#ThisIsDerby evaluation report

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#ThisIsDerby Evaluation Report

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Summary

Social Mobility, Culture and Education

Social mobility now occupies a prominent place in public debate but is often defined ambiguously. The research literature on social mobility differentiates between absolute and relative mobility. The former refers to changes in the structure of society, while the latter refers to individuals' relative chances of mobility (upwards and downwards) within that structure. Social mobility tends to be measured on either an income or a class basis. A class basis underpins the National Statistics Socio-Economic Classification (NS-SEC) and is in some ways superior to income-based measures because it takes into account income security and life-time earnings as well as point in time income. The NS-SEC can be usually used to measure change between generations; comparing a parent's position in the social structure with that of their children at a similar age. While income-based measures of mobility have stimulated a sense in the public debate that social mobility may have fallen between generations born in the 1950s and those born in the 1970s, class-based measurements suggest slightly different findings. That said, there is research-based concern that there is a slowing of growth in high status occupations and that this may constrain upward absolute mobility in the future, creating political instability. Patterns of relative mobility seem to be more or less constant.

While the public debate tends to emphasise education as a policy lever in relation to social mobility, measures of mobility have proven relatively insulated from education policy. This is because of the effects of other factors such as industrial change and also because of the increasing effects of families and households in determining life chances – or 'the Direct Effect of Social Origins'. One response to this in education policy is to place increasing focus on the development of non-cognitive skills. The current 'Essential Life Skills' (ELS) is the latest phase of such attempts that have previously gone under the banner of 'employability' skills, enterprise skills, social and emotional learning, and most recently 'Character Skills'. The current list of ELS to be developed includes:
- Resilience, perseverance and persistence.
- Hard work, self-control, discipline and good time keeping.
- Self-confidence, leadership and team-work.
- Honesty, integrity and engaged citizenship.
- Attitude, respect and empathy.
- Curiosity and problem solving

These are the skills that the *#ThisIsDerby* programme was charged with developing. While there are good reasons for developing these skills, aptitudes and moral values in young people, it is less clear how their development might be measured.

Methods

The Evaluation sought a wide range of data from multiple sources. As such the analysis below draws on:
- Analysis of participation data
- Self-completion questionnaires administered to participants before and after participation.
- Hub visits – interviews with Young People and parents, observation, interviews with coordinators, artists, coaches.
- Analysis of performances and other artistic outputs.
- Audience response data at dissemination events.
- A survey of schools involved in the project.

The programme

The *#ThisIsDerby* programme was guided by a particular theory of change. One part of this theory of change sees increased participation in arts, culture and sports as enhancing ELS and other desirable outcomes (e.g. mental health, wellbeing, community pride). However, the theory of change also suggested that there is something additional associated with the *particular ways* that the partners deliver this participation such that young people experience additional benefits associated with youth voice, control and ownership of the participation process. The values of the partnership/partners are thought to accentuate the assumed benefits of participation. This is exemplified by a strong focus on dissemination and sharing through the programme, culminating in a major city centre celebration event in July 2019. These specific aspects of the programme sought wider benefits such as civic pride and community cohesion.

The programme operated through eleven Hubs, each coordinated by a different lead partner:
- Abbey – coordinated by Derby Theatre
- Allenton – coordinated by Derby Museums
- Alvaston/Boulton – coordinated by Derby County Community Trust
- Arboretum – coordinated by Artcore
- Chaddersden/Derwent – coordinated by Déda
- Mackworth – coordinated by Baby People
- Normanton – coordinated by Artcore
- Sinfin – coordinated by East Midlands Caribbean Carnival Arts Network (EMCANN)
- SEND (Special Educational Needs and Disability) – coordinated by Sinfonia Viva
- Digital – coordinated by Quad
- City Centre – coordinated by Derby County Community Trust (DCCT) and Derby Theatre.

The situation was more complex than this though because many of the lead partners were also involved in the delivery of activities in other Hubs. Each lead partner also drew on their own networks and those of their partners for delivery of activities. Some of the Hubs focussed more on delivery through schools and some focussed more on delivery in community centres. As such, each Hub took on a unique character and, therefore, the volume and depth of participation was quite varied between Hubs.

Overall there were more than 5,500 participants who engaged in more than 25,000 participant sessions. As the programme developed participation increased from less than 800 in the Autumn term to more than 2,800 participants in the summer. On average, across the three terms participants engaged with just over 5 sessions each. The range of participation, however, was much larger running from a single session to 19 sessions; and retention of young people also appears to have been impressive with more than half of participants engaging in 4 sessions or more. Activities in all Hubs reflected a combination of both sports and arts.

Impacts on Young People

The range of different data collected provided a variety of ways of looking at the impact of the programme on young people. While no single source of evidence provided definitive answers on the extent to which young people developed their ELS, triangulation of evidence drawn from quantitative and qualitative feedback from young people, their parents, and schools, and through observation of activities, the research team were confident in concluding that the programme had achieved a positive effect on those who participated. This is in line with theory-based expectations built on the effects of activity and participation in national datasets. The scale of these positive effects, and their longevity, will be closely related to the *depth* of participation and the *extent* to which this is sustained over time.

Wider Impacts

There was also evidence of wider impacts from the programme such as on youth voice, the development of community facilities, and on civic pride. Further, some evidence suggested wider impacts on families and on community cohesion. Again, the scale and longevity of these impacts is dependent on deep and sustained participation, although the evidence suggests that these wider benefits can be inculcated by programmes like *#ThisIsDerby*.

Conclusions

The findings from the evaluation suggest that:
- ELS were developed in the young people who participated.
- Social mobility occurs only over the very long time and therefore it is not possible to say whether the programme had a positive effect on this. It did though have a positive effect on social inclusion for some of the participants in the more immediate context.
- Wider benefits such as civic pride and community cohesion did result from the programme, and from the particular values and emphasis of the partners.
- The ways in which the programme was delivered offset risks in such initiatives associated with privileging some cultures and cultural identities over others.
- The programme has left a legacy of enhanced partnership and delivery capacity among the partners, including through better connections with schools.
- In the specific context of Derby, it will be important to sustain sports and arts participation to ensure outcomes occur over a longer-period of time and that existing outcomes are maximised.

Future programmes of a similar duration may benefit from:
- Enhanced planning time and a slower delivery speed expectation.
- Enhanced support for smaller community sector organisations to engage with the programme so as to build more sustainable ongoing capacity.
- Replicating programme outcomes would be highly dependent on artist/coach selection and development.
- A more consciously articulated ladder of engagement, which might facilitate differential outcomes for shallower/higher volume participation activities that can be used to raise awareness of, and divert young people to, deeper and more sustained activities.
- Evaluation, monitoring and measurement being built into the programme plan from the start in similar future programmes.
- Enhanced focus on targeting to ensure those who may benefit the most are included in the programme.
- Exploration of national datasets and whether local booster samples might be commissioned to assess the effects of participation on the activity levels and wellbeing of children and young people in the city.

Introduction

The University of Derby were asked by Derby County Community Trust to undertake a small evaluation of a large-scale intervention to expand sports and arts participation among young people in Derby – to 'broaden their horizons'. The intervention itself ran from September 2018 and the evaluation was commissioned in February 2019.

The evaluation took a mixed method and broadly 'realist' approach, first locating the programme in the wider literature related to social mobility, education and 'essential life skills', and then assessing a range of qualitative and quantitative data about the programme and its impacts on young people.

The report is structured as follows. Section 1 reviews the wider literature and Section 2 describes the methods used. Section 3 and 4 describe the programme and the evidence about its impacts on young people. The concluding section draws out general messages from the evaluation, and identifies the ways in which other programmes and evaluations may learn from them.

1 Social Mobility, Culture and Education: Contextualising the Theory of Change

1.1 Introduction

Social mobility is widely discussed in public and media debate, but the term is often used ambiguously which leads to confusion. This matters. For example, while public and media debate is shaped by a widely held concern that social mobility in the UK is low and falling, this is at best a very partial reflection of the research evidence and, at worst, incorrect. Moreover, where policies and interventions are concerned, the link with underlying social problems and potential policy impacts is unclear. The idea that policies – and especially education policy - have failed to improve social mobility has gained ground (Social Mobility Commission, 2017) but it is not clear either that this is true, or that education is the only or even the most sensible policy lever to associate with efforts to increase upward social mobility. Even the objective of enhancing upward social mobility is somewhat problematic because of the ambiguity of how the idea is framed in the public debate. Depending on what is meant by the term 'improving social mobility', it is worth noting that social mobility might include substantial downward movements which have the potential to disrupt social and political cohesion. A lack of clarity over key concepts and relationships between them may also lead to poorly designed interventions, or to misplaced expectations about what impacts such interventions might have over what time frame.

This section seeks to clarify some key ideas and to explore relationships between them as a means of establishing a clearer understanding of what programmes like *#ThisIsDerby* might be expected to achieve.

1.2 What is Social Mobility and how can it be measured?

1.2.1 Origins and Destinations

There are multiple ways of thinking about social mobility. Common to all approaches to understanding social mobility is some means of dividing society into a series of categories. Once a particular model of social stratification is in place, the study of social mobility requires a measure of movement between positions in that stratified hierarchy. This might be applied to an individual over their lifetime or, most frequently, it is thought of as an inter-generational movement. Measuring mobility between generations means that it is necessary to place a parent at one point in the social hierarchy (or 'Origins) and then measure where their children end up in the hierarchy at a comparable stage in their own life-time (or 'Destinations'). Such measurements are complex, not just because of the time horizons involved and the difficulty of using comparable information, but also because social change over 30-40 years means that social structures and the factors that convey status at one point in time may be different at another. Social mobility changes also involve both 'absolute' and 'relative' measures.

1.2.2 Absolute and Relative Mobility

Absolute mobility refers to changes in the structure of society which might increase the size of one social class relative to another. Economic change over the course of several decades can have significant effects on absolute social mobility, not just in terms of measurement but also in terms of impact on life chances and opportunities. It is also possible to think about *relative* social mobility. Here the emphasis is on the chances of moving between different points in the social hierarchy if absolute change is held constant. This is closer to measuring fairness in the *distribution* of opportunities for mobility, but it is much less easy for people to see in their lived experience. It also implies that upward movement needs to be matched by downward movement, something that is rarely discussed in the public debate on social mobility. Absolute mobility might be thought of as the effects of economic growth in addition to the effects of relative mobility (Blanden, 2008, p. 61). When social mobility is discussed in the public debate these distinctions often go unmentioned. That said, while this is often not commented on, differences of definition have underpinned the approach of different governments over time (Nunn, 2012).

Differences in policy objectives between absolute and relative understandings of social mobility also have a very important influence on policy mechanisms. For example, a policy outcome preference for absolute mobility might suggest a focus on economic growth and more universal interventions. A policy outcome preference for relative mobility, on the other hand, might suggest policies to intervene in inequalities between different types of family and a more targeted focus. Policies to influence absolute mobility are much easier to justify as being in the general interests of all, while policies to influence relative mobility involve much more difficult choices about which families and households to favour and might involve uncomfortable choices about limiting advantages for some.

Figure 1: Absolute and Relative Mobility
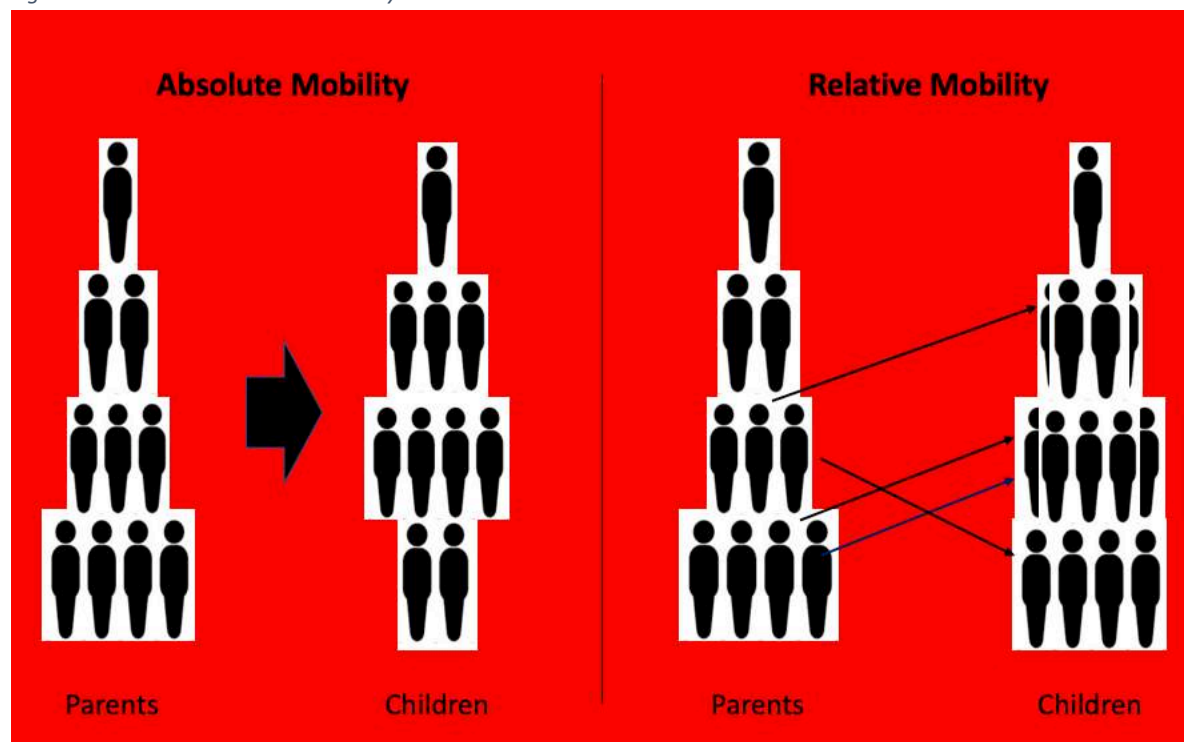
1.2.3   Income and Class-Based Measures

Common ways of assessing social mobility levels are by measuring against either an income or a class structure. Income-based measures have some considerable advantages in their simplicity, and they avoid pitfalls associated with changes in the nature of social status over time. They also enable an assessment of more fine-grained movements and inequalities within social groups such as classes (Blanden, 2008).

Income-based measures have been very influential in shaping the political and public prominence given to social mobility. Jo Blanden and colleagues showed a fall in relative mobility in the income distribution between cohorts born in the 1950s compared to those born in the 1970s and later (Blanden, 2004; Blanden & Machin, 2008). In addition to this, income based measures showed also that the UK fared relatively poorly in international comparisons (see Figure 2), having lower relative income mobility than Scandinavian countries but also lower than in large countries such as Canada and Germany (Addio, d' , 2007; Addio, d' , 2008; Corak, 2006; Corak, 2013).

Figure 2: The Great Gatsby Curve - International Comparisons of Inequality and Mobility
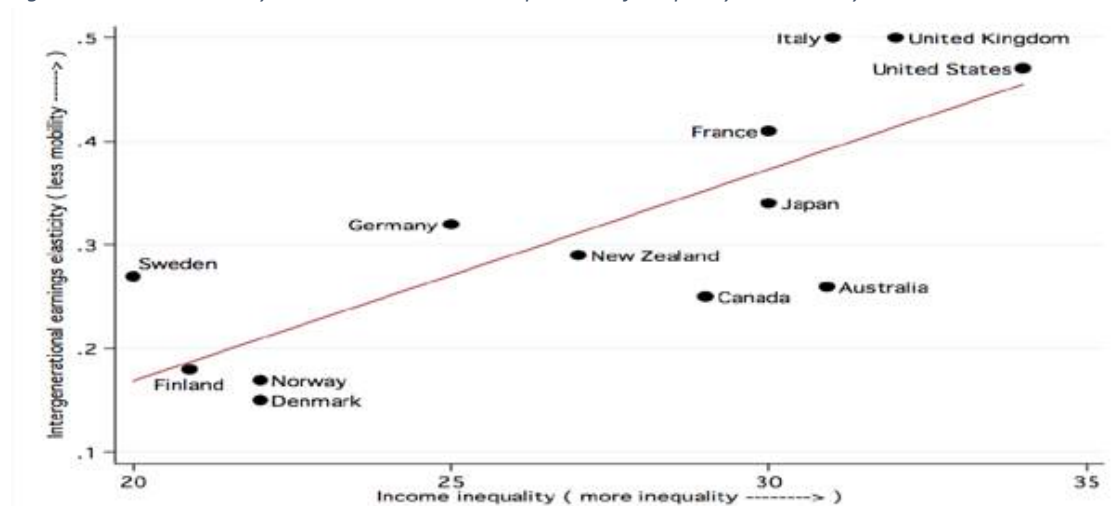
Source: (Corak, 2013).

