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SOCIAL SWITCH

PROJECT



Redthread **catch 22** Google.org

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Impact Report

2019-2020

Redthread **catch
22**

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Introduction

Social media provides an unparalleled platform for creativity, expression and connectivity. With access to unprecedented tools of communication, most young people have grown up with this technology and it is embedded into their social spheres. However, there is a growing issue of antisocial behaviour online, which often spills over into the real world.

Before social media, violence and humiliation were restricted to specific locations and eyewitnesses. Now, photos and videos of antisocial behaviour can be shared rapidly to large networks and audiences. The intensified humiliation or disrespect can result in an increased need to retaliate.¹

Any intervention with youth violence must work within this space, not around it. Young people use social media in a way that blurs online and offline worlds. To truly have an impact on levels of youth violence we must tackle the cause; disenfranchised young people operating in a radically changing world, often without positive alternatives.

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Funded by Google.org and delivered by leading charities Catch22 and Redthread, **The Social Switch Project** was launched to switch the narrative on how social media's relationship to youth violence is understood, tackled and solved. Catch22's extensive research in the area was combined with Redthread's expertise in delivering youth violence interventions, to develop a programme that offered 3 different strands:

Strand 1 - training for anyone working with young people to deal with the challenges of online behaviour

Strand 2 - supporting young people into sustainable digital careers

Strand 3 - funding and supporting projects which bring communities together

The outcomes **The Social Switch Project** set out to achieve were:

- **500** London professionals working with young people who are more confident in their understanding of and ability to tackle negative uses of social media
- **30** young people with the skills and confidence to pursue employment in the digital industries and use their social media skills positively
- **£75,000** fund dispersed to micro charities and grassroots projects working in the preventative field of youth violence.

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What we achieved

Strand 1:

We have successfully delivered our Digital Youth Work training to **522 practitioners** working with young people. This was achieved over 19 sessions, 11 of which were delivered online due to COVID-19 lockdown restrictions.

Strand 2:

We have successfully delivered our Social Media Manager training to **40 young people**, delivered over three cohorts, the last of which was delivered online due to COVID-19 lockdown restrictions.

Strand 3:

We have successfully dispersed **£75,500** in grants to **30 projects**, despite having to redefine our eligibility criteria due to the impact of COVID-19 lockdown restrictions on face-to-face delivery. The projects are predicted to reach **5,000** young people across digital platforms.

Methodology

NPC were commissioned as an independent evaluation partner to supplement **The Social Switch Project's** internal skills and capacity, to support the evaluation design, quantitative and qualitative data collection, and to analyse the data presented in this report. They were also tasked with evaluating the success of the programme overall.

The research design included:

- Development of a theory of change for each strand
- Development of measurement framework and data collection tools for each strand
- Data collection, analysis and reporting

This report presents data relating to Strands 1 and 2. There is no data available yet for Strand 3.

Our methodology draws on quantitative and qualitative data, as outlined on the next slide.

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Type of data	Strand 1 (522 participants)	Strand 2 (42 people enrolled in 3 cohorts)
User data (who took part)	Collected from all participants at registration	
Feedback data (what they thought of the programme)	End-of-training survey data from 283 people (response rate = 54%) and 8 qualitative one-to-one interviews	End-of-training survey data from 30 people (response rate = 75%) and 6 qualitative one-to-one interviews
Outcomes data (what changes resulted from their engagement)		Comparison of pre- and post-training survey data from 28 people (response rate = 70%) and 6 qualitative one-to-one interviews

Surveys: All participants from Strand 1 and 2 were invited to participate in separate surveys. In April 2020 we switched from paper to online surveys due to COVID-19. This resulted in a lower response rate for the third cohort of young people (80% for Cohorts 1 & 2, 40% for Cohort 3).

Interviews: The Social Switch team asked participants from both strands to volunteer to take part in interviews between December 2019 and July 2020. Qualitative research like this aims to provide rich insights into the experiences and perspectives of the people interviewed. While we aimed to ensure variety in the people we spoke to, they do not constitute a formal sample and the views described here should be regarded as indicative rather than representative of all participants. The findings from Strand 2 relate only to those who completed the training. The views of the two young people who did not complete the training are outside the scope of this research.

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Strand 1

Many frontline practitioners working with young people are not equipped or confident in dealing with social media - however, these trusted adults who hold positive relationships with young people are also best placed to support them through the challenges and opportunities of the online world.²

Strand 1 of **The Social Switch Project** sought to address these assumptions by delivering free ‘Digital Youth Work’ training to anyone working with young people in London. We developed this strand using the theory of change on the next page. The training explored how young people use social media at a critical time of personal and social development; and the role that practitioners play in safeguarding them from potential harms, while tapping into the opportunities that social media presents.

The intended long-term outcome of this strand of the programme was that practitioners are better able to support young people navigate the risks and opportunities of the online world, which we expect to lead to young people using social media safely and positively.

² Poll conducted by Catch22 in partnership with Euromet in 2015; 14 respondents from 9 countries. When asked, ‘How confident are you that your organisation has enough confidence and training to deal with the challenges created by social media?’, the average response was 3.5 (10 = totally confident, 0 = not confident at all).

Frontline professionals working in London who have contact with young people impacted by or exposed to violence or its associated risk factors

Assumption

There is a need to address inappropriate content on social media and the violence that escalates as a result of it

Effective support of young people impacted by or exposed to violence means addressing all parts of a young person's life including online

Frontline professionals who hold positive relationships with young people are best placed to support them through the challenges and opportunities of the online world

Frontline professionals can be confused and distrusting of online activity and need more support with specialist skills and resources

Organisations do not have the budget/capacity to train and maintain specialist skills in their frontline professionals

Activity

The Social Switch Project delivers free Digital Youth Work training to practitioners working with young people

The Social Switch Project provides a referral pathway to STRAND 2 for young people they are working with

The Social Switch Project provides access to small grants funding through STRAND 3

Mechanism of change

- Practitioners feel the content is relevant
- Practitioners feel the content is at the right level
- Practitioners feel motivated to implement what they are learning
- Practitioners feel they have received robust guidance
- Practitioners feel they have received quality training

Practitioners feel inspired to refer young people

Practitioners feel inspired to apply for funding

Intermediate outcome

- Practitioners have increased understanding of social media and how young people engage with it
- Practitioners have increased understanding of the safeguarding risks associated with social media usage
- Practitioners have increased understanding of how to support young people to make valuable contributions online
- Practitioners have increased understanding of best practice and guidelines on working with young people online within their organization

Practitioners have raised awareness of opportunities and support

Long term outcome

- Practitioners effectively challenge young people's engagement with social media and reinforce positive online behaviours
- Practitioners respond appropriately to safeguarding risks
- Practitioners support young people to become digital citizens
- Practitioners maintain professional boundaries when communicating with young people online

Young people are referred to STRAND 2

Practitioners apply for STRAND 3

Practitioners are better able to support young people navigate the risks and opportunities of the online world • Young people use social media safely and positively

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Delivery method

To reach the outcomes shown in the theory of change, we designed a full-day face-to-face training course to help practitioners take the principles that they use in their work with young people in the offline world and apply them to the digital one.

Based on the principles set out in the National Youth Agency's *Ethical Conduct in Youth Work*, the training covers four main areas:

- exploring identity development and belonging
- safeguarding young people from online harms
- building digital citizens among young people
- organisational practices for communicating with young people online

We undertook rigorous desk research and consultation with experts from across the sector, as well as consulting young people on what they thought trusted adults in their life should know, to inform the learning objectives and subsequent curriculum for the training. Training charity *Tech Pathways* were also engaged to deliver a breakout session on digital skills to help practitioners feel more confident using digital technology.

