



# DANGERPOINT SOCIAL RETURN ON INVESTMENT (SROI) EVALUATION REPORT

As part of the Social Value Cymru project

“I can be bored for a year, but this will help me  
forever.”



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## Executive Summary

This report details the Social Return on Investment (SROI) evaluation conducted on the DangerPoint in Flint, North Wales. The results demonstrate that significant social value is created through the project's activities, with a **SROI result of £4.81:1 – meaning that for each £1 invested, £4.81 of value is created.**

The aim of DangerPoint is to educate children and young people in safety awareness in order to reduce the incidents of accidental deaths and injury; and to promote health, wellbeing and community safety. The DangerPoint team delivers clear information about health and safety ensure the learning experience has short and long-term impact on the individuals visiting.

The DangerPoint core programme is a 3-hour guided interactive tour for primary school pupils in years 5 and 6, designed to teach the children about making positive life choices, increase awareness of health and safety hazards, and reduce incidents of accidental injury.

The programme is divided in to 6 zones, zone 1 focused on the home and safety around the house. This includes the kitchen, lounge, bedroom as well as the garage and garden. As a result of the pupils attending zone 1 they now feel **safer at home – feeling better that the whole family is safe** with the new knowledge they have obtained and the changes they now make because of DangerPoint's programme.

In addition, pupils now have **increased confidence to know what to do when in danger** after attending the programme with a better understanding of the dangers they may encounter and as a result of this they now **feeling safer in general** thanks to DangerPoint.

## Acknowledgements

This report would not be possible without involving key stakeholders to understand what changes have taken place and establish their impact. For those who enrolled on the DangerPoint programme, their involvement was key and we're extremely grateful to them for feeding back on their experiences and their willingness to help us understand what happens.

A huge thank you to Julie Evans and the whole team, who are clearly passionate about their work, and their enthusiasm and support to help the individuals was a crucial input in the chain of change. As they are part of the Social Value Cymru project it demonstrates their commitment to both understanding the impact of their work, but to also to look at how they can maximise that impact.

Diolch yn fawr / Thank you

## 1.0 Introduction

This evaluation report will analyse the value of the DangerPoint Education Activity Centre which is funded by various different funding bodies to provide safety awareness education for schools across North Wales. The impact of this service on pupils will be considered, but also the value to other potential stakeholders.

Through engagement with the individuals receiving the service and the organisations and examining the information and data was available, appropriate estimations have been made supported by secondary evidence.

The report will initially set out the background of this programme, followed by a discussion of the Social Return on Investment (SROI) framework used to evaluate the service. The SROI results will then be discussed in detail to explain the 'story of change' and value for key stakeholders. The report will look at the social value created for activities from April 2018 and until 31<sup>st</sup> March 2019.

## 1.1 Background & Context

### Key Organisation(s)

DangerPoint is a registered charity (11110156) and company limited by guarantee, with a safety centre based in Talacre, North West Flintshire. As well as the small team of core staff and sessional staff, North Wales Fire & Rescue Service funds an administrative post and they also have a volunteer from Flintshire Work Options. The building in which the safety centre is housed is provided free of charge by Eni.

The aim of DangerPoint is to educate children and young people in safety awareness in order to reduce the incidents of accidental deaths and injury; and to promote health, wellbeing and community safety.

The DangerPoint team delivers clear information about health and safety hazards in an interactive setting and aims to research and apply the best techniques to ensure the learning experience has short and long-term impact on the individuals visiting.

DangerPoint is a recognised UK Centre of Excellence.

### Project Outline

The DangerPoint core programme is a 3-hour guided interactive tour for primary school pupils in years 5 and 6, designed to teach the children about making positive life choices, increase awareness of health and safety hazards, and reduce incidents of accidental injury.

Groups of up to 60 children are divided into smaller groups each assigned a designated Ranger who delivers the safety messages throughout their tour of the centre. The centre is divided into six zones which include the following scenarios:

- Zone 1: Home, including lounge, kitchen, bedroom, garage and garden
- Zone 2: Substance misuse, building site safety, bullying
- Zone 3: Transport Safety, including bus safety and train safety
- Zone 4: Farm and Countryside, including flood awareness
- Zone 5: Beach, Water and Road Safety
- Zone 6: Digital Safety, including internet, mobile and shop safety

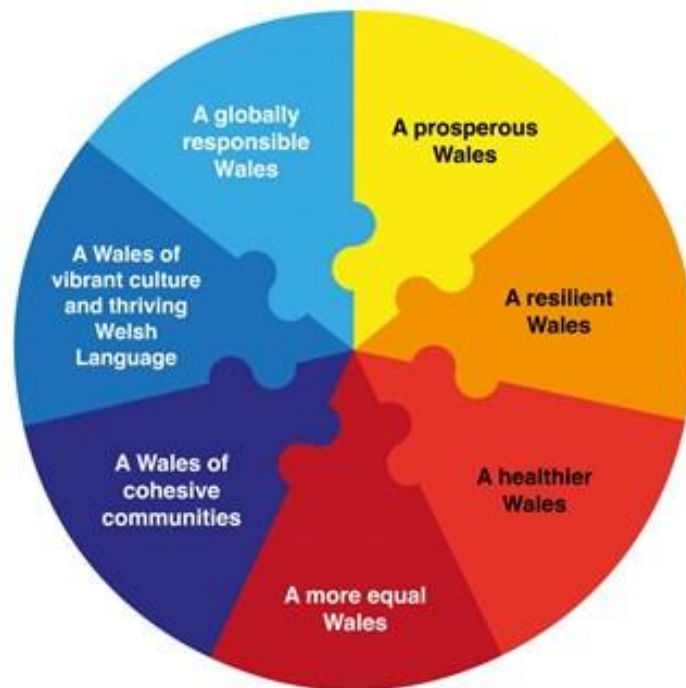
During the visit the children take part in a quiz before and after their tour. They use hand-held voting devices to record their answers and the group is given a cumulative percentage score. The quiz before the tour assesses what they already know and the quiz afterwards assesses what they learnt during their visit.

