

# Young people helping others

Evaluation of the HALO programme of help,  
advice and legal opportunity

Hannah Lawrence and Zhulen Ali

**November 2019**



## **Foreword from Dr Carol Homden, Coram Chief Executive**

Coram is a progressive group of children's charities, at the heart of which is a driving commitment to the rights and voices of children and young people.

The HALO programme realises the vision to enable young people to support others through volunteering, social action and paid roles to provide help, advice and legal opportunity.

This creates a *HALO effect* of personal progression for young people, sector capacity building and access to justice. The HALO programme and this evaluation were made possible through the support of The Queen's Trust and is now being sustained and advanced with new partners and supporters.

## **Acknowledgements**

We are grateful to all young people, teachers and other professionals, and Coram staff who provided their feedback for this evaluation.

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Coram has been supporting children since 1739. Our mission is to develop, deliver and promote best practice in the care of vulnerable children, young people and their families.

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## Executive summary

### Help, Advice and Legal Opportunity (HALO)

Coram's HALO programme gives 16 to 25-year olds the opportunity to help other children and young people. The programme operates across the Coram group of charities and provides a platform for young people to help increase children and young people's access to information and advice. It provides the opportunity for children and young people to find out about their legal rights.

HALO aims to benefit the young people involved in the programme, Coram and its beneficiaries, and the wider children's rights sector. It seeks to enable more motivated, skilled young people to work in the children's rights sector. It also aims to increase the impact of the children's rights sector by using a co-delivery approach to create new services and provide training to professionals. Finally, the programme aims to enhance the public understanding of the rights and voices of children and young people.

It was envisaged that the increased involvement of young people across Coram would lead to services and products that included the perspective of young people, making them more effective. The impact of this would extend young people's access to services and leave a legacy where there is a sustained involvement of young people across Coram.

The central development of the HALO programme, from 2016 to 2019, was possible thanks to the generous funding of The Queen's Trust. This report forms a review of the funding period and helps indicate the direction of travel for the sustained programme with diversified funding.

### Key achievements of HALO

Between July 2016 and March 2019 187 young people were recruited to HALO. They filled 16 different types of paid and volunteer roles across eight different Coram areas of service.

These 187 young people helped 10,413 beneficiaries directly. Beneficiaries included:

- children in care and children leaving care using the Coram Voice helpline

**187 young people were recruited to HALO and helped 10,413 other children and young people, parents, carers and professionals in the children's rights sector.**

- parents, carers and young people contacting the Coram Children’s Legal Centre’s Children’s Legal Advice Service (CLAS)
- social care practitioners attending Coram Children Legal Centre’s (CCLC) Migrant Children Project’s (MCP) training on the rights of migrant children.
- young parents and young people in schools via personal, social, health and economic (PSHE) education.

HALO services and products created and delivered by young people reached an additional 219,323 beneficiaries indirectly. This included educational toolkits delivered in schools to pupils and users of CCLC’s new legal advice website LawStuff.org.uk.

The roles undertaken by young people and the number of key beneficiaries are described in the table below.

**Table 1: roles undertaken across Coram by HALO young people**

<b>Role</b>	<b>Area</b>	<b>Description</b>	<b>Key beneficiaries</b>
<b>Roles relating to legal information and advice for young people</b>			
Volunteer legal advisors	Child Law Advice Service	Providing advice and information to children and families on education and family law.	832 parents, carers and young people contacting the advice service.
Helpline advisors	Coram Voice helpline	Providing advice and information to young people in care and who have left care about their rights and entitlements.	5,224 young people contacting the helpline.
Young Editor	Child Law Advice Service	Created a mobile-first LawStuff website ensuring language was youth friendly to increase accessibility and ensure relevance and engagement.	109,095 unique users of the website.
Youth Rights Trainers	CCLC’s Migrant Children’s Project	Young people with lived experience of the immigration system developing and co-	340 professionals attending the training sessions reaching an estimated 3000 young

		delivering training on children's rights and the law to professionals.	people.
Trainee solicitors and legal administrators	CCLC's Legal Practice Unit	Providing legal representation to young people and their parents and carers in family court proceedings.	350 children, young people and their parents and carers.
<b>Roles relating to promoting the voice of young people</b>			
Youth Engagement Coordinator	Coram Voice	Supporting young people from adopted, care experienced and migrant backgrounds to take part in a project with the National Theatre.	54 young people.
Digital communications and marketing roles	Coram Communications and Marketing	Increasing the reach and appeal of Coram's marketing and digital communications to young people.	545 young people entered the annual Coram Voices competition.
Peer researchers	Coram Voice - Bright Spots and Coram Impact and Evaluation team	Promoting the Bright Spots care leaver survey <i>Your Life Beyond Care</i> . Creating and disseminating research findings about young people in care to other young people in care.	177 young people who responded to the Bright Spots survey in local authorities where peer researchers were based.
Co-production by Ambassadors	Coram Young Citizens and Adoptables	Ambassador programmes for adopted young people and those from migrant backgrounds to improve the experiences of children and young people from similar backgrounds.	28,334 pupils (estimated) received education sessions designed by Adoptables and Young Citizens ambassadors.  52 pupils attended a Young Citizens Breaking Barriers event.

			2,000 people viewed exhibitions and film content created by the Young Citizens.
Peer educators	Coram Creative Therapies - Young Parenthood Programme	Young parent peer educators running workshops in secondary schools raising awareness of healthy sex and relationships and the challenges of parenting at a young age.	1,936 pupils received peer education from 12 young parents.

## Key findings from the evaluation

### The evaluation of HALO

An evaluation of the first three years of the HALO programme was done by Coram's Impact and Evaluation team from July 2016 to March 2019. The evaluation considered the effect of HALO on young people on the programme and the beneficiaries of their work, Coram's service delivery, and the wider children's rights sector. The evaluation used a mix of qualitative and quantitative approaches including:

- feedback questionnaires and surveys from beneficiaries of services that were delivered or designed by HALO young people, such as training sessions or educational toolkits used in schools
- semi-structured interviews with Coram service managers and HALO young people (with both those who had moved on from Coram and still in placement)
- discussions and iterative model building of the economic value of selected HALO activities with relevant Coram service managers
- goal based outcomes measures for HALO young people at the start and end of their placement
- exit surveys of HALO young people and a follow up online survey for HALO graduates.

## The wider effect of HALO

Feedback from the beneficiaries of a selection of services delivered under HALO was collected and analysed. This feedback was used to understand the effect of services co-produced and co-delivered by young people to other young people and professionals.

### The effect of learning from young people with lived experience

Feedback from beneficiaries of youth led services showed how the lived experience of young people helped to make services more effective. For example, 97% of pupils who attended a Young Parenthood Programme peer education workshop agreed that the session gave them a better understanding of what it would be like to have a baby, and the majority (87%) preferred learning about healthy sex and relationships from other young people. In addition, 100% of teachers thought that it was beneficial for their pupils to learn about healthy sex and relationships from young parent peer educators and all teachers said that they would recommend the programme to other teachers and schools. Teachers wanted to use the same peer led approach that Coram had offered to talk to students about other personal, social, health and economic (PSHE) education subjects such as drug use and involvement with gangs.

**All teachers reported it was beneficial for their secondary school pupils to learn about health relationships and sex from a peer educator.**

Other examples of services delivered by young people with lived experience included the CCLC MCP Youth Rights Trainer training and the Young Citizens project. Of the professionals that attended training co-delivered by a Youth Rights Trainer, 62% agreed the young trainers added new content that would not have been provided by another trainer.

The Young Citizens ambassador group co-produced and facilitated an event aimed to give pupils from migrant backgrounds knowledge and confidence to overcome barriers to settling in the UK. All teachers who attended the event said that the workshop discussions allowed pupils to think in a positive way and helped to improve their speaking skills.

In the exit surveys most HALO young people (73%) agreed that their perspective as a young person added value to the work of Coram. One young person explained how their position as a young person helped Coram to reach more young people through digital media:

*“Being a young person gave me a better understanding of how to create content that appeals to and targets a younger audience, including tone of voice and new trends and techniques in digital and social media.”*



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Another young person described how learning from other young people with similar lived experience had been effective:

*“...[learning from other young people] it's more relatable and it feels like they connect. My problem is the other person's problem. And it's more engaging because most of the things we say they went through”.*

### **The economic and social value of HALO**

The economic and social value that the HALO volunteers created was assessed using a social return on investment (SROI) approach. The contribution of volunteers to CLAS was considered for this analysis.

**For the CLAS service, for every £1 spent on HALO volunteers, £115 of social value was generated.**

The SROI analysis indicated that the total *value added* from the contribution of nine HALO volunteers to CLAS for one year was £312,319. This was against a £2,700 investment for training and recruitment, resulting in a rate of return of 115. Therefore, for every £1 spent on the project £115 of social value was generated.

