that time there was a definite switch, after being with us for a year. Whether it was a cascade or several influences is not known... He's a personal development junky... consuming it constantly. Has been involved as a number of services. The network has supported him. You can't do it all on your own. Referrer at follow-up (male, 21)*

*He's at college... Liking it. Into the learning process. No problem with attendance. Enjoying it... Got into a bit of trouble at school in the past, so the youth service put him in touch with Leap. He was so impressed with some of the young people that attended... taking a responsible role... that inspired him in that moment and led him to self-refer to QS. Parent at follow-up (male, 18)*

## 5.8 Increased voluntary and community participation

**Table 5.8.1: Summary of key quantitative findings – community participation**

Question	% of graduates at follow-up	Noteworthy comparisons (e.g. baseline, 2013, or key adult follow-up data)
Since QS have you been involved in any community projects or volunteer work?	64% = Yes	62% in 2013
Attending QS <b>helped</b> me to take up this role / these roles	45% agreed or strongly agreed	
QS increased my commitment to my community	47% agreed or strongly agreed	
I was already involved with my community before QS	37% agreed or strongly agreed	

64% (n=28) of graduates stated they had been involved in community projects or volunteering since QS. In addition, a third of the graduates (10, 33%) had volunteered for Leap, particularly being involved in the Lighting the Fire awards event<sup>43</sup> and 29% had facilitated a workshop or similar, either at Leap or externally, e.g. through YIAG.

The roles and community venues that the graduates engaged with were:

- Working with young people through sports, mental health projects, schools, church, performing arts, music and prison
- Environmental projects, charity shop work, organising events, CAB, training YOT and police.
- Peer presentations and workshops, e.g. through YIAG.

Graduates described what they had gained from their community participation:

- A sense of achievement and giving back to the community
- An opportunity to take responsibility
- Improved skills, e.g. in events organisation, facilitation, and community work
- Experience of peer leadership and guidance
- Interaction with new people
- Experience to enhance CV.

*Great experience, independent role, I created new leaflets and created a video to help promote their services. Liaising with other services. Starting a discussion for what Mind and social media could be. Female, 19*

<sup>43</sup> This involves attending a series of meetings and full weekend sessions to design, plan and prepare workshops and presentation as well as being on the judging panels.

*I'm really happy because I feel like I'm helping young people and giving guidance for people going through the system. Giving hope to other people's lives. I feel happy. Male, 20*

*Gave me more confidence in my ability. Went for more things. I'm going for jobs with [people] Mental Health problems and confident against those with degrees. Male, 19*

*Just a feeling of helping another and taking responsibility. If you want something to happen you have to do it yourself. I learnt this at QS and applied it to environment. Female, 18*

45% (n=20) of graduates stated they agreed or strongly agreed that QS helped them take up community or voluntary roles, whilst 47% (n=30) stated they agreed or strongly agreed that QS increased their commitment to their community. For those that the QS had helped towards community participation, the following themes were identified:

- Growing confidence
- Meeting new people and overcoming fear of working in groups
- Learning from the personal stories of the Leap trainers
- Leadership skills
- Broadening perspective, understanding career paths, and opening up opportunities despite being a young age
- Learning how to develop workshop plans
- Sense of social responsibility and respect
- Understanding how anger impacts on your life, e.g. social exclusion
- Realisation that everyone is affected by conflict.

*I wanted to use what I learnt from things I learnt at QS and share it. Once you break up confrontation it's quite easy to understand and people don't initially see that. Male, 21*

*It gave you a social responsibility. Instead of taking my anger out, I went and got involved in community to take my mind off it. One activity, what [angers you] and they were addressing the situation, they were saying what else you [can] do other than locking yourself out. And for me community was a good start. Female, 18*

*Has a good grasp of the issues which ranged from CSE, gangs, stop and search, relationship to police. Was amazing at delivery, peer to peer work. Good role model for the other young people, for example, sessions to YOT [where] she was very good at working with these young people who are often the hardest to engage; breaks things down in a way they understood. Referrer at follow-up (female, 19)*

37% of graduates said they were already involved in voluntary / community roles. This might explain a relatively high number of 'neutral' responses (40%) to whether QS helped them take up these roles. One graduate illustrated this:

*I don't think it did. I was always ambitious about my community. Always helped kids as don't want them to be on a bad patch. Female, 18*

## Ultimate outcome

### Ultimate outcome

- Increased confidence and ability to take positive initiative within their own lives and as a leader among friends, family and in their communities

Evidence exists throughout the findings section above of this ultimate outcome being met. However, more detail regarding leadership specifically is provided here from the perspective of key adults interviewed at follow-up.