However, there are also reasons to be wary of income-based measures. Income at one point in time is a poor measure of general socio-economic status because it does not capture important aspects such as employment security, future prospects, and it may confuse socio-economic status with what might be referred to as 'maturity effects'. This is because some sources of employment earnings have strong 'lifetime effects' while others do not. For example, some professionals earn relatively similar wages to non-professionals at the beginning of their working lives, which may also start later because of the effects of prolonged full-time education, but after that point they diverge strongly. The lived reality of socio-economic status differences has much more to do with these complexities of (in)security, future prospects and life-time effects than it does with 'point in time income' (Bukodi & Goldthorpe, J., 2018a, p. 16). Income over a life-time is cumulative and contributes to very strong wealth differentials, which then condition prospects for future income. This is increasingly the case in the accumulation of housing assets, for example (Nunn, 2016). Finally, while data on income from earnings is good quality, not all income is from earnings and this may be particularly important at the top as more affluent groups are more likely to benefit from inheritance and other forms of non-earned income from investments. In long-term measures, such as those of social mobility, missing income details often also have to be imputed, which again undermines the quality of the measure.

For these reasons, sociologists tend to prefer models of social class as a means to understand social mobility. There are several different theories of class that underpin these discussions, drawing mainly on Weberian and Marxist traditions. Despite their differences, both end-up expressing this as derived from nuanced aspects of occupational structures, such as employment contract, control in the workplace and security in employment. More recently, ideas from the work of Pierre Bourdieu have also been used to understand patterns of social mobility (Savage et al., 2005). Bourdieu's work has given rise to a heavy emphasis in sociological research on various 'capitals' (see below) to explain the often subtle way that advantages and disadvantages are constructed. Despite the success of Bordieuan concepts in this regard, attempts to use such theory for measurement purposes (Savage et al., 2015; Savage et al., 2013) have met with considerable controversy within the research community and are generally regarded as hugely problematic (see for example the Special Issue of *Sociology*, 48:3) despite gaining a lot of media attention (BBC News, 2013).

Box 1: Different Forms of Capital
Bourdieu (Bourdieu & Passeran, 1977) identified very subtle forms of 'distinction' between different social groups which conditioned access to different parts of society. Some of these were hierarchical (between professional classes and working classes) and some of them horizontal (between different professional

groups for example). Bourdieu argued that there are unseen processes by which individuals develop different forms of capital. Social groups use possession of these capitals as a means of gatekeeping. So, possession of capitals is relative and their use in gatekeeping is a form of social closure – letting some people into these groups and keeping others out. The different forms of capital are:

- **Social capital** or networks of relationships. Most people have networks of relationships, so the emphasis is not just on the quantity but the quality or nature of these networks. Some forms of social capital may facilitate social inclusion in a particular part of society but prevent mobility to a different part of society.
- **Cultural capital** refers to language, experiences, behaviour, dress, tastes and so on which often visibly differentiate people but are hard to quantify or categorise. Cultural capital may help people to build Social Capital and since cultural capital is often accumulated socially the reverse is also true.
- **Economic capital** is easier to understand and linked to income and wealth. Economic capital can help to build social and cultural capital by paying the financial fees for access to social spaces where networks and behaviours are cultivated such as memberships, tickets and so on. But cultural and social capital can be converted into economic capital by for example facilitating employment in high paid occupations.
- **Symbolic capital** refers to ideas of honour or prestige. In this way symbolic capital represents the outcomes of the other forms of capital.

The main way in which class mobility tends to be measured is *via* the Goldthorpe-Erikson schema and its derivatives, which now substantively underpin various official statistics such as the UK Office for National Statistics' Socio-Economic Classification (NS-SEC) and the European Social Survey. It is possible to use different variants of the NS-SEC – with more or less tiers to it. Table 1 shows the NS-SEC with amendments from Bukodi and Goldthorpe (2018b, p. 22).

Table 1: The National Statistics Socio-Economic Classification

Class Descriptor 3 Class Model	NS-SEC Class No		Occupational examples
Salariat		Higher managerial, administrative and professional occupations	General managers in large organisations, higher grade civil servants, university teachers, Medical professionals, lawyers, professional engineers
		Large employers and higher managerial and administrative occupations	
	1	Higher professional occupations	
	2	Lower managerial, administrative and professional occupations	General managers in smaller organisations, lower grade civil servants, teachers, nurses.
Intermediate classes	3	Intermediate occupations	Small business owners and self-employed workers, technicians, personal assistants, clerical workers, supervisors in manual roles.
	4	Small employers and own account workers	
	5	Lower supervisory and technical occupations	
Working Class	6	Semi-routine occupations	Care assistants, chefs, postal workers
	7	Routine occupations	Van drivers, labourers, cleaners.
	8	Never worked and long-term unemployed	

Research in the sociological tradition that focusses on class-based measures show quite different results to income-based measures. This research has suggested that absolute social mobility rates have increased (Bukodi et al., 2015; Buscha & Sturgis, 2018; Payne, 2012; Payne & Roberts, 2002) or remained static (Goldthorpe, J., 2013; Goldthorpe, J. H. & Mills, 2008). The detailed findings of recent sociological research (Bukodi et al., 2015; Buscha & Sturgis, 2018) is now starting to show consistent patterns in absolute mobility (also see Table 2 and Figure 3): that for men from the end of the Second World War there was a period of upward aggregate social mobility as professional and service sector occupations increased in relative size. However, for men born during the 1970s and 80s, this seems to have slowed down and upward and downward rates of mobility have converged as growth in 'room at the top' has slowed. For women, there appears to have been a gradual upward movement as more women entered the labour market but, like for men this effect now seems to be disappearing. This research also shows that women's final mobility position changes between their mid-30s and mid-40s, consistent with declines in occupational status after a period of childbirth/care. This same research tends to show that in relative terms social mobility is more or less constant.

Table 2: Summary of Measures of Absolute Change in the Class Structure

Class	Percentage of the Workforce in…			
Men	1951	1971	1991	2011
Salariat	11	25	35	40
Intermediate	34	30	30	30
Working Class	55	45	35	30
Women	1951	1971	1991	2011
Salariat	8	14	27	30
Intermediate	42	44	38	35
Working Class	50	42	35	35

Source: Adapted from Bukodi and Goldthorpe (2018b, p. 35).

Overall patterns in absolute mobility appear to have been strongly influenced by structural changes in the UK economy as it is situated in the global economy (Nunn, 2012; Nunn, 2016). In the post-war growth period associated with recovery and reconstruction there was rapid growth in the opportunities available in manufacturing, and then in service sector employment. De-industrialisation and rising international competition from the 1970s onward led to further changes in the economic structure as more workers moved into service sector employment and skilled and semi-skilled employment in manual work declined. This latter change is increasingly associated with a polarisation of the labour market (Goos & Manning, 2003) which has created increased insecurity in lower-paid work (Gallie, 1998) and this may have accelerated in the period after the financial crisis of 2008 onwards, as witnessed in the increase in the so called 'gig' economy, especially affecting younger workers. Future trends in automation may further strengthen these polarising effects.

Figure 3: Change in Salariat, Intermediate and Working Class as a % of the Economically Active Population 2001-2019
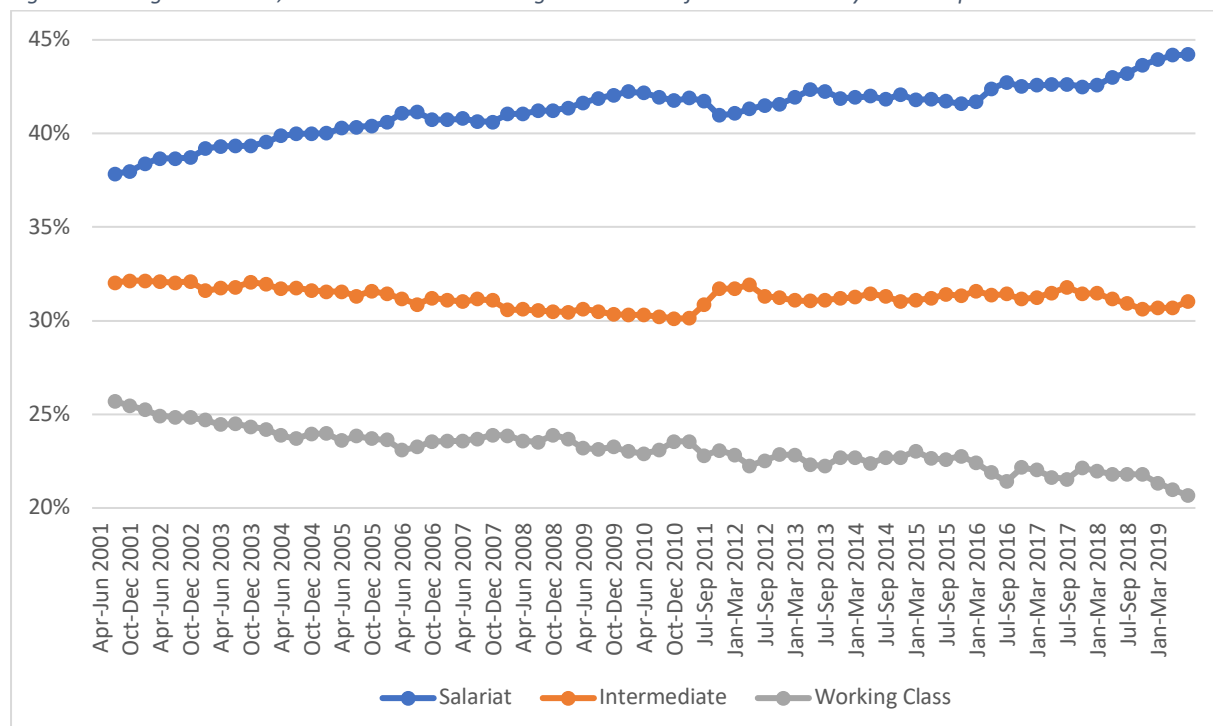
Source: Office for National Statistics, EMP 11: Change in the Economically Active Population by Socio-Economic Classification.

While it counters income-based measurements and the widely utilised idea in the media and political debate, there are important shared concerns highlighted by both research traditions. First, it remains the case that life chances are strongly determined by parental social class or position in the income distribution. Even using class-based measures, for those born between 1975 and 1981 the chances of an individual born into a family in a higher social class being in the highest class groups at age 30 are 20 times higher than for those who were born into the lowest class (Buscha & Sturgis, 2018). Second, whichever data one chooses as the most persuasive, relative class mobility rates appear to have been strongly resistant to policies and institutional changes that might reasonably be expected to have been equalising such as universal comprehensive education, the rapid expansion of higher education and cultural change away from inherited deference.

The reasons that income and class-based measures might produce divergent findings is explored by Blanden, Gregg and Macmillan (Blanden et al., 2013). They find that within class inequalities of income have a stronger influence over time: that is, income differences between families play a greater role in determining children's relative chances of income mobility within broad occupational class groups, and part of the explanation for this might be rising income inequality.

1.3   Perceptions of Social Mobility

These conclusions continue to support the long-standing argument put forward by proponents of income-based measures that there are important causal connections that underpin the observed relationship in inequalities between families and households and the degree of intergenerational mobility. This is significant because (large and/or rising) inequalities are sometimes legitimated politically by suggesting that they are not so important if there are chances for mobility. Both the income-based and sociological traditions suggest that future changes in income inequalities may lead to lower levels of relative income-mobility and more prominent patterns of downward absolute class-mobility in the near future. Combined with long-term patterns in inequality (Nunn, 2016), these changes may be undermining an important political and social component of post-war British society:

intergenerational opportunities for (absolute) mobility into an expanding middle class (Nunn & Tepe-Belfrage, 2017).

When he resigned as Chair of the Social Mobility Commission, Alan Milburn controversially reinforced this point and stressed its potential negative impact on political and social cohesion and legitimacy. The OECD certainly worries that this is a problem internationally:

> *"there is evidence suggesting that prospects of upward mobility have a positive influence on life satisfaction and well-being. In the United Kingdom for example, it has been shown that individuals who have achieved long-range upward mobility compared to their parents tend to fare better than those who remained stuck in the working class on a wide range of dimensions…"broken social elevator" can have serious societal and political consequences. For one thing, perceived equal opportunities can reduce the probability of social conflicts. Higher rates of class movement are thought to weaken economic discontent and class struggle, even among those who are not mobile themselves. In contrast, stagnant societies do not offer much hope for change, and tend to create feelings of exclusion among disadvantaged groups. This fosters strong group identities and a division against those who are better-off" (OECD, 2018, p. 23).*

Recent public opinion research for the Commission (Social Mobility Commission, 2018) suggests that these concerns may be justified. 75% of people think there are large gaps between social classes, nearly half of all people think that 'where you end up in society' is largely determined by parents, and only a third of people think that everyone has a fair chance. This is more prominent for younger people who are more likely than older groups to think that they are going to be better off than their parents in terms of job security and satisfaction or housing situation. The research also suggests that despite being a major concern, only just over half of people self-report that they understand the term 'social mobility'.

There are three important consequences arising from this that are relevant to local interventions such as *#ThisIsDerby*. First, the combination of real and perceived inequalities in opportunities (including, but not only, for mobility) may lead to changes in household behaviour that accentuate inequalities into the future. As we see below, households respond to perceived future insecurities for their children by investing greater time and resources in protecting them from the possibility of future downward mobility, thereby increasing inequalities. Second, and connected to this, these trends may be related to increasing political polarisations and community divisions. Third, these divisions may find increasing cultural expression, meaning that cultural interventions designed to increase aspiration or spread the idea that deprived communities should adopt the cultural capital of supposedly superior middle-class social networks are experienced as a kind of cultural violence that reinforce divisions.

1.4   Education, Families and Policy

When politicians speak of social mobility the 'policy lever' that they most often invoke in their efforts to increase mobility is education. Research evidence shows that education has an important role to play in understanding social mobility, but it has not proven so powerful as a lever of change as the public debate would often assume. This is sometimes taken as evidence that education policy has failed (Social Mobility Commission, 2017).

Education acts as an 'intervening variable' between social class in the family as an 'origin' point and achieved social class in the lives of the next generation as a 'destination'. In turn, then, we can also think about the relationship between family background and educational attainment (see Figure 4, left panel) as being one part of a triangle between Origins-Education-Destinations (see Figure 4, right

panel). Discussions over the role of education often run into a parallel argument about merit, the direct inheritance of potential 'ability' and the role of environment in shaping abilities as they are realised. Such debates are extremely limited however, because even genetic traits are now widely understood to be influenced by environmental factors. We do not discuss this evidence or these debates below.