### **The effect of HALO on Coram**

#### **A new energy created across Coram through the involvement of young people**

To understand the effect of HALO on Coram, seven Coram service managers were

***“HALO has ensured that words go to actions in terms of having young people participation, which illustrates everything we do at Coram.”***

**Coram service manager**

interviewed. They were asked about their experience of managing young people on the programme, and any impact HALO had had on their services or Coram as an organisation.

All managers agreed that HALO had helped to increase capacity and develop and deliver services. Managers talked about how the involvement of HALO young people created a new energy in their teams; young people in Coram were now more visible across

the organisation. Managers described how HALO helped young people feel more motivated to move into a career in the children's right sector and improved their future career prospects.

## **The economic benefit of HALO to Coram**

As part of the SROI analysis the social and economic costs and benefits to Coram were estimated. The results supported the use of HALO volunteers in CLAS. It was estimated that £912.22 of economic value was created per volunteer in return of £309.67 investment for their recruitment, training and supervision. The return on investment for Coram was £2.95 for every £1 spent.

**The return on investment for Coram was £2.95 for every £1 spent**

## **Young people involved in HALO**

### **Young people were highly engaged and satisfied with their placements at Coram**

The young people described how the HALO programme offered them a unique placement, which provided them with hands on experience in supporting children and their families. The exit survey showed that 98% of young people were satisfied with their work or volunteer placement at Coram and all would recommend working or volunteering at Coram to a friend. This was supported by the feedback from interviews where all young people talked about having a good experience at Coram. In the interviews young people said they felt challenged within their roles and talked about the effective support they received from Coram staff.

**98% of young people were satisfied with their HALO placement at Coram**

All young people interviewed felt that they directly or indirectly helped other young people and children via their HALO role. For some, they were able to describe cases where they had directly helped a young person in need. This direct exposure was an eye opener for some of the HALO young people who had underestimated the level of need, and lack of services, that some children, and their families were facing. Other HALO young people talked about the indirect impact they'd had on children and young people by providing information and guidance to those that support and care for vulnerable children.

Three university placement supervisors were interviewed to gather their opinions about the placements offered in CLAS as part of the HALO programme. All reported a high level of satisfaction with the students' placements. They said that the CLAS placement provided an opportunity for young people to gain direct experience of working with children and families; they observed improvements in their students' confidence, communication skills and legal knowledge over the course of the placement.

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## **Young people were motivated to continue working or volunteering in the children's rights sector**

All but one HALO graduate (89%) felt motivated to work or volunteer for an organisation that focuses on helping young people and children in the online survey. All graduates reported that their experience of HALO made them feel equipped with the skills needed to work for an organisation that focuses on helping children. In a similar way, 90% of HALO young people who completed an exit survey said they were likely to work or volunteer in the children's rights sector in the future.

**Young people believed they were in a better position to progress in their careers after HALO – 90% said they were likely to work in the children's rights sector in the future**

All young people interviewed had a passion to continue to work or volunteer in the children's rights sector, or for an organisation that helps children and young people in some way.

## **Young people improved their skills and confidence**

The findings from an outcomes measure, exit and graduate surveys, and interviews with young people showed how HALO helped young people develop their skills and confidence.

Young people completed a goal based outcomes measure at the beginning and end of their HALO placement. The measure asked them to identify personal and professional goals they wanted to work towards. All young people moved closer towards achieving their goals during their time at Coram. At the start of the programme young people scored themselves at 3.8 out of 10 on average. This increased to 7.6 at the end of the HALO placement.

In the exit survey all young people reported they had acquired new skills through HALO and most young people (88%) reported they had learned a lot during their time in Coram.

At interview, all the young people believed they were in a better position to progress in their career because of their involvement in HALO. Young people discussed how their time on HALO improved their professional and communication skills.

## Introduction

### About Coram’s Help, Advice and Legal Opportunity (HALO) programme

Coram's HALO programme provides 16 to 25-year olds with the opportunity to help other children and young people. The programme operates across the Coram group of charities and provides a platform for young people to help to increase other children and young people’s access to information and legal advice. HALO began in July 2016 with support from The Queen’s Trust which was completed in March 2019, the period of the evaluation. All areas of work under the programme continue as a result of a sustainability plan with diversified funding.

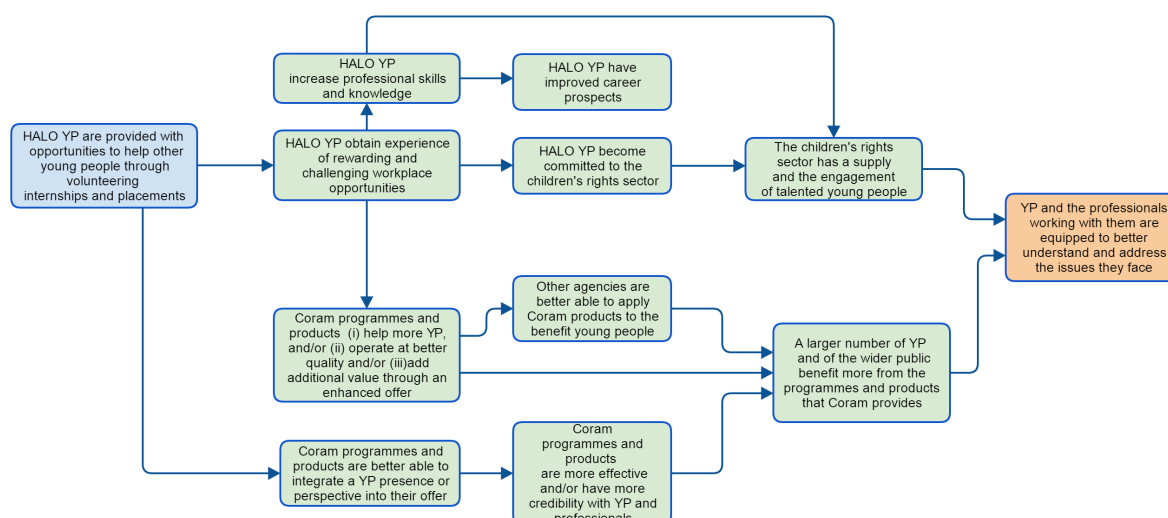
HALO aimed to achieve positive outcomes for the young people involved on the programme, Coram and its beneficiaries and the wider children’s rights sector. These aims and outcomes were mapped into a theory of change at the start of the programme (appendix 1) and are summarised below.

**Table 2: short and long term outcomes of the HALO programme - summary**

	Short term outcome	Long term outcome
<b>Young person involved in HALO programme</b>	HALO young people increase professional skills and knowledge via challenging and rewarding opportunities at Coram.	HALO young people are committed to working in the children’s rights sector.
<b>Coram and its beneficiaries</b>	Coram programmes and products are better able to integrate a young person perspective into their offer.	Coram’s services and products help more young people and operate at better quality.
<b>The children’s rights sector</b>	The children’s rights sector has a supply of engaged, talented young people.	Young people and the professionals working with them are better equipped to understand and tackle the issues young people face.

More children are helped

**Figure 1: the HALO programme theory of change**



## The evaluation of HALO

Coram's Impact and Evaluation team was commissioned to evaluate the three-year HALO programme. The evaluation considered the effect of HALO on young people recruited to the programme and the beneficiaries of their work, and Coram's service delivery and the wider children's rights sector. The evaluation considered data gathered between July 2016 and March 2019. The evaluation used a mix of qualitative and quantitative approaches including:

- feedback questionnaires and surveys from beneficiaries of services that were delivered or designed by HALO young people, such as training sessions or educational toolkits used in schools.
- semi-structured interviews with Coram service managers and HALO young people (with both those who had moved on from Coram and still in placement)
- discussions and iterative model building of the economic value of selected HALO activities with relevant Coram service managers
- goal based outcomes measures for HALO young people at the start and end of their placement
- exit surveys of HALO young people and a follow up online survey for HALO graduates.

This evaluation report is in three main parts. Part one considers the wider effect of HALO on the children's rights sector and other beneficiaries outside Coram. Part two discusses the effect of HALO on Coram and part three looks at the impact of HALO on the young people involved with it.

## HALO: key achievements

Between July 2016 and March 2019 187 young people were recruited to HALO. They filled 16 different types of both paid and volunteer roles across eight different Coram areas of service.

These 187 young people helped 10,413 beneficiaries directly. Beneficiaries included:

- children in care and children leaving care using the Coram Voice helpline
- parents, carers and young people contacting the Children's Legal Advice Service (CLAS)
- social care practitioners attending Coram Children Legal Centre's (CCLC) Migrant Children Project's (MCP) training on the rights of migrant children.

An additional 219,323 beneficiaries were reached indirectly through the services and products HALO young people created and delivered. This includes educational toolkits delivered in schools to pupils and users of CCLC's new legal advice website LawStuff.org.uk created as the first project in the programme.

The roles undertaken by young people and the number of key beneficiaries are described in the table 1 of this report (page 5).