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Bespoke delivery

Three bespoke sessions were also delivered during the pilot phase - at Harrow Youth Club, The Hive (Catch22 health and wellbeing service) and University College Hospital (UCLH) – on special request from the organisations.

For each session, the training content was adapted to address the specific needs of the organisation, and as such the feedback data collected has not been included in this report's data analysis, but was used to shape future delivery.

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Changes to delivery

Due to COVID-19 lockdown restrictions beginning in March 2020, our training venue was cancelled and the face-to-face delivery was prohibited. We quickly developed a plan in response, believing that this training was more relevant than ever given the pressing need for practitioners to move their work online.

Informed by consultations with previous participants of the training and those who had signed up to attend future sessions, we translated the existing training modules for delivery with an online platform instead. We consulted on the preferable length of time for the training, as well as relevance of training objectives in the new climate of remote working. We conducted a SWOT analysis of the different platforms available that would ensure maximum interaction and participation from attendees, as sharing best practice had already proven to be one of the USPs of the programme. We then adapted our Theory of Change and Measurement Framework to evaluate the success of this new format.

We also developed a number of practical resources advising practitioners on good remote working practice and collated relevant resources from other organisations under the hashtag *#switchtoreMOTE*.

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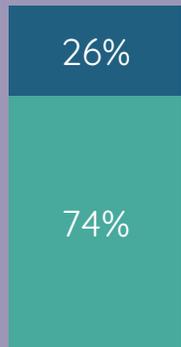
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Who took part?

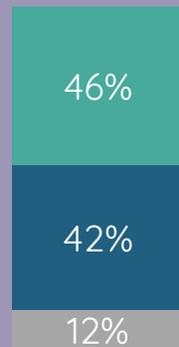
19 training sessions were delivered to **522 practitioners** from October 2019 to July 2020, with 11 of these sessions being delivered online. We collected **283 surveys** (response rate = 54%) including feedback and outcomes. NPC analysed these in combination with **8 qualitative follow up interviews** (which they conducted). The results are presented below and on subsequent slides:

Gender (n=269)



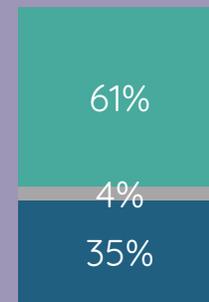
Female Male

Age (n=259)



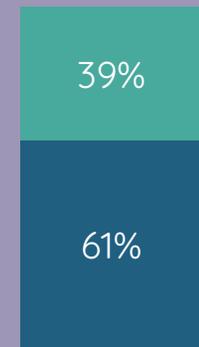
16-24 25-34 35+

Target Age Group
(n=264)



All ages 20+ 19 and under

Format (n=283)



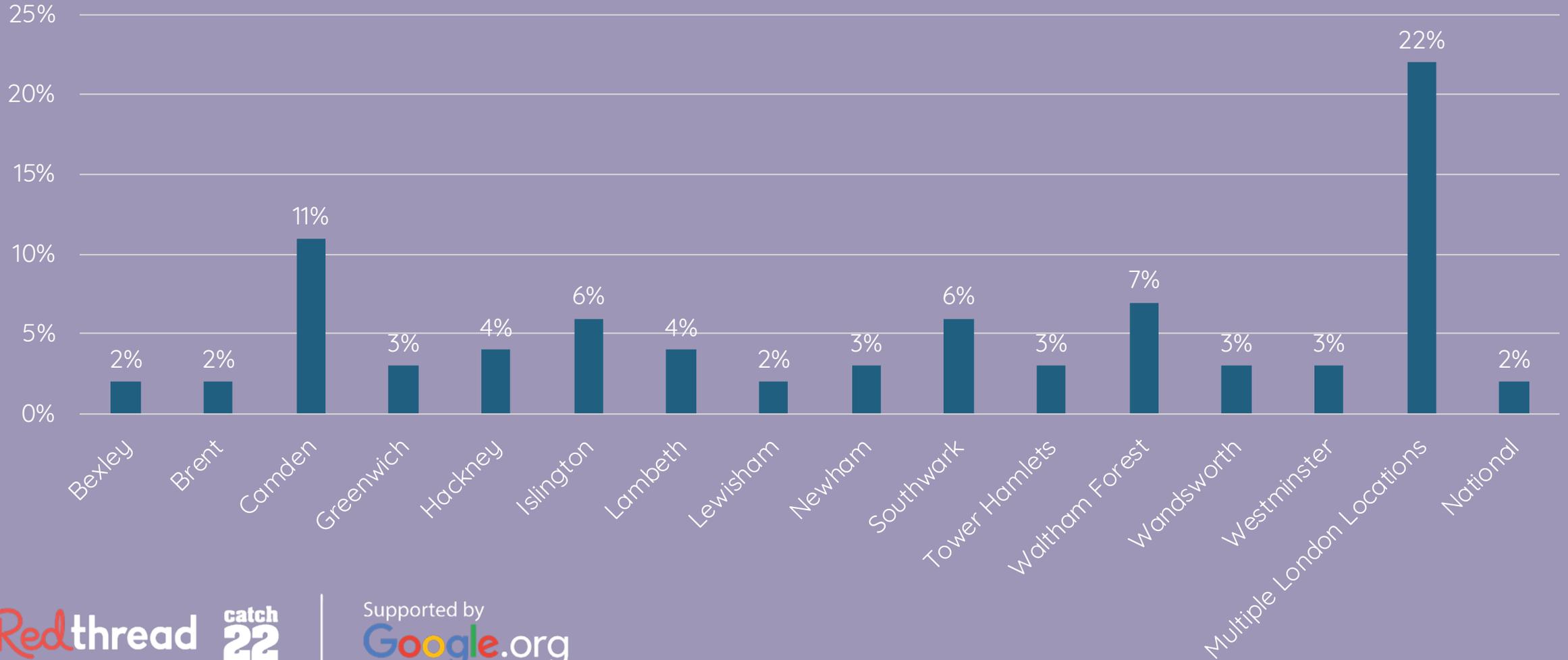
Face2face Online

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% of practitioners by Borough - with 5 or more (n=259)