Figure 4: Families, Education and Social Status
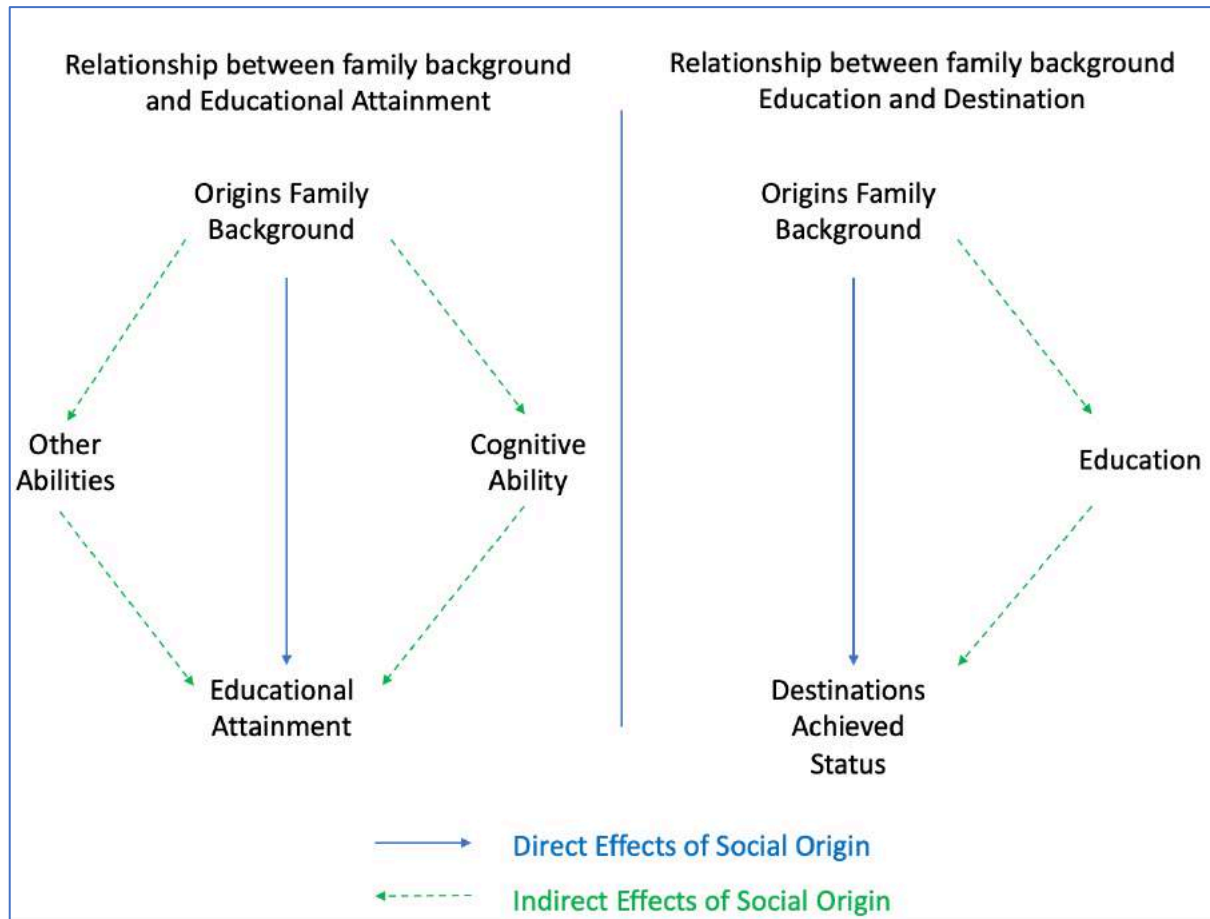
The relationship between educational participation and attainment and family background follows a number of different patterns. Research shows that expansion in participation in a given level of education first increases attainment gaps, as those who still do not participate are left further behind the rest, but once a critical tipping point is reached, there is a 'catching up' process and inequalities in attainment narrow. This trend can be observed in relation to various measures of participation and attainment in the UK education system such as GSCE attainment, participation in HE and Degree attainment (Blanden & Macmillan, 2016). In this sense, far from failing, various educational reforms to expand access to benchmark levels have been successful at helping a 'levelling up' process.

Despite this, three important factors limit the effects of this levelling up. First, even if some gaps are closing over time the size of these gaps remains significant. In a recent contribution, Bukodi *et al.* estimate that roughly half of the association between family class background and level of qualifications is passed through cognitive ability and the other half is directly related to social origin (Bourne et al., 2018; Bukodi et al., 2019) (see Figure 4, left panel). Moreover, there is a strong relationship between family socio-economic background and measured levels of 'cognitive ability' and how these change over time so that children from high socio-economic status backgrounds but low

cognitive ability at age two converge with their high cognitive ability peers from similar backgrounds by the end of primary school (Feinstein, 2003).

Second, education policies may be successful in achieving their immediate objectives of narrowing attainment gaps but have a limited effect on social mobility if more nuanced and qualitative factors are also important in determining access to social status or position in the income distribution, and especially if these factors become more significant because of the levelling up process. This might be because educational attainment has both absolute and relative properties. In response to absolute changes in the occupational structure, there is likely to be more demand for higher levels of skills and expansion in attainment at a given level will provide supply to meet this demand. However, in competition for a given number of opportunities available in a hierarchical structure, educational attainment is also a relative or positional good that helps to 'sort' people into those opportunities (Goldthorpe, J., 2013). Here higher levels of or additional attainment (such as Post-Graduate degrees), qualitative differences in attainment (such as subject studied or institution) or other less observable differences may become more important. It is therefore significant that while there has been a trend toward increasing equality at threshold levels of attainment (e.g. HE participation) this is not the case for elite attainment (Blanden & Macmillan, 2016).

When considering the origins-education-destinations relationship (Figure 4, right panel) there are a number of research findings that prove significant to understanding. Family background also has a strong influence on educational outcomes (Bourne et al., 2018; Bukodi et al., 2019) and long-term outcomes, even where people from high status backgrounds do less well in the formal education system (Bukodi, 2017; Gugushvili et al., 2017). That is there is a Direct Effect of Social Origin on final outcomes, as well as on educational outcomes. These advantages are even shown to extend beyond single generations (Chan & Boliver, 2013). Moreover, even where people from disadvantaged backgrounds have high cognitive ability and attain high levels of formal academic qualifications they are less likely to attain higher class positions in the labour market (Bukodi et al., 2019, p. 21).

If education is to play a role in increasing social mobility, then this must work through one or both of two distinct but related mechanisms:
- First, in absolute terms the level of education of the workforce must influence the type of jobs available in the economy. This is a widely promoted idea in economic development; that the skills of the workforce are one of the determinants of inward investment and the volume and quality of economic growth. Put simply, a greater supply of higher skilled workers will create a greater demand for their skills from employers.
- The second mechanism is *via* changing the structure of the relationship between origins-education-destination; the link between family background and educational attainment would need to weaken, and the relationship between educational attainment and destinations would need to strengthen, at the same time as the 'Direct Effect of Social Origins' (Gugushvili et al., 2017) between family background and destination that is not mediated *via* the education system would also need to weaken.

As it turns out the effects of education policy in both these senses is limited (Bukodi et al., 2019). First, while educational expansion fed absolute changes in the occupational structure, there is now evidence of 'over-qualification'; some of those who have benefited from educational expansion in more recent years have not realised the benefits in the labour market that they might have expected given past relationships between qualifications and earnings. They have gained higher level qualifications but have not benefitted from a consequential expansion of higher status employment. This suggests that improvements in educational attainment have exceeded expansion in high status employment. In such circumstances educational attainment – and other skills – may play an increasingly relative or positional role (Goldthorpe, J., 2013). That is, they will be increasingly used to

rank available candidates for positions in the social hierarchy. This is consistent with the increasing importance of more subtle and qualitative characteristics outside of absolute measures of educational attainment (e.g. highest qualification or years of schooling) in determining success in the labour market, such as subject of qualification, type of institution and non-cognitive skills.

Second, the evidence suggests a continuing relationship between socio-economic background and later educational attainment, but that parental education is an increasingly important element of socio-economic background on later educational attainment (Bourne et al., 2018). The direct effect of social origin on formal educational attainment is likely to operate through the parental use of material and other advantages to manipulate institutions (e.g. tuition fees, buying houses close to 'good' schools, influencing school selection, influencing school/teacher prioritisation).

1.5   Non-Cognitive Skills, Cultural Capital and Essential Life Skills

The direct effects of social origin on formal educational attainment also operate through the development of other unobserved 'non-cognitive skills' in children (Figure 4, left panel). In turn this pathway may also have a direct (because they influence assessment performance) or an indirect (because they influence school/teacher prioritisation) effect on educational attainment.

There is substantial research for instance on the role of different class-based parenting strategies on children's development of non-cognitive skills and capacities. One of the most celebrated examples of this application is in the work of Annette Lareau. Her carefully elaborated and exhaustive ethnographic research with 12 families and a wider sample of 88 school children in two US communities was ultimately published in *Unequal Childhoods* (Lareau, 2011). The major conclusion from Lareau's study is that parenting strategies are hugely important in transmitting Bourdieu's 'capitals' to children. She found that middle class parenting revolved around *concerted cultivation* (Lareau, 2002) in which a cult of individualism is generated by a focussed labouring process devoted to the development of a particular form of behaviour, language and reasoning, often aided by numerous organised cultural and sporting activities outside of the home and school.

By contrast, among working class and poor families an alternative parenting strategy of *natural growth* predominated in which children are left to their own devices within a stricter application of disciplinary and ethical codes. She suggests that these parenting strategies encourage divergent dispositions in children toward professions and institutions. According to Lareau, children subjected to concerted cultivation develop a sense of 'entitlement' which encourages them to question and intervene to gain support external to the family, in a way that contrasts with the more 'constrained' approach of children and parents from working-class backgrounds. Future inequalities are (re)produced through the effects of material resources and (class) behavioural differences in parenting. There is widespread support from research (Carolan & Wasserman, 2015; Chin & Phillips, 2004; Jaeger, M. & Breen, 2016; Jaeger, M. M., 2007; Martin, 2012; Roksa & Potter, 2011)[1] in a range of national contexts that the acquisition and transfer of social and cultural capital from parents to children is significant in shaping life chances. There is also evidence of a socio-economic gap in the type of formal out of school activities that young people in the UK undertake with those from higher socio-economic status families being more likely to engage in sports and music and those from lower socio-economic backgrounds are more likely to engage in out of school work targeted at academic attainment (Jerrim, 2017).

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[1] We should also note here the recent contribution of Savage et al.'s (2013; 2014) major survey of class positions in the UK, which they used to propose alternative theories of class positions and reproduction. We do not dwell on it in the narrative because of the widely noted shortcomings in the outcomes of this (e.g. see Special Issue of *Sociology* 48:3).

An important emergent factor may arise from the relationship between perceived levels of inequality, insecurity and social mobility and the ways that households and families strategise for their children. For example, there is evidence from the US that in times of increased insecurity more affluent families are more willing to use material, social and cultural resources to try to protect their children from future insecurities and the possibilities of downward mobility (Cooper, 2014; Schneider et al., 2018). There is some tentative evidence that this may also be the case for the UK (Vincent & Ball, 2007). Research shows that households are increasingly using financial resources to protect themselves from long-term insecurities and this may increase long-term intergenerational inequalities (Nunn, 2016). This research also suggests that this may result in increased inequalities in the development of non-cognitive skills which will generate 'compound inequalities' over the long-term (Nunn & Tepe-Belfrage, 2019). Empirical evidence on the use of private tutoring seems to support these arguments – this is increasing over time (Sutton Trust, 2019) and is more focussed on young people from advantaged socio-economic backgrounds, and particularly on those with lower achievement – i.e. better of families use their resources to protect their children from downward mobility. There are also substantial differences in informal support from family on the same basis (Jerrim, 2017).

Non-cognitive skills are also not equally developed *inside* educational institutions. The Sutton Trust (Cullinane & Montacute, 2017) establishes that provision and take-up of activities designed to develop non-cognitive skills is very patchy, especially in state secondary schools and that this correlates to family background. Children from poorer family backgrounds participate less in extra-curricular activities. While it is likely that this has always been the case, it is also possible that resource constraints in local authorities have reduced the number family and youth services available for young people to draw on over recent years and many schools may have reduced 'additional' activities because of the pressure to achieve attainment results against particular academic subjects. This is something that the Sutton Trust acknowledges explicitly; they suggest that schools with less secure attainment outcomes may find it particularly challenging to promote non-cognitive skills.

Two final points are worth noting in relation to the increased importance of non-cognitive skills and their unequal development. The first is that non-cognitive skills are likely to include both productivity enhancing skills and more subtle aspects of 'cultural capital' that are used by status groups to control entry to privileged positions in the social hierarchy, regardless of their effects on productivity. It is often remarked, for example, that particular forms of cultural capital have an overlap with inequalities of class, gender or ethnicity which have no observed relation to productivity. Second, in both respects, like formal qualifications, non-cognitive skills are likely to act as a relative resource in the distribution of a given set of opportunities. This is very explicit in the extent to which non-cognitive skills can be regarded as cultural or social capital, but it is also the case in relation to their productivity enhancing elements.

1.6   Essential Life Skills

#ThisIsDerby was funded by the Derby Opportunity Area to develop 'Essential Life Skills' (ELS) among beneficiaries. This is generally a positive recognition in policy terms of the wider range of subtle attributes that contribute to individual advantage and disadvantage, acknowledging some of the research evidence discussed above. But given the complexities of the research evidence, detailed issues of design are clearly important in the specification of what these ELS are, and how they are to be developed and assessed. The next section on the *#ThisIsDerby* theory of change deals with the 'how' question, and the section on Methods and conclusions from this evaluation deal with the 'assessment' question. The short discussion here describes what the Department for Education call Essential Life Skills in the context of the evidence reviewed above.

The programme of support to Opportunity Areas focussing on ELS was announced in October 2017. This announcement suggested that the DfE was aware of the subtleties of the weakening role of

formal educational qualifications in determining achieved social status and the increased role of non-cognitive skills:

> *"…to help disadvantaged young people have access to the same opportunities as those in the top-performing schools. The aim is to help them develop wider skills such as resilience, emotional wellbeing and employability. The programme will complement the individual Opportunity Area plans by providing extra-curricular activities, such as sports, volunteering and social action projects, which give pupils the opportunity to develop leadership skills." (DfE, 2017)*

The final list of ELS passed onto Opportunity Areas includes:
- Resilience, perseverance and persistence.
- Hard work, self-control, discipline and good time keeping.
- Self-confidence, leadership and team-work.
- Honesty, integrity and engaged citizenship.
- Attitude, respect and empathy.
- Curiosity and problem solving

The specific list appears to be related to two reports, one a joint publication of the Education Endowment Foundation and the Cabinet Office by researchers from the Institute of Education, and another published by the Sutton Trust. The former report (Morrison-Gutman & Schoon, 2013, p.) is a careful elaboration of the research evidence which fully acknowledges the difficulties in determining what non-cognitive skills are, the impact of their development on various forms of outcome and the often mixed evidence about their malleability and effectiveness. This is not to say it is not worth trying to develop non-cognitive skills in young people – just that it is often difficult to prove that they are responsive to interventions or easy to 'measure'. This report also acknowledges that these capacities are often inter-related but do not necessarily transfer across domains. For example, confidence may develop in one area of life but not transfer across to another. The report concludes "that there does not seem to be one non-cognitive skill that is the crucial 'silver bullet' that predicts positive outcomes for young people. Rather, there are many skills that are inter-linked and the enhancement of one of these skills without improvement of the others is unlikely to lead to lasting changes" (Morrisson-Gutman & Schoon, 2013, p. 43).

Further evidence on a similar list of 'skills' (self-perception and awareness, self-control and self-regulation, social skills, emotional health and cognitive ability) comes from an exhaustive literature review and original analysis of the Birth Cohort Study (Goodman et al., 2015). The authors find positive associations between these capacities in early life and later positive outcomes in relation to mental health and wellbeing, labour market and socio-economic status, physical health and behaviours and other political and relationship outcomes. They even conduct a mini-study and find that people in 'top jobs' are more likely to have reported positive social and emotional skills at age 10. They also find that there is evidence from the Millennium Cohort study of young people born in 2000/01 that 'good conduct' and 'emotional health' are positively associated with family income and that, when comparing with cohorts born in 1970, this inequality has increased.

1.7   Essential Life Skills and Sports and Arts Activity

The Active Lives Survey for both Adults and Children and Young People contains question items that address 'activity' and 'outcomes' in terms of Essential Life Skills. The survey asks different questions of adults and children, and there is also differentiation for children of different ages. The adult survey has asked about participation in cultural, artistic and creative activities as well as physical and sporting activity. The children and young people's survey asks questions related to both specific 'traits', or

general attitudes towards activity, and 'states' or general perceptions of subjective well-being at that moment.[2] This is a very large-scale survey of nearly 200,000 adults and young people with minimum sample sizes of 500 for each local authority. The outcome 'state' items about subjective well-being in the children and young people survey have some crossover with the ELS:

- **Attitude**: How happy did you feel yesterday? and How satisfied are you with life nowadays?
- **Confidence**: To what extent are the things you do in your life worthwhile?
- **Resilience**: If I find something difficult, I keep trying until I can do it
- **Citizenship**: How much do you feel you can trust people who are the same age as you?