64% of key adults stated QS influenced graduate's leadership qualities (n=14) and identified the following examples:

- QS providing the tools, motivation, supporting growth of graduate
- QS acting as a springboard for taking up leadership roles, including in the community
- Graduate fuelled by the confidence, skills and knowledge from the QS experience
- Leadership of self; locus of control, self-motivation, taking responsibility, e.g. for EET engagement or within their apprenticeship
- Delivering presentations and workshops, e.g. within Leap, community venues, peer-led approaches
- Graduates as role model; delivering information to peers in an accessible format and building on their life experience to become a trainer.

This again was often also attributed to other factors, for example: the graduate already having leadership qualities and the QS experience enhancing this and the influence of other organisations, the family and community leaders.

*The only leadership quality is [graduate] taking charge of her life. She has a clear plan and is very determined. Wants to create a better community for her daughter. Leap had some influence. The group worked with real life people in the community. It's about connecting. Referrer at follow-up (female, 19)*

*[Graduate] has always had leadership qualities; he was always the guy that wants to take control. Now he is able to share out responsibility and he allows people to help him. Always had the natural ability. Driven, not by ego but by self-improvement or close to that. Friend at follow-up (male, 20)*

*Became more assertive... wants more responsibility... he's more forthcoming. He wants to take a more leading role in activities e.g. captain of quiz team. He was interested in taking part in QS Leadership programmes in future. Parent at follow-up (male, 18)*

'Safer communities' is an element within the outcomes framework, however does not feature in the logic model. This could be considered as an "ultimate outcome" and therefore it is recommended that this is reviewed for consistency. Some indirect evidence can be seen throughout the outcomes

above (5.1 to 5.8) as contributing to safer communities. However, limited evidence was found for this outcome when it was asked about directly within the key adult interviews. Some found this hard to answer, as they did not have the evidence to be able comment in a meaningful way. Others were very clear that QS had made a difference to safer communities. For example:

*Because [graduate] was in the midst of an area, living in accommodation with a lot of care leavers, he's become a positive role model. Working hard for a living is easier than the easy money and looking over his shoulder. Positive outlets and peer groups e.g. basketball.*

Referrer at follow-up (male, 19)

*A lot of impact that people don't know about. Her growth has been helped by Leap. Ripple effect; people may not see where the stone fell, but there is an impact from the ripples.*

Practitioner at follow-up (female, 19)

*Absolutely; it's about making a difference. It's enabled her to support young people in her area to provide them with necessary skills to make better choices. It's encouraged them to turn their lives around.*

Parent at follow-up (female, 17)

*Because I think he's more aware. He's very heady. They've got good explanation and a good theory and he's really keen on this. It gave him good energy and thrust him into a job and there he was able to live what he believed. Took action as well the energy from the course.*

*He got a rocket and he jumped on it.*

Referrer at follow-up (male, 21)

## Other attributable factors

The contribution the QS experience has made to the longer-term outcomes of graduates; both from their perspective and that of nominated key adults, is discussed throughout *Findings*. It is apparent that the QS content, delivery, group-work and application of learning to everyday life has made a positive impact on a number of outcomes for the majority of those interviewed at follow-up. However, it was important to identify what other factors may also have contributed to these changes, including environmental factors, family situation, growing maturity, and informal and professional support. In addition, the passage of time, changes in circumstances (e.g. leaving home) and reaching milestones provide the context in which to consider attribution.

### Graduates at follow-up

Graduates were asked who else (individuals, organisations, formal or informal support) may have helped or influenced them in taking up education, employment or training, in their voluntary participation and leadership roles, in resolving conflict situation and avoiding getting into trouble. Support and influence came particularly from family members, friends, employment/careers agencies and school or college staff. A number of young people also talked of their self-determination and growing maturity having helped them across these areas of their lives.

For example, graduates describe sources of support and influence, in addition to the QS:

Female, 19 describes how the Prince's Trust *helped me to get an interview and make me aware that there shouldn't be any barriers to what I want to do. Gave me confidence and [help with] how to get out of comfort zone.*

Male, 21 describes support from his older brother with EET; *advised me a lot about doing the right thing and not getting into trouble.*

Female 19 describes the influence of her manager has being *inspirational*, whilst her mother has *always instilled the importance of education*. She adds a comment about her growing maturity; *feel like I've grown up a lot. I'm at a point where I want stability. Want to get myself sorted before I'm 20.*

Male 19 reports that his referring practitioner *has been literally my main influence. He's been a role model/target to be like him and make the same impact. He literally saved my life and gave me a million opportunities...*

### **Key adults at follow-up**

Throughout this data set key adults highlighted the range of factors, in addition to Leap, that contributed to the personal, inter-personal and societal outcomes for graduates. These included:

- Graduates themselves, e.g. already had good communication skills, always been driven but Leap helped keep on track, Leap helped by teaching strategies
- Maturity, growing up, passage of time. However, knowledge and skills learnt at Leap can be seen to contribute to developing maturity and the ability to understand and manage emotions
- Family environment, e.g. seeking and accepting support and advice from parents, change in situation due to living in care, becoming a mum and motivated to pursue career
- Leap acting as a springboard to access education and support networks
- Leap as part of the jigsaw of support
- Leap building on and enhancing skills the graduate was already exhibiting, e.g. in leadership
- Benefitting from engagement in education, employment and voluntary work
- Support from statutory and voluntary organisations, mentors, family and from faith.

