



Give and Take Scheme Evaluation Report

Executive Summary 2008 - 2010





This evaluation was carried out by LOCUS Management, a specialist regeneration consultancy based in Belfast. LOCUS has 14 years experience in respect to evaluation and research based assignments, with a particular focus on employability and skills, social inclusion and welfare reform. The evaluation was carried out by Maria Curran and Ciaran Boylan, both directors of LOCUS. www.locusmgt.com

EXECUTIVE SUMMARY

This evaluation of Include Youth's Give and Take Scheme was carried out by Locus Management in 2010. The evaluation reviewed the work of the Give and Take Scheme over the period April 2008 to August 2010. Include Youth is a not for profit organisation that actively promotes the rights, best interest of and best practice with young people in need or at risk. The Give and Take Scheme works predominantly (but not exclusively) with young people from a care background aged 16 to 21 who have been assessed as not ready to participate in mainstream training and employment opportunities. The aim of the scheme is to improve the long term employability of young people and to enhance their self esteem and self confidence. The Give and Take Scheme has developed since its origins in 1988; the programme was greatly enhanced through a successful ESF application in 2008 which provided additional funding to enhance the employer interface element of the programme and training provision. Finally, National Lottery funding was secured in 2009 to develop the mentoring component of Give and Take.

Young people are referred to the Give and Take Scheme by social workers from each of the five Northern Ireland Health and Social Care Trusts. Social workers have a statutory obligation under the Children (Leaving Care) Act (NI) 2002 to provide greater support to young people living in and leaving care. The Give and Take Scheme is recognised as an exemplar programme by all five Trusts who refer young people to the programme. The Trusts currently contribute to the costs of 74 places annually as illustrated in Table 1.



Table 1: Give and Take Participant Allocation by Health and Social Care Trust Area

Health and Social Care Trust	No of Places
Belfast	12
South Eastern	12
Southern	12
Northern	18
Western	20
TOTAL	74

Give and Take works with a particularly marginalised group with many complex needs and issues. 100% of young people engaging are classified as 'NEET', i.e. not in education, employment or training and approximately three quarters are either in care or from a care background. Young people presenting to the Give and Take Scheme have had extremely negative experiences of schooling, home and family life which impacts upon their ability to engage with many of the mainstream programmes.

231¹ young people were recruited to the programme which is 143 short of the ESF target. There are, however, mitigating factors including that many young people stay on the programme for longer than the anticipated one year and 100% of places are occupied by Health and Social Care Trust referrals (which limits the numbers entering the programme).

1 The figure of 231 is different from the figure given in Table 3 which shows 247 young people supported. This is due to differences in the reporting requirements and presentation of figures for ESF and each of the Trusts. Figures presented for ESF are for new young people recruited to the programme and for the Trusts information is presented for all young people supported within a given year.

All participants joining the Give and Take Scheme are provided with an induction programme tailored to meet individual needs. The vast majority of young people complete the induction phase, with programme monitoring records showing that to date there is a retention rate of 78.4%. Following induction participants are provided with access to a suite of six accredited training programmes. The successful ESF application provided Include Youth with the resources to employ their own Essential Skills tutors and expand the range and quality of training programmes on offer. Training provided is accredited which is important and young people on Give and Take place great value on attaining recognised qualifications. Qualifications awarded include:

- Essential Skills in Literacy and Numeracy (CCEA Entry 1 to Level 2)
- ICT (NIOCN Entry 3 to Level 2)
- Preparation for Placement (NIOCN Level1)
- Employment Skills (CCEA Levels 1 and 2)
- Getting Ahead (NIOCN Level1)
- Duke of Edinburgh
- First Aid
- Driving Theory
- Driving Test
- Retail and Hospitality Skills
- CSR Card

Programme records highlight that the time young people on Give and Take engage in training has significantly increased from a total of 3,000 hours in Year 1 to 8,000 hours in Year 2. Records also indicate that 78%



of all participants complete induction and successfully achieve at least one qualification and critically that 70% of all participants achieved their essential skills in numeracy and 67% achieved their essential skills in literacy (from approximately 12% achievement rates prior to directly employing essential skills tutors).

Personal Development support is provided through specific programmes (e.g. Getting Ahead / Health Matters) and one to one support delivered by the Personal Development/Mentoring Workers. This assists young people to manage their lives, make better decisions and to consider the impact of their actions. Programme monitoring records show that engagement by young people in personal development activities has increased from approximately 4,000 hours in Year 1 to 7,000 hours in Year 2. This equates to an average of 33 hours per person in Year 1 and 52 hours per person in Year 2. The evaluation identifies many positive outcomes in respect to personal development provision.