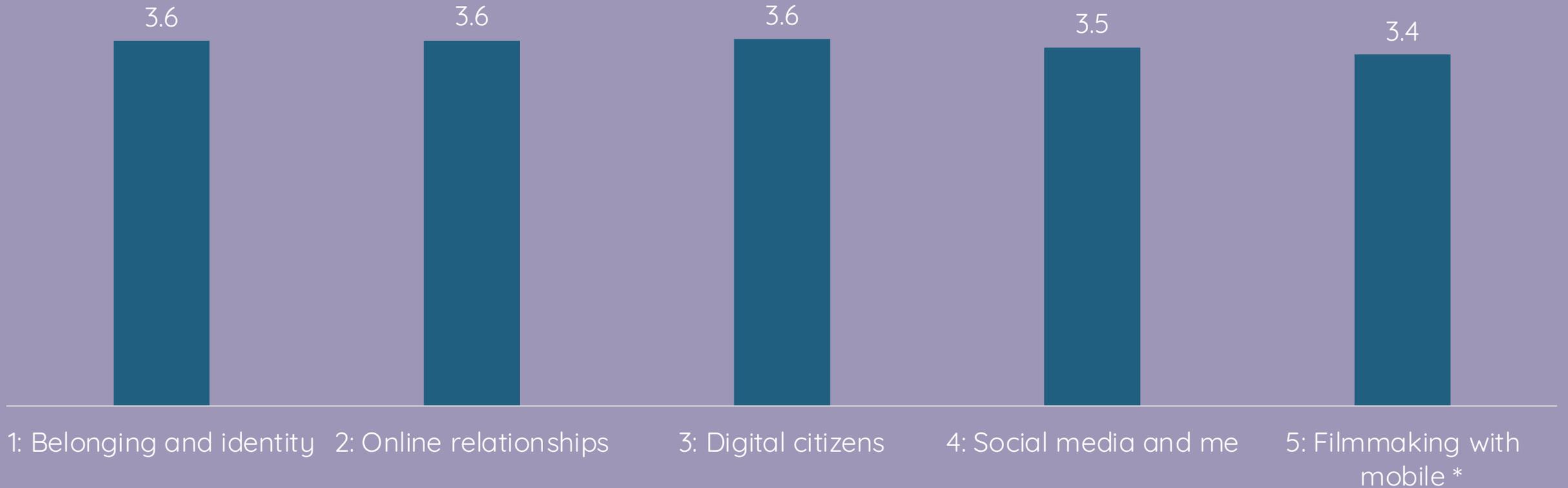
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What did they think?

Average score for each section of training (All scores out of 4 – n=283)
(Very good - 4; Good - 3; Poor - 2; Very poor - 1)



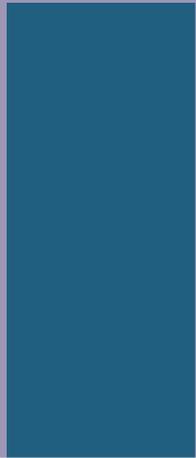
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Average feedback scores (All scores out of 4 – n=283)

3.8



3.6



3.2



3.7



5. How knowledgeable was today's main trainer in the subject matter?

(Very - 4; Fairly - 3; Not very - 2; Not very knowledgeable at all - 1)

6. How relevant was today's training to your work?

(Very - 4; Fairly - 3; Not very - 2; Not very relevant at all - 1)

7. How much new information did you receive in today's training?

(A lot - 4; Quite a lot - 3; A little - 2; None - 1)

8. How likely are you to act on the information you received in today's training?

(Very - 4; Fairly - 3; Not very - 2; Not very likely at all - 1)

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What difference did it make?

I have increased... (all scores out of 5 – n=283)
(where 1 is Strongly disagree, 5 is Strongly agree)



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Reflections from observation

NPC observed an online session with 16 attendees, and made the below observations:

- **Engagement:** Most participants had their video on, although some inconsistently, throughout the session. In general the participants were very engaged. Participants contributed more, and seemed more relaxed doing so, as the session went on, both in the main session and in the breakout groups. In breakout groups, prompting from facilitators was important to get the conversation going and then conversation flowed well and was on topic. In the main session, people seemed to prefer using the chat feature to ask questions.
- **Participant experience:** Those participants with their video on appeared to be enjoying the training, a couple of people commented on enjoying the games that were used, and three people took the time at the end to share how much they had enjoyed the training. The group dynamic seemed positive and supportive.
- **Technology:** A few people reported technical issues around using the breakout rooms or poor internet connectivity. Trainers seemed to handle these issues patiently and clearly.

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Reflections from participants

In feedback from surveys and interviews, attendees said the training had a positive impact on their knowledge and confidence. Attendees particularly highlighted **an improvement in their understanding of social media, its significance in the lives of young people, and how young people use it:**

“I think for me it allowed us to get a sense of what the reality was for many young people in terms of how important social media was, but also how the specific issues that young people face, for example mental health, can be... how social media can have a role in addressing those realities.”

“What the training attempts to do is translate the way young people see social media to a generation of people who haven’t lived with social media in the same way.”

“No matter how much we think we know about social media, it is still difficult to catch up. So for me, a lot of that information was new and I wasn’t the only person who felt like that. So that made me think ‘Wow, there are all these platforms and I need to know a little bit about them, what they’re for, and not just the risks but also the advantages of them and how they could be utilised for the best reasons in the future’.

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Attendees gave positive feedback about the **format of the training**, the **relevance of the topics**, the **materials** provided and the **trainers**:

“Trainers were energetic, dynamic, and kept the energy in the room flowing.”

“Engaging trainers and encouraged fantastic debate/discussion. Well prepared.”

“Very good content and delivery. Variety of mediums used. Very effective.”

The unique selling point of the programme became apparent as **offering a forum for practitioners to share best practice**:

“It really created a lot of space for discussion ... which I think was a real strength. It became more about people sharing what they knew.”

“Facilitators provided information then we had a range of people [in our groups] who can discuss it from different points of view”

“Thoroughly enjoyed the training and hearing from other sector workers.”

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Another clear theme throughout the feedback was also how the training had increased attendees' **confidence to have conversations with young people about their social media activity:**

“For me probably the biggest change is that I’ve made conversations about social media a regular part of what I talk to young people about. You know, rather than waiting for there to be a specific concern around social media use... Now pretty much anytime I’m meeting with young people... I’ll be asking them routinely about what apps they’re using and how they use them and what they think of them.”

“One thing we probably will implement is positive discussions with young people about positive use of internet. I think we will definitely implement that.”

“If young people wanted to talk to me [about social media], I’d now feel more prepared... to support young people and/or to direct or signpost them accordingly.”

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Penny Patterson, Senior Inspector of Safeguarding for Havering School Improvement Service, who took part in the first digitally delivered session

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Reflections from trainers

A member of the training delivery team made the below observations from their experience of delivering the training:

- Most training participants agreed that **sharing experiences with each other** was greatly beneficial and eye-opening, and they took advantage of the opportunity to network. They also really enjoyed hearing the **perspective of young people** when they co-delivered face-to-face sessions.
- Similar patterns emerged during digital delivery – attendees enjoyed meeting each other in breakout rooms during team exercises and were encouraged by others to participate in group discussions. During numerous sessions, the participants asked us to share their contact details with other attendees.
- The most common feedback given by participants at the end of the training in digitally delivered sessions was how **interactive and engaging** it was throughout - a lot of participants said they were tired of listening to presentations and were pleasantly surprised by the range of activities in our session.
- A significant proportion of attendees were recommended the training by their colleagues who had attended previously.

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Sub-group analysis

Analysis of the data across different sub-groups has indicated the following trends:

- The training managed to **maintain its high feedback and outcomes scores** (and even slightly improve them) when the project moved from face to face delivery to digital
- Attendees who took part in the online version of the training **emphasised the importance of the topic in the context of COVID-19** and young people spending more time online
- **Older** practitioners felt the training was more relevant, more actionable and included more new information, than **younger** practitioners
- Practitioners targeting **younger people** (aged 19 and under), **or all age groups**, gave better feedback across the board, and had higher outcome scores, than those targeting those who were **20 and over**
- Those who started with **lower confidence** (typically older practitioners) found the training more relevant, were more likely to report that they had increased understanding of social media and safeguarding, and were more likely to recommend the training

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What have we learnt?

Analysis of the feedback confirms early indications that the training is more useful to different subgroups, especially those with **lower confidence in using social media** to begin with.

A common theme in the feedback was also the **importance of having enough space for discussion** and to share best practice, but that with digital delivery this sometimes requires more prompting, and the option for different ways of participating is necessary.