*Engagement with services & opportunities; 20% contribution from Leap; self-awareness and self-confidence; Leap was foundational... He did Leap at the beginning of placement with offenders. What you learn theoretically has to be put into practice... Leap contributed the theoretical underpinning. This was put into practice as an intern. Parent at follow-up (male, 23)*

*Starting University... A family member helped her to look at herself differently. Once she was able to do that and see what she wanted to do she was able to channel it constructively; she raps, writes poetry. Organised a [music] event single handed as well as paid work. Practitioner at follow-up (female, 19)*

*Had motivation before prison. Always engaged in education... head in books... encouragement from friends and family. Friend at follow-up (male, 20)*

## Conclusions and recommendations

This evaluation has found evidence to support the QS logic model and theory of change. However there were inconsistencies within this, therefore this section summarises conclusions from the findings, states the level of confidence in the evidence and makes recommendations for the future, in terms of both the course and its evaluation.

Evidence was found to conclude that the target population had been met in this period. Leap has addressed some of the recommendations within the 2013 evaluation, with effect in this area. The particular emphasis of the evaluation was on the longer-term outcomes for graduates, for which evidence was found and, in the most part, verified by both graduate and key adult. This evidence suggests that outcomes were sustained over time after the course. The sample of graduates participating at follow-up was representative of the 2014/15 cohort as a whole and therefore, there is confidence in the findings. There is less confidence in the key adult data, due to lower numbers and the extent of the key adult's knowledge of the graduate before QS. Ways to resolve these issues in the future are detailed below.

This follow-up evidence adds to the triangulated evidence from graduation point, drawing a consistent link between the course and the change in outcomes. This indicates that the course has facilitated the observed changes, has been the catalytic factor, or an important part of a network of attributing factors. Other attribution has been illuminated where possible to ensure this is taken into account in understanding the impact of QS.

Evidence was found to show the strength of the theoretical model underpinning QS, i.e. the courses achieved the outcomes they set out to, over multiple cohorts. Where comparison of findings to the 2013 evaluation was possible, this evaluation reports consistent or better achievement of outcomes.

However, during the period covered within this evaluation Leap made adjustments to the content and format of QS in order to strive to reach young people with higher risk and need. This included changing the course length, curriculum content, and accreditation of materials. Although the core curriculum remained the same, changing design meant there was not a consistent implementation of the course and thus the evaluation cannot conclude that it found an established design.

Future evaluation needs to therefore ascertain if this new design meets those more targeted young people's needs and is evidenced within outcomes and impact. This may include comparison of outputs (including accreditation) and outcomes, with different demographics (e.g. age, EET status, offending). This was beyond the capacity and time frame of this evaluation specification. The sample was not large enough to be divided up across so many variables to compare them. Further, within this time period, the most targeted young people had the least data available. However, it should be noted that the 47% arrest rate for example, is particularly high and could give confidence that a high percentage of the 2014/15 cohort were at the more targeted end of the population.

Therefore, it is suggested that once changes to this design have been finalised and data collection methods standardised, that future evaluation includes these comparisons. At that point it is predicted that the quality, quantity and consistency of data used to assess impact will achieve the standard of evidence required for Project Oracle standard 3. Further, this will show "an established design which is consistently implemented".

## **Logic model**

The outcomes framework against which Leap evaluates learner progress does not map directly on to the QS Logic Model. It is suggested that these are reviewed in light of this. In particular, the logic model does not include the following outcomes from the framework: within the Intermediate outcomes, it is missing 'positive networks' or 'negative networks'. As well as within the Long-term outcomes, it is missing 'empathy and awareness', 'communication and assertiveness', and 'safer communities' (see caveat below). Further, the logic model does not build and show causality, as the outcome framework does.

Currently the outcomes framework includes the societal outcome "safer communities". It is suggested that if, following consideration, it is not feasible to effectively evidence this outcome, it is removed from the framework. All other societal outcomes lend themselves to investigation at a follow-up evaluation.

It is also recommended that the 'Ultimate Outcome' is reviewed, as it seems to be repetitive of what comes before, rather than showing an overall impact or contribution of the programme to the contexts and needs it aims to address.