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## The wider effect of HALO

This section reports feedback from some of the beneficiaries of the HALO programme and considers the wider effect of HALO on the children's rights sector. A social return on investment study was conducted for the CLAS element of the HALO programme and the findings from this are also reported in this chapter<sup>1</sup>.

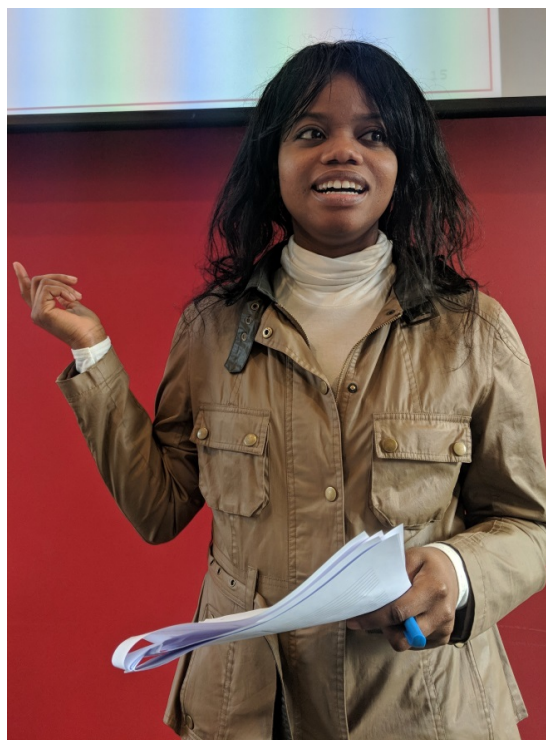
### Beneficiaries of HALO

Feedback from the beneficiaries of a selection of services delivered under HALO was collected and analysed to understand the effect of services co-produced and co-delivered by young people to other young people and professionals. The feedback revealed the added value achieved through co-producing and co-delivering services by young people with lived experience.

**340 professionals were trained by Youth Rights Trainers about the rights and entitlements of migrant children and young people.**

### Youth Rights Trainers

Image 1: a Youth Rights Trainer delivering training to professionals



CCLC MCP recruited 17 Youth Rights Trainers to co-deliver training courses about the rights and entitlements of children subject to immigration control. The trainers, who had experience of the UK immigration system, were employed as sessional workers. The Youth Rights Trainers also designed new training on UK law surrounding immigration.

Twenty-seven training sessions were delivered by Youth Rights Trainers to 340 professionals working with migrant and refugee children. This represents more than 120 agencies, including 30

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<sup>1</sup> Not all HALO initiatives were considered in the scope of this evaluation.

different local authorities.

Training feedback questionnaires from 123 professionals were collected between November 2017 and November 2018 (appendix 2). Of these, 76% agreed that having Youth Rights Trainers co-deliver the training added experiential depth to the discussion (22% felt neutral about this). The professionals also thought that the Youth Rights Trainers gave them a heightened sense of the topic's importance - 77% of the attendees agreed. One professional who attended training co-delivered by the Youth Rights Trainers commented:

*“Having the young trainers as part of the training was the highlight. It's so important to have the voices, experiences and knowledge of young people directly impacted by the system at the heart of the training ... I hope more organisations follow these steps.”*

The questionnaire also asked professionals if the Youth Rights Trainers created in more focus in the training. The majority 67% agreed; 31% felt 'neutral' and 3% disagreed. Most professionals (62%) thought that a Youth Rights Trainer added new content that would not have been provided by another trainer.

### **Young Citizens**

Young Citizens is an ambassador programme for 16 to 25-year olds from migrant backgrounds. Young Citizens use their experience of creating a life in the UK to improve the experiences of children from similar backgrounds. The Young Citizens are from countries such as Afghanistan, Sudan and Syria. Young Citizens develop projects to help those who are newer to the country.

### **The Belonging Toolkit**

In their first major project, Young Citizens worked with specialist educators from Coram Life Education to co-produce a teaching resource: the Belonging Toolkit. The toolkit featured films and lesson plans and aimed at increasing inclusion in schools and giving a greater understanding of the problems migrant children face.

The Belonging Toolkit was downloaded 495 times and was estimated to reach 22,000 school children. The toolkit was most frequently downloaded by teachers, head teachers and PSHE coordinators. Feedback about the toolkit was collected during pilot sessions delivered in schools. The feedback from the pilot sessions was positive and teachers welcomed the new toolkit which considered how to promote inclusion in schools. One primary school teacher commented:



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*“We are a nurturing school and do our best to make everyone feel welcome and valued. Coram gave us the chance to reinforce these values and helped us assess the children's understanding of belonging and their part in making others feels welcome and valued”.*

**Image 2: Coram's Young Citizens**



### **Breaking Barriers**

Young Citizens ran an event called Breaking Barriers in March 2019 for other young people from migrant backgrounds. The event aimed to give young people the knowledge and confidence to overcome barriers to settling in the UK. It was attended by 52 students and 5 teachers. The event included four one-hour workshops, co-designed and delivered with Young Citizens alongside professionals from Coram Voice, Coram Creative Therapies and CCLC MCP. The four workshops covered life in the UK, understanding the asylum process and the rights and entitlements of migrant young people.

**Image 3: Young Citizens leading a workshop at the Breaking Barriers event**



Teachers completed an evaluation questionnaire (appendix 4) at the end of the event. All said they found the workshops useful and young people benefitted from attending the workshops.

***“An absolutely uplifting day. Bringing all the young people together to share their thoughts and experiences was such a positive and empowering day for them.”***

**Teacher at Breaking Barriers event**

The qualitative responses from teachers showed that the workshops allowed students to express themselves, to reflect on their experiences and to improve their social skills. Teachers reported that students were engaged in the workshop discussions which allowed them to think in a positive way, as well as to improve their speaking skills. All teachers were very positive about the event and were in contact with Coram afterwards to say that they would be interested in future workshops to be delivered in their schools.

At the end of the day students were informally asked for their feedback using sticky notes and flipchart paper - 98% of students said they liked or really liked the workshops they attended.

*“I’ve found it helpful listening to other young people share their experiences”*

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*“I want to build a life in this country, and it’s interesting to meet people from other countries here today who share similar experiences to me.”*

A few young people thought that the workshop sessions were long, and others wanted more time to speak to one another. However, the majority reported that they were happy with the workshops and did not recommend any changes.

### **Peer educators**

The Young Parenthood Programme (YPP) is a peer education scheme. Young parents visit secondary schools and talk to pupils about the impact of having a baby at a young age. In a one-hour workshop, they discuss how being a parent at a young age has affected their education, financial situation, housing and relationships.

The programme aims to help young people make considered choices about sexual relationships and sexual health. The programme also aims to enhance PSHE education support with the incorporation of peer education.

Since HALO began, 1,936 pupils have attended workshops run by young parent peer educators in six different schools in London.

### **Pupil feedback**

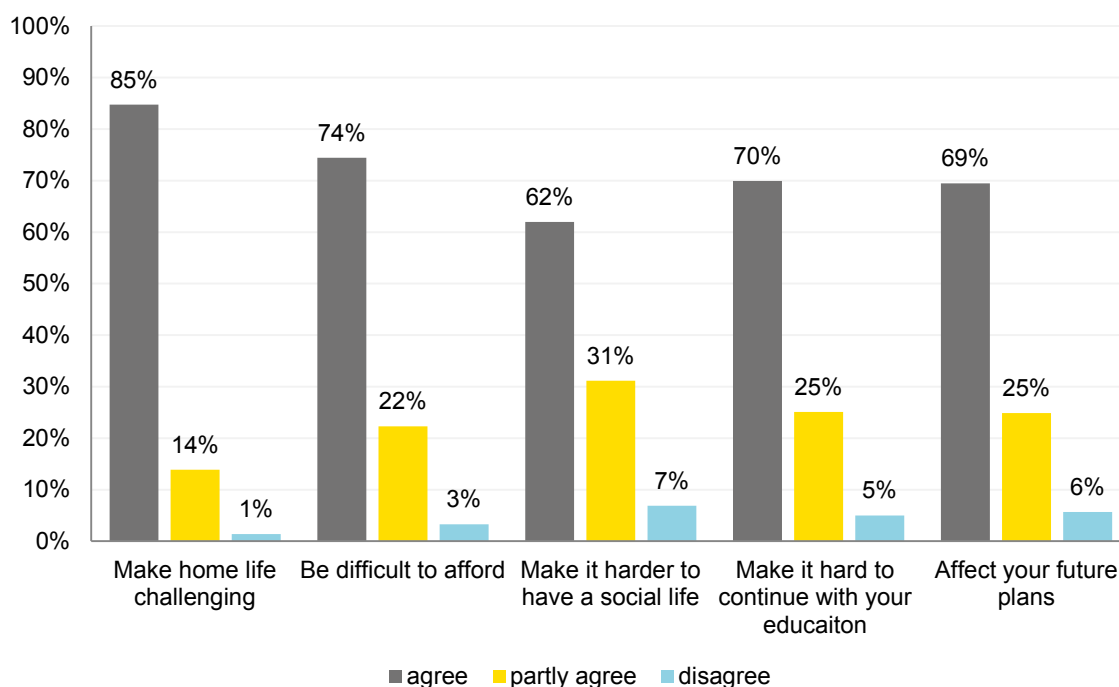
Feedback questionnaires (appendix 5) completed between April 2018 and February 2019 were analysed for this evaluation. Paper feedback questionnaires were completed after the workshops. Feedback was received from 589 pupils aged between 13 and 18 years old across England. Most pupils were from Year 9 (124) and Year 10 (428) and 56%, (324) were female.