Young people co-delivering face-to-face training was also well received, as they provided different perspectives on some of the discussion points.

Feedback also indicated that the online training is **more relevant** to practitioners in the context of COVID-19, and that the interactivity of the training kept participants engaged.

Suggestions for improvements included areas not covered by the current training curriculum, although the fact that the training brought **together a lot of information in one place** was also commented on.

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Recommendations for future

- **Bespoke delivery** – as analysis of the feedback has suggested that the training is more useful to some groups than others, adapting the training for specific groups will allow us to deliver to differing confidence levels, needs and requirements. We will continue to develop bespoke training for different professions where we can really tailor our offer of support, and take learnings from our trial sessions to ensure engagement and buy in from these groups.
- **Youth participation** – we want to ensure that young people are still able to contribute to our training and will look at how we can involve Social Switch Project graduates in digital delivery.
- **Inclusion of more topics** – the online world is ever changing and we acknowledge suggestions to include sections on gaming and privacy, for example. We will thoroughly review the current curriculum and update and adapt as necessary to make sure the training remains fit for purpose and relevant.
- **Mandatory training** – we received strong support for building the training into mandatory training such as youth work and teaching qualifications, and will work towards this long-term goal for the project.
- **CPD accreditation** – we also received requests for certification of Continuous Professional Development from participants and have recently been awarded CPD accreditation for our online training course.



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10:30-11:30am - Building Online Communities
11:40 - 12:45pm - Online relationships

12:45 - 1:30 LUNCH!

1:30 - 2:30pm - Digital Citizens
2:40 - 3:30pm - Social Media and You
3:30 - 4:15pm - Techpathways: Filmmaking

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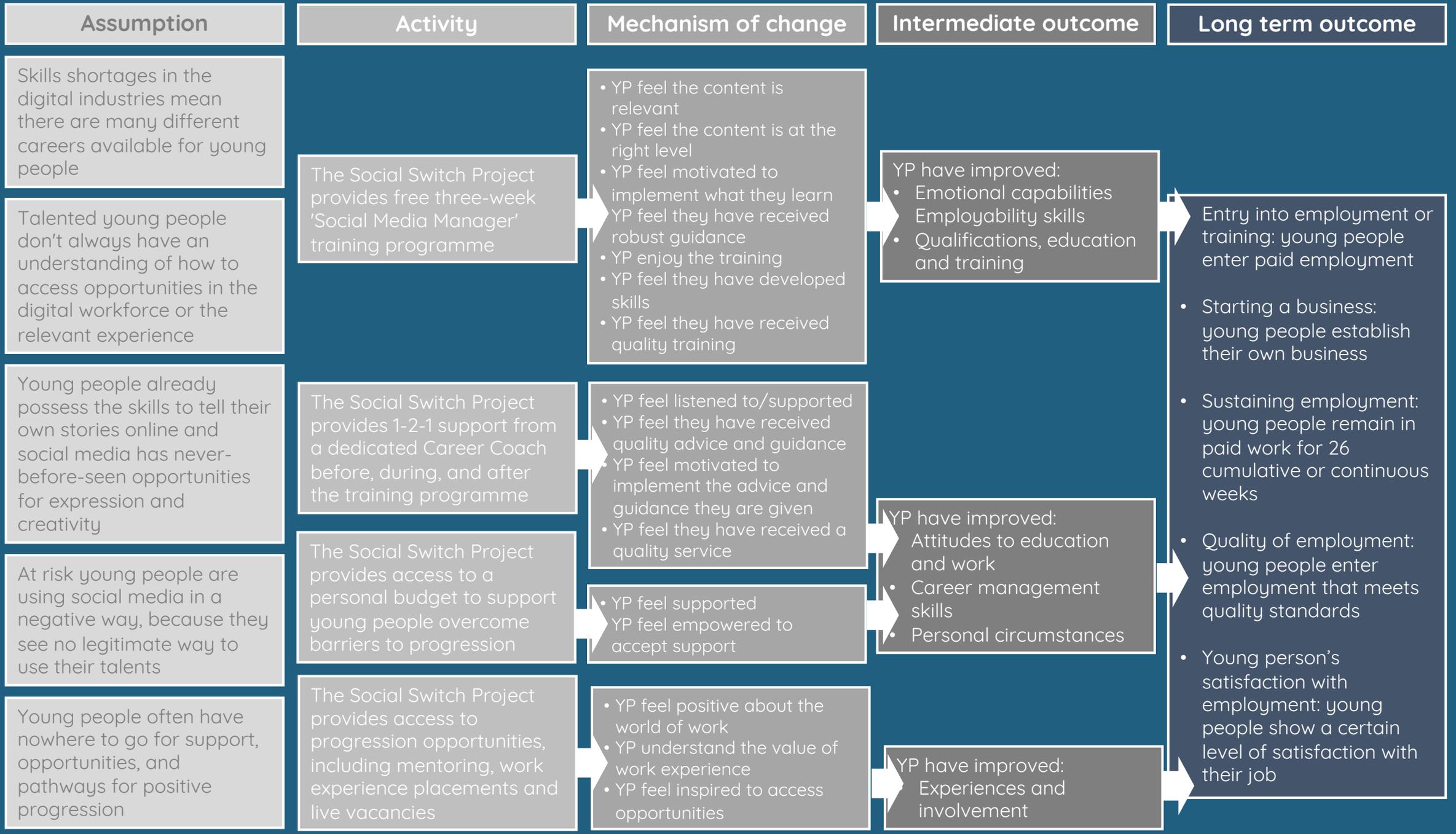
Strand 2

Vulnerable young people need genuine alternatives to change the narrative of their lives. Many talented young people already tell their stories through social media. They need opportunities to flourish, to channel their talent into positive activities and careers. They need access to high quality opportunities and support to move into positive roles, away from risk and harm towards expression and opportunity.³

Strand 2 of **The Social Switch Project** sought to address this need with free ‘Social Media Manger’ training for 18-25 year olds living in London to help them develop sustainable digital careers. We used the theory of change on the next page to develop an accredited three-week social media training and employability programme, followed by three-months of supportive, tailored 1-2-1 career coaching.

The intended long-term outcome of this strand of the programme was that young people channel their creative skills towards positive outcomes and/or employment, and use social media safely and positively.

• Young people impacted by violence or its associated risk factors • Aged 18-25 • Live in any London borough • From diverse backgrounds • Talented but without opportunity



• Young people channel their creative skills towards positive outcomes and/or employment • Young people use social media safely and positively

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Delivery method

To reach the outcomes shown in the theory of change, we conducted a needs analysis and consulted young people on what they would like from a Social Media Manager training programme. We invited organisations to submit proposals for the design and delivery of the training, and young advisors helped select two organisations to interview. We chose Creative Media Network (CMN) – experienced deliverers of skills development programmes using industry professionals and experiential learning.

We worked closely with CMN to develop the curriculum which consisted of delivering the fundamentals of social media management, digital marketing and content creation, plus networking opportunities with industry experts and project work to deliver a campaign pitch to a panel of judges at Google Academy on the final day of the programme. The training is also accredited with an OCN Level 2 Award in Project Management which is the equivalent to a GCSE A*-C.

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Changes to delivery

Due to COVID-19 lockdown restrictions that prevented face-to-face delivery, we adapted the delivery of both our training and our support for young people after taking part.