Looking at the outcomes framework specifically, it is suggested that these are numbered (e.g. 1 Increased emotional intelligence) so as indicators of achievement of that particular outcome can be more clearly shown (e.g. 1.1 Self-awareness). This numbering also applies to the Logic Model.

## **Baseline data (referral and pre-course interview)**

The 2014/15 cohort was found to be characteristic of the target population for the QS, in terms of age and involvement in violence or offending. In addition, the gender split was more equitable than that of the 2013 cohort. However, specific data on care history and risk of exclusion was not available. Therefore, it is recommended that specific questions are asked to evidence that the target group is being reached. In particular, it is suggested that questions are added to pre-course forms about: a) whether they have attended a PRU, b) whether they have been excluded at any point (fixed term or permanent) and c) looked after child/care leaver status. It is also recommended that the following specific questions are maintained: a) EET status, b) involvement in offending and violence and c) risk factors.

## **Graduation data ("Journey of Change"- analysis of intermediate outcomes)**

Whilst the emphasis on the triangulation of data collection at graduation is noted as good practice, it is suggested that Leap looks to bring the "Journey of Change" tool for graduates' in-line with the other two perspectives as far as is feasible. This would allow comparison across the three viewpoints and create a more robust measure. Leap may look to create indicator statements for the outcome framework and stick to the 5 point scale, rather than coding from narrative. User friendly indicator statements can be developed from all or some of the 11 outcome elements and the accompanying narrative can be used to illustrate the quantitative data with verbatim quotes. The current 4 learning outcomes can act as indicator statements, e.g. "understanding my relationship to conflict" is an

indicator of increased negotiation and conflict resolution strategies. Measures for identifying missing data also need to be put in place to aid accurate analysis.

### **Future evaluation of longer term outcomes**

It is recommended that an appropriate follow-up period is established in order to measure longer-term outcomes. This evaluation ranged from 10 to 30 months or more. The most critical concern here is attributing change, as someone interviewed after 30 months might have had more life experiences and growth compared to that of someone after 10 months. A rolling programme of interviews is suggested within the follow-up period of 12 – 18 months. This would help with consistency, investigation into attribution and, possibly, response rates.

If appropriate, and resources are available, it is recommended that the group of young people who are referred, but drop out of the QS process prior to graduation, are investigated. This would include comparison of key indicators against those of the graduates, feedback on their experience and strategies to maintain high retention levels.

The evaluation also notes the following:

- Review the key adult interview schedule to allow a free flowing interview whilst maintaining some estimation of the positive impact by simple scale measurements.
- That Leap would like to investigate how the QS enables young people to get more involved in political and civil engagement in order to consider how best to offer on-going support.
- It is possible that learning may be gained from examining graduate's portfolios. This has ethical considerations as the portfolios are the graduates' learning tool and it is unlikely that consent will have been sought for access by evaluators.

### **Monitoring and evaluation system**

It is suggested that the above theory of change and logic model, and subsequent triangulation of data evidencing this, are standardised and captured within a monitoring and evaluation system. This is often most effective when it has shared buy-in and ownership of delivery staff, managers and administrators. This ensures all stakeholders know what evidence they are collecting, why, how and when. This yields better results when it is entered consistently in the moment and thus forms a tracking system from which regular analysis and generalisations can be made. A quarterly review of monitoring and evaluation will ensure it is up to date and any gaps in data can be dealt with, be they gaps in baseline, graduation, or follow-up data.

It is suggested that this would reinvest time and expense spent on an independent evaluation, into a more effective, live and in time, monitoring system. This would allow Leap to be able to assure a level of transparency and objectivity to showing the impact QS, which has previously been invested in from independent evaluators. This is considered more cost effective, developmental and sustainable, and would then afford any future investment in external evaluation to focus on more detailed and practice enriching research.

A summary of feedback and suggestions has been included in Appendix 6 for reference. This information was not analysed within this evaluation, but was offered by key adults/referrers at graduation or follow-up.

## Appendix 1

### Does the group of graduates interviewed at follow-up reflect the full 2014/15 cohort of 60?

Thirty one graduates were interviewed at follow-up, including at least one from each of the ten QS courses. Given this only represents a response rate of 52%, it was necessary to verify that this group is representative of the cohort as a whole across key indicators at baseline. Findings described in Tables A, B and C below can be compared to those of the full cohort reported in *Findings; Needs and Context*. In conclusion, the group of graduates interviewed at follow-up is reflective of the sample as a whole in terms of demographics, EET activity and involvement in violence and offending.