Ninety-four per cent of pupils enjoyed the session delivered by the peer educators and 97% agreed that the session gave them a better understanding of what it would be like to have a baby at a young age. Pupils reported that they were able to ask the peer educators questions and the majority (87%, 472) preferred learning about healthy sex and relationships from young people.

**94% of pupils enjoyed the sex and relationships education sessions run by the peer educators.**

After the workshop, pupils were asked if they agreed or disagreed with a series of statements related to having a baby at a young age. The responses are shown in the figure below.

**Figure 2: do you agree that having a baby now would...**



(n=122 (year 9), 423 (year 10), 34 (year 12); missing= 5 from all year groups)

Most (85%, 495) pupils agreed that having a baby would make home life challenging and would be difficult to afford (74%, 434). Pupils were also asked if they thought about the implications of having a baby at a young age and whether it would make it hard for them to continue with their education. The majority (95%) agreed or partly agreed with this statement. The final statement asked pupils if they agreed that having a baby now would affect their future. Most students (94%) either agreed or partly agreed with this.

As a result of hearing from the peer educators, 65% (337) of the pupils said they would now use contraception more often (159 pupils said there would be no change in their use of contraception and 21 pupils said they were less likely to use contraception). The qualitative feedback from pupils revealed that they were more aware of the different contraception methods and the importance of using them following the workshop.

*“[I learned] how I can get contraception and about the difficulties of teenage pregnancy”*

Year 9 pupil

Eighty-seven per cent (469) of pupils said that they were now more confident to talk about contraception with their partners; 7% (37) reported that they are not sure if they are more confident and 6% (33) were not more confident.

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## Teacher feedback

Twenty-four teachers completed a feedback questionnaire (appendix 6). All teachers reported that they were very satisfied with the session and all thought that it was well delivered. All but one of the teachers said the sessions complemented the PSHE curriculum (one teacher neither agreed nor disagreed).

All teachers thought that it was beneficial for their pupils to learn about healthy sex and relationships from peer educators and all agreed that the content was appropriate for the class.

All teachers reported that they would recommend the programme to other teachers and schools.

Teachers were asked if they agreed that peer education would be beneficial for other PSHE education topics to be delivered which included gangs, drugs, sexual exploitation, female genital mutilation (FGM) and relationships. Ninety-seven per cent of teachers agreed that peer-to-peer education would be beneficial about FGM, drugs, gangs, sexual exploitation and relationships.

## Youth Engagement Coordinator

A Youth Engagement Coordinator was appointed to engage and support young people aged 16 to 25-years old from adopted, care experienced and migrant backgrounds to take part in a theatre project run in partnership with the National Theatre. The project ran fortnightly workshops and provided the opportunity for young people to work with theatre artists to develop their voice, storytelling and performance skills. The Youth Engagement Coordinator supported 54 young people to take part in the project.

Feedback questionnaires were completed by 22 young people (template in appendix 3). The questionnaires asked about new skills and knowledge young people had learned along with some satisfaction questions.

All young people found the theatre project personally rewarding and all were either very satisfied or satisfied with their experience.

*“It was amazing because I met so many people from all walks of life, going on an incredible journey together.”*

*“It was such a thrilling, heart thumping experience. I always looked forward to the day”.*

All young people said they gained new skills from the project (15 gained a lot of new skills and 7 gained a few new skills). Young people talked about their communication, social and public speaking skills improving as well as a general improvement in confidence levels.

*“I improved my confidence, it helped me get less nervous in crowds and speaking in public.”*

Young people were asked if there is anything that needed to be improved on the programme. Ten said that improvements could be made. Some improvements included running the sessions more regularly, having more activities for young people so they do not get bored, and further co-production with young people so that they are the voice of the session.

*“... having so many people you could turn to and support each other. It was literally like a family. I talk to people all the time from [the project], even though I’m so far away, but it’s almost like I’m not because I’m so connected to it.”*

**Image 4: National Theatre performance supported by Youth Engagement Coordinator**



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## **Social return on investment**

To further understand the wider effect of HALO, the Coram Impact and Evaluation team assessed the economic and social value that the HALO volunteers created during their time at CLAS. Their contribution between April 2017 and March 2018 was assessed.

The team used light touch approach drawing upon social return on investment (SROI) methods to estimate the value of the work of these services in terms of social and economic effect on the wider UK society. The SROI analysis involved mapping outcomes, defining relationship between inputs, outputs and outcomes, evidencing outcomes and giving them a value. The approach covered both economic outcomes (overall public savings resulting from a service) and social outcomes (overall benefits to the society from a service over and above the direct purchasing of goods and services).

A return on investment ratio was calculated by dividing the social and economic valued added by the value of the costs of the service.

CLAS had nine volunteers a year who each stayed for three-month placements. During their placement they volunteered one day a week. HALO volunteers on the advice service were trained by legal advisors to take calls, draft emails and provide legal advice for families about child, family and education law. Most callers were parents or carers asking about family law matters.

In 2017 to 2018 there were 415 calls completed by volunteers on the placement. This means each volunteer took approximately 45 calls.

Some of the long and short term outcomes used to help to estimate SROI for the use of HALO volunteers on the CLAS service included:

- families have better access to justice
- families understand their legal rights
- families save the cost of legal advice from solicitors.

Some anticipated social changes were established which may result from accessing help through CLAS. These included:

- prevention of mental health problems
- reduction of anxiety and depression
- improved self-esteem and social wellbeing
- reduced amount of referral to children's social care.

Values were created based on the economic and social costs avoided, such as the reduced use of the court process and mental health services, and value created, such as parents being able to enter employment.

The analysis indicated that the total *value added* from the contribution of nine HALO volunteers for one year was £312,319. This was against a £2,700 investment for training and recruitment resulting in a rate of return of 115. This means for every £1 spent on the project £115 of social value was generated.



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## The effect of HALO on Coram

### Interviews with Coram service managers

To understand the effect of HALO on the services that Coram delivers, and any wider changes in the organisation, managers of key Coram services were invited for an interview (see appendix 12 for list of services included). The interviews were designed to find out how the involvement of young people in Coram's services had affected delivery as well as gaining insight into how it had affected young people's career decisions and motivations.

Seven managers of seven different services at Coram were interviewed. Interviews were semi-structured and conducted either face to face or over the phone. On average, interviews lasted 30 minutes. Each interview was transcribed and then thematically analysed by two researchers.

Managers all agreed that HALO had helped to increase capacity and develop and deliver their services. Managers talked about how the involvement of young people created a new energy in their teams; young people in Coram were now more visible across the organisation. Managers described how HALO helped young people feel more motivated to move into a career in the children's right sector and improved their future career prospects.

### Capacity building

Managers often described how HALO had helped them to help more people through their services. This was particularly notable in CLAS, which recruited 31 HALO volunteers to provide legal advice over the phone and email. For CLAS, HALO helped to increase the proportion of calls that were answered during a time when free legal advice is scarce.

HALO meant that new projects could be carried out, which would not have been done otherwise. One manager talked about how HALO helped the service 'reach their aspirations' in developing a new way of communicating with young people who are care experienced.

*"Young people know the best ways of communicating with other young people and are more relatable."*

## **A new energy across Coram**

Managers frequently mentioned how the involvement of HALO young people in their teams, and across Coram, had 'energised' services and staff members in those services. This new energy was created by the presence of young people in teams, and the new ideas they had brought to the service. One manager discussed how it 'boosted staff morale' in the team and another described how the involvement of young people in the team was 'instrumental' in the way the team now operates.

***“Young people bring their own energy to the work, and ideas and thoughts. It’s good to have young people [involved] that are closer in age with the generation we are working with.”***

**Coram service manager**

## **Up-to-date, refreshed knowledge and services**

The refreshed perspectives and knowledge HALO young people brought to services or products was mentioned by all managers, particularly in relation to social media and technology. HALO young people helped to improve engagement methods with other young people and reached more young people through designing new media content, blog writing or communicating research findings in more accessible ways.

## **Involvement of young people is more embedded in Coram’s work**

Most managers agreed that over the course of HALO Coram’s culture of involving young people in its work improved. Some saw this involvement of young people as a new embedded way of working. One manager believed that involvement of young people had improved but there was still some way to go, for example, involving young people at a senior leadership level. However, managers frequently mentioned that young people were now more 'visible' across the organisation.