Funding secured through the National Lottery in 2009 provided Give and Take with the resources to introduce mentoring provision which is offered to all young people entering the scheme. All mentors are volunteers and receive extensive training upon being accepted as a mentor. To date 39 mentors have been recruited from across Northern Ireland. Currently only 21 of the recruited mentors are matched with a young person.

Finally, providing young people with the tools and necessary skills to gain employment is integral to the scheme's success. ESF funding helped secure the appointment of an Employability Coordinator with responsibility for enhancing and broadening the employer interface to help bridge the gap between those offering and seeking employment. Research carried out with the young people entering the scheme identified that young people had little knowledge of the types of jobs potentially they might like and therefore there was a need to

introduce young people to job opportunities across a range of sectors. The Employability Coordinator therefore has worked with the Project Workers, introducing options that are focused upon the capability and readiness of each young person for work. These options include Work Prep, Work Ready and Work Well.

The employment of an Employability Coordinator has helped the Deputy Manager in his review of work experiences. The move away from extended work placement to a gradual Work Prep, Work Ready and then Work Placement has been much more suited to the needs of the young people. This process has benefited the young people in that;

- They are now more aware of career options
- They have developed their employability skills
- They have received a personality test through MAPS which has helped to identify what types of jobs they may be suited to





- They have visited different employers and engaged in a variety of work tasks
- They have employability related qualifications
- They have engaged in an extended work placement.

The evaluation identified Give and Take as an exemplar programme, providing a much needed and valued intervention for many young people in need. The aim of the programme is to enhance the employability and self confidence of young people at risk of social exclusion across Northern Ireland and there is much evidence to support that this has been achieved. Young people are more employable because of;

- The qualifications they have attained
- Their greater awareness of employability related skills which are needed in the workplace and the development of such skills
- Their improved behaviour and self awareness
- Their work experience
- Their feeling of self worth
- Their positive focus on the future.

The evaluation concluded with a number of recommendations including:

- The Give and Take model is one that works and should be sustained
- The Give and Take programme currently works with a small segment of the overall NEET group (130 per annum out of a total 10,140 NI total!!). Include Youth needs to consider if it is desirable as an organisation to support a greater number of young people

through Give and Take and what impact this might have on the organisation

- The success of the model should be communicated widely to inform discussion and debate in respect to meeting the needs of NEET young people
- There is a need to enhance the sharing of information with those who currently refer and have the potential to refer young people to the scheme e.g. Trust staff (Gatekeepers, Social Workers, Employability Workers) and DEL Careers Advisers. Give and Take staff should have face to face meetings with such people once a year to discuss and review progress and share experiences
- In the current economic climate, where jobs are difficult to find and work placement opportunities are also becoming difficult, Give and Take may wish to consider the inclusion of a self employment, business skills training / practical input. This would introduce young people to more entrepreneurial focused skills development
- There needs to be a recognition that Give and Take is not an employment programme but an employability programme
- The evaluation identifies Give and Take as a model of best practice in respect to interventions with young people from a care background. There are a number of European transnational initiatives which potentially could provide a platform for Include Youth to promote Give and Take, to develop new practices and to learn from other similar organisations across the EU.

Case Study 1

Paul is 18 years of age. When he was 12 he was removed from his mother's care due to concerns about her ability to provide adequate parenting for him. Since then he has resided in many different placements including foster care and a residential home. He has a Statement of Educational Need and struggles with literacy and numeracy. Paul has a history of anti social behaviour and criminal involvement and has exhibited self harming behaviour. At the time of his referral he was also known to be involved in consuming large quantities of alcohol and was known to be smoking cannabis regularly. He was referred by his Social Worker as she believed that this would help;

- To enhance his self confidence and self esteem
- Secure opportunities for supported work placement as Paul was keen to get a job
- Reduce his risk of offending.



Paul was referred to Give and Take in June 2009. Give and Take staff advise that his literacy and numeracy skills were the lowest they had ever encountered and initially they were unsure if he would be able to cope on the programme. Paul was unable to read and write and he could not switch on a computer when he first arrived. Despite his low level of skills staff report that Paul is one of the best attenders on the programme and has achieved all of the qualifications, as well as his First Aid and CSR card. He no longer has to ask for help as he has made significant progress on his essential skills, albeit that they are still at a very low level. Because of this his Social Worker requested that he be offered an extension on the programme for a further 6 months to help further his essential skills.