**Table A: Demographics - 31 graduates interviewed at follow-up**

Mean age a referral	17 years (range 15 to 22 years old)	N=31
Mean age at follow-up interview	19 years (range 15 <sup>44</sup> to 24 year olds)	N=31
Gender	55% female, 45% male	N=31
Ethnicity	30% Asian 30% Black 26% White British or any other white background 15% Mixed heritage 4% Any other ethnic group <sup>45</sup>	N=27

**Table B: EET at referral/pre-course interview (baseline) - 31 graduates interviewed at follow-up**

Main EET activity at baseline – reported by young person at pre-course interview or by referrer where data is missing	N = 26 (missing data = 5)
F/T education	54%
Training	4%
P/T education &/or P/T employment	8%
F/T employment <sup>1</sup>	4%
NEET <sup>46</sup>	31%
Engaged in some form of EET activity <sup>47</sup>	69%

**Table C: Offending behaviour and involvement in violence (baseline) - 31 graduates interviewed at follow-up**

Have you ever been involved in a gang? Yes	2 (8%)	N = 26	
Have you ever been arrested before? Yes	11 (38%)	N = 29	Of which 2 had been in prison/on remand/in secure accommodation
Have you been involved in violence? Yes	16 (58%)	N = 28	

<sup>44</sup> One graduate of QS18 was aged 15 at referral and was interviewed at follow-up approximately 10 months later when he was still 15.

<sup>45</sup> Percentages total more than 100% as rounded up.

<sup>46</sup> NEET includes at least 1 graduate not in education, but of compulsory school age.

<sup>47</sup> Engaged in EET includes at least 3 graduates reporting multiple activities.

## Appendix 2

### Does the group of graduates achieving accreditation reflect the cohort has a whole completing accredited QS courses?

58% of those eligible to obtain the Conflict Theory accreditation achieved the award (n = 53). In addition, 15% of those eligible obtained the Facilitating a Workshop accreditation (n = 39). Please see *Outputs; Accreditation* for further details. The sample of 53 graduates eligible for accreditation is compared to the sub-sample of 31 receiving accreditation across demographics and EET activity (see tables A and B below). The group of accredited graduates does appear to be comparable to the wider sample, particularly in terms of mean age and participation in education, employment or training.

**Table A: Demographic breakdown**

	Sample of 53 graduates as a whole that attended accredited courses	Sub-sample of 31 graduates achieving at least the Conflict Theory accreditation
Mean age a referral	17 years (range 15 – 23)	17 years (range 15 – 23)
Gender	59% female, 41% male	55% female, 45% male
Ethnicity	27% Asian (9/13 are Bangladeshi) 27% Black 24% White British or any other white background 18% Mixed heritage 4% Any other ethnic group N = 49 (i.e. missing data = 4)	36% White British or any other white background 32% Asian 18% Black 14% Mixed heritage N = 28 (i.e. missing data = 3)

**Table B: EET at referral/pre-course interview**

Main activity – reported by graduate at pre-course interview or by referrer where data is missing	Sample of 53 graduates as a whole that attended accredited courses, N = 49 (i.e. missing data = 4)	Sub-sample of 31 graduates achieving at least the Conflict Theory accreditation, N = 28 (i.e. missing data = 3)
F/T education	53%	54%
NEET	29%	29%
Training	12%	11%
P/T education &/or P/T employment	6%	7%
F/T employment		
Engaged in some form of EET activity <sup>48</sup>	71%	71%

<sup>48</sup> Engaged in EET includes at least 4 graduates reporting multiple activities.

## Appendix 3

### Information to support Section 4: *Intermediate Outcomes*.

**Table A: Summary of evidence available for “Journey of Change” process 2014/15<sup>49</sup>**

Quarrel Shop 2014/15	Graduate self-reflection	Trainer Perspective	Referrer/Key adult questionnaire	Complete set
QS09 - 7	0	0	6	0
QS10 – 7	7	7	5	5
QS11 – 9	9	9	5	5
QS12 – 3	2	3	2	2
QS13 – 8	5	0	1	0
QS14 – 8	5	6	5	3
QS15 - 7	5	5	5	4
QS16 – 4	4	4	1	0
QS17 – 4	3	3	0	0
QS18 - 3	0	0	0	0
<b>Total – 60</b>	<b>40 (67%)</b>	<b>37 (62%)</b>	<b>30 (50%)</b>	<b>19 (32%)</b>

**Table B: Illustrative quotes across the eleven outcomes reported on by referrers/key adults at graduation.**

Journey of Change Outcomes Framework	Responses from referrer / key adult regarding the graduate
Emotional intelligence	<p><i>He seems a lot more able to reflect on his views and see how he has reacted to stuff and is more positive.</i></p> <p><i>She has more insight and can control emotions a bit better, though some family members can still provoke her.</i></p> <p><i>She is now very reflective and has dealt with recent interpersonal conflict to enable her to take responsibility for her part.</i></p>
Locus of control	<p><i>She is starting a new university course and is much more focussed on her plans, keen to manage her studies better.</i></p> <p><i>Whilst [graduate] did complete the programme he still relies heavily on key workers and myself to achieve small things in his life. It is too early in his journey to see this kind of change.</i></p>
Self-efficacy	<p><i>[graduate] has always been confident but the course challenged her (especially the workbook which terrified her) so, having completed the course, she now expects a lot more from herself. Planning and delivering the workshop has definitely increased her confidence.</i></p> <p><i>She was able to complete the course which is something that she hasn't been able to do in the past. This experience has offered her the self-belief that she can be consistent.</i></p>

<sup>49</sup> The total returns include one or more partially completed entries.