Through consultation with previous participants, we converted the existing training model into a digital toolkit, alongside intensive motivational support. Young people on the final cohort of the programme were able to access different modules from the scheme of work in their own time and at their own pace with online group tutorials and webinars from industry professionals to embed their learning. Recruitment for this cohort was conducted through referrals from trusted partners so that we knew young people had relevant support networks in place when we couldn't engage with them face-to-face. We also completed DSE and tech needs assessments prior to programme start to provide any hardware/Wi-Fi required to mitigate digital exclusion. An induction day was held prior to programme start to help build relationships between participants and tutors.

Previous participants still on the caseload now also needed to be supported remotely. While the current situation makes the recruitment market uncertain for young people, we decided to focus our support package on tackling isolation and motivation of our young graduates, whilst preparing them for when the job market improves. This included regular group video 'hang-outs' as well as employability skills workshops and the setting up of a virtual work experience offer where young people could take on briefs from clients and build up skills and a portfolio of work from their own homes, whilst still engaging with their Career Coach and each other.

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Who took part?

The training programme was delivered to three cohorts of young people between November 2019 and June 2020. The final cohort was delivered online.

We received enquiries into the programme from over 100 young people, using social media and referral partners to outreach to young people. 52 young people attended information sessions across the three cohorts, which were designed to ensure the suitability of the programme for the young person, and give them the opportunity to find out more before enrolling.

42 young people then started the training, of which **40 young people** completed the three weeks. Of the two young people who did not complete, one left the programme for personal issues and the other gained employment that had been applied for before the programme started.

Demographic, attendance, feedback and outcomes data was collected by the Social Switch Project and analysed by NPC. The findings from the quantitative data analysis from **surveys** and **qualitative follow up interviews** (conducted by NPC) are presented in the following slides.

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Who took part?

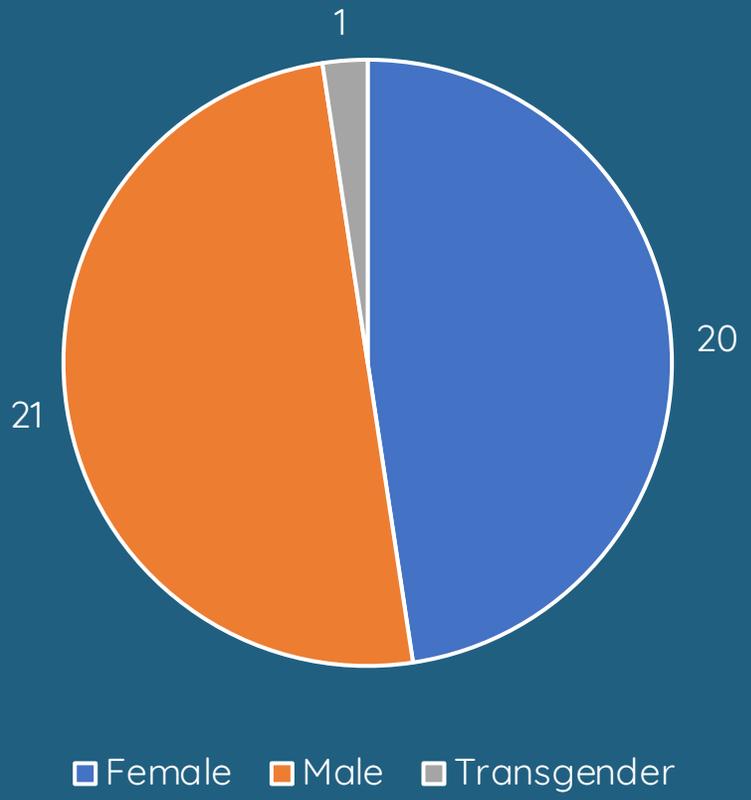
This programme was designed for young people who are impacted by violence or its associated risk factors, who are talented but without opportunity, and who are from diverse backgrounds.

We monitored indicators relating to these categories. Of the young people who enrolled in the programme and shared information about themselves:

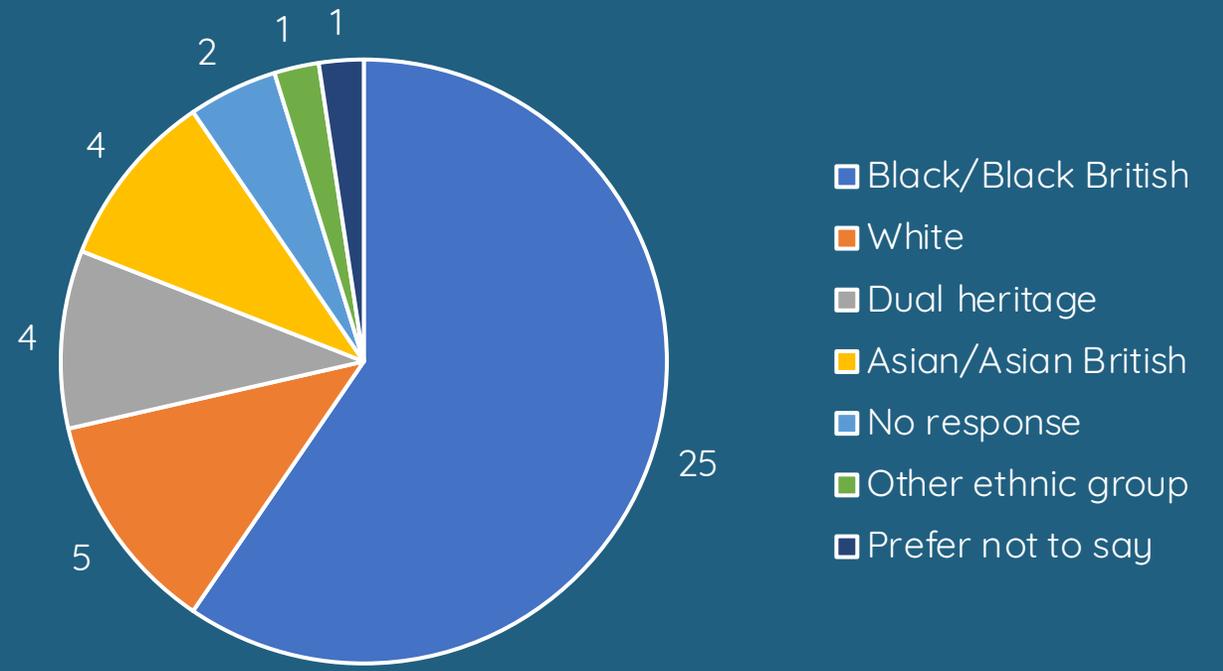
- **All** were not in employment including self-employment (out of 40 respondents)
- **8** live in a jobless household (out of 39 respondents)
- **6** have a limiting long-term health condition or disability (out of 39 respondents)
- **4** are offenders or ex-offenders (out of 40 respondents)
- **2** live in a single adult household with dependent children (out of 38 respondents)
- **2** are homeless or affected by housing exclusion (out of 39 respondents)
- **1** has a work limiting health condition (out of 39 respondents)

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Number of participants by gender



Number of participants by ethnicity group



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What did they think?

All three weeks of training received positive feedback from all three cohorts. The majority of participants rated all sessions as **'Good'** or **'Very good'**.