During his consultation Paul advised that *"before Give and Take I was being a wee shit"*. He was very open about the fact that he was regularly *"thieving"* and engaging in anti social behaviour because he was *"bored"* and he never considered the consequences of his actions. He has really enjoyed Give and Take which he describes as *"great"* and the staff as *"dead on"*. He really enjoys the routine that Give and Take has introduced to him and as a result of having something to do he is no longer engaging in anti social behaviour. He remarks that Give and Take has *"changed"* him and kept him out of trouble. He has confidence now in his ability to achieve and realises that anything is possible but that he will have to work for what he wants. The staff on Give and Take have pushed him to achieve and while initially he would have had the attitude *"I can't do that"*, now he reports that he knows that he can do it. He believes that as a result of Give and Take he now has a better chance of getting a job because he has;

- Qualifications
- Improved English and Maths
- A cv
- Work experience.

Paul has also really enjoyed the social activities with Give and Take and the opportunities he has had would not have been available to him if he was not on the programme. He has enjoyed meeting new people and new friends. Paul is now more positive about his future and he recognises that he needs and wants routine when he leaves Give and Take to ensure that he doesn't fall back into his old ways. He hopes to get a job and is currently working towards securing a work placement.



Case Study 2

Sarah is 17 and has a care history since she was 11 years of age, due to alcohol misuse and domestic violence at home. She dropped out of school despite being academically very able and is described as a 'rebellious' young girl who finds it difficult to comply with boundaries at home. Sarah is hard to engage and Give and Take staff report that they have found working with Sarah to be extremely challenging as she would not communicate with them for many months. Initially all contact was through Sarah's mother who accompanied her to all induction sessions. This proved to be very difficult for staff who were unsure initially of the benefit that Sarah would get from the programme if she would not communicate with staff. The induction process was *"difficult and almost impossible"* according to staff and Sarah indicated that she was only interested in training towards qualifications and was not interested in any of the personal development activities. Sarah started Give and Take in December 2009 and it took until April 2010 for her to complete her induction. Her time keeping was very poor and in May 2010 Give and Take staff met with Sarah to discuss her commitment and level of interest in the programme. Staff queried Sarah's motivation and following a frank and honest session Sarah advised that she was interested in participating.

Sarah was particularly keen to get a job and it was agreed that the Project Worker would organise childcare work experience for her over the summer. The Project Worker sourced a local childcare business and met with the employer at the end of July to discuss the possibility of Sarah going on work experience. A taster day was arranged initially when Sarah and the Project Worker visited the childcare business and since August Sarah has been attending for work experience two days a week. This placement has had an



extremely positive impact on Sarah. Give and Take staff report that feedback from the employer is very positive and they have agreed to offer her additional work experience if she decides to go to college to get her childcare qualifications. This is an exit strategy that staff are working towards with Sarah.

Sarah's time with the Give and Take programme will be coming to an end soon and staff, her Social Worker and her mother all report that she is a very different person compared to when she first came to the programme. For example, they report that Sarah;

- Is much more communicative. Her Social Worker remarks how she is more talkative and will now make eye contact when she is talking
- Has developed enhanced self esteem and confidence, which is particularly evident in the workplace where she is obviously at ease and enjoying herself
- Is a much happier young girl – her mother commented that before Give and Take Sarah was *“unhappy”* and *“didn't know what to do with her life”*
- Is physically more self confident in her stance and appearance
- Is more relaxed in a group setting
- Has a sense of purpose and is focused upon her future, a career and the qualifications that she will need to achieve her goal
- Is a better timekeeper and gets out of bed to be in work for 8.30am. Her mother reports that *“she wouldn't have bothered getting out of bed before”*

- Is much more relaxed at home where her mother advises there is a “*nicer atmosphere*”.

Both Sarah’s Social Worker and her mother have praised staff at the Give and Take Scheme for “*not giving up on her*”. They are appreciative for the respect and patience that they have shown her despite the fact that for many months she would not communicate or properly engage with them. Her mother comments that “*where others would have given up Give and Take didn’t*”. Both agree that if Sarah had not been involved with Give and Take she would now be sitting at home doing nothing. Instead she is now working two days a week, developing her essential skills qualifications and considering going to college to study for a childcare qualification. Her Social Worker also advises that the Give and Take Scheme has preserved Sarah’s placement at home. If she had continued to do nothing and to stay at home, her Social Worker would have had no option but to consider placing her in residential care.