Well-being	<p><i>He has always presented as quite a cheery young man but was working with CAMHS and seems more mature and more focussed and happier. His relationship with his mum seems to have improved a lot.</i></p> <p><i>Was quite low before she started the course and was anxious about attending, particularly the residential. Since attending, her confidence has gone through the roof and been very well supported</i></p> <p><i>By the end of the course he was definitely thinking about how he conducts his life, but yet to experience a sustained change. Has taken pride in completing the course and feels a sense of achievement.</i></p>
Resilience	<p><i>Always been an endurable person but the course has helped him gain understanding and strength.</i></p> <p><i>He has very much changed his whole attitude in how he deals with situations and the attitude he takes towards the outcomes.</i></p>
Empathy	<p><i>Current circumstances are triggering strong survival mechanisms and limiting her capacity to empathise.</i></p> <p><i>[graduate] was already quite empathetic now he seems to be able to understand the difficulties that his brother is experiencing, even though that is making his decision harder.</i></p>
Knowledge of conflict resolution strategies	<p><i>Before the course [graduate] would just react but now she considers the consequences and considers the different strategies that she can use.</i></p> <p><i>[graduate] has stayed away from any trouble or getting into trouble and has not got into any conflicts at all with friends or peers. He did get confronted with a situation [where] unfortunately he was a victim, but he did not retaliate back, so was very proud for him standing up for himself.</i></p> <p><i>He seems to have gained some understanding of new approaches but is challenged in putting them into action.</i></p>
Communication skills, negotiation and assertiveness	<p><i>On Sunday she wanted something and I said no, now she was able to come back and negotiate and we came up with a solution we were both happy with.</i></p> <p><i>Way he talks to people, especially in authority, has become more assertive.</i></p>
Improved relationship management	<p><i>She was feeling that the amount of contact with her ex-partner was not positive and she is making healthy decisions about limiting that contact.</i></p> <p><i>The level of challenge in the relationship dynamics at home are overshadowing the other relationships outside of home.... Perhaps he has improved outside the home and maybe that is why he is coping so well in his new residential setting. Maybe using some CR [strategies] has kept [him] out of trouble.</i></p>
Leadership qualities	<p><i>Working on Olympic Legacy project she has demonstrated real leadership skills and may become an ambassador for [referral organisation].</i></p>

	<i>He is more in control of what he wants to do and is doing a lot more on his own than with his friends.</i>
Engagement and participation	<p><i>Previously [graduate] would say he would want to do things, but not actually do them. Since this course he has started attending MMA [Mixed Martial Arts], accepted a job, and also registered online for college.</i></p> <p><i>[graduate], travelled independently and took part in the course, It's a big achievement to have him engage positively in the community outside of prison. I hope this opens up other positive opportunities for him.</i></p> <p><i>He has always been fairly strong area for him but he has become more proactive in making opportunities for himself.</i></p>

## Appendix 4

### How often were graduates using the nine Quarrel Shop tools?

Graduates stated at follow-up that the tools they used most often were “Red Flags” (84%), “React and respond” (76%) and Vicious cycles” (67%).

See *Long-term outcomes; Application of tools and skills in everyday life* for further findings.

	Never	Rarely	Often	Very often	Unknown	
Bombs and Shields	35%		42%		23%	N = 31
<b>Red flags</b>	13%		<b>84%</b>		3%	N = 31
FIDO	38%		45%		17%	N = 29
<b>React and respond</b>	14%		<b>76%</b>		10%	N = 29
Underlying anger / Iceberg	24%		55%		21%	N = 29
Conflict line up – avoid/attack	22%		26%		52%	N = 27
'I' statements	33%		57%		10%	N = 30
Getting hooked and unhooked	45%		41%		14%	N = 29
<b>Vicious cycles</b>	23%		<b>67%</b>		10%	N = 30

## Quarrel Shop tools - Glossary<sup>50</sup>

**Bombs and shields** is a game / exercise to get young people thinking about the people in their life who they experience conflict around and where power lies in those relationships. It is usually used on the way to identifying and exploring their conflict triggers or 'red flags'

**Red Flags** is a role-playing exercise designed to help young people explore the situations that often trigger conflict in their lives. Young people also use the term “red flags” referring to specific conflict triggers.