*“The HALO programme has ensured that words go to actions in terms of having young people’s participation, which illustrates everything we do at Coram.”*

For some managers, the involvement of young people helped with the credibility of their service. HALO allowed them to model a way of working which they were promoting to other external organisations.

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*“We believe the best way for services [that work with children and young people] to improve is to listen and act on what you say, so we are modelling this by having young people as part of our staff team, especially care experienced young people.”*

The power of including and sharing young people’s lived experiences was referenced by managers. Involving young people who had faced some of the problems that Coram aims to tackle helped to improve service effectiveness and shaped how services were delivered. This lived experience was most relevant for projects delivered by the CCLC MCP Youth Rights Trainers, Young Citizens, Young Parenthood Programme and Bright Spots.

### **Services are more joined up**

HALO had the incidental effect of linking up services across Coram. Having a pan-service programme knitted together programmes that provide direct services to young people. Consequently, participation approaches (such as co-design methods) were created more collaboratively rather than on a service by service basis. One service manager commented that by working in this way Coram can make more impact as services are now learning from each other.

### **Young people are encouraged to help more young people**

Importantly, managers described how young people on the HALO programme felt either more motivated to work in the children’s sector to protect and promote children’s rights, or it had increased an existing desire to work in the sector. Some young people were not aware of the kinds of roles that were available in the children’s rights sector and the HALO programme widened their career perspectives. For example, some young people interested in helping children and young people through legal careers were not aware of how their skills and experience could be used in other roles that also help children and young people, such as policy and research work. In one manager’s words, it opened up the realm of possibility for HALO young people’s future careers.

*“It really made [the HALO young person] think differently about the type of work she wanted to do ... she was really keen to continue working around children’s rights.”*

Managers reported that young people had improved career prospects after their experience at Coram. Managers also witnessed an improvement in young people’s technical and sector knowledge and communication skills. These findings were supported by the results of the exit and graduate surveys completed by HALO young people. All young people in the exit survey reported that they had gained new skills during their time at Coram and all graduate HALO young people said their time at Coram made them feel equipped with the skills

needed to work for an organisation that focused on helping children and young people. The results of these surveys are discussed in more detail in the following sections.

### **Improvements to HALO**

Some managers suggested a few improvements to HALO. Two managers suggested that young people on HALO could be matched with a mentor across Coram to offer some additional support, as well as the opportunity to learn about other departments. Some felt that the HALO placement was too short and wanted it extended. Another manager suggested that a plan of after-support could be developed for HALO young people, for example, in relation to job applications, to ensure they are well set up for their next career move. Finally, a few managers wanted to see HALO work in an even more joined up way across Coram so that young people, and staff, are more aware of an organisational approach to involving young people in the organisation's work.

### **The economic benefit of HALO volunteers to Coram**

As part of the SROI analysis the economic costs and benefits to Coram were estimated. The results provided more evidence to support the use of HALO volunteers in CLAS. For this service Coram avoids employment costs and associated costs, such as recruitment, and can increase team capacity and reach more beneficiaries.

For CLAS it was estimated that £912.22 of economic value was created per volunteer in return of £309.67 investment for their recruitment, training and supervision. The return on investment for Coram was £2.95 for every £1 spent.

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## The effect of HALO on young people

This section will focus on the feedback from young people involved in HALO. Information was gathered through:

- goal based outcomes (GBO) measures (39 responses)
- an exit survey for those finishing the programme (41 responses)
- a graduate survey for young people who have moved on from the programme at least three months ago (9 responses)
- interviews with young people involved with the programme (11 interviewees).

The GBO measure was used to see whether young people were moving towards their professional and personal goals during their time at Coram. The two surveys were designed to understand whether young people felt they had increased their professional skills and knowledge during their time at Coram and were likely to work in the children's rights sector in the future. The interviews with young people helped to further explore these topics.

### Goal based outcomes

Young people completed the GBO measure at the point of joining HALO and at the end of their placement. The GBO measure asks young people to identify three goals they would like to work towards during their time on the placement. It then asks them to rate how close they are to reaching that goal on a zero to ten scale (from 'not there yet' to 'goal is accomplished' – appendix 7).

Seventy young people provided one to three goals that they wanted to achieve. Of these, 39 young people completed a GBO measure at the start and at the end of their placement. These 39 GBO measures were used for analysis.

At the start of HALO, on average young people scored themselves at 3.8 on the GBO scale – meaning they were not close to meeting their personal goals. After completing the placement young people on average were closer to accomplishing their goal and scored themselves at 7.6.

### Exit survey for HALO young people

At the end of their HALO placement 41 young people completed an exit survey (appendix 9). The survey asked about young people's experience at Coram, and whether the inclusion of young people across the organisation resulted in Coram's services benefitting more children, parents, agencies and professionals.

## Future career

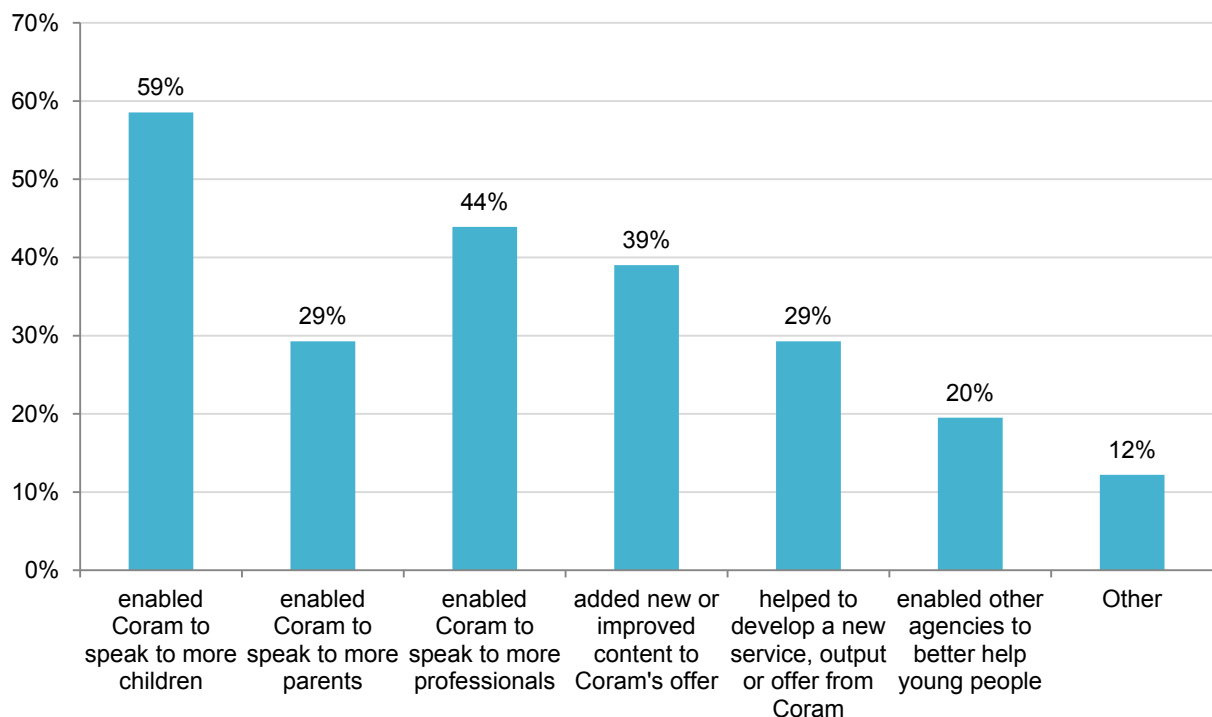
Ninety per cent of young people reported that they were likely to work or volunteer in the children's right sector in their future. Ten per cent of the young people were not sure.

## Contribution to Coram

Young people were asked to select from a list of options of what they felt they had contributed during their time at Coram (young people could select more than one answer – 95 answers were provided by 41 young people).

Most frequently young people believed they helped Coram reach more children; 24 (59%) said they enabled Coram to speak to more children. Eighteen young people felt they helped Coram reach more parents, and 24 said they helped to reach more professionals. Sixteen (39%) young people reported that their work added new or improved content to Coram's offer. All results are detailed in the figure below.

Figure 3: Which of the following did your work achieve in Coram?



(n=41)

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The survey also asked if HALO young people thought their perspective as a young person added value to Coram's work. Most young people (30 out of 41, 73%) agreed that their perspective as a young person added value to the work of Coram. In the free text responses young people often talked about how they were able to relate well to young people – out of the 29 responses this relatability was referenced 23 times.

*"I think having a young person in a facilitator role ... helped create a more open and fun atmosphere; young people were more willing to open up because I could relate to them and share in certain cultural things."*

*"Being a young person gave me a better understanding of how to create content that appeals to and targets a younger audience, including tone of voice and new trends and techniques in digital and social media."*

### **Additional skills and knowledge**

All young people said they gained new skills during their time at Coram (73% gained a lot of new skills and 27% gained a few new skills). The type of skills young people gained included communication, problem solving, administrative and project planning. Other skills listed were more role specific and included Photoshop and Microsoft Office, public speaking and conducting research.