Case Study 3

Mark is 19 years of age and was referred to Social Services when he was 12 due to concerns about parental control at home. Prior to coming into care he was subjected to significant trauma, loss, rejection and multiple moves and his experiences included;

- The death of his father when he was 5 years old
- Witness to serious physical violence (domestic and other)
- Multiple house and school moves

- Multiple placements – he has been in 20 different placements between 2002 and 2009, including time spent in the Juvenile Justice Centre and Hydebank Young Offenders Centre
- Difficult and volatile relationship with his step father
- His mother and siblings leaving NI.

Mark has a significant criminal profile. His first conviction was when he was 12 years of age and he has a total of 92 convictions. His Social Worker referral to the Give and Take Scheme reports that Mark was not suitable for mainstream education due to his poor literacy and numeracy issues, resulting from his interrupted education. The referral makes reference to the unresolved feelings and emotions Mark was trying to cope with and the fact that he *“deals with these issues through self harm, drug misuse, anger and other high risk behaviours”*. Also *“he can present as lazy and not very motivated but this is a confidence issue”*. Mark is described as;



- Hurt
- Confused
- Angry
- Fearful Hopeless
- Rejected
- Abandoned.

Mark agreed to come onto Give and Take because he would be able to avail of one to one support. He did not want to join any training programme that required group settings because he was concerned that he would not be able to keep up. This was based upon his school experiences where he was left behind in class. Give and Take staff agreed to work with Mark on a one to one basis and they report that he flew through his induction in seven weeks. They report that Mark's ability is high *"but he had no confidence to engage"* in group based training. Following induction and his attainment of some qualifications Mark began to grow in confidence and started to ask about opportunities to engage in other Give and Take activities. Mark progressed to group based work and participated fully, developing a more positive attitude to engagement. Staff report that previously Mark would have said no to everything but now he *"will give anything a go"*.

When consulted Mark describes the group work as *"brilliant"* which he admits himself he didn't want to get involved with at the start. He reports that he *"loves"* the Give and Take programme and the classes which are *"not like the tech"*. He reported that *"I've done more*



here than any other techs. I didn't go to class as I couldn't concentrate in large groups". Mark is very aware of the need to change his lifestyle. "This is my last chance to give it a go. I'm sick of committing crime and I want to change my life around. They will help me". He admits that prior to Give and Take he was drinking and taking drugs every day. Now he has something to preoccupy him every day, keeping him busy and out of trouble.

Mark's Social Worker believes that Give and Take has been *"the making of him"*. The ability of Give and Take staff to successfully work with a high risk individual such as Mark has been praised by the Social Worker and the package of support on offer has been of huge benefit to him. He has moved from one to one training to group training, he has gained qualifications and he has benefitted from a work placement in Homebase. They describe the very positive impact that the programme has had in that;

- Prior to Give and Take Mark had an overwhelming sense of hopelessness and didn't care what happened to him. Now he realises that as he has worked so hard and put so much into the scheme that he can't go back
- Mark now has hope and a belief both in himself and for himself
- He has a positive attitude to life and his future
- He has developed a sense of independence which has been enhanced through his work placement opportunity
- His communication skills have improved – he used to swear a lot and talk about crime whereas now he talks more about his future in a positive way

- His resilience has improved and he is now better able to deal with issues in his life.

Mark specifically makes reference during his consultation to his mentor who he describes as *"brilliant"* and someone he can really trust. He can talk to his mentor about anything that is happening in his life and the Social Worker also remarks about the importance of Mark's mentor who they have also interacted with in respect to addressing issues being experienced by Mark.

Mark wants to get a job and he values the qualifications that he has been able to get at Give and Take. His time on the programme is due to come to an end but he would like to stay longer and get more qualifications. Mark believes that if he was not on Give and Take he would be in jail or dead as a result of his misuse of alcohol and drugs. He remarks *"I've changed so much"*. He has not engaged in criminal activity during his time with Give and Take and has reduced his alcohol intake significantly during the week. He knows that he has opportunities available to him if he applies himself.