Analysis of this data suggests a number of important themes of relevance for the *#ThisIsDerby* and other programmes designed to develop ELS via participation in sports and arts. First, being active is positively correlated with positive answers to questions about ELS, across the board (see Figure 5). However, answers to trait questions are even more positively correlated with both activity and ELS outcomes. Table 3 shows the relationship between traits such as enjoyment, confidence, competence and understanding of physical activity and what outcome states children and young people report. It relies on a reference case of 1.00 derived from responses of white, male young people in years 6-7 and from high affluence families but who do not strongly agree with any of the pre-existing trait attitudes provided. The numbers in each cell of the table indicate the increase in reporting Happiness, Resilience or Trust when each of the traits are present (i.e. young people answered strongly agree). For example, enjoying physical activity means that young people are 44% more likely to be happy. It also shows that these effects are cumulative, when children and young people report that they strongly agree with the 'trait' statements they are much more likely to be happy, resilient and trusting and more likely to be active also. This suggests that ensuring that activities are enjoyable rather than overly serious, ensuring that children and young people are helped to develop confidence and to understand the benefits that can be derived from the activity might all help to boost effectiveness in terms of outcome states related to ELS. This is even more important than doing the activity.

Table 3: Impact of Traits on Outcome States

State – Outcomes → Traits ↓	Happiness	Resilience	Trust
Enjoyment	1.44	1.57	1.23
Confidence	1.41	2.07	1.13
Competence	1.55	1.58	1.14
Understanding	1.22	2.1	1.29
All Present	3.84	10.8	2.04

In addition, outcomes have important links to socio-economic status. First, on average young people from less affluent backgrounds answer less positively about both their specific 'traits' in relation to activity and current 'states' in relation to general ELS/SWB outcomes. Moreover, family affluence was also related to activity. Children from more affluent backgrounds were more likely to be active inside and outside of school and gained larger ELS state outcome benefits from activity. The gap in activity rates between children from affluent and less affluent backgrounds outside of school is nearly double that for inside school. These are all correlations as opposed to causations, but they suggest that there are positive relationships between being from high affluence families, having positive 'trait' attitudes to physical activity, and being more active and possessing more positive 'state' outcomes such as general subjective well-being (e.g. happiness and life satisfaction), confidence, resilience and trust in others.

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[2] 'Traits' are stable personality characteristics while 'states' are more temporary conditions. People with a particular personality trait may demonstrate different 'states' at particular times or in specific conditions.

Figure 5: Children and Young People Subjective Well-Being by Participation and Activity
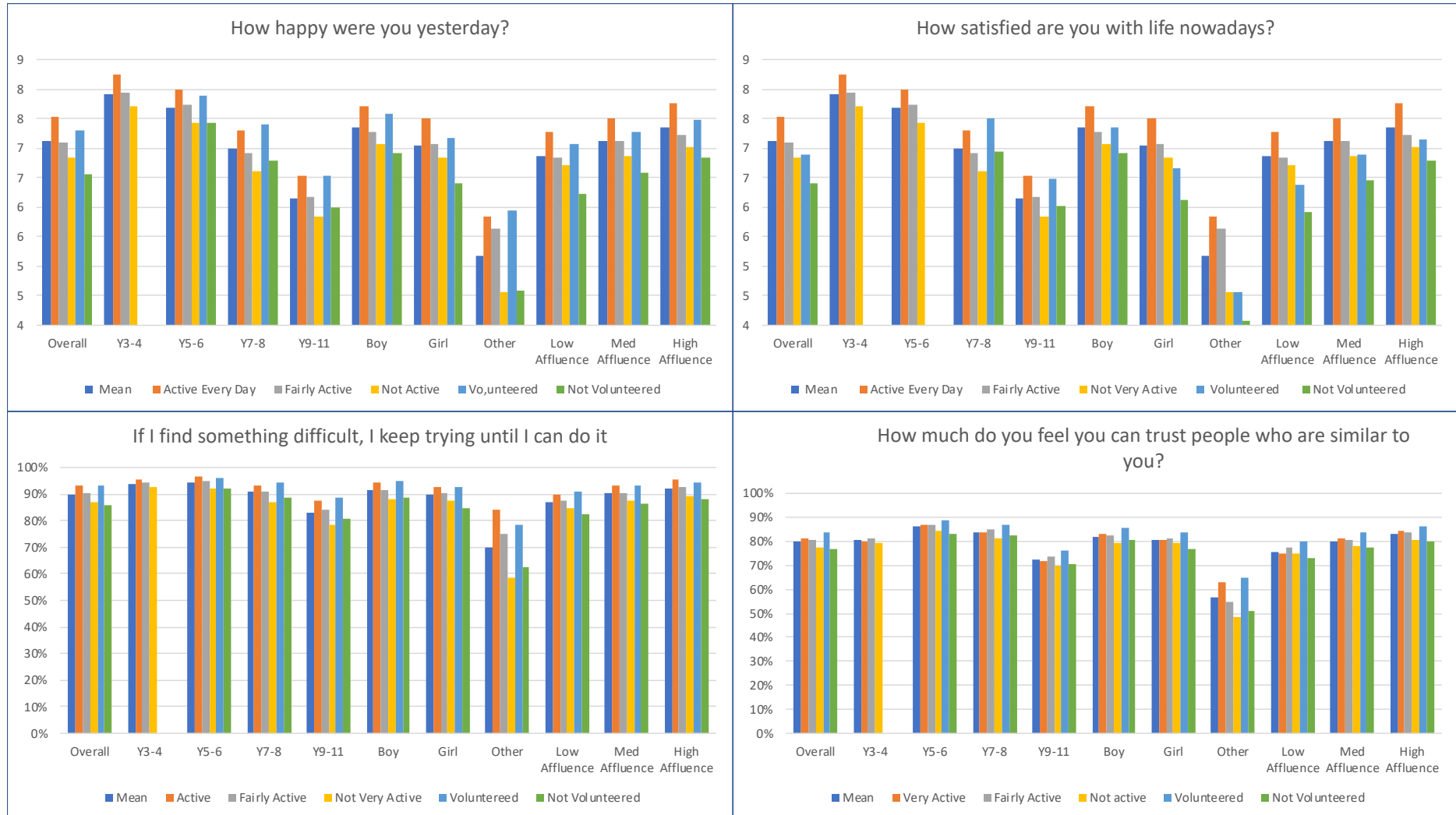
Source: Children and Young People Active Lives Survey 2017-18.

Further relevant evidence can be drawn from the adult survey. The Adult Survey asks questions about both physical and sports activity and cultural and creative activity. As for young people, sports participation is linked to levels of deprivation, with the most deprived participating the least; the least deprived 10% of the population are 14 percentage points more likely to be very active than those in the most deprived 10% of the population nationally. Physical activity is higher among higher socio-economic groups with only 54% of NS-SEC groups 6-8 (Routine/Semi Routine and unemployed) are active, while 74% of NS-SEC groups 1-2 (Professionals and Managers in Large Organisations) being active. 32% of adults resident in the City 'Spent time doing a creative, artistic, theatrical or music activity or a craft' in the last 12 months, while the average for England was nearly 35% and for the region was 34%. Similarly, 45% of people in Derby reported that they had attended a performance, but the national and regional averages were 52% and 49% respectively. This gives some sense that cultural participation in Derby among young people is likely to be lower than that elsewhere, to the extent that it follows adult participation in the family, and since sports and physical activity in adults shows some similar patterns to arts and cultural participation. It seems likely that lower levels of adult participation in both cultural and sports activities may reduce participation among young people too.

Though the survey data does not allow us to do more than speculate about this, one possible implication from this cumulative evidence is that early and positive exposure to activity outside of school, and continued positive exposure to this, is one of the determinants of differences between children and young people from different family backgrounds. This might have several important implications for programmes like *#ThisIsDerby*. For example, if the goal of ELS programmes is to reduce disparities between affluent and less affluent groups, then targeting participation in school is clearly not enough. Engaging families in *out-of-school* cultural and sports activity may be more effective in ensuring beneficial impacts and that these impacts are sustained over time, by changing parental engagement as well as that of children. It may also be of particular benefit to target very young children, to set habits and effect the development of trait attitudes to activity.

1.8   Summary of the evidence reviewed for the *#ThisIsDerby* Theory of Change

The review of the evidence above is, on the one hand, not comprehensive but on the other may appear lengthy in terms of contextualising the evaluation data for *#ThisIsDerby*. Several important considerations arise from this discussion that should help to contextualise ways in which this programme is assessed:

- Social mobility is a long-term phenomenon and is largely shaped by absolute changes in socio-economic organisation.
- While the widely held belief that social mobility has already declined is questionable, it is the case that continued changes in the labour market may be generating increased insecurities, and that both this and public perceptions of social mobility may create social and political problems into the future.
- Education policy has often been seen as the main policy lever in relation to social mobility, but past evidence suggests that it has a relatively weak influence on social mobility.
- Individual skills as represented in formal educational attainment and 'non-cognitive' skills are strongly associated with family socio-economic status and the chances of children achieving higher socio-economic status in their own lives. Cognitive and non-cognitive skills are related to one another and to gaining formal qualifications. Different non-cognitive skills may also be co-related.
- There is evidence that non-cognitive skills are increasingly important in determining socio-economic status and that they are becoming even more unequally distributed on the basis of socio-economic status.
- Non-cognitive skills may be positional/relative goods in a similar way to educational qualifications.

- Given that there are good reasons to think that those non-cognitive skills are picked up in the ELS have a positive impact on a range of lifetime outcomes, including but not only educational attainment and short-range mobility or social inclusion, they do not need to be realised as long-term social mobility to be worth developing among young people.
- Research on the role of 'physical activity' offers some evidence that there are links between attitudes to activity and outcomes from it in terms of ELS. Indicators of ELS are increased by being active and being positive about being active. Given that both positive attitudes toward, and positive outcomes from, activity are strongly related to socio-economic status, there may be a rationale to engage children when they are very young in activities both inside and outside school, and to engage the whole family.

2   Methods

The speed with which this large-scale programme operated presented a considerable challenge for the evaluation, which needed to evolve rapidly alongside the programme. The evaluation also confronted several challenges associated with measuring 'Essential Life Skills'. As yet, despite widespread support for developing these skills there is no clearly established experimental approach to measuring them. There are psychological scales and research tools available which overlap with some of the ELS – such as Resilience or Emotional Wellbeing – but these are substantive and deployment of them would have been outside of the resources available, and in some cases would have involved engagement with young people disproportionate to their participation on the programme itself. We also did not have access to a control group appropriate to compare with participants.

The evaluation was embedded in a realist approach which recognises multi-causality, the difficulties of isolating interventions from their contexts and the importance of recognising the different motivations of participants, programme providers and funders. Mixed methods of data collection were used to enable as wide an interpretation of programme mechanisms as possible. These included:
- Analysis of participation data.
- Self-completion questionnaires administered to participants before and after participation.
- Hub visits – interviews with young people and parents, observation, interviews with coordinators, artists, coaches.
- Analysis of performances and other artistic outputs.
- Audience response data at dissemination events.
- A survey of schools involved in the project.

The discussion below draws on this data. Before proceeding some important limitations need to be considered when interpreting the data below. Each source of data is on its own piecemeal and constrained. The participation data is not disaggregated to a focus on ELS, the response rate for self-completion questionnaires and the schools survey was disappointing, and where we were able to meet young people and/or their parents directly this was typically with small numbers of people. As a result of these limitations it is the data as a whole rather than each individual element that is used to reach conclusions and underpin recommendations. It is notable that while no individual source of data is suitably convincing for reaching firm decisions, the majority of the data points in the same direction regarding the effectiveness of the programme.

It is also not possible to reach conclusions about the *scale* of the impact the programme has had on its participants. However, the participation data should be used to contextualise expectations about the scale of the impact.

3 The Programme

3.1 Overview

The programme operated *via* 'Hubs', most of which had a geographical focus, though one operated across the City and was specifically tailored to children with Special Educational Needs and Disabilities (SEND), and another focussed on developing the website. In addition, several other projects developed centrally *via* Derby Theatre and DCCT/Baby People, outside of the spatial Hubs. The geographical Hubs operated on a ward basis. Overall there were eleven Hubs. Each Hub was coordinated by one of the lead partners. In practice many of the partners also delivered activities in other Hubs, and some Hubs effectively merged – such as Arboretum and Normanton. Activities were also delivered by a range of other delivery partners. For example, sports activities were delivered by a range of commercial providers and community sports clubs as well as DCCT. Theatre activities were delivered by theatre companies aside from Derby Theatre.

- Abbey – coordinated by Derby Theatre
- Allenton – coordinated by Derby Museums
- Alvaston/Boulton – coordinated by Derby County Community Trust
- Arboretum – coordinated by Artcore
- Chaddersden/Derwent – coordinated by Déda
- Mackworth – coordinated by Baby People
- Normanton – coordinated by Artcore
- Sinfin – coordinated by East Midlands Caribbean Carnival Arts Network (EMCANN)
- SEND (Special Educational Needs and Disability) – coordinated by Sinfonia Viva
- Digital – coordinated by Quad
- City Centre – coordinated by Derby County Community Trust (DCCT) and Derby Theatre.

Each Hub operated slightly differently. For example, in some Hubs there was a particular focus on operating via community centres (e.g. Abbey, Derwent/Chaddersden), while in others there was a greater focus on using parks and playing fields (e.g. Arboretum), and in others the activities were largely delivered in/through schools (e.g. Sinfin). While there were many common activities across the Hubs there were some where a particular 'flagship' activity gave the Hub a distinctive feel. For instance, the Arboretum/Normanton Hubs hosted a high profile Sergeant Pepper project where young people made a collage of famous people from Derby in a homage to the Sgt Pepper's Lonely Hearts Club Band album cover. The Abbey Hub produced a Jungle Book performance, including costumes and set, and the Digital Hub created the #ThisIsDerby website, which provides information on all the Hubs, news and events. The Sinfin Hub created a series of carnival costumes, the Chaddersden/Derwent Hub created a series of Dance performances and had a strong emphasis on circus skills, the Mackworth Hub created Hip Hop and Breakdance performances, and the SEND Hub created a series of musical pieces and movement/balance performances.

Two process issues were widely discussed by research participants who were involved in the planning and/or delivery of the programme. These were the impact of the rapid start to the programme, and the difficulties in effective, clear and timely communication across such a diverse, and evolving, partnership. The partnership had quite short notice – 1-2 months before it needed to move from proposal stage to delivery. This meant that the initial stages of the project were rushed, and planning and coordination suffered as a result. That the partnership managed to deliver such a volume of activities across the City in the first term of 2018-19 was testament to how well it coped with this challenge, but the constrained time period did have an impact on the ways that the Hubs developed. It meant, for instance, that many Hub coordinators resorted to familiar networks and relationships to deliver activities, rather than these being planned centrally and via *dialogue* between Hubs. It also meant that some important but detailed issues such as transport between schools and community

venues, or targeted recruitment of young people, were less well planned than might otherwise have been the case.

Some of the communication channels also suffered from this need to deliver activities rapidly, and this led to some organisations being less involved than had been initially intended. This was particularly the case for some of the smaller community arts and sports sector organisations who struggled to be able to respond to school demands for particular activities at the speed required. To some extent, it is possible to see the ongoing effects of this in the way that the partnership developed over the full period. An important point of learning for future programmes of this nature is to allow sufficient time for preparation and planning.

3.2   The Theory of Change

The Theory of Change for the *#ThisIsDerby* project is set out diagrammatically in Figure 6. It suggests that participating in sporting and cultural activities delivered by the partnership will have a positive effect on young people in terms of their health and wellbeing, the extent to which they can 'realise' their potential, and in the development of their 'resilience'. The ways in which these are defined suggests 'behavioural' outcomes (such as adopting healthy behaviours) and also attitudinal ones (such as enhanced confidence) are brought together in the form of improved engagement with school. The theory of change also suggests that there will be aggregate community level outcomes, such as greater social cohesion and community empowerment, that will be realised over the longer-term.