The average ratings (out of 5, where 1 is 'Very poor' and 5 is 'Very good') for each week of activities were:

- Week 1: **4.7**
- Week 2: **4.7**
- Week 3: **4.6**

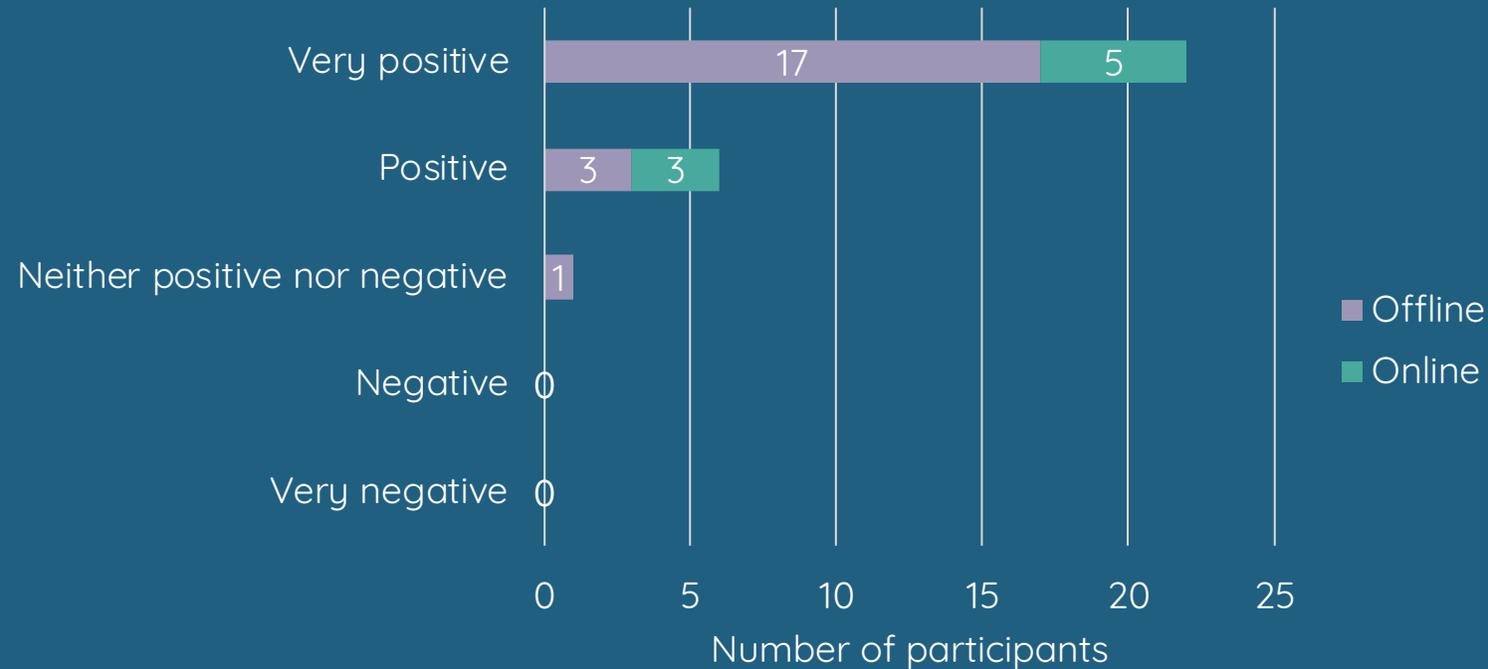
There was no significant difference between the feedback scores for the face-to-face delivery (Cohorts 1 & 2) and online delivery (Cohort 3). All respondents from Cohort 3 agreed that they felt **able to participate** fully using the different online functions, felt **able to share their experiences** and hear from others, and felt **fully supported** throughout the programme despite it being delivered online.

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Overall what sort of impact do you feel the training has had on your skills development? (n=29)



"I'm looking for a career that is online focused so all the insight from both my fellow course takers and the facilitators helped me gain a lot more knowledge and skills within the industry."

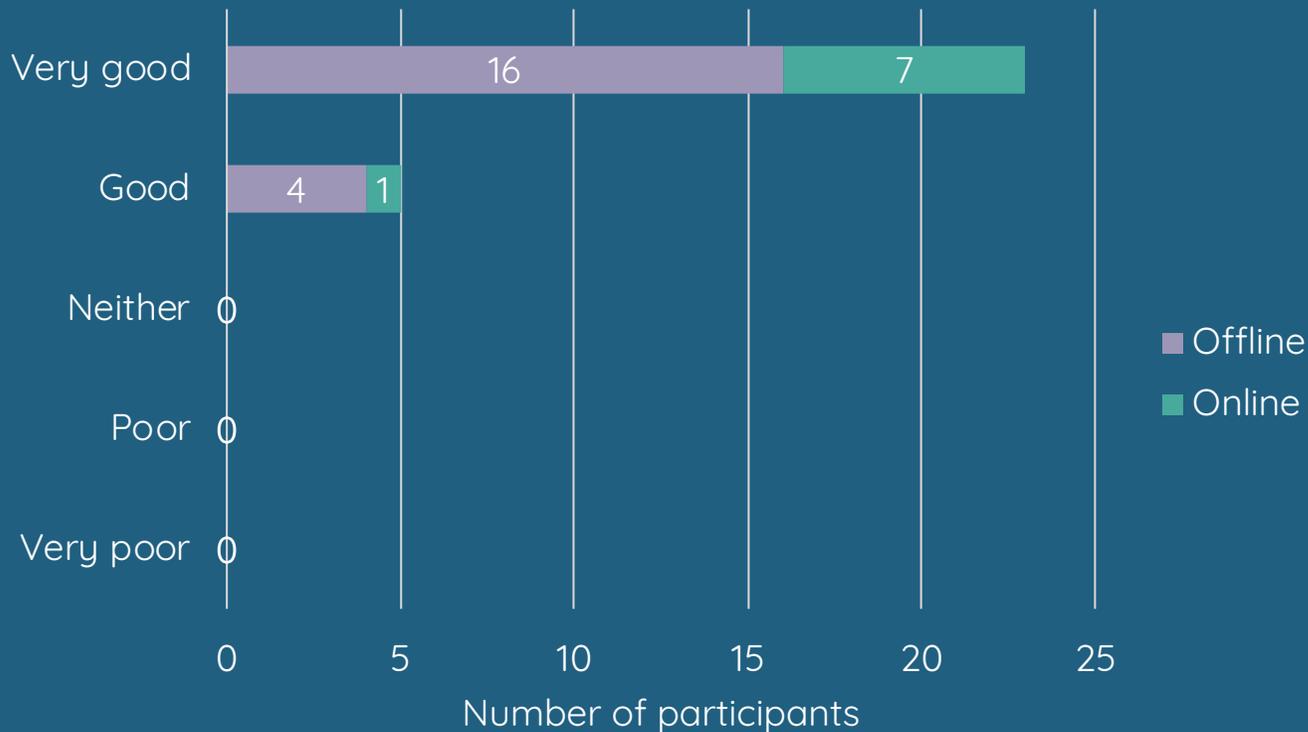
"It has been useful to have the opportunity to see my ability to work under pressure and time constraints. Was great to see that I could produce a good standard of work in limited time and being far away from my team. I have been able to develop my presentation skills, as well as working in a team as there were a range of us from different backgrounds and with different skillsets."

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Overall how would you rate your experience on the training? (n=28)



"I really learnt a lot in a short amount of time. I met people from diverse backgrounds that sometimes I wouldn't normally meet in my social circle and I really enjoyed working with them."

"Despite it being online it provided everything that was listed and was just as great as any other course I have seen."

"It opened my knowledge to a new way to see the digital world and how I can apply it to my career."