Young people were asked if they had acquired additional knowledge during their time in Coram. Most (88%) reported that they had learned a lot and 10% reported that they had learned a little; 3% reported that they learned hardly anything.

The additional knowledge acquired by the young people was further explained in the qualitative responses. Topics included learning about people's experiences, child and family law and the adoption process.

*"I learnt a lot about child law and the processes of the court."*

*"Knowledge of marketing techniques within the third sector, including how to promote the organisation and the cause, and a better knowledge of brand identity. Knowledge of safeguarding procedures, and how to collaborate with children and young people whilst respecting their privacy."*

Sixty-eight per cent of the young people found the work in Coram either very challenging or challenging (28% found it neither challenging nor unchallenging and 5% found it not challenging). Young people used the word challenging in a positive way and enjoyed the interesting and hands on placements they had completed.

*“It was challenging in a very positive way. This was my first time working in a legal environment and on legal issues pertaining to children, families and young people.”*

Ninety-five per cent of young people thought that it was a personally rewarding experience to work at Coram.

*“It allowed me to get a greater insight into the family law and solidified my resolve in pursuing a future career in this sector.”*

*“I learned a lot and gained a great deal from working with the groups of young people I did, namely those from refugee and migrant backgrounds, and care experienced young people. Their stories are some that will stay with me forever, and gave me a real sense of purpose in what I was doing.”*

### **Satisfaction**

Ninety-eight per cent of young people had high levels of satisfaction of working or volunteering in Coram and 100% recommended working in Coram in a similar role to a friend.

### **Graduate survey**

An online graduate survey was created in February 2019. This aimed to find out what young people who had moved on from HALO were now doing in terms of work, volunteering and studying, and

whether this was linked to helping children and young people (appendix 8). The survey also asked if young people thought their experience at Coram had equipped them with skills needed to work in an organisation that focuses on helping children and young people.

Nine HALO graduates completed the online survey. All respondents had finished their placement at least three months ago. Fifty-six per cent of the respondents were legal advisers in CLAS. Others were involved in Coram Voice Bright Spots, The Adoptables and Coram Life Education.

All graduates reported that their experience of HALO made them feel equipped with the skills needed to work for an organisation that focuses on helping children and young people. Eight

*“It was a hugely positive experience, which gave me an opportunity to learn and grow and provided me with a great start to my career. The team at Coram were very helpful and supported my learning process, often taking time away from their work to train and teach me new skills.”*

**HALO young person**



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felt motivated to work or volunteer for an organisation that focuses on helping young people and children (one was unsure).

Five out of the nine graduates were working as paralegals, legal secretaries and in graduate schemes. Three young people were in their final year of university and one young person was not in education or employment. All but one graduate thought that their role at Coram had helped them in their current role (one graduate was unsure).

Seven out of the nine young people reported that they would like to work in an organisation that helps children and young people (two were unsure). At the time of the survey one graduate worked in an organisation that focused on helping children and young people.

### **Interviews with HALO young people**

Eleven young people who had participated in HALO were interviewed in March and April 2019, either face to face or over the phone. Eight of these young people had completed their HALO placements (although two of these had moved on to paid roles at Coram). Three young people were still in a role at Coram under HALO.

The aim of these semi-structured interviews was to understand how HALO had influenced young people's future career choices and motivations, and explore what they had learned from their experience at Coram.

The interviews are mainly representative of young people who volunteered for CLAS. Seven of the young people had volunteered at CLAS, two were involved with Coram's marketing and communications team, one volunteered on the Coram Voice helpline and one was an ambassador on Coram's Adoptables programme.

All young people talked about having a good experience at Coram. They enjoyed the challenge the placements provided, the support they received from Coram staff and the team environments:

*"I really enjoyed [the HALO placement]. I thought the office was really really friendly ... and a really nice atmosphere to be in. Everyone made an effort to get to know me."* Volunteer legal advisor (CLAS)

### **The HALO placement offered something unique**

Young people often talked about how HALO provided a 'hands on' experience of supporting children and young people, and their families, who were in need. HALO offered them a challenging but unique experience compared with previous volunteering or work experience placements they had been involved with.

*“... it was more challenging than other internships. I felt more responsible and felt I had a lot more impact on others.”* Volunteer legal advisor (CLAS)

This direct exposure to working with vulnerable groups of children and their families was an ‘eye opener’ for some of the young people. They had underestimated the level of need, and lack of services that some children and young people and their families faced. Consequently, some of the HALO young people interviewed said they had more understanding and empathy.

*“it opens your eyes to things that you weren’t aware of before ... in terms of compassion for other people and you being patient with people.”* Volunteer legal advisor (CLAS)

*“I completely understand how people are feeling and why they are going through what they are going through ... and hopefully in the future I will be able to relate to more people that I am dealing with and understand more about what they are going through .... I had no idea how many people struggled to get help”* Volunteer legal advisor (CLAS)

### **Affirmed career direction and enhanced motivation to work in the children’s rights sector**

All the HALO young people interviewed had a passion to continue to work or volunteer in the children’s rights sector, or for an organisation that helps children and young people in some way. For some young people this was a new discovery based their time on the HALO programme but for others HALO helped to ‘solidify’ their career ideas of promoting and protecting the rights of vulnerable children and young people:

***“My time at Coram has definitely made me want to stay in the charity sector and help really vulnerable people ... I have realised how important it is to make sure that everyone has access to justice.”***

**Volunteer legal advisor (CLAS)**

*“There are lots of opportunities to help people and this is what I realised when I started this placement ... from what I have learned from the placement it makes me realise that I really want to be able to help people.”*

Volunteer legal advisor (CLAS)

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## Improved career prospects

All the young people interviewed believed they were in a better position to progress in their career because of their involvement in HALO. Young people discussed how their time on the HALO programme had improved their professional and communication skills.

For those young people who were studying law, and had volunteered at CLAS, the CLAS placement helped them academically. The placement improved their understanding of the practical application of law.

*“the placement helped me engage with law at university. You are learning the law academically but you are not actually practicing it. Coram was my first time dealing with law and practicing it properly.”* Volunteer legal advisor (CLAS)

*“We would do a lecture and I would know it already because I was spending so much time out of uni and studying it and applying it, but in lectures I was kind of ahead!”* Volunteer legal advisor (CLAS)

Some young people said that being part of HALO made them more aware of the sector and networks within the sector that could help with future job searching.

## Helping other young people through their HALO roles

All young people interviewed felt that they had directly or indirectly helped other young people and children via their HALO role. For some, they described cases where they had directly helped a young person in need. For example, one volunteer legal advisor had provided guidance to a pregnant young person who was still in school about her rights and entitlements.

Other HALO young people talked about the indirect impact they'd had on children and young people by providing information and guidance to those that support and care for them (for example, teachers, parents and carers and social workers).

*“I am hoping that it has helped teachers understand the differences that adopted children may face and therefore make it easier for young adopted people when they are in school so they will not have stigma related to it.”* Adoptables ambassador

Some HALO young people had found that when they had provided advice or guidance to young people accessing Coram's services that the young people had seemed more at ease talking to another young person. This encouraged the young person using the service to discuss the issues they were facing more openly which created a better service.

*“Young people respond better to other people more their age going through the same thing.”*

Adoptables ambassador

*“They [the beneficiaries] would want to speak to me ... they felt more comfortable speaking to someone that was a lot younger.”* Coram Voice helpline volunteer

### **Improvements to HALO**

Young people were very satisfied with their experience of HALO. However, a few suggested some improvements. Some young people suggested that a mentoring scheme or a programme of support across Coram for all HALO young people would be beneficial to help understand other departments in Coram and for additional peer support. Two young people suggested that some additional training at the start of the CLAS placement would be helpful.

### **Interviews with university placement supervisors**

Three placement supervisors from two different universities were interviewed to gather their opinions about the Coram HALO programme. The interviewees had supervised young people who had volunteered for CLAS as part of their law degrees. The phone interviews asked the supervisors about their observations of the young people they had supervised at CLAS. All reported a high level of satisfaction with the students' placements. They said that the HALO CLAS placements provided an opportunity for young people to gain direct experience of working with children and families; they observed improvements in their students' confidence, communication skills and legal knowledge over the course of the placement.

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## Conclusion

Coram's HALO programme met its goals and achieved a high level of social return on investment. It gave **187 16 to 25-year olds the opportunity to help 10,413 other children and young people**, and the parents, carers and professionals that support them. In addition HALO reached 208,910 beneficiaries indirectly.

Importantly, the programme provided a **sustainable platform for the future involvement of young people across Coram.**

HALO young people enjoyed their placements at Coram and benefitted by learning new skills and improving their future career prospects. The findings suggest that the **programme helped to create a supply of motivated young people committed to working in the children's rights sector.** In the survey, all graduates reported that their experience of HALO made them feel equipped with the skills needed to work for an organisation that focuses on helping children and young people and **90% of young people in the exit survey said they were likely to work or volunteer in the children's rights sector in the future.** All young people interviewed had a passion to continue to work or volunteer in the children's rights sector, or for an organisation that helps children and young people in some way.