DangerPoint undertake follow-up visits with some schools up to 6 months after their visit to conduct the quiz again to test how much knowledge the children have retained. Chester University students help with this and also conduct interviews with children and teachers.

This evaluation is part of the Social Value Cymru project managed by Mantell Gwynedd and led locally through Flintshire Local Voluntary Council. The focus of the project is internal decision making, and therefore this report will mainly focus on the value to those who matter the most – our clients / beneficiaries. These results will then be used as a baseline for trustees so they can start to embed social impact measurement to inform their decision making.

### **Any literature/evidence that support the motivation for the project**

Acknowledging that there are many factors that affect a person's quality of life, the Welsh Government enacted the Well-being of Future Generations (Wales) Act 2015 which aims to improve the social, economic, environmental and cultural well-being of Wales, through improving the well-being of individuals. There are 7 Well-being Goals in the Act.



The work of DangerPoint contributes to ‘a healthier Wales’, the goal of which is to be “A society in which people’s physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood” (Essentials, p6). Supporting children to understand risks and make informed choices about safety can have a positive impact on their health and well-being now and in later life.

The Act also outlines 5 Ways of Working for public bodies to meet the Sustainable Development Principle, which exists “to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs” (Essentials, p7). Three of the Ways of Working are:

- Prevention: how acting to prevent problems occurring or getting worse may help public bodies meet their objectives
- Long term: the importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs

- Integration: considering how the public body's well-being objectives may impact upon each of the well-being goals, on their own objectives, or on the objectives of other public bodies

Although DangerPoint is not a public body, its work contributes to the well-being objectives of some – including North Wales Fire and Rescue Service, North Wales Police, Betsi Cadwaladr University Health Board – while applying the ways of working listed above.

## 2.0 Social Return on Investment (SROI) Framework

By explicitly asking those stakeholders with the greatest experience of an activity, SROI is able to quantify and ultimately monetise impacts so they can be compared to the costs of producing them. This does not mean that SROI is able to generate an 'actual' value of changes, but by using monetisations of value from a range of sources it is able to provide an evaluation of projects that changes the way value is accounted for – one that takes into account economic, social and environmental impacts. Social Value UK (2014) states;

*'SROI seeks to include the values of people that are often excluded from markets in the same terms as used in markets, that is money, in order to give people a voice in resource allocation decisions'*

Based on seven principles, SROI explicitly uses the experiences of those that have, or will experience changes in their lives as the basis for evaluative or forecasted analysis respectively.

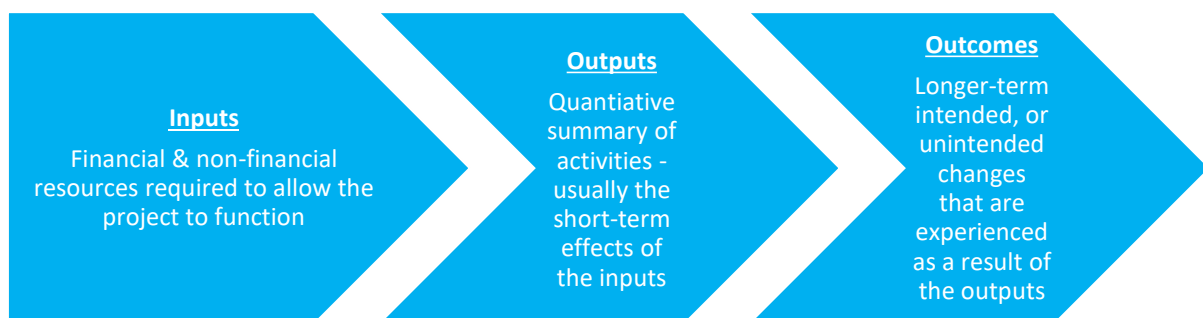
### Social Return on Investment Principles

1. **Involve stakeholders** Understand the way in which the organisation creates change through a dialogue with stakeholders
2. **Understand what changes** Acknowledge and articulate all the values, objectives and stakeholders of the organisation before agreeing which aspects of the organisation are to be included in the scope; and determine what must be included in the account in order that stakeholders can make reasonable decisions
3. **Value the things that matter** Use monetisations of value in order to include the values of those excluded from markets in the same terms as used in markets
4. **Only include what is material** Articulate clearly how activities create change and evaluate this through the evidence gathered

5. **Do not over-claim** Make comparisons of performance and impact using appropriate benchmarks, targets and external standards.
6. **Be transparent** Demonstrate the basis on which the findings may be considered accurate and honest; and show that they will be reported to and discussed with stakeholders
7. **Verify the result** Ensure appropriate independent verification of the account (socialvalueuk.org)

The guiding principles ensure that *how* value is accounted for remains paramount. To ensure a consistent approach is used, chains of change are constructed for each material stakeholder explaining the cause and effect relationships that ultimately create measurable outcomes. These chains of change create the overall Value Map (attached separately as appendix 6), and these stories of change are equally as important as the final result of analysis. In fact, SROI is best thought of as a story of change with both quantitative and qualitative evidence attached to it. Figure 2 summarises the different elements for each chain of change included within the SROI analysis (before the impact of outcomes is calculated).