Figure 6: #ThisIsDerby Project Theory of Change
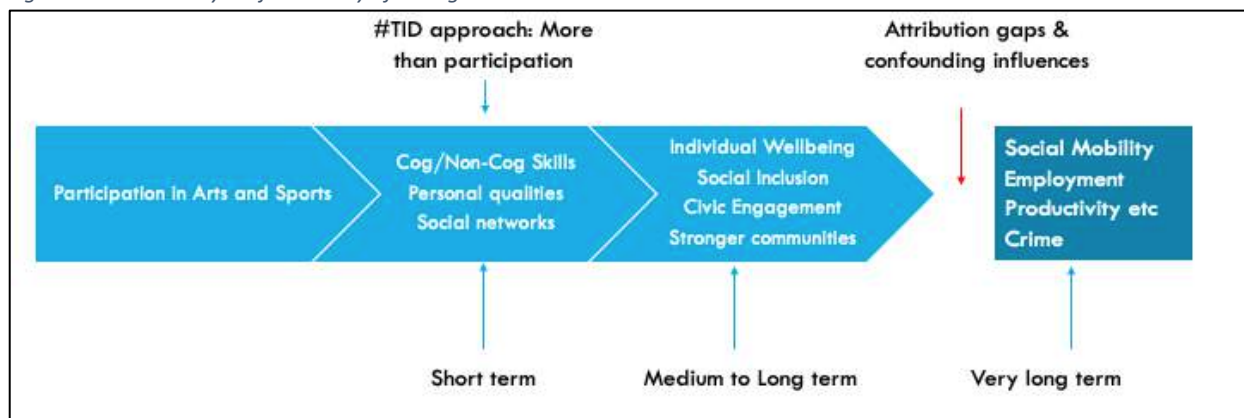
The theory of change here assumes that the effects of participating in arts, cultural and sports activities *run by the partners* will be greater than those generated by just *any* sports and arts participation. This is because the partners have a particular orientation toward young people, valuing their voice and direction. Artists and coaches who facilitate activities with young people are encouraged and trained to encourage young people to take creative control, reflect on their participation and to value the city. Several of the partners are engaged in conscious attempts to transform the city through intervening in processes of cultural reproduction (see Box 2) by giving voice to young people, especially from less prosperous backgrounds. The various sharing performances and dissemination events culminating in, but not only, a major City Centre celebration event were intended to provide a stage for these voices to be heard and to give artistic representation to a range of voices and interests.

Box 2: Cultural Reproduction
Excerpt from (Ivory & Carter, 2012): "Cultural reproduction is a concept developed primarily by the French sociologist Pierre Bourdieu to describe the method by which dominant classes within an unequal society replicate and legitimate aspects of their culture. Pierre Bourdieu and other theorists argue that cultural reproduction ensures that the various forms of language, dress, art, and learning of the dominant class appear as normative to the society

> at large. As such, cultural reproduction is theorized to be one of the major tools by which the dominant class retains power. Cultural reproduction differs from the somewhat related cultural production in that cultural production deals with the development of cultural objects, whereas cultural reproduction is focused on how existing cultural forms of the dominant class become prevalent over alternate cultural forms."

For many of the partners the focus on social mobility was acknowledged, but was reflected in terms of promoting shorter-term social inclusion rather than just long-term class or income mobility. The evidence suggested that partners and delivery organisations did focus on Essential Life Skills, but not as a product of trying to meet funder objectives. Rather, elements of ELS were reflected in their pre-existing practice and in deeply held values in what one respondent described as "a happy coincidence". Another respondent illustrated the general point:

> *'It is at the core of what we do, it is integrated into my practice, it is what I have been doing through my career – developing resilience and confidence, the way we work and the practice that we have got has that in it already' (Art Practitioner).*

This meant that it was frequently difficult to designate individual project activities to specific ELS. Rather, they were seen as integral to the approach to arts and sports participation:

> *'The essential life skills sits behind what we do, it underpins our work but we are not going into schools and giving it labels around what we are doing – i.e. saying that today we are doing resilience on a particular day. Saying them out loud doesn't actually add anything to them, [they are] too much of an alien concept" (Hub Coordinator).*

A further aspect of these values-based commitments related to diversity. This had an influence, for example, on the art-forms that were included in the project. One respondent described these as self-consciously "culturally diverse arts, which are not mainstream", with a motivation to celebrate minority cultures and identities.

Finally, the focus on ELS was certainly present, but so too was a focus on hard technical skills. Several Hub coordinators were clear that art making involved the cultivation of technical skills, for example in making sets, props and costumes. In the Post-16 project there was a clear emphasis on CV building and enabling young people to gain formal qualifications. Here music and sport were intended as hooks to motivate young people to engage, as well as vehicles for ELS development.

So the theory of change for the activities involved an attempt to develop ELS, but also to develop a wider range of hard skills and an artistic representation of the diverse interests identified. In this sense the project was about developing more than ELS and doing so in a way that was about more than sports or arts participation.

While many of the partners in the *#ThisIsDerby* project were working together in any case, the project widened the partnership, strengthening especially the collaboration between the arts and cultural sector and sports sector. Their shared focus on the value of young people's participation, voice and social inclusion means that they now intend to continue to work collaboratively and *#ThisIsDerby* is now seen as a badge for this partnership. A separate partnership evaluation has produced a 'Theory of Change' for the *#ThisIsDerby* partnership (represented in Figure 7), and this is intended to facilitate this collaboration.

Figure 7: This is Derby Partnership Theory of Change

THIS IS DERBY

This is Derby aims to use the power of sport, arts and cultural activities to improve the essential life skills of young people in Derby. We believe that this will enable the city to overcome one of the most serious challenges of our time. We want to see a city where young people are thriving regardless of circumstances.

The project supports the work of the Derby Opportunity Area, which aims to increase the number of children achieving a good level of development, improved attainment in schools and benefiting from a broad range of experiences

LOCAL CONTEXT

Population size
There are 59,500 children and young people (aged 18 and under) in Derby. 25% live in low-income families.

Social Mobility
Derby is ranked 55th out of 326 authorities in terms of deprivation and is ranked 303rd out of 324 districts on the Social Mobility Index.

Education
Overall, Derby's educational performance is improving but remains weak. Derby is ranked 124th nationally for KS1 reading standards and there is widespread underperformance in mathematics and English at both the primary and secondary schools. Generally, results at primary (key stage 2) and secondary (key stage 4) are below the national average. Disadvantaged children and those for whom English is an additional language, are especially vulnerable and Derby's children face increasing problems in speech and language development.

NEET rates are high in Derby. Anti-social behaviour in the city and 1st time entrants to the Youth Justice System (10-17-year old's) are also significantly higher than national average

Health and Wellbeing
Mental health and wellbeing are a significant issue in Derby. Prevalence of children's mental and emotional disorders are higher than national averages. 2.3% of primary school pupils and 3% of secondary school pupils have social, emotional and mental health needs

23% of Derby children are overweight or obese in Year 6. Higher than the national average. 25% of the Derby population aged 16+ are inactive.

Culture
Although difficult to quantify, it is reported that too many children and young people in Derby do not have access to high quality cultural/life experiences that will help them to engage in learning, achieve at school and make informed decisions about their future. (Derby Opportunity Area Delivery Plan)

This is Derby
Derby was announced as an Opportunity Area in October 2016, and This is Derby was launched in 2018 to support the opportunity plan, bringing together a unique collaboration of sports arts and cultural organisations to support the development of essential life skills (resilience, emotional wellbeing and employment) for Children and Young people

INPUTS

Governance
Derby Opportunity Area Board
Broader Horizons Sub-group
This is Derby Steering Group
Derby County Community Trust

Finance
£1m DfE Grant
Additional resources from partners

Areas
Ten locality hubs: Abbey; Allenton; Alvaston / Boulton; Arboretum & City Centre; Chaddesden / Derwent; Digital Hub; Mackworth; Normanton; SEND; Sinfin

Consortium Partners
11 active partner organisations including: Artcore; Baby People; deda; DCCT; Derby Museums; Derby Theatre; East Midland Caribbean Carnival Arts Network; QUAD; Sinfonia Viva; Derby and Derbyshire Music Partnership; and Derby City Sports Forum.

Delivery Partners
9 active delivery partners including: Derby Trail Blazers; Ozbox; Derby Karate Club; Derby Athletic Club; Aspire Wrestling; 24 Fit Derby; Cycle Derby; Hubbub Theatre Company; and Derbyshire Cricket Board

Programmes
A broad spectrum of programmes targeting individuals and communities through: Weekly sessions; Workshops; Accredited qualifications; Targeted projects; Training, - Staff and volunteer development; Conferences, events; Marketing activity and production of marketing strategy

OUTPUTS

Partnership Capacity
- Partnership governance documents
- Partnership meetings
- # of staff receiving additional training/CPD in identified areas
- Level of investment into organisational delivery
- # of external organisations engaged with
- # of external organisations working with
- # staff and volunteers working on the partnership
- # partner schools
- #new strategies and stakeholders engaged
- # new investment secured / drawn down

Organisational Delivery
- # programmes delivered targeted by age group
- # programmes delivered by settings
- # sessions delivered
- # delivery hours
- # artists, coaches and mentors deployed
- # I staff upskilled in delivery
- # volunteers deployed

Participation Outputs
- # participants engaged
- # participants attending from targeted groups
- # participants with SEN
- # participants attending by gender
- # participants attending by BAME group
- # participants with a disability
- # participants engaged who are inactive
- # participants at risk of offending
- # NEET participants
- # excluded/at risk of exclusion from education
- # with specific health / wellbeing issue

Education, Training and Employment
- # starting accredited qualifications
- # starting informal training
- # engaged on new apprenticeship / employment opportunities

IMPACTS (ST)

Health and Wellbeing
- Participants say they intend to adopt healthier behaviours
- Participants demonstrate improved knowledge on healthy behaviours
- Participants develop skills to adopt healthy behaviours
- Participants have increased confidence to adopt healthy behaviours
- Participants have increased motivation to change behaviour
- Participants commit to continuing on programmes

Realising Potential
- Development of pathways for education, training and employment
- New education, training and employment programmes established and supported
- Participants in activities that prepare them for further learning, volunteering or employment
- Number of new opportunities supported
- Numbers gaining new qualifications
- Numbers of participants reengaging or re-motivated in education
- Participants confidence as learners has improved

Resilience
- Participants engaged in activities that challenge discrimination and celebrate people's identities and differences
- Participants in activities that reduce the risk of ASB, offending or re-offending
- participants in activities that divert people from causing nuisance to others
- participants in activities that raise awareness of the factors contributing community cohesion
- Increased community investment (not just money)

OUTCOMES (MT)

Enhanced Health and Wellbeing
- Measured sustained adoption of healthier lifestyles (eg physical activity, diet, smoking, substance use)
- Measured improvement in mental and emotional wellbeing or resilience of young people
- Measured improvement in physical health and fitness has improved
- Measured improvement in quality of life of participants
- Measured improvement in physical wellbeing (eg weight, disease management)

Realising Potential
- Participants readiness for further learning or involvement has improved
- Participants who employability has improved
- Participants who, after the activity ends, are fully engaged in education or training
- participants who achieve their learning goals fully or partly
- participants who have completed achievement awards or qualifications
- Improvements in school attendance, reductions in exclusions and improvements in behaviour attributable to work with young people

Resilient Communities
- Reductions in nuisance calls and anti-social behaviour in targeted communities
- Reductions in young people's fear of crime
- Participants avoiding exposure to crime and anti-social behaviour
- Improved social mixing, more cohesive communities
- Improved community facilities and opportunities
- Increase in participates making active community contributions
- Interaction / collaboration between the partners and the targeted communities

OUTCOMES (LT)

Enhanced Health and Wellbeing
- Sustained mental and physical wellbeing
- Sustained emotional wellness
- More children will reach a good level of development cognitively, physical and emotionally
- Improved quality of life
- Greater equality in healthy life expectancy across the city and county
- Reduced, avoidable use of health and social care services

Realising Potential
- A community where everyone is enabled to reach their full potential
- Our young people are successful learners, confident individuals, effective contributors and responsible citizens
- Residents are better educated, more skilled and more successful
- Reduction in the NEET population
- Reduction in employment and training gap between different groups and populations
- Reduction in the gap in life chances between communities

Stronger, Safer and more Resilient Communities
- Creation of diverse, vibrant and multicultural communities
- Residents encouraged and empowered to support, shape and contribute to the communities in which they live
- Residents living in low crime communities where people feel safe and can access opportunities

Assumptions and External Factors
- Current levels of investment, resources and programmes are maintained or increased
- This is Derby Partnership continues to function, grow and thrive
- Local priorities remain constant
- No negative impact of external services/programmes/environment outside of our control on outcomes
- The partnership continues to be aligned to local, regional and national policy

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3.3   Participation

Participation data is set out in Table 4-Table 6. This shows that overall there were more than 5,500 participants who engaged in over 25,000 participant sessions. As the programme developed, participation increased from less than 800 in the Autumn term to more than 2,800 in the summer term (see Figure 8).[3] Participation was, however, uneven between Hubs with some providing large scale participation and others providing much smaller scale activities. In some cases, this was somewhat balanced by more sustained participation and deeper engagement. For instance, some activities had a much longer-term engagement than others, such as the Digital Hub. The programme also proceeded from a series of taster sessions run in the autumn term to more sustained engagement in the Spring and Summer terms.

Despite this, the average number of sessions that participants attended actually dropped over the course of the three terms from 6.48 to 3.72 (average across the programme was 4.52), reflecting the way that one-off participation in the City Centre celebration event had been recorded. This is important because it provides significant context to expectations over the scale of the potential impact of the programme. On average, across the three terms, participants engaged with just over 5 sessions each. The range of engagement, though, was much larger, running from a single session to 19 sessions, and retention of young people also appears to have been impressive with more than half of participants engaging in 4 sessions or more. It is also the case that some young people may have participated across several aspects of the programme and so will have had more participation than this. However, it is not possible to assess this. Nevertheless, even if this increased average participation by 50%, the effectiveness of the programme still needs to be judged against the reality that average participation was between 7 and 8 sessions per person.

Figure 8: Overall Participation by Term
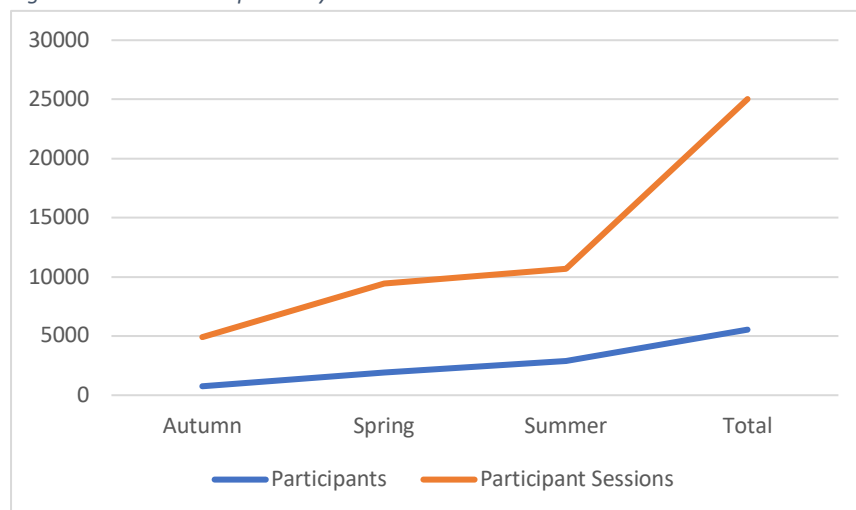
Activity was relatively evenly split between arts and sports, and quite a lot of activities cut across the two. Participation was more pronounced among boys than girls, though no persuasive explanation was provided for this. One possibility was that large-scale sports activities might have appealed more to boys than girls, though further exploration did not support this explanation. Hub coordinators did not offer any particular explanation for this, and the amount of missing gender information mitigated against a fuller exploration.

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[3] These numbers refer to 'participants' in the strictest sense. They are not people. One person may have participated in one set of activities three times and another four times; that is counted here as two participants and seven participant sessions. It is also the case that the same person may have participated in three basketball sessions in the Autumn term, four more in the Spring term, and four more in the Summer term. In this data they will be presented as three participants and eleven participant sessions. Data protection reasons meant that we were unable to identify individual people, and are therefore unable to disaggregate the data any further than this.