**FIDO**, or Fact, Interpretation, Decision and Outcome, is a model to help identify what meaning or interpretation a person is ascribing to a situation. It is useful in understanding how much a decision somebody makes is based on their own perceptions rather than the facts of the situation.

### **React and Respond**

This is an exercise helping young people differentiate between reactions and responses to a conflict trigger. A reaction is something instant that happens automatically whereas a response is more controlled as time is taken to think about behaviour. Responding to a situation is far more likely to produce safety than reacting to it.

**Underlying Anger** is a model using the metaphor of the iceberg, to show that we do not see the layers of hurt, unmet need and fear beneath expressions of anger.

**Conflict line up** – Avoid/attack is a way to get learners to identify their habitual tendency for dealing with conflict, e.g. talk and sort, out and shout, or hidden and silent. They then explore the potential benefit of trying different approaches to dealing with conflict situations.

### **I statements**

These are a simple and effective communication tool that makes communication less likely to evoke a reaction in the person being addressed and moving the situation forward to a solution. An example might be saying “When you didn’t ask how my day went I felt ignored and unloved” rather than “you don’t even care enough about me to ask me how my day went”

### **Getting hooked and unhooked**

This can be used as part of the red flags exercise; see Broadwood and Fine, 2011 page 70<sup>51</sup>. “Distinguish the various stages of the hooking process, using the analogy of ‘hook, line and the sinker’... the initial hook... the type of thought that would encourage them to get hooked into a confrontation with the insulter... the line... the train of thought that might occur in such a situation... the sinker... the feelings or emotions experienced.”

### **Vicious cycles**

This is a way to help participants explore the connection between their earlier experiences and their current behaviours. It helps identify the feelings and thoughts evoked in that experience, and the costs and gains of the current behaviours.

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<sup>50</sup> Adapted from Ziegler, N. (2014). *Evaluating Quarrel Shop 2013*. Internal report: Leap Confronting Conflict

<sup>51</sup> Broadwood, J and Fine, N. *From Violence to Resilience Positive Transformative Programmes to Grow Young Leaders*, 2011, Jessica Kingsley Publications.

## Appendix 5: The EET Journey for the 31 graduates interviewed at follow-up

Quarrel Shop	Main EET activity at referral (baseline)	Main EET activity at follow-up interview	EET activity since graduating from QS	Any periods of non-engagement since graduating from QS?
QS9	F/T education	P/T employment, training	F/T education, P/T employment, training.	unsure
QS9	F/T education	P/T education	NEET, other, P/T education.	yes
QS9	F/T education	F/T education	F/T education, other, F/T education, P/T employment	no
QS10	Training	F/T employment	Training, F/T employment, P/T employment	no
QS10	F/T education	F/T education	F/T education, other, F/T education.	no
QS10	NEET	F/T education	F/T education	no
QS10	F/T education	F/T education	F/T education	no
QS11	F/T education	F/T education	F/T education	no
QS11	missing data	F/T education, P/T employment	F/T education, P/T employment.	no
QS11	F/T education	F/T education, P/T employment	P/T employment, F/T education	no
QS11	NEET	other	other, training, F/T education	no
QS11	F/T education	F/T education	F/T education	no
QS12	NEET	F/T education, P/T employment	F/T education, P/T employment	no
QS13	NEET	P/T employment	other, F/T employment, P/T employment	no
QS13	F/T education	F/T education, P/T employment	F/T education, P/T employment	no
QS13	F/T education	Training	F/T education, NEET	yes
QS13	missing data	P/T employment	NEET(?), F/T education, P/T employment	unsure
QS14	NEET, other	F/T education, P/T employment	F/T education, P/T employment	no
QS14	F/T education	F/T education	F/T education.	no
QS14	P/T employment, other	Training	Other, P/T employment, training.	no
QS14	F/T employment, P/T education	P/T education.	F/T employment, F/T education	no

QS14	F/T education	F/T education	F/T education, F/T employment, F/T education.	no
QS14	missing data	F/T employment	NEET, training, F/T employment	yes
QS15	F/T education	F/T employment	F/T education, NEET, F/T employment	yes
QS15	F/T education	F/T education	F/T education	no
QS15	P/T education, P/T employment	F/T education	F/T education	no
QS16	NEET	NEET	NEET, other	yes
QS17	NEET	F/T education	F/T education	no
QS17	NEET	Training	NEET, Training	yes
QS18	missing data	F/T education	NEET, F/T education	yes
QS18	missing data	NEET	F/T student, NEET	yes

## Appendix 6: Feedback from key adults/referrers

A summary of feedback and suggestions has been included below for reference. This was not analysed within this evaluation, but was offered by key adults/referrers at graduation or follow-up:

- Offer more opportunities for QS graduates through Leap
- Give feedback to referrers about the graduate's progress
- Encourage voluntary referral and participation in the QS courses
- Assist key adults/referrers to understand the QS programme so they can support the graduates through the programme (e.g. with written work) and in their day-to-day use of QS tools and strategies
- Investigate how learning from the QS can be sustained for young people experiencing personal difficulties and insecurity in their home-life or EET
- Support young people to attend the workshops if travel/the streets are considered unsafe
- Graduates and referrers valued the personal attention given to QS participants by Leap.