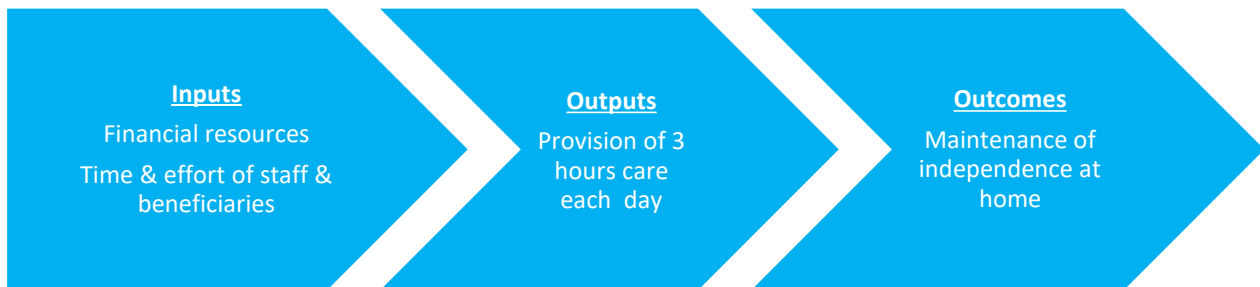
**Figure 2 – Outline of the Chain of Change**



SROI is an outcomes-measurement approach, and only when outcomes are measured is it possible to understand if meaningful changes are happening for stakeholders. To illustrate this idea, figure

3 displays a brief theory of change for a domiciliary care programme to assist people to remain in their own home - only by measuring the final outcome, is it possible to understand the impact of the care-programme.

Figure 3 - Example Chain of Change –



As will be discussed at the point of analysis, SROI also incorporates accepted accounting principles such as deadweight and attribution to measure the final impact of activities that are a result of each particular activity or intervention. Importantly, SROI can capture positive and negative changes, and where appropriate these can also be projected forwards to reflect the longer term nature of some impacts. Any projected impacts are appropriately discounted using the Treasury's discount rate (currently 3.5%). The formula used to calculate the final SROI is;

$$\text{SROI} = \frac{\text{Net present value of benefits}}{\text{Value of inputs}}$$

So, a result of £4:1 indicates that for each £1 invested, £4 of social value is created

Overall, SROI is able to create an understanding of the value of activities relative to the costs of creating them. It is not intended to be a reflection of market values, rather it is a means to provide a voice to those material stakeholders and outcomes that have been traditionally marginalised or ignored. Only by measuring impacts are organisations able to not only demonstrate their impacts, but also importantly improve them. This thereby strengthens accountability to those to which they are responsible, which in the third sector is fundamentally the key beneficiaries of services.

### 3.0 Stakeholder Engagement & Scope of the Analysis

Including stakeholders is the fundamental requirement of SROI. Without the involvement of key stakeholders, there is no validity in the results – only through active engagement can we understand actual or forecasted changes in their lives. Only then can SROI value those changes that matter most.

In order to understand what is important for an analysis, the concept of materiality is employed. This concept is also used in conventional accounting and means that SROI focuses on the most important stakeholders, and their most important outcomes, based on the concepts of relevance and significance. The former identifies if an outcome is important to stakeholders, and the latter identifies the relative value of changes. Initially, for the evaluation of DangerPoint, a range of stakeholders were identified as either having an effect on or being affected by the project – table 2 highlights each stakeholder, identifying if they were considered material or not for inclusion within the SROI analysis.

#### Materiality

**If a stakeholder or an outcome is both relevant & significant, it is material to the analysis. Being important to stakeholders and of significant value, means that if the issue was excluded from analysis it would considerably affect the result.**

Table 2 – Stakeholder List & Materiality

Stakeholder	Material stakeholder?	Explanation
Pupils	Yes	As key beneficiaries of the service these are the most important stakeholders and some changes experienced will be both relevant and significant.
Schools	No	While the core programme is delivered to school groups and their involvement is crucial, changes for the schools themselves are not measured.
DangerPoint	Yes	Provides material inputs of finance, skills and other resources to ensure the strategic direction of the project, so must therefore be included.
Parents / Carers	No	Although they may experience changes as a result of the outcomes of their children, they are not a material stakeholder group as changes are not reported by a significant number.
Emergency Services	No	There are potential benefits to these services as a result of the changes experienced by the children, but these are not measured and may be realised beyond the timescale of analysis.
Sponsors	No	These do not experience relevant or significant changes, but their inputs are captured.

Having identified the material stakeholders for analysis, table 3 highlights the size of the populations, the sample size engaged with and the method of engagement.

Initial discussions were held with the Centre Manager to understand the scope and potential list of stakeholders. Further activities were held as part of the Social Value Cymru project to do map all the stakeholders and to start to identify any potential characteristics that can possibly provide some insights in the results.

Engaging with the individuals themselves is essential so ensure we adhere to principle 1 of SROI which is involving stakeholders and then through them we can get a better understanding about the outcomes. There are different ways of qualitatively engaging with stakeholders, each with their advantages and disadvantages. In this case the qualitative data was gathered during a focus group on 8<sup>th</sup> April 2019 with Mountain Lane Primary School in Buckley, Flintshire, with 12 pupils that had participated in the guided tour on 8<sup>th</sup> November 2018. Firstly, the pupils completed the same quiz as they did during the tour to ascertain how much knowledge they retained. They were then asked to complete a short questionnaire and make a poster based on something they learned at DangerPoint. Finally, we split the group in two and played the Value Game. The pupils spent 5-6 minutes on the quiz, 20 minutes on the questionnaire, 20 minutes on the poster, and 60 minutes playing the Value Game.

These methods were used to try to understand what changed for the pupils taking into consideration the size of the group and time constraints. For example, the questionnaire asked what they do differently now and if they experienced any negative changes, which alternatively could have been asked as a group or in one-to-one conversations.