Table 4: Participation by Hub

Ward/Hub	Totals	Arbor.	Mackw.	Norm.	Boulton	Alv.	Allent.	Derw./Chadd	Sinfin	Abbey	SEND	Digital	Central
Participants													
Autumn	757	84	92	130	100	64	55	56	18	102	56		
Spring	1911	151	73	458	100	161	45	226	380	102	83	15	
Summer	2874	300	127	501	109	65	120	369	127	129	386	95	288
Total	5542	535	292	1089	309	290	220	651	525	333	525	110	288
Participant Sessions													
Autumn	4910	468	635	738	746	742	151	160	47	775	448		
Spring	9440	500	372	2640	746	418	210	483	1727	775	619	109	
Summer	10678	1353	314	2338	752	726	186	995	314	403	1231	153	288
Total	25028	2321	1321	5716	2244	1886	547	1638	2088	1953	2298	262	288

Table 5: Participation by Gender

		Male	Female	Unknown/ Other
Participants	Autumn	438	207	112
	Spring	795	516	600
	Summer	1413	942	519
Participant Sessions	Autumn	2819	1483	608
	Spring	3879	2121	3440
	Summer	6215	3649	814

Table 6: Participation by Activity Category

Activity	Arts	Sports	Other/Mixed
Participants			
Autumn	451	211	95
Spring	1208	626	87
Summer	1041	802	1031
Participant Sessions			
Autumn	2996	1492	422
Spring	5946	3256	238
Summer	3834	3973	2871

3.4   Activities

The programme involved a range of different arts and sports activities. These varied in the different Hubs. An indicative breakdown of just some of the activities offered in each of the Hubs is provided in Table 7 below as a means of illustrating the breadth of activities and how they differed between Hubs.

Table 7: Indicative illustration of activities in across the Hubs

Hub	Arboretum	Mackworth	Normanton	Boulton	Alvaston	Allenton
Activity	Visual Arts Street Art Music Drama Cycling	Music Dance Wellbeing	Visual Arts Street Art Music Drama Cycling	Fitness Circuit Training Music Dance	Basketball Cricket Football Boxing Drama Music Visual arts	Gymnastics Basketball Boxing Football Circus Skills Drama Drumming Music Crafts Computer coding
Venue	Community Centre Schools Parks Partner facilities	Youth Centre Schools Partner facilities	Community Centre Schools Parks	Parks Schools	Parks Schools	Children's Centre Parks Schools

Hub	Derwent/Chadd	Sinfin	Abbey	SEND	Digital	Central
Activity	Gymnastics Fitness Dance Karate Cricket Football Visual Arts Poetry Circus Crafts Wellbeing	Cricket Cycling Football Boxing Music Dance Carnival Drumming Crafts	Basketball Cricket Circuit training Football Visual Arts Music Drama	Music Dance Drama Digital Arts Visual arts	Computer coding Visual Arts Photography Crafts	Music Drama Dance Professional Skills
Venue	Community Centre Schools Parks	Community Centre Schools	Community centres Schools Parks Partner facilities	Schools Hospital	Schools Partner facilities	Partner facilities

4 Impacts on Young People

4.1 Data from Young People

4.1.1 Introduction

Data was gathered from young people and parents in a number of ways. All Hub lead providers were provided with 'Before' and 'After' Questionnaires to administer to participants where they were to be engaged in a series of activities. Where they were to engage in only a single session, or on a 'turn up and play' arrangement, they were encouraged to use only the 'After' survey. Where possible a researcher also visited activities and spoke to young people directly and, on occasion, parents also. In some cases, written feedback from young people was felt to be inappropriate because of age or communication capacities and alternative forms of more qualitative data collection were put in place. In addition to this, a number of youth voice and video recorded interviews with young people were undertaken. This section reports on all of this data.

4.1.2 Quantitative data

While the questionnaires used with young people were envisaged as the primary means of gaining large samples of quantitative data, it proved difficult to organise for frontline coaches and artist/facilitators to distribute and collect these. There were several reasons for this, including the late start of evaluation activities (several months after the intervention was operational); the need for rapid delivery of the intervention itself, meaning that delivering participant numbers was the primary concern of both lead providers and coaches/facilitators; and that coaches and facilitators often worked at one or even two degrees of separation from Hub leads. Nevertheless, in total 166 completed questionnaires were available for analysis. While this represents only a small fraction of the participants involved, they are still sufficient for some degree of data analysis. What is not possible, however, is a detailed comparison of change before and after participation for each of the different Hubs. Where there is discussion of change, comparing before and after, this draws on 132 completed questionnaires completed before and after participation at four Hub activities: Artcore activities in Arboretum/Normanton; the Derwent Hub activities run by Déda; and Derby Theatre's activities with young people in preparation for the city centre celebration event.

Table 8: Young People's views after participation

	% Agree and Strongly Agree	% Disagree and Strongly Disagree	Base
I enjoyed this activity	87.8	4.1	98
I would like to do more of this activity	77.6	10.2	98
The leader of this activity did a good job	88.8	4.1	98
I enjoyed meeting new people	76.6	4.1	98
I learned a new skill	73.5	5.1	98

Looking first at the quantitative data gained from 'After' impact questionnaires, a number of key points emerge. Two thirds or more of the 98 young people completing a questionnaire said that they were 'aware' of arts and sports activities available to them, that they take part as often as they like, and that there were enough arts and sports activities available to them. High rates of satisfaction were expressed with the activities that young people had participated in, with 88% saying they had enjoyed it, 89% saying the activity leader did a good job, and more than 70% saying that they enjoyed meeting new people and had learned a new skill. In relation to ELS, however, a more mixed picture emerged. Two thirds or more were positive in relation to the proxy statements used for resilience, effort at school, confidence, empathy, respect and problem solving. Nevertheless, Youth voice remained a challenge, with 68% saying that they would like to be more involved in making positive changes to their local area, but only 51% agreeing that they thought young people were listened to.

It was also possible to compare young people's responses before and after their interaction with programme activities for a small sample of Hub activities (Arboretum, Derwent/Chaddersden and

some central activities). These were mainly visual arts, dance and theatre-based activities, though all involved multiple art forms. This analysis covers two main banks of questions, one related to young people's views of arts and sports activities available to them, another on their views relating to ELS.

Table 9: Respondents' views of Proxy Statements for Essential Life Skills (After participation)

	% Agree & Strongly Agree	% Disagree & Strongly Disagree	Base
I feel I can cope with challenging situations or setbacks	66.33	12.24	98
I put enough effort into activities like school	68.37	10.20	98
I feel confident in expressing myself	68.37	11.22	98
I feel confident working in a group	73.47	10.20	98
I feel confident about my future	63.27	5.10	98
I respect other people's views even if they are different to mine	77.55	6.12	98
I would like to be more involved in making positive changes to my local area	68.37	5.10	98
I feel young people are listened to in Derby	51.02	18.37	98
I feel that I can overcome problems that I might come up against	68.37	9.18	98
I enjoy solving challenging problems	62.24	11.22	98
I like learning new things	80.61	5.10	98

Young people's responses suggested an improvement in their awareness of the arts and sports participation opportunities available to them, and they were also much more likely to say that 'there are enough arts and sports available' and that 'they take part' in these activities 'as often as they would like'. While a decline in those that agree or strongly agree that they would like to know more about arts and sporting opportunities available to them might be attributable to their increased awareness, a small decline in the proportion of young people reporting that they liked the area they live in appears to be an outlier in this data. An interesting feature is that in the 'after' participation sample, young people were about twice as likely to suggest specific activities that they wanted to 'do more of' than they were in the before sample.

The *#ThisIsDerby* programme had multiple objectives, some of which reflected the partners' concerns to influence the ways in which young people perceive the city and their local area. These include opening up the city centre to more young people who may feel alienated by it or expanding the spatial horizons of some young people who may for the most part stay within the boundaries of quite narrow localities. Young people were asked whether they liked the 'area they live in' before and after their participation, and while there was a notable shift in the proportion that said that they 'strongly agree' with this statement, there was a small decline in those that both agreed and strongly agreed. This data needs to be treated with considerable care because the sample size means that numbers changing their opinion are very small.

In relation to ELS, young people's responses presented a mixed pattern. There was broadly positive change in the proportion that 'strongly' agreed, while those that agreed and strongly agreed were frequently negative. Again, the numbers involved in the change of opinion here are small and not statistically significant. Moreover, answers to questions like these is likely to be influenced by all sorts of dynamics outside of young people's participation in arts and sports activities, and therefore long-term change in these dispositions is likely to require sustained intervention and will only occur over the long term. One notable difference in both the 'after' sample and the change between before and after is the proportion of young people who would 'like to be more involved in making a positive change to their local are' compared with those who feel 'that young people are listened to'. This suggests that the focus on youth voice was appropriate but that even more needs to be done to listen to young people.

Open text questions allowed young people to say what activities they wanted to do before and after participation. The word clouds in Figure 9 show their answers. They demonstrate a strong consistency between before and after participation and that these are closely aligned to the types of activities offered in each of the Hubs. The consistency suggests that they wanted to continue to do the types of activity that they had been involved with and the small patterns of change suggest merely greater specificity or use of more specific language to describe these activities.

Figure 9: Desired Future Activities Before and After Participation
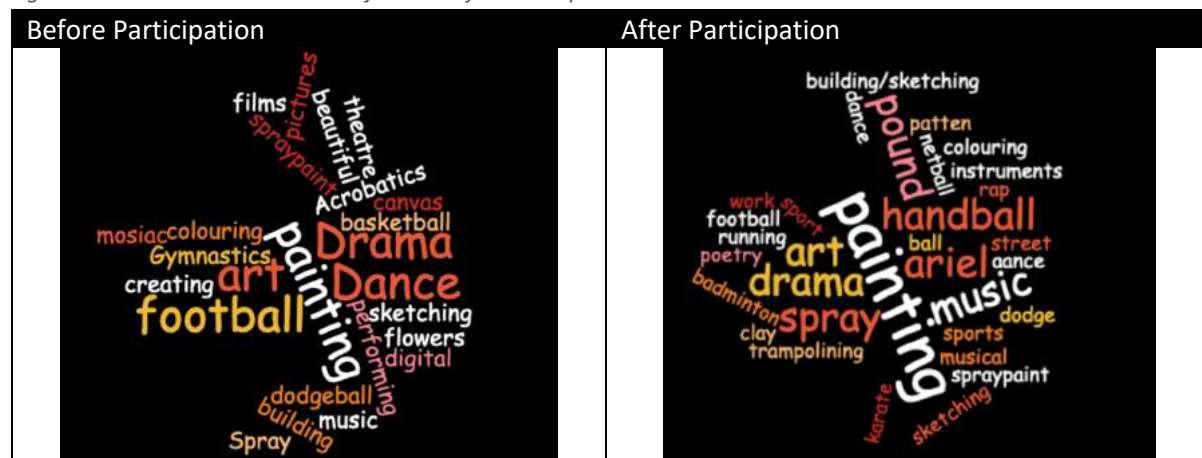
Data was also captured from parents and family who attended the City Centre Celebration event towards the end of the programme. Thirty family and friends were interviewed, and their responses recorded against proxy statements aligned to the different ELS. Figure 10 shows strong support from family and friends across a range of statements reflecting different ELS including the development of hard work, curiosity, confidence, teamwork, respect, resilience and problem solving.

Figure 10: Family and Friends' responses at the City Centre Celebration Event

4.1.3   Qualitative data

Qualitative data was also gathered from interviews with young people and parents, and from observations of activities. Some examples are drawn on below in more detail to illustrate this data, organised by Hub.

4.1.3.1　Abbey Hub

Researchers visited the group of young people who came from several schools to work together at the Bramblebrook Community Centre on a Jungle Book Performance and associated visual art works. In conversations with a relatively large sample of (10) families, researchers found that both parents and children were extremely positive about the project. They felt supported, reported that children had gained in confidence, and several had engaged in drama activities for the first time.

Three separate parents said they were particularly pleased that their children had engaged in the project because they had looked for opportunities for drama activities and had not been able to afford what they had found. Several others reported that their children had not considered drama activities prior to participation but now hoped that they would sustain this. It was clear that the Hub had helped to broaden activities available to the young people involved, increase their awareness of the types of activity available to them, and increase demand for the activities.

Parents and children reported that they had learned new skills in performance and arts, and the challenge of overcoming fears about performing live to an audience had developed their 'resilience' though this term itself was not used. One family commented that participation had helped the young person participating and the wider family in coping with a family trauma.

The families we spoke to were clearly from diverse backgrounds; we did not formally collect ethnicity or nationality data but in some cases, children translated for parents. It was clear that parents and children had been brought together outside school in a way that would not otherwise have happened, building stronger networks of ties between young people and families. While from different primary schools, many of the parents planned that their children would attend the same secondary school, and they commented that the activities had improved their confidence about the transition. There was a widespread agreement that the Hub had facilitated whole family engagement and community cohesion.

A further notable feature of this Hub is that young people were encouraged by the facilitators to engage in further activities outside of the Hub. Knowledge of the community, families and young people was used to refer participants to activities run by other Hubs or by partners outside of the *#ThisIsDerby* programme. In this way participation in the Hub stimulated wider social inclusion and participation in beneficial activities.

In summary the researchers concluded that children had gained self-confidence and confidence in accessing civic institutions (e.g. the Theatre), resilience and had developed social, teamwork and communication skills. Community cohesion had been enhanced. A notable feature of this Hub was that a stable group of children had been engaged through and outside school and had sustained their participation across the three terms. This allowed more substantive outcomes than in cases of more shallow engagement. The young people developed relationships with one another and with the professionals involved. The professionals developed strong relationships with the whole family and with teachers and others in the community. It was the breadth and depth of these relationships that helped to realise deeper and more likely sustainable outcomes.

4.1.3.2　Central Hub

A researcher was embedded with two groups of young people making performances for the city centre summer celebration event. The two groups each worked with a separate professional theatre company to make a performance, one of which was shown on a small side stage and one of which was the main finale on the main stage.

One group of young people came from significantly more challenging backgrounds than the other and this was clearly recognised in the structure of support provided to the young people (for example. Following recommendations from previous research, a drama therapist was present with this group who were made up of young people from the care system, either still Looked After by the local authority or care leavers). In both cases it was clear that the young people gained in confidence throughout the experience, developed tight bonds between one another and the adults involved, and developed creative skills.

Several very impressive (multi-artform) outputs (see below) resulted from these projects. A sign of the development of some young people in the first group is that several made the transition to join the second group. In both groups there were ups and downs in relation to the creative process, negotiations over narrative direction and presentation, and the young people overcame nerves about performance and misremembering lines. However, only one young person dropped out of this activity and even in that case there was evidence of their benefit from the engagement. It was clear that ELS of confidence, resilience, communication and expanded social networks had all been developed through participation. As, with Abbey ward, there was also evidence of young people engaging for the first time being referred to other parts of *#ThisIsDerby* provision and to wider activities available in the city, which was clearly of benefit and additional to what they would have otherwise accessed.

4.1.3.3   Arboretum/Normanton

A researcher visited an artistic exhibition produced by primary school children working with several professional artists in the Arboretum and Normanton areas of the city. Several young people and their parents attended the exhibition. In informal discussions with the researcher the young people and their parents again suggested that they had enjoyed the experience and had benefited in terms of confidence, artistic skills and creative expression. Parents were clear about the benefits of participation and had followed on, through this, to attend an artistic exhibition. The strength of voice for even very young children, and a focus on civic pride, were both notable. The children designed a version of the Sergeant Pepper Album cover which was then used as a template by a professional artist. The Hub therefore both gave voice to young people and provided a platform for a local artist to celebrate the city.

Participation in artistic activity was also used as a means of supporting and enriching the wider curriculum. Discussions over this piece of work were used as a means to teach about history, geography, popular culture and wellbeing as well as to develop artistic and practical skills. Young people were allowed to develop their own curiosity and to engage in enquiry-based learning, through the medium of art.