Case Study 4

Peter is 18 and was referred to Social Services when he was 8 due to concerns about his mother's ability to care for her son due to mental health issues. He was placed in a children's home in 2009 as a temporary arrangement due to concerns about his personal safety and vulnerability. His Social Worker's referral makes reference to the fact that Peter has threatened suicide on a number of occasions. Peter has a mild learning disability and finds formal learning difficult. He has literacy and numeracy problems and while he has started several training courses with training agencies in the past, he has been unable to sustain any of these courses. Peter was referred to Give and Take as it was considered that the Give and Take flexible approach to training and the small group and one to one training options would suit his needs. Consultation with Peter confirmed that while he has engaged in both group and one to one sessions he prefers the one to one because it's "*quieter*" and he can "*get through the work quicker*".

Give and Take staff report that when Peter first started he was quiet and hard to engage. Now he will talk openly to staff when things are bothering him and he is open to support from staff. During his consultation Peter confirmed that it has taken him a while to trust staff but that he now feels comfortable in talking to them.

Peter's attendance on the programme has been excellent and he has achieved all of the qualifications available. Despite his essential skills difficulties he has excelled at his literacy and numeracy and Peter's sense of achievement has increased his self confidence and given him a sense of hope for the future. A Social Work review report states; Peter "*continues to present with improved self esteem and confidence*" and "*Give and Take has been central in providing him security and stability.*"

Peter reports that he enjoys Give and Take. He has enjoyed the flexibility of the programme and now that he has achieved his qualifications he would like to do more training. He has really enjoyed the social activities of Give and Take and feels much more confident in engaging with others. He has even felt comfortable participating in Give and Take activities outside his own area. When asked if the Give and Take programme has changed him in any way, Peter reports that as a result of meeting new people and making new friends he has become less sectarian and more tolerant. He reports that in advance of Give and Take he often engaged in anti social sectarian activity. He had never interacted with anyone from a different religion and through Give and Take he has been introduced to other young people from a different religious background. As a result of getting to know these young people he has made new friends and as a group sectarianism has been discussed. He now realises that his behaviour was wrong.





Peter was provided a work placement opportunity but unfortunately this did not work out for him. He is unsure what he would like to work at and staff report that he lacked self confidence to sustain his placement. Peter has been on the programme for over one year and it is time for him to move on. He has concerns about leaving but he has been reassured that he can call into the office at any time. He has applied to the further education college for training.

When Give and Take staff were asked how Peter has benefitted from the programme they comment that he has;

- Improved his essential skills
- Become more self confident
- Developed his social skills
- Improved his communication skills
- Reduced his self harming behaviour.

If he was not on the programme Peter reports that he would be *"sitting at home watching tv"*.

Case Study 5

John is 18 years of age and has been in care, living in a residential home for children, since he was 10. John was referred to Give and Take because he was unwilling to commit to a full time course at his local further education college. He has literacy and numeracy difficulties and has a problem with alcohol misuse which resulted in him engaging in aggressive and anti social behaviour. Before Give and Take his daily life lacked routine and structure and he tended to spend his days sleeping in bed.

John's Social Worker referred him to Give and Take because she felt that the approach adopted by the scheme would suit John's needs and his ability. Despite his literacy and numeracy difficulties she describes him as an intelligent young man. John is keen to get a job and therefore his Social Worker felt that Give and Take would help to improve his essential skills and motivate him to focus on his future. She reports in her referral form that John has low self esteem as a result of the stigma of being in care.

The Give and Take Project Worker reports that initially John appeared to be motivated and keen to engage in the programme. However he was drinking during the week and after a while, was missing classes or turning up while still under the influence of alcohol. This was unacceptable and the Project Worker spoke to John to discuss the issue. John reported that he still wanted to continue with the programme and the Project Worker agreed to let him stay and appointed a mentor to provide additional support to him. The Project Worker reports that the appointment of a mentor "*was the turning point*". John is very interested in football and supports his local soccer team. A mentor was appointed who had a similar interest and went with John to local football matches at the

weekend. John's engagement with Give and Take improved. The Project Worker reports that his attendance *"shot up"* and he became much more open and communicative with staff. He now engages well and participates in group based activities and *"puts great effort into everything"*.

Initially John didn't attend the essential skills classes because he felt that he wasn't capable. However with the support of staff he is now attending essential skills and working through at his own pace. He reports during his consultation that he finds the work *"doable"* and says that *"it's easier to get work done here than anywhere else"*. *"You get all the help when you need it"*. He also enjoys the social side of Give and Take and relates well to the young people on the programme as well as the staff who he describes as *"brilliant, laid back and always a laugh"*. He says *"I couldn't be anywhere if I wasn't happy with the staff"*.