For the Value Game, the expected outcomes and potential 'products' were pre-printed, again, due to time constraints. The pupils were keen to discuss the outcomes and their

relative importance. They were then asked to discuss the products and, as a group, reduce it from ten to four options, and rank them in order of importance. This was slightly more challenging but agreement was reached in each of the two groups. When they were then asked to compare the outcomes to the products and neither group placed any of their chosen products above the project outcomes. Unlike quantitative methods, qualitative interviewing does not have a statistical method for identifying the relevant number of interviews that must be conducted. Rather, it is important to conduct sufficient number until a point of saturation is reached – this is the stage at which no new information is being revealed.

## Potential Subgroups of Stakeholders

It's important to recognise that not all individuals are the same. Understanding if different characteristics have an impact on the data can help us to manage and inform decision making. For this report we have not considered different characteristics to segment the pupils, but potential characteristics that could be used for differentiation in future are:

- Gender
- County

Gender

\*\* need chart

## County

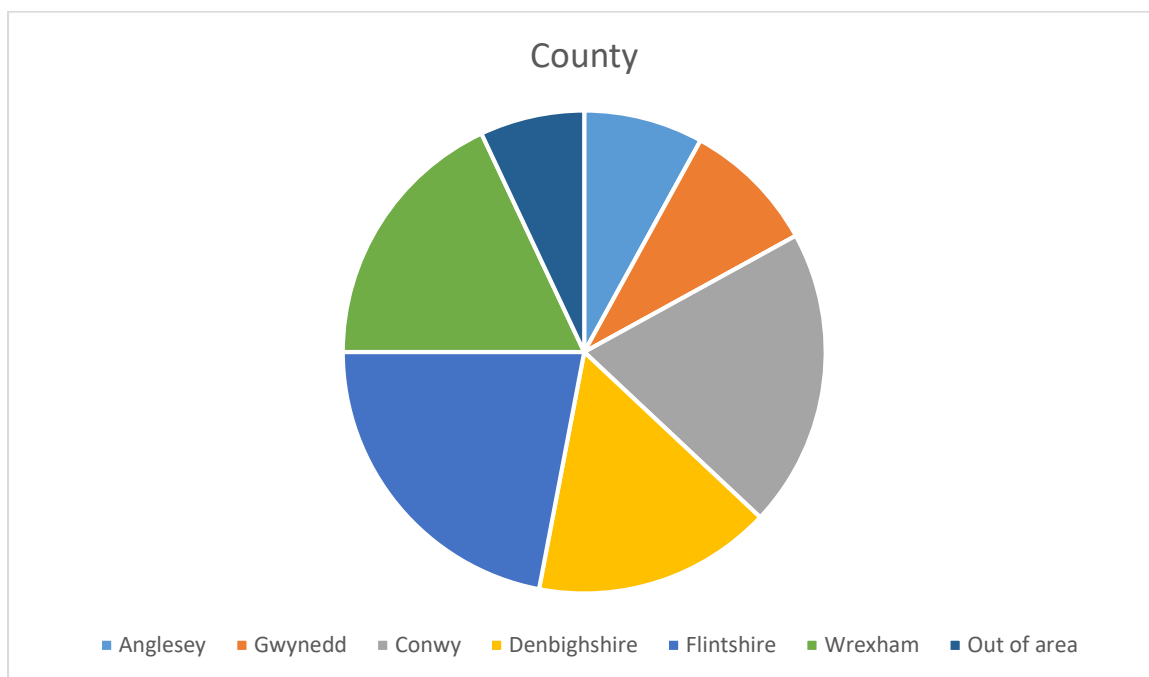


Table 3 – Stakeholder Engagement

Stakeholder	Population size	Method of engagement
Pupils	3,507	<ul style="list-style-type: none"> <li>• 1 visit to the Educational Activity Centre observing a tour</li> <li>• Visit to one school to conduct a follow up test of knowledge and to play the value game</li> <li>• Some results from parent questionnaires</li> </ul>
DangerPoint	1	<p>Meeting with Centre Manager</p> <p>Secondary evidence from Chester University</p>

## 4.0 Project Inputs

This section of the report describes the necessary inputs from multiple stakeholders. Some inputs are financial, whereas others are not – yet where possible inputs are monetised.

### Pupils

Many of the schools will need to pay a contribution of £3 per pupil. Some do have funding through the local authority. In 2018-2019 27% of the pupils were fully funded, however, if the costs are shared equally between all children then the cost average is £2.17 per pupil. Consideration must also be given for travel costs, however, DangerPoint will actively seek funding towards travel costs to ensure as many pupils are able to visit as possible, and during the 12 months of analysis, 95% of pupils received funding towards their travel costs, and this financial input is included below.

Their time and willingness to take part and engage with the staff is important, as well as their willingness to learn and changing their actions and behaviours in light of this greater awareness.

It was identified that for some the increased awareness did increase some anxiety levels as they were more aware of dangers. This is something that perhaps the school and the parents could be more aware of to reassure children to cope with the risks.

### DangerPoint

The financial input is managed by DangerPoint which receives funding from service level agreements, corporate support, grants and trusts, and income generation. The total costs for the period for north Wales schools are £204,220 which includes utilities, maintenance, payroll, insurance and any other overheads. The centre does not need to pay rent but is included as in-

kind costs. Also included in the in-kind costs is a seconded member of staff who does the administration work from North Wales Fire and Rescue Service.

The financial input is raised through grants / trusts (28%), Service Level Agreement (11%), Corporate Support (28%) and income generation (33%).

The income pays for the staff – a Centre Manager, Deputy Manager, Funding and Partnership Officer, three Centre Assistants, 13 Rangers, and an Interactive Controller – as well as management and resources.