On the basis of the evidence collated through the art itself (see below) and through discussions with parents, practitioners and teachers, we are able to conclude that the participation in this Hub was likely to have developed young people's ELS across the board.

4.1.3.4   Allenton

Activities in the Allenton Hub focussed on sports (boxing, basketball) and arts (circus, music, visual arts) and also on coding and making. There was a focus on community activities with several 'family fun days' run in school holidays.

4.1.3.5   SEND Hub

Researchers visited several of the SEND Hub sharing events, observing activities and speaking to families about the impact of participation on young people. We also undertook interviews with teachers who were able to comment on children's experience and the change they saw in them.

Finally, several qualitative feedback activities were organised as part of Hub activities and can be reported on here.

Data collected from young people suggested that young people enjoyed the activities and felt excited both to be involved in the programme and to perform. Figure 11 shows a word cloud of the feedback gained from young people using a creative method of decorating sunflowers in April. It is clear from this feedback that the young people enjoyed the activities and specifically liked the art forms they engaged with – music, singing, movement and dance.

Figure 11: Word Cloud from Young People's Feedback on SEND Hub Activities

Overall nine families were interviewed as part of the research. They were universal in their belief that all young people had enjoyed the experience and some reported that young people had overcome initial reservations. For example, one parent reported that "this has really brought him out of himself, he's always singing at home now and won't let anyone else sing at home anymore!". One grandparent with a grandson with Cerebral Palsy mentioned how much her grandson had enjoyed the music aspect and although he was non-verbal, had been making sounds to the music, a huge step forward for him. They went on to say that for him to then do it on the stage in such a big arena was something they didn't ever think they would see and was quite an emotional moment for them. Another parent mentioned that their child had been singing 'lean on me' constantly at home, and had clearly got a lot from the sessions, and had been trying to the teach other members in the family the words and also the actions he had learnt.

Others reported that the activities had enabled young people to overcome barriers to accessing arts education: "x struggles to access mainstream music education because she has an Autistic Spectrum Disorder... but she loves music and this has been great for her".

In summary, families reported that young people had gained confidence, resilience and new friendships. It was not always clear that *#ThisIsDerby* provision had added substantially to what was already available – for some it clearly had, while other families reported that their children's school already provided rich and varied opportunities, including in arts. Even here though, the mother of one of the singers in the band Madenote (who performed at the city centre celebration event) said that although the band had been playing in the school for a while together, *#ThisIsDerby* had given them a purpose and they had been playing with others in the school which had given her daughter a

huge confidence boost. These parents, though, were concerned about whether this would continue at secondary school.

Feedback from teachers broadly supported that from parents. ELS were interpreted in the context of the needs of the young people. For example, one teacher said:

> *"Our children are not verbal so important that they were able to sing along, was exciting for them. For children to be able to sing, for them, was huge. I had a child who came to me in September from lower school…. I know did she had a voice but she never uses it, she has a degenerative condition, and I said I am going to expect to talk to me, but she wouldn't, and after a while you could set her up to say no, and she started to, but she insisted that she wouldn't sing, however she is singing now with x"* (Teacher)

Other teachers reported that young people had experienced reduced anxiety, behaved differently while participating, and afterwards that they developed confidence in making their own choices about learning and expression (more detail is provided in schools data below).

Observing children's participation, it was clear that the environment created was incredibly supportive. The music, movement and dance activities had several prominent themes. Inclusivity was one of these and involved encouraging all children to perform, and not just 'the stars'. There was also a kindness theme; some of the songs had a healthy lifestyles and wellbeing theme and some were about pollution and environmental protection. At sharing performances, everything was translated into British Sign Language (BSL) and there were both children and adults who used this to access the performances. Arrangements for sharing events involved very careful planning for accessibility and participation of all children and their families.

The children had made some original music with words clearly coming from them, and they all performed. The activities were developed in individual schools but also brought schools together at various events and enabled teachers to exchange ideas and work together across schools, encouraging the development of networks. In addition to the original music from the children, two key songs, *Lean On Me*, which was used alongside counterbalancing work demonstrating trust and partnership, and *Bella Momma*, chosen for simplicity, were performed by all students. The event brought children together from different schools which was important in that they could see other children with disabilities performing.

Taking this data in the round makes it is easy to conclude that participation in this Hub's activities will have had a positive effect for most young people in terms of their ELS. While it was clear that these beneficial impacts will have been present across the range of ELS, they will have been particularly pronounced in terms of resilience, self-confidence, team working, citizenship and empathy.

4.1.3.6   Post-16 Programme

A researcher visited the Post-16 programme run at Baby People and spoke to young people participating on the programme. Young people appreciated the authenticity of the environment, and the diversity (in identity and artistic talent) of both the staff and other participants. They felt it was a welcoming and accessible space in which to work. Young people reported that participation had expanded their horizons and increased their awareness and familiarity with different cultural venues. They suggested that they had previously felt excluded from some of these and welcomed their new found confidence to access them. They were more aware of opportunities available to them as a result and felt that they had established social networks within the artistic and cultural production community of the city. They had not experienced these opportunities or similar arts provision before

their participation in the programme. They also felt that participation in the programme had expanded their peer networks; helping to bridge gaps (for them) between different communities in the city.

Young people also reported that they had developed social skills, capacity to develop professional relationships, and inter-cultural communication capacities. They outlined increased resilience to disappointment in terms of job applications, and that they had a wider and more realistic awareness of the careers opportunities (in and outside of the arts sectors) available to them. Young people reported slightly different skills development in the two strands of the Post-16 programme; one more focussed on artistic/musical links, and the other more focussed on sports, leadership skills and practical every-day life skills such as money management and customer service. Across both they reported increased capacity in team-work and confidence; this was by far the most widely mentioned impact from both young people themselves and from the adults delivering the programme, who reported that young people 'had grown' through it. Here resilience and confidence were tightly inter-related; young people suggested that the challenges of live performance had led them to develop increased confidence and preparedness for the adult world. They reported having been 'shy' or 'scared' previously, and now much more able to negotiate challenging social situations.

The research team were confident that young people in the programme had demonstrated positive change across the range of ELS, but particularly in confidence, resilience, social networking in multiple contexts and careers awareness.

4.1.3.7 Digital Hub

A researcher visited the Digital Hub and spoke to some of the young people who have been involved in creating the *#ThisIsDerby* website. Young people self-reported a variety of non-cognitive impacts. Like other Hubs they primarily reported that increased confidence was the main impact on them, with this gained through mixing with other young people, and through developing their interpersonal and technical skills. They said that they were now more aware and confident about careers opportunities available to them. Resilience had grown, also, as they had encountered and overcome problems, making mistakes and learning from the process. They themselves identified 'patience' as a key outcome of their participation; outcomes and satisfaction were sometimes deferred and only achieved after several disappointments. This was their way of expressing the resilience that they had learned as part of the project. They identified creativity in developing solutions to technical and presentational problems in website design, and team work through collaborating with one another, to do this. They were also proud of their achievements, particularly as their new skills were recognised by peers and family.

At the same time young people reported hard skills development in technical coding and several of the young people were considering careers in IT, web design and digital arts as a result of their experience in the project.

Several unanticipated impacts were also identified by the young people. They thought that coping with undertaking professional work in a different environment had given them a fresh perspective on school and how they might perform to the best of their ability in that environment. In addition, they had taken the opportunity to expand the *#ThisIsDerby* website into topics that they found most relevant, notably caring for the environment and health and wellbeing, and had enjoyed shaping the development of the content on the website.

4.1.3.8 Derwent/Chaddersden

A researcher visited the Derwent Youth centre where many of the activities for this Hub were delivered. The Centre caters for young people in the 10-18 age range and the majority of the young

people who participated in *#ThisIsDerby* activities were in the later years of primary or early years of secondary school. Hub activities were various but there was a particular focus on sports, circus skills and dance. The researcher visit involved observation of circus skills, and dissemination events included observations of dance performances.

One of the challenges of working in a community centre setting involved the shifting nature of participation among young people who 'just turn up'. There were several challenging experiences around behaviour and conflict between young people who attended the centre. In response to this, key staff had focussed on creating a safe space, so that young people could explore emotions and creative expression. As activities were sustained for a period of time, artists and coaches reported that attendance became more stable and behaviour improved. The need to develop confidence meant that there was a greater emphasis on scaffolding and developmental activities rather than on developing performance skills for the majority of sessions.

4.1.3.9   Sinfin

The majority of this Hub's activities revolved around delivery in schools and through the West Indian Community Centre. This Hub had a slower start and proved difficult to engage with for the research team. Activities included sports (boxing, cycling, football, cricket) and a focus on carnival associated arts of costume making, drumming and dance. There was an emphasis on diversity and inclusion in recognising and celebrating the particular cultures and histories of carnival. There was a conscious attempt to ensure that BAME artists and professionals were involved in delivery and as role-models. There was also participation in costume making for the Abbey Jungle Book project. There was a strong feeling among those involved in the Hub that the activities that they had delivered had helped to develop organisational relationships and stronger infrastructure that could be used to support future delivery.

4.1.3.10   Mackworth

The Mackworth Hub operates across a number of organisations, including a community centre, youth club, secondary and junior schools. The activities combined both arts sessions, such as music and breakdance, and sports, such as football and basketball, and enhanced a set of pre-existing relations between providers as well as encouraging the development of new partnerships. Importantly the central role played by Baby People, who coordinated the Mackworth Hub, enabled the ethos and objectives of the *#ThisIsDerby* project to permeate beyond the Mackworth Hub itself and into the range of other activities led by Baby People. This was notable in their work as alternative education providers for Key Stage 3 and Key Stage 4 Kingsmead pupils, which incorporated *#ThisIsDerby* themes and objectives into the curriculum, reaching young people not currently engaging in formal education. The Kingsmead participants took part in the *#ThisIsDerby* show, contributing to the performance and creating a set.

The participants developed a range of social skills and placed an emphasis on positive social role modelling. There was an increase in confidence through participating in these activities, and an improved capacity to work with others and as part of a team. The partnership work with other organisations had increased participants' willingness and confidence to access cultural spaces that previously they would have found exclusionary, such as a formal theatre or museum setting, and developed an appreciation of the range of cultural opportunities available in the City. From a wider community perspective, the Hub activities encouraged an increase in participation in the Youth Club and brought a new and more diverse set of people to the Community Centre.

4.2   Data from Schools

Schools which had been involved in the programme were asked to complete a short and anonymous online survey about their experience. Ten schools completed this,, roughly a fifth of those involved overall. From this sample, all schools reported awareness of *#ThisIsDerby*.

There was also some degree of support for some of the founding assumptions of the programme with only three from ten saying that there were sufficient cultural activities for their pupils to engage in outside of the curriculum before *#ThisIsDerby* began; and none of the schools saying that there were sufficient sports participation opportunities. Similarly, only one in ten thought that their pupils had a good awareness of the cultural opportunities that were available, that their pupils had sufficient opportunities to visit sports or cultural venues, or even that they had a positive impression of Derby or their local area as a place to grow up in, before *#ThisIsDerby*.

After the programme, nine out of the ten thought that *#ThisIsDerby* had made a positive difference to the cultural opportunities available to pupils, eight out of ten said that the programme had made a positive impact on pupils' perception of the city, their self-confidence, resilience and team working. Seven out of ten thought that the programme had made a positive difference to the sporting opportunities available.

Figure 12: Schools Feedback
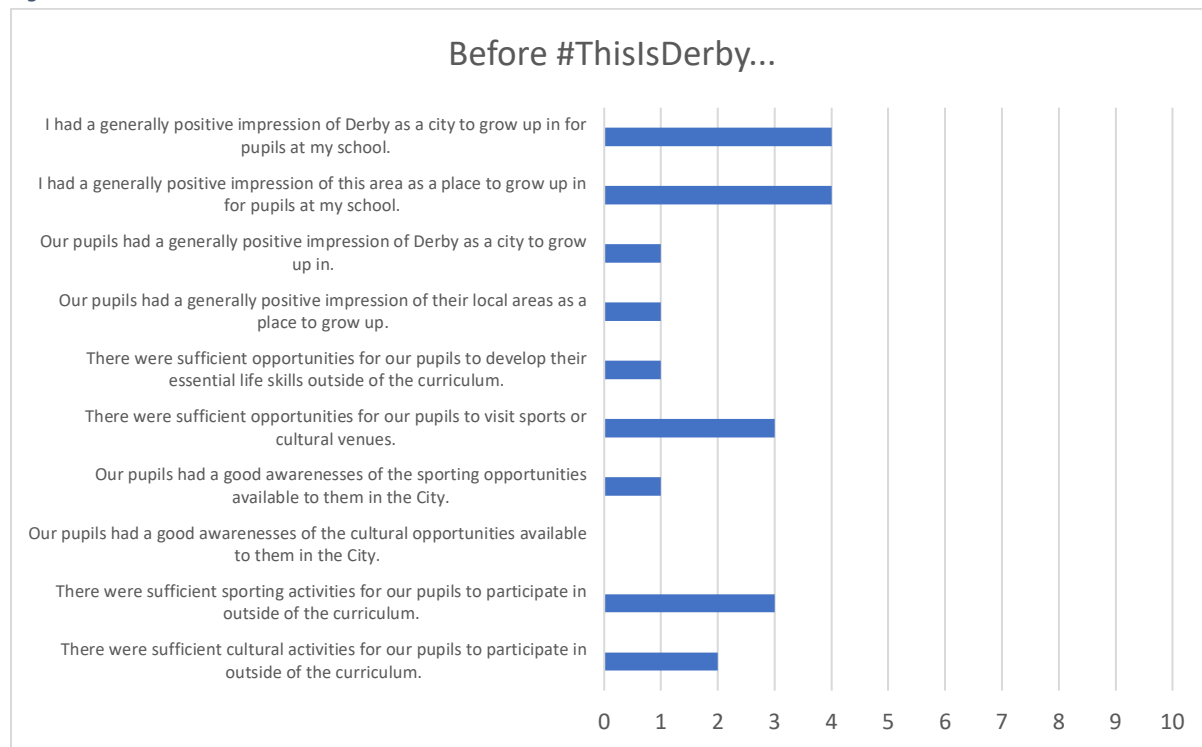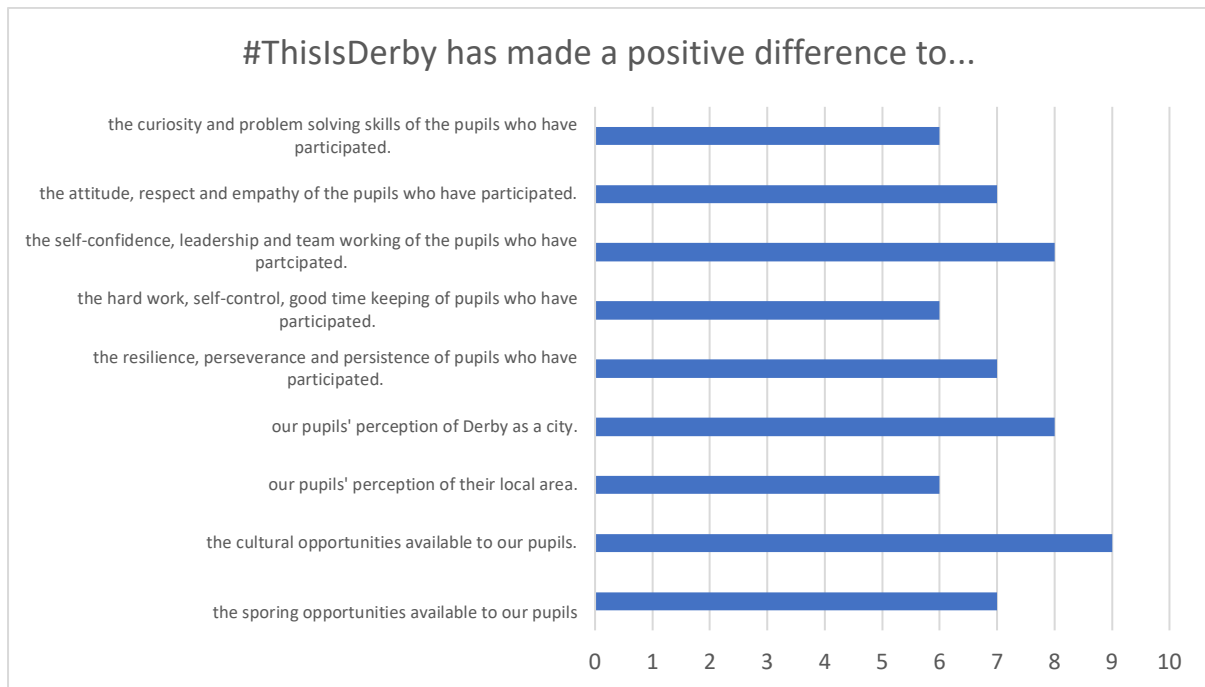
Qualitative feedback from schools underlined these points. This suggested that the activities had broadened pupils' horizons and, specifically, had provided some pupils with opportunities that they would not otherwise have experienced:

> *"Some sessions provided our students with experiences they would not encounter in the curriculum nor have access to outside of school."*

It was also reported that the programme had been particularly important because of the current curriculum focus on core subjects, meaning that *#ThisIsDerby* was able to help pupils maintain access to sports and arts in a way that the school or college was not:

> *"Provided opportunities we cannot offer as part of the curriculum."*

Team working, and perseverance that pupils had developed, was valued:

> *"It has motivated them to work as a team and persevere to complete a project that they have all been involved in. They have developed and acquired new skills and produced outcomes that will be seen by the whole school."*

One school even reported that pupils' participation had meant that the school had needed to respond to pupils' feedback:

> *"Made us have to listen to the issues that were important to the young people we teach. Also helped us understand from their perspective."*

4.3   Data From Events

Data was also gathered from several events. At a dissemination event at Pride Park for professionals involved with young people in Derby, the audience was presented with early evidence from the evaluation and examples of outputs and performances by young people. The survey findings suggested positive change among the 32 audience members who completed a questionnaire in relation to their views of Derby as a city, and the opportunities within it available to young people. All respondents agreed that what they had seen demonstrated to them that *#ThisIsDerby* had increased opportunities available to young people in the City, had helped young people develop their voice, and had strengthened their ELS.