It was envisaged that the increased involvement of young people across Coram would lead to services and products that included the perspective of young people, making them more effective. Feedback from beneficiaries of Coram's youth developed and delivered services showed how the lived experience of young people helped make services more effective. For example, **97% of pupils who attended a Young Parenthood Programme peer education workshop agreed that the session gave them a better understanding of what it would be like to have a baby** and 87% preferred learning about healthy sex and relationships from other young people. Young people on HALO also agreed with this feedback. In the exit surveys **most young people agreed that their perspective as a young person added value to the work of Coram.**

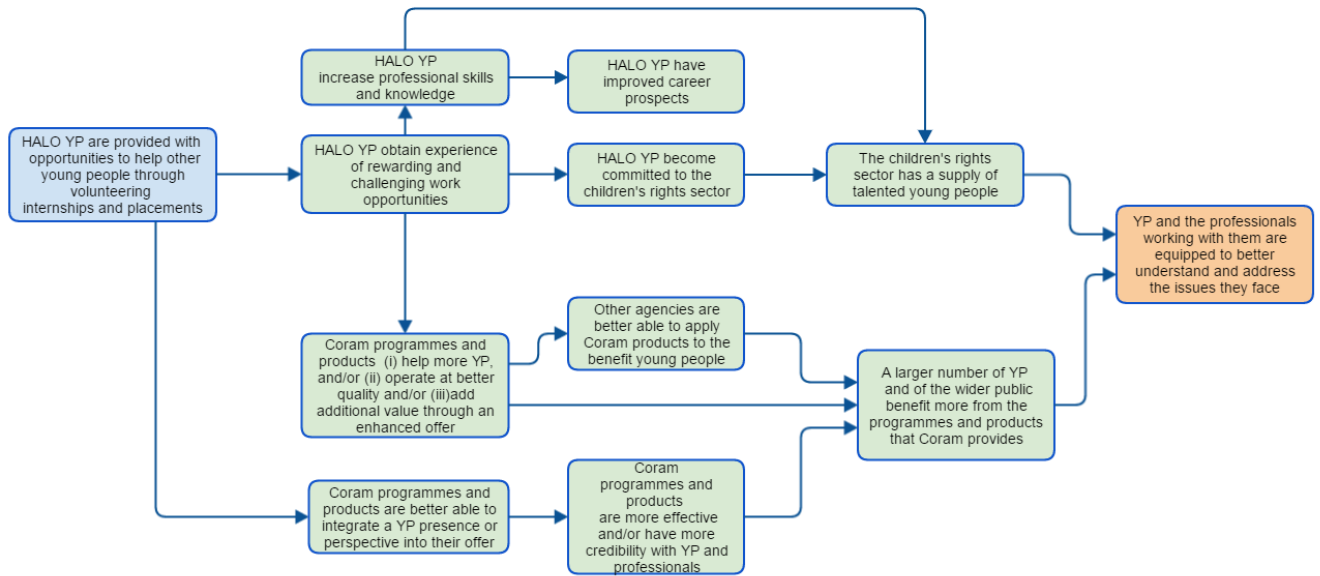
HALO created potential economic and social value to society. For example, the SROI analysis indicated that the total *value added* from the contribution of nine HALO volunteers to CLAS for one year was £312,319. This was against a £2,700 investment for training and recruitment, resulting in a rate of return of 115. Therefore, **for every £1 spent on the project £115 of social value was generated.**

For Coram, HALO created a new energy in teams. Young people were more visible across the organisation. Coram service managers described how they witnessed HALO help young

people feel more motivated to move into a career in the children's right sector and it improved their future career prospects.

# Appendices

## Appendix 1: HALO programme theory of change



## Appendix 2: Youth Rights Trainer feedback questionnaire for training sessions

What was the impact of having young trainers deliver part of the programme as opposed to older trainers?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Made no real difference					
Added experiential depth to the discussions					
Gave a heightened sense of the topic's importance for attendees					
Resulted in more focus being given to young people's perspectives in the training					
Added new content that would not have been provided by an older trainer					

If you have any comments on the impact of having young trainers, please share them:



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### Appendix 3: National Theatre project feedback questionnaire

How are you finding the workshops so far?

What do you like?

What don't you like?

What would you like to see more of?

What would your dream job be in the future? Is there any professional help that Coram could give you?

#### Goals

You can give yourself 1 - 3 goals that you would like to achieve through your time on the Speak Out! with the National Theatre programme. These could be things you would like to learn about, see, achieve or get better at doing by taking part in the project.

Personal Goal 1	
Personal Goal 2	
Personal Goal 3	

Where do you think you are now on a scale of 0 to 10?

0 = not there

10 = goal accomplished

Personal Goal 1	0	1	2	3	4	5	6	7	8	9	10
Personal Goal 2	0	1	2	3	4	5	6	7	8	9	10
Personal Goal 3	0	1	2	3	4	5	6	7	8	9	10

What can we do to help you reach your goal/s?

## **Appendix 4: Breaking Barriers event teacher feedback questionnaire**

### **1. What is your role?**

### **2. What was the first workshop you attended today?**

- Workshop 1: Understanding the asylum process for young people
- Workshop 2: An introduction to your rights and entitlements
- Workshop 3: Our past, present and future
- Workshop 4: Your life in the UK

### **3. How useful was the workshop?**

- Very useful
- Somewhat useful
- Not very useful
- Not at all useful

### **4. Do you think young people benefitted from attending this workshop?**

- Yes
- No

### **5. Please explain what you think the benefits of young people attending the workshop were?**

### **6. Was there anything missing in the workshop you think should have been included?**

### **7. Was there anything missing in the workshop you think should have been included?**

### **8. What was the second workshop you attended today?**

- Workshop 1: Understanding the asylum process for young people
- Workshop 2: An introduction to your rights & entitlements
- Workshop 3: Our past, present & future
- Workshop 4: Your life in the UK

### **9. How useful was the workshop?**

- Very useful
- Somewhat useful
- Not very useful

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Not at all useful

**10. Do you think young people benefitted from attending this workshop?**

Yes

No

**11. Please explain what you think the benefits of young people attending the workshop were?**

**12. Was there anything missing in the workshop you think should have been included?**

**13. Would you be interested in having similar workshops delivered in your college in the future?**

Yes

No

**14. Please share your overall thoughts about the event:**

**Are you happy for us to use your comments in a publication?**

Yes

No

Thank you for taking time to complete this survey!

## Appendix 5: Young Parenthood Programme pupil questionnaire



### Pupil's Questionnaire - Young Parenthood Programme

Please fill in this evaluation form, it will help us understand what you have learnt and for future workshops.

Gender:

Age:

Year Group:

School/College Name:

Date:

1. Before the session(s), had you ever thought about the impact of having a baby on you and your life?

Yes

No

2. Do you agree that having a baby now would...

Agree

Partly agree

Disagree

Make your home life challenging?

Be difficult for you to afford?

Make it harder for you to have a social life?

Make it hard to continue with your education?

Affect your future plans?

3. After hearing from the young parents, how difficult do you think it would be for you to care for a baby now?



Not very difficult

Fairly difficult

Extremely difficult



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4. Having listened to the young parents, do you think you would be able to look after a baby now?

Yes

No

Not sure

5. Taking part in the session(s), have you changed your attitude towards having children?

I am less likely to have children before the age of 21

No change

I am more likely to have children before the age of 21

6. When you have sex, do you now plan to use contraception?

Less often

No change

More often

7. How true are the following statements?

	True	Partly true	Not true	Don't know
I would feel confident talking about contraception with my partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoyed the session(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt I was able to ask the young parent questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where to get contraception	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The sessions gave me a better understanding of what it would be like to have a baby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I prefer learning about sex and relationships from young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Please complete the sentence:

From the session(s) I have learnt... \_\_\_\_\_

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Thank you for completing the questionnaire

## Appendix 6: Young Parenthood Programme teacher questionnaire

School/College Name:

Date:

**1. How satisfied were you with the session(s)?**

Very satisfied      Satisfied      Neither satisfied  
nor unsatisfied      Unsatisfied      Very unsatisfied

**2. Overall, do you agree that the students found the session(s) useful?**

Strongly agree      Agree      Neither agree nor  
disagree      Disagree      Strongly disagree

**3. Please tell us what worked well in the session(s)?**

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**4. How much do you agree with the following statements?**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The session was well delivered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children engaged well with the session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The content was appropriate for the pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The session complimented our PSHE curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It was beneficial for the pupils to learn about healthy relationships, sexual health and parenthood from the young parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



5. Do you feel that the pupils would have benefited from greater discussion of any particular areas?

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6. What do you think anything could be improved in the sessions?

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7. Would you recommend the session to other teachers/colleagues/schools?