### Total monetised inputs

The total inputs for the project over the one-year period have been calculated as £204,220 created by both financial and non-financial inputs from the range of stakeholders above. The totals take into consideration This information is displayed in table 4 and is compared to the costs per individual (whatever the key stakeholder is you can identify the input value per key stakeholder).

**Table 4 – Total Monetised Inputs for DangerPoint**

Stakeholder	Financial input	Non-financial input	Cost per individual
<b>Pupils</b>	£9,504	Time, willingness to take part and engage in the tour and follow-up activities	£2.17 per pupil contribution

<b>DangerPoint</b>	£204,220	Strategic management, time, expertise	£58
<b>Totals</b>	<b>£213,724</b>		<b>£60.17</b>

## 5.0 Outputs, Outcomes & Evidence

The immediate outputs for the DangerPoint Safety Centre, is the number of pupils who visited the centre from year 5 & 6 from 4<sup>th</sup> April 2018 until 5<sup>th</sup> April 2019. In total 6,485 pupils visited the centre over the 12 months, and 3,507 were from year 5 & 6. The interactive programme will last 2 hours 30 minutes and they will visit 6 different zones which includes the house, substance misuse and bullying, transport safety, farm and countryside, beach and water safety and then digital safety. Some of the schools will also have a follow up visit and the session will last a couple of hours.

To understand the success of any project, then we must understand the outcomes experienced by the participants, in this project those are the year 5 & 6 pupils who visit DangerPoint. Outcomes are those things that change and are sustainable. Table 7 below summarises all the stakeholders, their outputs and looks at all possible outcomes considered after engagement with all stakeholders. Consideration is given to what will be included and excluded and can then be seen in the Theory of Change.

A full Theory of Change can be seen below, and those in the green boxes are those included in the value map. To ensure we are not over claiming, it is only those final three outcomes that are given a value. However, this section will look at each stage to understand the importance of every step in the client journey, and to recognise what are the indicators for these changes. Consideration will also be given to potential negative outcomes.

Stakeholder	Outcomes	Included / Excluded	Materiality test	Indicator
Pupils	Feeling safer in general	Included	This was relevant to all stakeholders during the qualitative stages, and the quantitative data demonstrated a lot of change	Qualitative engagement with one school, value game. Parent questionnaires and Teacher responses.
	Increased confidence to know what to do when in danger	Included	This was relevant to all stakeholders during the qualitative stages, and the quantitative data demonstrated a lot of change	Qualitative engagement with one school, value game. Parent questionnaires and Teacher responses.
	Safer home – feeling better that the whole family is safe	Included	This was relevant to all stakeholders during the qualitative stages, and the quantitative data demonstrated a lot of change	Qualitative engagement with one school, value game. Parent questionnaires and Teacher responses.
	Improved knowledge about danger in the home and everyday life	Excluded	This was relevant to most stakeholders; however, this is an intermediate outcome that leads to the well-defined outcomes	

Increased awareness of what to do when in dangers	Excluded	This was relevant for many stakeholders; however, this is an intermediate outcome that leads to the well-defined outcomes	
Changes in behaviours in regards to risky situations	Excluded	This was relevant to most stakeholders; however, this is an intermediate outcome that leads to the well-defined outcomes	
Increased anxiety as they were more worried about dangers everywhere	Excluded	Some stakeholders explained that they had become worried more about some things. This wasn't relevant to a high percentage and therefore is not included, but should be further explored.	

## Material Outcomes for each stakeholder

### 5.1 Pupils

#### Outcome 1 – Safer Home – Feeling better that the whole family is safe

During their visit to the centre, zone 1 is focused on the home and safety around the house. This includes the kitchen, lounge, bedroom as well as the garage and garden. Many of the children explained how they had learnt about fire safety especially, and many had taken actions afterwards to have fire alarms checked or to buy Carbon Monoxide alarms. All the children also spoke about how they now make sure that they unplug their phone chargers now.

“We bought a carbon monoxide alarm.”

“I feel safer now because if there is a fire I know the fire alarm works.”

During the activities, many explained how reassured they now feel that they have taken actions around the home, and how they feel their whole family is safer.

“In my house, we have installed a carbon monoxide alarm, and I have been able to educate my little cousin on how to be safe.”

When playing the value game, both groups felt that this outcome was the most important, and valued it higher than anything else.

#### Outcome 2 – Increased confidence of knowing what to do when in danger

DangerPoint gives the children a quiz at the beginning and at the end of the tour to test what it is they've learnt. Additionally, DangerPoint will also visit a sample of schools a few months afterwards to see how much of the information they've retained.

In the 2018 Chester University report, the results were as follows;

“the results from all the quizzes that were taken part in by the sample showing an average pre score of 39%; post score of 92%; re-test of 76% with an overall retention of 82%.”

All tests were done around 4-6 months after their visit, and therefore it demonstrates how the information was retained for some time after their visit.

Many of the children during the qualitative interviews and activities demonstrated how they are now more aware of what to do if facing danger, and explained how that made them feel better. During the value game, this outcome and the outcome of ‘better being able to identify risk’ was separated. However, it was decided that the ‘better able to identify risk’ was an intermediate outcome that led to their increased confidence of knowing what to do.

“It was amazing and really fun and it made me more aware of the dangers around.”

“Once my dad was cleaning up milk off the floor and he was cleaning near a plug socket so I turned it off.”

DangerPoint also measures their confidence before their visits and after their visit. The average results can be seen in appendix 1, but only 19% had said they were very confident in dealing with risky situations before their visit, and on average after the visit the percentage had gone up to 55%.