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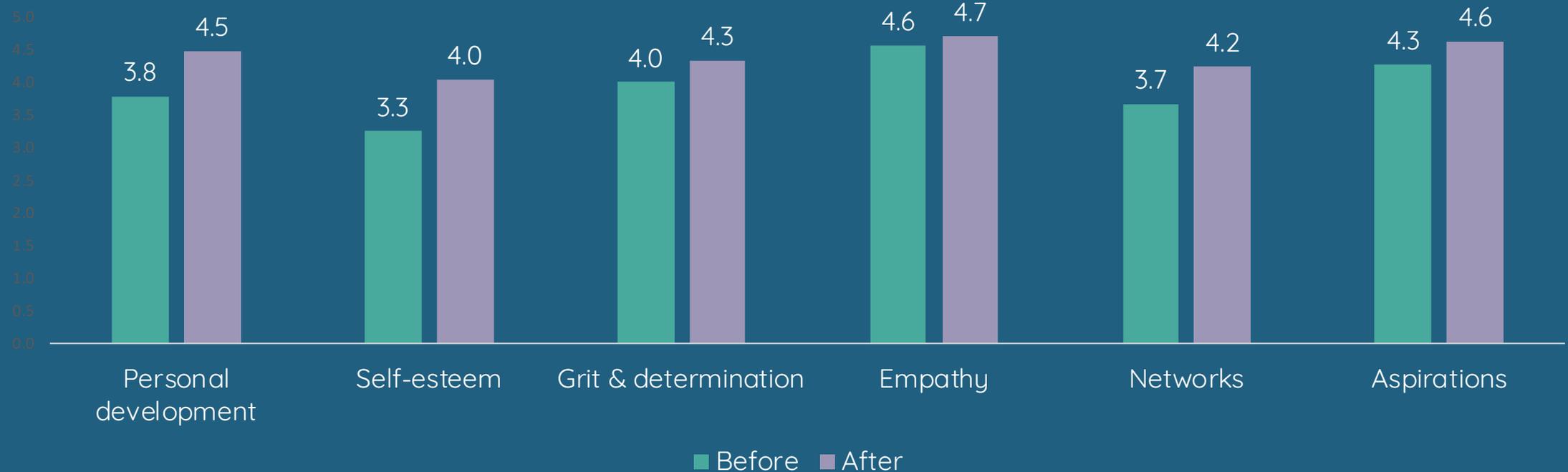
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What difference did it make?

Participants gave themselves a score before and after the training against a set of 20 indicators linked to our priority outcomes. The chart below shows the average before and after scores grouped thematically into priority outcomes.

Change in outcomes (all scores out of 5) (n=28)



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Reflections from observation

NPC observed an online session in week 2 of the training in June 2020, and made the below observations:

- **Engagement:** The session was smoothly run and engaging. Participants largely appeared to be listening and participating actively. Most participants had their video on most of the time. Two thirds of the participants engaged actively and offered their opinions, feedback and questions without being solicited to do so. About a third were less actively engaged – though they appeared to be listening, they only commented on the chat as opposed to vocally.
- **Participant experience:** The group dynamic seemed very positive and supportive with peers and trainers sharing positive and constructive feedback. There was a friendly, warm and supportive atmosphere – everyone was encouraging and praising each other. Lots of clapping. Before presenting, one participant said this was pushing them out of their comfort zone, and then they did it very well. The trainers gave detailed insightful and constructive feedback to presenters. It was clear they knew what they were talking about, they cared, and they wanted the young people to do well. Sometimes there was a real dialogue between trainer and a participant in which progress in thinking was happening live.
- **Technology:** Participants and trainers aptly used a mix of the chat function and their voices to ask questions, make comments, provide feedback, or express agreement/pleasure.

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Reflections from participants

In feedback from surveys and interviews, participants described how the training had **opened their eyes** to different career opportunities:

“It opened my knowledge to a new way to see the digital world and how I can apply it to my career.”

“It wized me up about the industry side”

“It broadened my horizons – I knew I wanted to do arts, but now I know there are more options”

“I am more open minded – more knowledgeable about what needs to be done.”

“Showed me lots of skills with a deeper insight into social media and I also met people who gave me good advice in how to get into social media.”

“I got full support and guidance in achieving my goals and gaining skills and knowledge. It has definitely helped me for my chosen career.”

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Participants felt the training had helped them develop other important skills, namely: **team working, team leadership, project management, networking, being creative** and **presenting**:

“Allowed us to explore creativity a lot, put us out our comfort zones.”

“We got out of our comfort zone and become really good at presenting.”

“I learnt a lot and took in info as well as networking.”

“I’ve learnt a lot of transferable skills as well as working on skills such as confidence.”

Participants **thrived on the positive group dynamics**, even when the training **went online**:

“Instead of people feeling like we are competing – everyone was helping each other out – nobody cared who won.”

“Everyone felt good about groups. I interacted with most of the groups. I worked with most people.”

“They called me the father of the group – really nice feeling of being needed.”

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Progression of young people

On completion of the training, participants receive three months of careers support from a dedicated careers coach. Cohorts 1 and 2 (25 people) have completed that careers support. Progression outcomes (achieved across 18 of the participants) have included:

- **3** young people gained employment
- **2** young people secured apprenticeships
- **2** young people completed internships
- **7** young people completed work experience placements
- **3** young people undertook further training
- **7** young people set up their own social media platforms, 2 of those starting an online business
- **1** young person was also awarded a Social Switch Project grant

All participants will receive a Level 2 accreditation in Project Management (equivalent to a GCSE A-C)

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What have we learnt?

Analysis of the feedback indicates that the balance of **digital skills training, industry insights** and **soft skills development** is a successful combination, both through face-to-face and digital delivery, with all three weeks of the programme being highly rated by participants.

Sessions from both face-to-face and digital delivery often overran however, because they were so full of content and young people were so keen to participate. The condensed nature of the digital delivery to avoid young people spending too much time on their screens no doubt compounded this, however young people reported that they liked the **flexibility** of both the mandatory and voluntary drop-in sessions that were offered. Participants from all cohorts also commented that the length of the overall programme could benefit from **being extended** so that the learning would not feel as rushed.

The **supportive** nature of the project tutors appears to have been key to young people's enjoyment of the programme, and their ability to draw out participants' existing skills and demonstrate to them their value. Pushing young people out of their **comfort zones** was also highly appreciated by participants, mostly through group presentations, however some participants felt this led to a lack of focus on the individual.

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Young people saw the inclusion of **accessible, inspiring industry professionals** as a highlight of the training, although some young people felt there should be more of a focus on how they could actually get into the roles the professionals did. Young people support a **broadening of the training curriculum** beyond social media management to concentrate on employability for the digital economy and entrepreneurship.

A key concern when moving to digital delivery was whether young people would be able to **build relationships** with their tutors and peers, but this appears to have been unfounded, with attendance actually improving for the digital cohort over face-to-face delivery, and outcome scores remaining high. We think an induction day was key to this, held especially for the online cohort to help with group dynamics, and participants commented that this helped cement the ground rules and their expectations from the programme and each other from the outset.

The programme was successful in reaching young people impacted by violence or its associated risk factors but **further targeting** is needed in order to reach those who may be most susceptible to being involved in violence as victims or perpetrators (as well as creating harmful online content).