John believes that he has matured as a result of coming onto Give and Take. He says that he is now *"waking up to things"* and *"I have my wits about me"*. He has completed his qualifications and sustained a 6 week work placement in a local restaurant. As a result he feels that he is more employable. His Social Worker reports that she too can see great changes in John. For example;

- His communication skills have improved
- He is not as *"cocky"* as he was previously but has honed his self confidence skills
- He now contacts his Social Worker when he feels the need for help rather than letting things escalate to crisis point
- He can manage himself better and has become more independent
- He has an interest in further training and is motivated about his future
- He is much more reliable.

The Social Worker reports that Give and Take has been John's *"most permanent structure"*. His time on the programme is due to come to an end and John reports that initially when staff began to discuss possible exit strategies with him he was *"raging"* and said to staff *"if you close me now you close me to nothing"*. A six month extension was approved to facilitate his transition into another training course and he was advised that he can always avail of the drop in facility at the Give and Take office. The Project Worker advises however that he still has fears about John's transition to mainstream education. His academic ability is low and without the support he has had through Give and Take he is concerned about his ability to cope.



RECOMMENDATIONS

The following recommendations are made for consideration by Give and Take staff in the future development and enhancement of what is without doubt already a very successful programme.

- The Give and Take model is one that works and should be sustained
- The Give and Take programme currently works with a small segment of the overall NEET group (130 per annum out of a total 10,140 NI total!!). It could be argued that there are other segments of the NEET group which require support and assistance as much, if not more, than those young people from a care background (edge of care, homeless, addicts etc). Include Youth as an organisation needs to decide if they wish to expand their current client base and to provide a much larger programme (in terms of numbers) across Northern Ireland. There is a growing recognition within the market place that Give and Take works and should be opened up to other young people in need
- European Social Funding (ESF) secured in 2008 helped to develop the Give and Take programme, particularly in respect to the provision of essential skills (in-house) and developing a better employer focus through specialist employer facing functions / staff. Given the success of these interventions a further application to ESF should be made building upon the work already carried out and developing new approaches which are better suited to the current labour market. A few examples of what might be attempted include an Intermediate Labour Market approach (subsidised employment) or a self-employment / enterprise route

- The success of the model should be communicated widely to inform discussion and debate in respect to meeting the needs of NEET young people
- There is a need to enhance the sharing of information with those who currently refer and have the potential to refer young people to the scheme e.g. Trust staff (Gatekeepers, Social Workers, Employability workers) and DEL Careers Advisers. Give and Take staff should have face to face meetings with such people once a year to discuss and review progress and share experiences
- There is a need to review the health assessment process that is conducted during induction. Personal Development Workers should devise a new methodology for collecting health and wellbeing information





- Personal Development Workers believe that there are opportunities to improve the Getting Ahead programme and to concentrate on a smaller number of topic areas over a longer period. They also believe that there are opportunities to introduce more accredited programmes within the personal development programme. They should be supported to develop and enhance this element of the programme.
- Include Youth to establish a social enterprise training company which could market well developed products (e.g. Getting Ahead) to the wider external market place
- A review of participant files to inform the evaluation process highlighted that there is inconsistency in the information that is held on file for each participant. A checklist of information that needs to be retained should be developed and communicated to staff to ensure that all files have the necessary information available
- It would be useful if the monitoring information could provide details on;
 - Average length of time on the programme (e.g. less than 1 year, 12 months, 12 – 18 months, longer than 18 months)
 - Number of young people with 1 qualification, 2 qualifications, 3 etc.
- In the current economic climate, where jobs are difficult to find and work placement opportunities are also becoming difficult, Give and Take may wish to consider the inclusion of a self employment, business skills training / practical input. This would introduce young people to more entrepreneurial focused skills development

- There is a need to review some of the performance indicators for the programme
- There needs to be recognition that Give and Take is not an employment programme but an employability programme i.e. the success of the project should not be entirely reliant on employment outputs. Increasingly there is recognition that people furthest from the labour market require support to assist them along the employability continuum. Give and Take has demonstrated that it significantly enhances the motivation, confidence and essential skills of young people, moving them further along the employability path.
- The evaluation identifies Give and Take as a model of best practice in respect to interventions with young people from a care background. There are a number of European transnational initiatives which potentially could provide a platform for Include Youth to promote Give and Take, to develop new practices and to learn from other similar organisations across the EU

Give and Take Evaluation

Executive Summary



AKE

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