As well as this, DangerPoint visited many schools for feedback and created a video<sup>1</sup> of the results. Many of the children explained how more confident they were now to deal with dangerous or risky situations. One boy said he used to be on a 6 or 7 and was now moved up to 9 in confidence.

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<sup>1</sup> <https://www.youtube.com/watch?v=LCfmxjPH3kg&feature=youtu.be>

Others explained how they had now changes their behaviours such as how they deal with bullying or online safety.

“I think if you get bullied or cyber bullied you should tell someone because it’s not good keeping it to yourself.”

### Outcome 3 – Feeling safer in general

As well as increasing their confidence, many felt safer in general as they had the knowledge to know what to do to avoid danger, and also what actions to take if faced with danger.

“I look both ways by the green man and I taught my little brothers lots of stuff which makes me feel safer.”

“I feel a lot safer.”

Many felt that the awareness they now had, but also the knowledge of what to do had made them feel safer in general and more relaxed.

In the research video prepared by DangerPoint, many of the children explained how they feel safer as they understand a bit more about the dangers, but also how to react. Some said how they look more at their surrounding now, and how the learning had helped them to feel safer.

### Negative Outcomes?

There were some comments made in the conversations as well as in the questionnaires which suggested that perhaps some of the information had made them more anxious about danger and risks.

One girl explained how she was now worried about where her bedroom was should there be a fire as she had only a small window. This suggested some anxiety as she is now more aware of what could happen.

One child also explained that the experience was a bit 'creepy' as well as the alien character was a bit 'creepy'. However, the majority of the children still remembered the character several months afterwards and was fond of the character.

It was apparent that all the changes were seen as positive, however, with this knowledge it is possible that many will be more afraid and anxious and therefore some children might need more reassurance at the end of the session.

## 5.2 Schools

For schools, the centre is very likely to have an impact on them. In the feedback questionnaires, many teachers explained how beneficial the tour was for the children and how the tour fitted with many of the subjects they were learning in school.

“Extremely relevant and age appropriate.”

“Relevant to day to day life.”

Although the tour might assist some aspects of the classroom learning, it is the interactive experience that they get that assisted the learning and the retention of that information.

Theory of Change – DangerPoint



## 6.0 Valuing Outcomes

The difference between using SROI and other frameworks is that it places a monetary value on outcomes. By using monetisation, it allows us to not only give the story of what's changed in people's lives, but also allows us to put a value on those changes so we can compare costs and outcomes. This is not about putting a price on everything, but it allows us to demonstrate what impact the service has on other stakeholders, and the possible savings an intervention can create. It also goes beyond measuring and allows organisations to manage their activities to ensure the best possible impact is created for those that matter to them the most: the pupils attending DangerPoint Safety Centre.

### Impacts of DangerPoint

SROI analyses use accepted accounting principles to calculate the overall impact of activities. Taking into account any deadweight, attribution, displacement and drop-off factors, means that SROI analyses will avoid over-claiming value that is not a result of the project Empowerment programme activities. The boxes below outline each of the impact factors.

#### Deadweight

This asks the likelihood an outcome could have occurred without an activity taking place. So for example if it is believed that there was a 10% chance that someone could have found work without a training programme, the value of that outcome is reduced by 10%.

#### Attribution

Considers what proportion of an outcome is created by other organisations/individuals, so can therefore not be legitimately claimed by the SROI analysis. For example, if external agencies also support someone receiving training, that organisation is responsible for creating some of the value, not just the training organisation.

#### Displacement

This asks if an outcome displaced similar outcomes elsewhere. This is not always a necessary impact measure yet must be considered. For example, if a project reduces criminal activity in one area, which results in increases in other locations, there is a need to consider the displaced outcomes.

#### Drop-off

Outcomes projected for more than one year must consider the drop-off rate. This is the rate at which the value attributable to the focus of the SROI analysis reduces. For example, an individual who gains employment training may in the first year of employment attribute all of the value to the training organisation, but as they progress in their career less value belongs to the initial initiative owing to their new experiences.

## Pupils

There are a range of approaches to monetise outcomes including using financial proxies that is using a market-based alternative as an approximation of a stakeholder's value. However, some would argue that these do not represent the value that the particular stakeholder with experience of the change would attribute to it. Therefore, where possible, this analysis has applied the first SROI principle to involve stakeholders as much as possible. During the qualitative interviews, following an understanding of the changes and the outcomes gained, clients were asked to rank and rate their outcomes. Following this, the value game was played with two groups from the same school. The value game identifies their material outcomes, and asks them to prioritise, and subsequently value them against a list of goods or services available on the market to purchase.

In most cases where the changes identified were positive, all the outcomes were considered to be more valuable than any of the goods / service used for comparison. The outcomes could therefore be identified as being at least as valuable as the market goods / services they had identified as most valuable.

Furthermore, where it is possible to provide a reasonable comparison of outcomes to those on existing wellbeing valuations (i.e. high confidence, not worried about crime, feeling in control over life), it was discovered that these alternative options had a higher monetary value – and as such we have avoided over-claiming by not using this source. For example, in HACT'S Social Value Calculator (version 4), improvement in confidence (youth) £9,283 which is significantly higher than what we identified through the value game. Confidence was therefore given in the valuations that we were not over-claiming.

It is important to note that change is rarely binary. When people have experience change, it is unlikely that there will be a 100% change, despite some clients seeing it as a complete change. The questionnaires and the activities during the session gave some confidence in the amount of change and in the retention of the information. However, there wasn't a scale used currently by DangerPoint, and this is one area they will look to develop within the questionnaires. To avoid over claiming, a distance travelled of 25% was used for all three outcomes.