These points were illuminated within the following illustrative quotes:

*I now have a better insight about what the programme covered. It might have been useful to have this information sooner.* Referrer at graduation

*[Leap practitioner's] flexibility and persistence with recruiting [graduate] is what made the difference between him engaging and not engaging with the course. I am personally very pleased that he attended. [Leap practitioner] worked well with myself and the support worker to encourage as much*

participation as possible and this worked really well. The open communication was hugely beneficial to our ability to support [graduate] to attend. Referrer at graduation

The course has been a really positive experience for her. She said that she was not told how much written work there was. Is Leap communicating that aspect of QS sufficiently? However, it was positive that she had extra support added and that she took up the opportunity. Referrer at graduation

He did enjoy and I believe and he believes it benefitted him. I would have preferred if it had been more in-depth. I wanted him to go through mediation training maybe he wasn't ready. I would have liked there to be opportunities. I'm glad he did it and every time Leap ring to invite him to something, he goes. Parent at follow-up (male, 18)

Absolutely it's made a difference; planning events... presenting at a big event. It would have been nice to have some feedback from Leap. We never had any feedback about whether she passed or her continued involvement. Referrer at follow-up (female, 18)

Even going to Leap, they are having fights on the way because there are no officers to accompany them... he couldn't concentrate even if he wanted to because of worrying about altercations...  
Lessons for Leap: Select the groups, separate the individuals, support to travel to the programme - wasn't safe enough - not enough officers... Parent at follow-up (male, 16)

## Appendix 7: Comparison of findings - 2013 and 2014/15 cohorts

Table A

Variable	2013 cohort (Zeigler 2014)	2014/15 cohort (current evaluation)
<b>Cohort as a whole</b>		
Gender	66% female, 34% male	52% female, 48% male
Age	50% 15-17, 50% 18 and over	64% 15-17, 36% 18 and over
<b>Graduates at follow-up</b>		
<b>Use of tools and strategies learnt at the QS course</b>		
QS tools used frequently by graduates in everyday life.	“React and Respond” (79%), “Underlying Anger” (72%) and “Red Flags” (72%)	“Red Flags” (84%), “React and respond” (76%) and “Vicious cycles” (67%).
<b>Management of conflict since completing QS - % of graduates at follow-up</b>		
Feel at less at risk of being involved in conflict (agreed)	76%	77%
Involved in less conflict than before (agreed)	68%	77%
QS helped graduate learn how to resolve conflict (agreed)	100%	90%

Reduction in frequency of conflict with person named as in most conflict with	76%	88%
QS contributed to the reduction in conflict with person named as in most conflict with (agreed)	91%	92%
Improvement in managing relationships	See Table B below	
<b>Involvement in offending and violence - % of graduates at follow-up</b>		
Changed the way they think about offending and ASB (agreed)	59%	52%
More likely to be in trouble if it wasn't for QS (agreed)	52%	50%
Of the eleven who had been arrested before taking part in QS, only two (18%) stated they had been involved with the police since QS. This is a slightly lower proportion than in the 2013 evaluation which reported two of the seven young people who had been arrested before taking part in QS, having been arrested again (29%).		
Of the sixteen who reported being involved in street violence at baseline, just one (6%) had been involved in street violence since. In 2013, of the 12 who reported having been involved in street violence before QS, six (50%) had been involved in street violence since; a higher proportion than the 2014/15 cohort.		
<b>Participation and engagement - % of graduates at follow-up</b>		
Attending QS helped me into EET (agreed)	28%	74%
QS gave me the skills needed to engage in EET (agreed)	62%	77%
Since QS have you been involved in any community projects or volunteer work? (Yes)	62%	64%

**Table B: Improvement in managing relationships since the QS**

	Parents	Other Family (including siblings)	Peers	Professionals	Authority <sup>52</sup>	General Public
2013 Improvement	86%	Siblings=62% Other family=41%	Friends=76% Peers=62%	66%	52%	66%
2014/15 Improvement <sup>53</sup>	88% (N=25)	80% (N=25)	75% (N=28)	76% (N=25)	65% (N=26)	81% (N=26)

<sup>52</sup> Authority = people/institutions that hold power over your life (teacher, police, social).

<sup>53</sup> Improvement is interpreted as answering much better or better to the question; Since the QS, how successful have you been in managing conflict with the following?