Data was also gathered from people in the Market Square at the City Centre celebration event. Of the 87 people surveyed at this event, 97% thought that the event had made them more positive about the city, and 99% thought that the event had made them more positive about the opportunities available to young people in the city. All those who answered the question said that they hoped that *#ThisIsDerby* continued. Qualitative comments reflected a number of themes. Many people felt the event itself promoted a positive image of the city, that it brought "different people together"… "its great there's so much diversity". They picked up on the "joyful", "vibrant" atmosphere. Some also reflected on the underpinning participation of young people and worried that the programme might not continue:

> *"Gives the young something to aim for and develop as a member of the community and as individuals"*

> *"It's been really good, but I'm worried sessions stopping, hope this is derby continues"*

On the negative side, several people thought that attendance at the event could have been stronger and that advertising had not been effective enough. Many of those involved in the planning of the event also suggested that they would have liked a longer planning cycle, and that this was a point of learning for future events.

4.4   Data from Outputs

#ThisIsDerby produced a number of artistic outputs that have meaning contained within them, especially as pertains to the voice of young people who participated in the programme. A small number of outputs were selected because of their availability, and because engagement between the research team and the artists or young people involved suggested that they met these criteria:

- Observation of performances of music, poetry and magic at the Pride Park sharing event in May.
- Videos created as part of the Jungle Book project in the Abbey Hub.
- Videos of performances created in the Mackworth Hub.
- Sgt. Pepper Album Cover designed by young people in the Arboretum and Normanton Hubs and observation of the exhibition/launch.
- A script of the play (*This is Me*) produced in conjunction between a group of young people and the *Curious Monkey* theatre company.
- A performance (video recorded) of a short play (*My Space*) produced collaboratively between the Plus One group of young people with a background in the Care system and *The PaperBirds* Theatre Company.
- Musical performances from the SEND Hub.
- Observation of the City Centre Celebration event.

Themes which emerge from these include:

- ***Giving a platform to young people's voice.*** A strong theme in these outputs is enabling young people to make others aware of their concerns. For example, the *This is Me* and performance of *My Space* made powerful arguments about young people not feeling listened to, about issues of personal safety (including from authorities that might be thought of as keeping them safe), mental health, environmental concerns, and the importance of home and care in their lives. This was also expressed in the creative control of outputs. Observing the process of creating *This is Me*, and then the output itself, reveals a strong correlation between the content provided by the Young People and the content of the script. Hip hop performances created and showcased through Baby People's social media accounts demonstrated the creativity of young people themselves rather than that of professional artists.

- ***Allowing young people to explore their experiences and emotions*** in a safe and supportive space. Observation of the processes underpinning these outputs showed that young people were supported to discuss and explore challenging and positive experiences, and, where appropriate, to contribute these to outputs. The script for *This is Me* emphasises coming together to overcome challenges. *My Space* deals with a series of challenging childhood experiences but does so in a way that emphasises mutual support.
- ***Inclusiveness and Diversity*** – Inclusiveness and diversity is clear in the multiple art forms of these outputs; from theatre and dance to hip hop and breakdancing. Kindness and inclusivity are very strong themes in the outputs from the SEND Hub. The Jungle Book outputs and processes reference diversity and community cohesion throughout and include graphic representation of gender and racial diversity. Several of the performances included sign-language interpreting and children were taught BSL through participation, again supporting a wider process of inclusivity.
- ***Critical Thinking*** – The outputs included elements of young people looking behind received truths to explore their validity from different perspectives.
- ***Empowerment and civic confidence*** – Several of the outputs have 'empowerment' as a reference point in the art that they make, as well as the process and act of performance itself. For example, the Jungle Book videos present young people and their families in a positive light. The *This Is Me* script consciously challenges the idea that 'Nothing Ever Happens in Derby', an ironic statement in city centre street art. The young people contest this in the script '*They* happen in Derby'. The strapline for the City Centre event was also 'Nothing ever happens in Derby', while offering a visible example of all the activities that young people had been participating in. The Sgt Pepper album project celebrated famous people from Derby and their achievements. The Pride Park sharing event showcased a performance of the *We are Derby* poem by Jamie Thrasivoulou and his work with young people in the Derwent/Chaddersden Hub to create a similar poem about their own perceptions of their locality and Derby as a whole.
- ***Supporting school transitions*** – Several of the interviews disseminated through the Jungle Book videos included parents and teachers talking about the positive effects of participation on supporting young people's ease in school transitions.

4.5   Wider Impacts

The programme also had some effects outside of those anticipated. As suggested above, by engaging young people outside of schools and in community facilities, the programme helped to rejuvenate those facilities and to promote community development, adult engagement, and familiarity with the arts. Some parents also reported that the project may have helped their own employability, by providing after school activities and a seamless transition from school. Obviously, this would need to be permanent to sustain the effect, but even short-run benefits of this type can yield beneficial impacts in overcoming the transitional issues on job entry of managing childcare before being paid. We did not, however, collect evidence of whether any parents had actually moved into work.

5 Conclusions and Recommendations

5.1 Conclusions

No single source of data by itself was able to support firm conclusions, but looking across the whole range and sources of data available there is strong triangulation to support the following thematic conclusions:

- **Essential Life Skills** – there was strong evidence that young people had developed ELS, through participation across all aspects of these non-cognitive skills. The extent of this development was not clear, however, and would vary between young people on the basis of their depth of participation. The most frequently mentioned ELS were confidence and resilience (though not discussed using this language), and communication skills. Wider data suggested that participation in sports and cultural activity did encourage the development of ELS type outcomes. We can be confident therefore that the scale of participation, and the outcome data that we were able to collect in relation to this specific programme, meant that *#ThisIsDerby* was successful in developing ELS among its 5,000 participants.

- **Social Mobility** – it is only possible to measure this over the very long-term and, because of this, attribution problems are significant. It was very evident however that participation in the programme had broadened awareness and appreciation of culture, arts, and sports, and that this had improved social inclusion for the young people involved and, in some cases, their families and wider communities also. Nevertheless, the *extent* to which social inclusion was improved was limited to the extent to which participation was sustained, or to the extent to which it stimulated other, ongoing participation.

- **Community cohesion** – there were several examples where participation in the programme had stimulated community cohesion, through engaging families, and through strengthening community ties, and through strengthening the infrastructure within which young people participated in the programme. Because these outcomes relate to broader social structures, they are likely to have more sustained longevity than the more individual level outcomes.

- **Cultural reproduction and civic pride** – this was a core focus of many partners, and it is evident that young people's participation, especially in sharing and dissemination activities, emphasised this as a by-product of their engagement. Art outputs produced frequently centred on combining youth voice with enabling civic pride. Like other outcomes, these are likely to decay over time without further stimulus.

- **The risks of cultural violence** – deficit assumptions of cultural capital, and attempts to generate advantageous forms of cultural capital, run the risk of imposing dominant forms of culture on disadvantaged social groups, and this might be understood as a form of cultural violence. The values and nature of the arts and cultural aspects of the programme meant that the focus was on young people, and communities, reflecting and celebrating their own cultures. The focus was *not* on imposing particular cultural identities, but on celebrating cultural diversity and broadening horizons in a grounded and inclusive way. The partnership between arts and sports also helped to ensure that there was a varied diet of activities available to young people, helping to ensure that 'there was something for everyone'.

- **Benefits of sports and arts participation** – the sports and arts sectors are often regarded as different worlds, so the linkages in the programme across the two are beneficial. Each can raise awareness and broaden horizons for the other; where young people are immediately open to sports participation, this can be a vehicle for broadening horizons in the arts and culture and vice-a-versa. The values of the sports and arts organisations involved were closely aligned and they shared a focus on youth voice, inclusion, community empowerment, and civic pride through their different sports and art forms. This is central to the strength of the partnership and to the specificity of their delivery. There is scope to utilise this unusual combination to generate ladders of engagement starting from shallow taster/fun activity and developing to more sustained and deeper engagement.

- **Partnership capacity and infrastructure** – the programme has developed a partnership structure that now has enhanced material and relational capacity to deliver future provision. It has developed relations between the partners, and between the partners and schools and community organisations. Many of the problems experienced because of a need to deliver quickly, from a standing start, in a new partnership structure, would not be experienced in the future because of the enhanced partnership structure.
- **Engaging the whole family** – the programme was very diverse in its detailed activities. Some parts of the programme engaged young people first through in-school activities, and then progressed to deeper engagement with the whole family in out of school settings. This 'ladder of engagement' meant that the young people had a more substantive experience, and in those cases the impact would be more significant and, especially because of the engagement of families and the supported referral of young people to additional opportunities, it is likely that the impact would be more sustained also. The evidence reported on above in Section 1.7 suggested that those parts of the programme would be likely to have the most impact in terms of developing ELS.
- **The wider context** – while it is possible to say that there are positive outcomes from the programme in terms of ELS, social inclusion and community benefit, the social need which these respond to, and the provision to meet that need, is necessary partly because of the retrenchment or withdrawal of other services. This was a short-term and piecemeal/targeted response to filling some of the gaps left by the withdrawal of youth, community and family services, and to the increasing focus of the school curriculum on core academic subjects. Although it delivered positive outcomes, many of the comments made above recognise the limited longevity of those outcomes if similar services are not maintained. It is not clear that time-limited services, delivered by temporary partnerships, are a wholly effective response. It is therefore to be welcomed that the partnership is to be sustained with the objective of continuing this work, though it should be noted that it will need to do so using temporary and competitive funding that is likely to mean that delivery is not sustained in all areas. The shifting priorities of the multiple funders involved may also have a deleterious impact. This is not ideal from the perspective of delivering against long-term local and bottom-up priorities.

5.2   Lessons learned

Several important lessons can be learned or derived from the evidence and discussion above:

- **Speed of delivery and planning time** – the speed with which the programme needed to begin delivery militated against effective planning, coordination between Hubs, and evaluation. It is recommended that future similar programmes are given a longer planning time, with clear delivery plans established prior to the commencement of activities.
- **Support for community organisations** – some organisations struggled to engage or sustain their participation because of a reliance on voluntary support, or because of a lack of core organisational resources. This is a feature of attempts to develop provision to replace mainstream services with piecemeal and time limited funding. Funding streams, activities, and outcome expectations need to reflect the reality that scaling up or changing delivery patterns in such organisations will require core administrative and coordinating capacity.
- **Coach/Artist selection and development** – it is clear that the specificity of programme delivery – the *#ThisIsDerby* difference – is dependent on the experience of participation being enjoyable, but also more than just sports or arts participation. The values of the partnership are essential here. This places a heavy emphasis on the selection and development of coaches and artists. Where the partnership continues to work with young people in support of the *#ThisIsDerby* Theory of Change, this needs to be supported by artist/coach development aligned to the Theory of Change and to the partnership's values. We recommend the development of an online training module based on these findings, and a mentoring programme so that all new artists/coaches have support to ensure that their work contributes

to the additional objectives of the partnership over and above the process of participation itself.

- *Ladder of engagement* – It was clear throughout that there is a range of participation, from experiences of taster sessions and short-run, through to more sustained and deeper engagement. The depth, scale, and longevity of outcomes will depend on the extent of engagement. There was a conscious mix of large scale/shallow engagement activities and deeper/more sustained activities. This was a positive element of the programme, and a more conscious structure linking these two and providing information to young people about progressive opportunities for further engagement would strengthen it further. There was good evidence of young people being referred from one part of the programme to another, though this did rely on informal knowledge. The website is intended to be a sustained outcome from the project but this is only as strong as the information provided to it. All partners need to ensure that they engage with the website to publicise activities available to young people through this portal.

- *Partnership values and Theory of Change* – the *#ThisIsDerby* partnership is responding to some of the limitations in the wider context noted above. This contribution is welcome, and the partnership should continue to pursue locally derived objectives grounded in an analysis of local socio-economic and cultural need. This will need to be reassessed on an ongoing basis through engagement with local democratic governance structures.

- *Evaluation and measurement* – attempts to use before and after metrics through self-completion questionnaires had only limited success. This reflected aspects of the programme that were challenging, such as the speed of delivery, and scale issues. It also reflected some cultural elements to the provision with some artists and coaches being resistant to the need for young people to complete administrative forms, rather than just enjoying and benefiting from the provision. Even where such forms were completed, they proved to have limited value. By far the strongest data came from the qualitative interviews with samples of young people, and from observation of activities. This mixed methods approach also enabled judgements to be made that were firmer than would have been possible from relying on a single source of data. At the same time, it is important to ensure that the extent of evaluation activities for the young people themselves are not disproportionate to their participation in the programme.   Experience with the *#ThisIsDerby* programme suggests that a mixed methods and graduated approach to data collection would be most appropriate for similar programmes in the future, with random samples of observation and (short) qualitative interviews for wide scale but shallow participation activities and longitudinal data collection where young people are engaged for a more sustained period (at least a term, with frequent/iterated participation).

- *Targeting* - *#ThisIsDerby* was targeted at some of the most deprived parts of the City. Nevertheless, targeting beyond this spatial focus was pragmatic rather than strict. Schools were encouraged to ensure that children and young people from less advantaged backgrounds participated in the programme, using Free School Meals eligibility criteria, but many aspects of the programme allowed all children to attend. This was largely developed as a pragmatic response to the need to deliver high volumes of activity in a short period of time. Future development of these activities may benefit from a more consciously targeted approach, though there are also good reasons to engage all children and young people. Firstly, this is because it may be the case that deficit targeted programmes become stigmatised, or have less effect; secondly, there may be benefits from mixing between children from different backgrounds in sports and cultural activities, broadening friendship groups. These benefits include community cohesion, and there is evidence that young people occupying different social spaces has a negative effect on social mobility (through, for example, a lack of empathy, and continued assortative mating). Beyond this though, it may also be that while the programme was successful in engaging large volumes of young people,

including those that participate less in arts, culture and sports, some of those very excluded did not participate to the same extent. This was not specifically monitored. However, a detailed needs analysis might be a precursor to future programmes, to ensure that those in the most need are specifically targeted. As such, future programmes may benefit from taking a consciously targeted approach, with some activities designed for wider engagement and participation, while others are targeted more at those in greatest need, with additional efforts made to ensure that the very excluded benefit from the programme.

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