**Table 6 – Examples of Outcome Valuations**

Outcome	Identified value	Value of average distance travelled	Quantity of stakeholders experiencing outcome
<b>Safer home – feeling better that the whole family is safe</b>	Average of value games revealed value of £5,618 This outcome was weighted as the most important change with a weighting of 10/10, and therefore the full value was used.	The average distance travelled for all changes was 25%. Therefore 25% of this value was used which gave £1,404.	Based on the results of the parent’s questionnaires, 64% had experienced change. Therefore, the results are based on 2,244 pupils experiencing change.
<b>Increased confidence to know what to do when in danger.</b>	Average of value games revealed value of £5,618 This outcome was weighted as the most important change with a weighting of 9/10,	The average distance travelled for all changes was 25%. Therefore 25% of this value was used which gave £1,264.	Based on the results of the parent’s questionnaires, 64% had experienced change. Therefore, the results are based on 2,244 pupils experiencing change.
<b>Feeling safer in general</b>	Average of value games revealed value of £5,618 This outcome was weighted as the most important change with a weighting of 8/10.	The average distance travelled for all changes was 25%. Therefore 25% of this value was used which gave £1,124.	Based on the results of the parent’s questionnaires, 64% had experienced change. Therefore, the results are based on 2,244 pupils experiencing change.

## 7.0 Establishing Impact

In order to assess the overall value of the DangerPoint year 5 & 6 outcomes we need to establish how much is specifically a result of the project. SROI applies accepted accounting principles to discount the value accordingly, by asking;

- What would have happened anyway (deadweight)?
- What is the contribution of others (attribution)?
- Have the activities displaced value from elsewhere (displacement)?
- If an outcome is projected to last more than 1 year, what is the rate at which value created by a project reduces over future years (drop-off)?

Applying these four measures creates an understanding of the total net value of the outcomes and helps to abide by the principle not to over-claim.

### Deadweight

Deadweight allows us to consider what would happen if the service wasn't available. There is always a possibility that the individuals would have received the same outcomes through another activity or by having support elsewhere.

All stakeholders were asked during the stakeholder engagement process and in the quantitative data collection to consider what could have happened anyway. The question was asked, *"If it hadn't been for DangerPoint, do you think you would have made these changes?"* Many commented said that they felt the changes wouldn't have happened without the visit, "I don't think I would be aware at all."

However, many said they believed as they got older they would have learnt more about the dangers anyway.

There are certain parts of the tour that should be learnt in the curriculum, and therefore there is a high percentage of deadweight that these could have happened anyway. For example, online safety is something that has a focus in the curriculum with many resources available for teachers on sites such as Hwb<sup>2</sup>.

To have a consistent approach, the different levels of deadweight and attribution will be considered using the rates below;

**Low = 25%**

**Medium = 50%**

**High = 75%**

Through the interviews with pupils and other stakeholders, and the results of the questionnaires, a reasonable estimate is given in Table 7 below.

**Table 7 – Deadweight**

Stakeholder	Outcome	Deadweight	Justification
Pupils year 5 & 6	Safer home – feeling better that the whole family is safe	75%	Many of the pupils explained how many of the changes they had made around the home happened as a result of their visit. However, with time, these changes might have happened, and would have been taught in school or through other channels such as youth clubs. To avoid over-claiming, a high percentage of deadweight is given.
Pupils year 5 & 6	Increased confidence to know what to do when in danger	75%	The pupils explained how they were more informed after their visit about what to do if faced with danger. Again, considering their age, some of this information might have developed over time. To avoid over-claiming, a high percentage of deadweight is given.

<sup>2</sup> <https://hwb.gov.wales/zones/online-safety/>

Pupils year 5 & 6	Feeling safer	75%	Many felt safer now they knew about the dangers. However, consideration must also be given that for some, learning some of this knowledge also delivered some anxiety as they were now more aware of dangers. To avoid over-claiming, a high percentage of deadweight is given.
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## Attribution

Attribution allows us to recognise the contribution of others towards achieving these outcomes.

There is always a possibility that others will contribute towards any changes in people's lives, such as family members or other organisations. Attribution allows us to see how much of the change happens because of the support by this project.

Considering their age group, it is possible that family members and the school would also have contributed towards these changes. A better understanding about differences in result based on certain characteristic might be beneficial here in the future, as some might have a higher attribution level than others based on personal circumstances.

However, many of the children explained how it was the visit that had created these changes in their lives, and during the school visit it was apparent that the visit had an impact on them as well as the difference in their questionnaire results. Therefore, a medium attribution rate of 50% is used for all three outcomes.

## Displacement

We need to consider if the outcomes displace other outcomes elsewhere. For example, if we deal with criminal activity in one street, have we just moved the problem elsewhere? This programme is an innovative and therefore does not displace anything.

## Duration & Drop-off

As this programme is evaluated as part of the Social Value Cymru project, the evaluation considered 12 months of value only, and therefore no drop-off rate is needed. The pupils who took part in the analysis had visited the centre 4 months previously, and the changes were still apparent as was the knowledge learnt. DangerPoint will visit a % of schools a few months afterwards which allows them to see if there were any positive changes and to understand more about the sustainability. No contact will be made after 12 months, and therefore it is recommended that only 12 months of value should be considered to avoid over-claiming.

## SROI Results

This section of the report presents the overall results of the SROI analysis of the DangerPoint Safety Centre for pupils' year 5 & 6. Underpinning these results are the seven SROI principles which have carefully been applied to each area of this analysis. The results demonstrate the positive contribution that DangerPoint makes by providing pupils with the knowledge to take actions with their own safety and their families safety.

By supporting children to understand the dangers and what actions they can take to support their safety, their confidence grew and they felt safer both at home and in general life.