Yes                      No  
                     

8. To what extent do you agree that peer-to-peer education would be beneficial for other PHSE topics? Please indicate below for the following topics:

	Agree Strongly	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Gangs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual exploitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FGM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Thank you for completing the questionnaire**

### Appendix 7: Goal Based Outcomes measure

Looking back at the previous personal goals, where do you think you are now on a scale of 0 to 10?

0 = not there

10 = goal accomplished

Personal Goal 1	0	1	2	3	4	5	6	7	8	9	10
Personal Goal 2	0	1	2	3	4	5	6	7	8	9	10
Personal Goal 3	0	1	2	3	4	5	6	7	8	9	10

Comments

Do you wish to replace or change any of the goals for next time?    Yes     No

If yes please enter the revised set of goals below

	Current score (0-10)
New Personal Goal 1	
New Personal Goal 2	
New Personal Goal 3	

### Service Goals

Comments on progress towards previously agreed service goals

Service Goal 1	
Service Goal 2	
Service Goal 3	



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Do you wish to replace or change any of the goals for next time?    Yes     No

If yes please enter below

		Current score (0-10)
New Service Goal 1		
New Service Goal 2		
New Service Goal 3		

## **Appendix 8: HALO young person graduate survey**

### **1. What was your role at Coram? [open ended]**

### **2. Which Coram department did you work or volunteer in?**

1. Adoptables
2. Bright Spots
3. Child Law Advice Line (CLAS)
4. Communications and Marketing
5. Impact and Evaluation
6. Legal Practice Unit (LPU)
7. Migrant Children's Project (MCP)
8. National Theatre Project
9. Voice
10. Young Citizens
11. Young Parent Programme
12. Not sure
13. Other:

### **3. When did you finish working or volunteering at Coram?**

- Less than 6 months ago
- Between 6 months and 1 year ago
- More than 1 year ago
- Other:

### **4. How long did you work or volunteer at Coram for?**

- Less than 3 months
- Between 3 and 6 months
- Between 6 months and 1 year
- More than 1 year
- Other:

### **5. What are you doing at the moment? [multiple choice]**

- I am working
- I am volunteering

- 
- I am studying
  - I am on an apprenticeship
  - I am not in education, employment or training
  - Other:

Please can you tell us more about this? For example, your job role if you are working, your course if you are studying:

**6. Did your role at Coram help with what you are currently doing?**

- Yes, it helped
- It didn't make a difference
- No, it did not help

Please tell us more about your answer:

**7. Do you currently work or volunteer for an organisation that helps children and young people?**

- Yes, I work for an organisation that helps children and young people
- Yes, I volunteer for an organisation that helps children and young people
- No, I do not work or volunteer for an organisation that helps children and young people

**8. Would you like to start, or continue, working or volunteering in an organisation that helps children and young people?**

- Yes, I definitely would like to
- I am not sure
- No

**9. Did your HALO experience make you feel more equipped to work or volunteer for an organisation that helps children and young people?**

- Yes, definitely
- I am not sure
- No

**10. Did your HALO experience motivate you to work or volunteer for an organisation that helps children and young people?**

- Yes, definitely
- I am not sure
- No

**11. Please share any other comments you have about HALO:**

## **Appendix 9: HALO young person exit survey**

### **1. In your opinion which of the following did your work at Coram achieve? (please select all that apply)**

- Enabled Coram to speak to more children
- Enabled Coram to speak to more parents
- Enabled Coram to speak to more professionals
- Added new or improved content to Coram's offer
- Helped to develop a new service, output or offer from Coram
- Enabled other agencies to better help young people
- Other

Please give examples.

### **2. What impact do you think you made to the lives of children and young people?**

### **3. What impact do you think you made to other people accessing our service e.g. professionals, parents and other agencies?**

### **4. Did your perspective as a younger person add anything to the work that may not have come from an older person?**

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

Please explain:

## **About you**

### **5. Did you acquire any new or improved skills during your time at Coram?**

- Yes a lot of new skills
- Yes a few new skills
- Hardly any new skills
- No new skills

Please give examples.

---

**6. Did you acquire any additional knowledge during your time at Coram?**

- Yes I learned a lot
- Yes I learned a little
- I learned hardly anything
- I learned nothing

Please give examples.

**7. How challenging was your time at Coram?**

- Very challenging
- Challenging
- Neither challenging nor challenging
- Unchallenging
- Very unchallenging

Please explain.

**8. Was your time at Coram personally rewarding?**

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

Please explain.

**9. How likely are you to work or volunteer in the children's rights sector in your future life?**

- Extremely likely
- Likely
- Neutral
- Unlikely
- Extremely unlikely

10. Has there been any change in how you see your future career from when you first started with Coram? Please explain.

**About Coram**

**11. How satisfied were you with your experience of working or volunteering with Coram?**

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

Please explain.

**12. Would you recommend working / volunteering at Coram in a similar role to a friend?**

- Yes
- No

Please explain.

**13. Is there anything we could do to improve the experience of working / volunteering at Coram in a similar role?**

- Yes
- No

Please explain.

---

## Appendix 10: HALO young people discussion guide

- 1) **What was your role at Coram?**
- 2) **How long did you work or volunteer at Coram?**
- 3) **When did you start?**
- 4) **When did you finish?**
- 5) **What were the key things that you did in your time at Coram?**
- 6) **What impact do you think you made to the lives of children and young people?**  
*Do you have a sense of how many people would have been affected by you / your work in Coram (calls received, readers, site hits, training events, attendees). Any examples?*
- 7) **What impact do you think you made to other people accessing our service (e.g. parents or other professionals)**  
*As above.*  
*Any examples?*
  
- 8) **What are you currently doing?**  
*Employment, training, volunteering, studying?*
- 9) **Did your time at Coram help you with this?**
- 10) **What areas do you see yourself volunteering / working / studying in the future?**  
*Which sector?*  
*Those with a focus in helping CYP?*
- 11) **Did your time at Coram change how you see your future career?**  
*Reasons?*  
*Any negatives/ put offs?*
- 12) **Do you think the role at Coram improved your career prospects?**  
*For the CYP sector in particular?*
- 13) **Did your time at Coram motivate you to enter a career / volunteer / study in the sector that has a focus on helping children and young people?**  
*If YP is in a role with a focus on helping children and young people then:*
- 14) **Did your time at Coram affect how you relate to children and young people, particularly those that are more vulnerable?**  
*More confident?*  
*Better understanding of needs and challenges faced?*
- 15) **How could Coram make the placement better for those that follow?**
- 16) **Is there anything else you would like to say about your time at Coram or about how this has affected what you are doing now?**

## **Appendix 11: Coram service managers discussion guide**

### **1) Please tell me about your role.**

- *Length of time in post*
- *Coram services covered*

### **2) Please can you tell me about your involvement with the HALO programme or the HALO young people in your service?**

- *Line management, supervisor etc.*

### **3) Please can you tell me about the roles or the posts the young people had or have?**

- *How many HALO YP have volunteered / worked in your service?*
- *Role title, tasks, duration of placements*

### **4) Have HALO YP helped your service?**

- *Capacity? Hours a week or month?*
- *New, refreshed services / products*
- *Flexibility, better use of resource*

### **5) Were you involved in the HALO evaluation in 2017? If so, has your experience of HALO remained the same since then?**

- *How has it stayed the same?*
- *What are the main differences?*

### **6) Was there anything that you think the HALO YP brought to the work as a younger person that we may not have got if a person over 26 had been doing it?**

- *Examples of the difference a young person's presence or perspective made to products or service*
- *Is there a genuine YP perspective in Coram, due to HALO?*

### **7) Do you believe that your services/products are more effective and/or have more credibility because of the HALO YP?**

- *Which services?*
- *Any evidence or feedback?*

### **8) Do you think the HALO programme has affected Coram's culture of involving young people in its work?**

- *Is Coram more YP focused now?*
- *Has it affected our approach to working with YP / clients?*
- *What could still be improved on?*

### **9) Do you think the experience at Coram influences the YP's choice of career or future volunteering or studying?**

- *Which organisations? Focused on helping CYP?*



- 
- *Any evidence or feedback?*

**10) Do you think the experience at Coram motivates YP to enter a career / volunteer / study in the sector that has a focus on helping children and young people?**

- *Any evidence or feedback?*

**11) Do you think that HALO YP have improved career prospects after their time at Coram?**

- *Has it helped their prospects for working in the CYP sector?*
- *Any evidence or feedback?*

**12) Is there anything else you would like to tell me about HALO?**

- *For example, implantation or, sustainability?*

## **Appendix 12: Coram services included in manager interviews**

Interviews were conducted with seven service managers representing the following Coram services:

- Coram Communications and Marketing
- Coram Voice
- Coram Voice – Bright Spots
- Coram Children’s Legal Advice Service
- Coram Children’s Legal Centre – Migrant Children’s Project
- Coram Children’s Legal Centre – Legal Practice Unit
- Coram Young Citizens.



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