The results in Table 8 indicate a positive return for pupils who visited DangerPoint and took part in the activities and experienced positive outcomes. This is based on current data but also secondary research.

**Table 7 - Present Value Created per pupil Involved**

Stakeholder	Average value for each individual involved
Pupils	£232

The overall results in Table 8 highlight the total value created, the total present value, the net present value, and ultimately the SROI ratio.

**Table 8 – SROI Headline Results**

Total value created	£
Total present value	£1,027,906
Investment value	£213,724
Net present value (present value minus investment)	£814,182
Social Return on Investment	<b><u>£4.81:1</u></b>

**The result of £4.81:1 indicates that for each £1 of value invested in  
DangerPoint, a total of £4.81 of value is created.**

## 8.0 Sensitivity Analysis

The results demonstrate highly significant value created by DangerPoint Safety Centre and is based on application of the principles of the SROI framework. Although there are inherent assumptions within this analysis, consistent application of the principle not to over-claim leads to the potential under-valuing of some material outcomes based on issues such as duration of impact.

Conducting sensitivity analysis is designed to assess any assumptions that were included in the analysis. Testing one variable at a time such as quantity, duration, deadweight or drop-off allows for any issues that have a significant impact on the result to be identified. If any issue is deemed to have a material impact, this assumption should be both carefully considered and managed going forward. To test the assumptions within this analysis, a range of issues were altered substantially to appreciate their impact. A summary of the results is presented in table 9.

Although some of the sensitivity tests indicate changes to the result, owing to the scale of the amendments made and the verification of assumptions and data with stakeholders, the results

still indicate that if a single variable were significantly altered, the overall results remain positive. The changes made as seen in the table does show some signiant changes and therefore the data should be carefully managed. Although the changes still demonstrate a positive change, each change does show a changes of between 18-25%.

As seen in section 8, different steps were taken to support the assumptions for the deadweight and attribution percentages. If we only look at 500 students having a positive change the results still demonstrated a positive result of £1.07 for every £1 invested. From the sensitivity analysis table on the following page, the social value evaluation can be estimated to be between £1.07 and up to £6.41 for every £1 invested. The assumptions used in the value map estimate the social value is £4.81.

**Table 9 – Sensitivity Analysis Summary**

Variable	Current assumption	Revised assumption	Revised SROI	Proportion of change
Pupils – Outcome Safer home – feeling better that the whole family is safe	Quantity: 2,244	Quantity: 1,000	3.82	20.4%
	Deadweight: 75%	Deadweight:90%	3.74	22.2%
	Attribution: 50%	Attribution: 75%	3.92	18.4%
	Value: £1,404	Value: £500	3.66	23.8%
Pupils – Outcome Increased confidence of knowing what to do when in danger	Quantity: 2,244	Quantity: 500	3.56	25.8%
	Deadweight: 75%	Deadweight: 50%	6.41	33.4%
	Value: £1,264	Value: £700	4.09	14.9%

## 9.0 Conclusion

This report has demonstrated that the DangerPoint Safety Centre for year 5 & 6 pupils has created over £1,027,000 of value and for each £1 invested, £4.81 of value is created;

**What that means in practical terms is that people's lives have been positively changed.**

The DangerPoint Safety Centre provides an interactive tour for children to learn about the dangers they could face in various different situations, including at home, on farms, at the seaside and online. This report looked specifically on the impact on those from year 5 & 6 and also considered feedback from parents and teachers.

The children who took part in this analysis as well as the results from the parent and teacher's questionnaires demonstrate some change in the children's behaviour and how they are better able to react to any potential dangers. As well as the information received, there were many examples of how they had made changes.

Key finding includes;

- For every £1 invested there £4.81 of social value created
- The value game demonstrated how valuable the changes were to the children, with the outcome of Safer home – feeling safer that the whole family is safe was the most valuable.
- For some, there was some increased anxiety as they learnt a bit more about the dangers.
- The work of DangerPoint contributes to 'a healthier Wales', the goal of which is to be "A society in which people's physical and mental well-being is maximized and in which choices and behaviors that benefit future health are understood" (Essentials, p6).

Supporting children to understand risks and make informed choices about safety can have a positive impact on their health and well-being now and in later life.

## 10.0 Recommendations

- **Data collection** – in order to realise how much change and impact the programme is having on all stakeholders we need data to understand if there is any change, but also how much change, and whether there are differences in the needs of different individuals. It is therefore recommended that any continuation of this scheme, needs to invest the time and finances into ensuring suitable systems and processes are in place to measure social value, and also to extend this to include other important stakeholders. When such data is collected over a period of time, the potential to use the resultant information to inform decision making is possible. Ultimately, this means that value is not just being measured, but it is being managed to improve the impacts of the project.

DangerPoint are part of the north Wales Social Value Cymru project, and therefore will be moving on to having their own impact management system and putting these changes in place.

- The **Value Game** is good way of engaging with stakeholders in order to understand the importance of any changes, but also it does encourage more qualitative data as well as to why these changes are important. It is recommended that the value game can become part of their follow up support within the schools. As only one school took part in this analysis, the values may not be representative of all the schools and the children, and therefore by having a few more session, greater insight can be developed to support with the on-going social impact management.
- As discussed in the report, for some learning about the dangers in the home and the outdoors did create some anxiety for some. Although it was apparent the staff took great care not to create fear, some basic follow up advice for the schools and parents might support to manage these fears.

- Any future evaluation could consider having a control group to test those from year 5 &6 who don't visit the center and perhaps the value of those potential outcomes.
- The follow up to the schools does show some retention of information. However, the scores are lower than those at the end of the trip. Perhaps another visit 12 months afterwards might help to ensure the scores are higher and information retained.

## 12.0 Appendices

Appendix 1 – Level of confidence.