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Recommendations for future

- **Development of the training curriculum** - we feel that the training content can evolve from social media management to a much broader employability offer centred on digital skills and the future economy, such as entrepreneurship and self-employment; that way, we are aligning with the trends of current work practices, and not narrowing our options for work experience placements and apprenticeship, training or job opportunities for young participants. This will also include a review of programme length and other delivery mechanisms in light of feedback received.
- **Blended delivery** – in uncertain times, any development of the programme will need to include a blended, flexible delivery approach and incorporate learnings from delivering the digital cohort, and supporting young people remotely.
- **Tighter selection of young people eligible for training** – we want the programme to be specifically aimed at young people who are most at risk of youth violence, and will work with partner organisations to target those who have been permanently excluded, leaving care or under youth offending team supervision.



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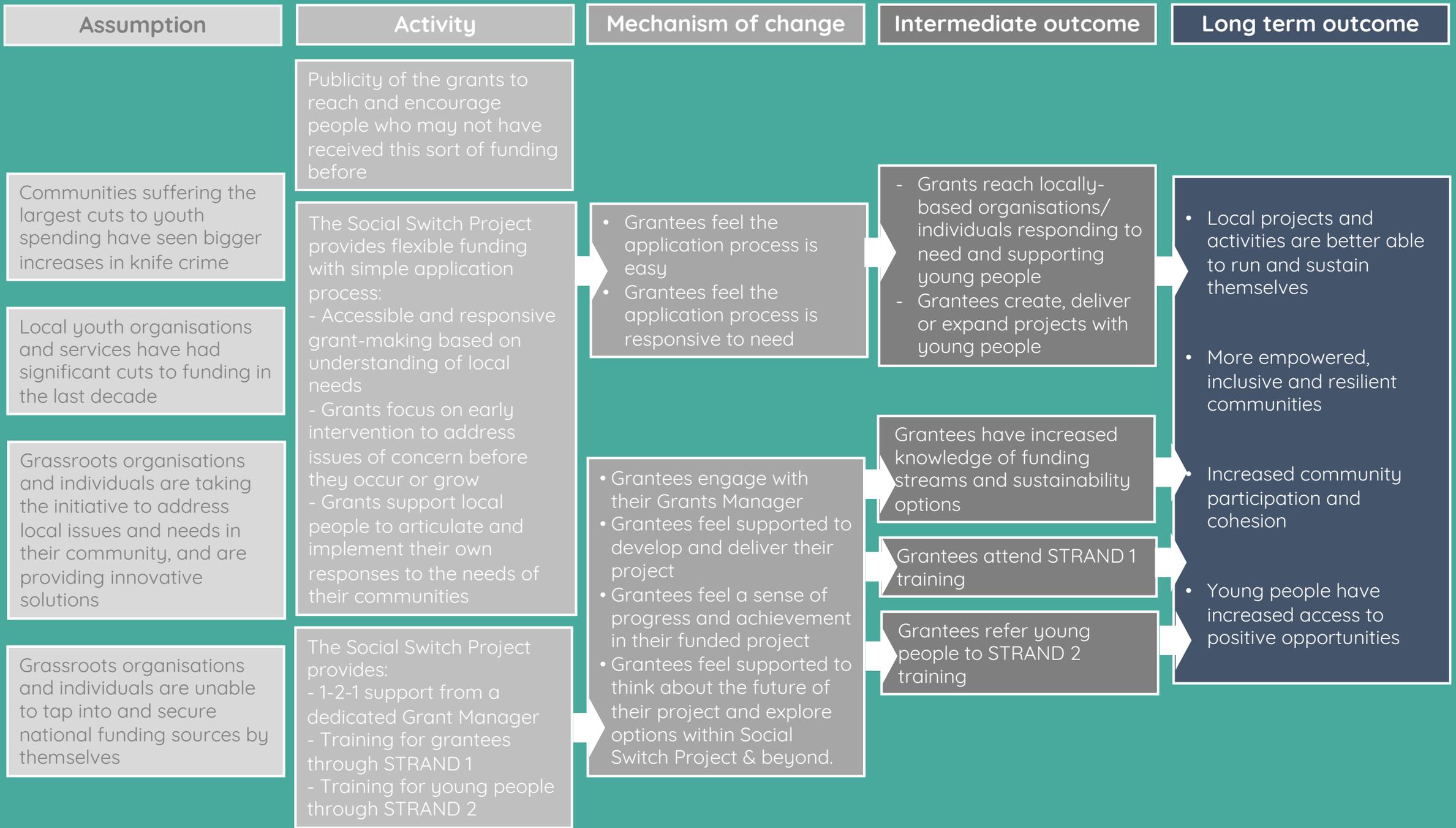
Strand 3

Analysis by the All-Party Parliamentary Group (APPG) on Knife Crime found that areas suffering the largest cuts to youth spending have seen bigger increases in knife crime.⁴ Grassroots organisations and individuals are taking the initiative to address the local issues and needs in their community, however they are often unable to tap into and secure national funding sources by themselves and often need support to evidence the impact of their work and create sustainability.

Strand 3 of **The Social Switch Project** sought to address these assumptions by providing funds to support London-based initiatives that positively impact young people. The grants were made available for organisations or individuals to create, deliver and expand projects which improve community engagement, and were designed to support those who may not have considered applying for funding before.

The intended long-term outcome of this strand of the programme was that community organisations or individuals were supported to deliver high quality local provision to improve outcomes for young people at risk of or affected by youth violence.

Grassroots initiatives developing innovative responses to work with young people aged 10-25 years old in London, supporting those who would not normally apply for funding



Community organisations or individuals are supported to deliver, expand or create high quality local provision to improve outcomes for young people at risk or affected by youth violence

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Delivery method

To reach the outcomes shown in the theory of change, we consulted with the Young Londoner's Fund and other grant-givers including Comic Relief and the Esmée Fairbairn Foundation, and designed the grants programme with three key areas of focus:

- to support organisations or individuals who are delivering innovative responses to community issues
- targeted at those who would not normally apply for grants funding
- working with young people impacted or exposed to violence or its risk factors

Based on our research and past experience we designed an accessible application form - keeping this short and offering a choice of video or written application - and invested in strong comms to publicise the fund to our target audience. We offered two tiers of support; 'Start Up' funding for people/organisations with new ideas to tackle an issue that they saw in their community and 'Scale Up' funding for those who had already started addressing the problem they had identified, but needed additional funding to reach more beneficiaries or to become a more stable organisation.

This was combined with a clear offer of support following the awarding of the grant, with regular contact from the Grant Manager and flexible monitoring and evaluation.

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Changes to delivery

We received over 100 applications in the first month that the fund was open. Due to this unexpected level of interest, we adapted our reviewing process to include a panel made up of young people and members of our Advisory Board to help make the final awarding decisions more robust. Applications were first scored by the Grants Manager and Programme Manager against the funding criteria, and those reaching the benchmark score were put to the panel. This added a level of scrutiny to our awarding process, but it was more time-consuming which delayed distribution of funds.

When the COVID-19 crisis emerged, and with the uncertainty of whether grantees would be able to deliver their proposed activities in lockdown, we decided to rethink our funding strategy. We prioritised applications already making use of digital technologies and asked existing applicants to tweak their project ideas to include digital delivery, or to reapply with a new digital project idea. We then re-opened the fund to new applicants who were responding to the crisis and continuing to support young people in innovative ways during lockdown or who needed financial support to access digital tools which would enable their youth work to operate remotely (such as through training, digital resources, hardware or software). The awarding process again involved a young people's panel but was simplified in order to get funds out to where it was needed quickly and responsively.

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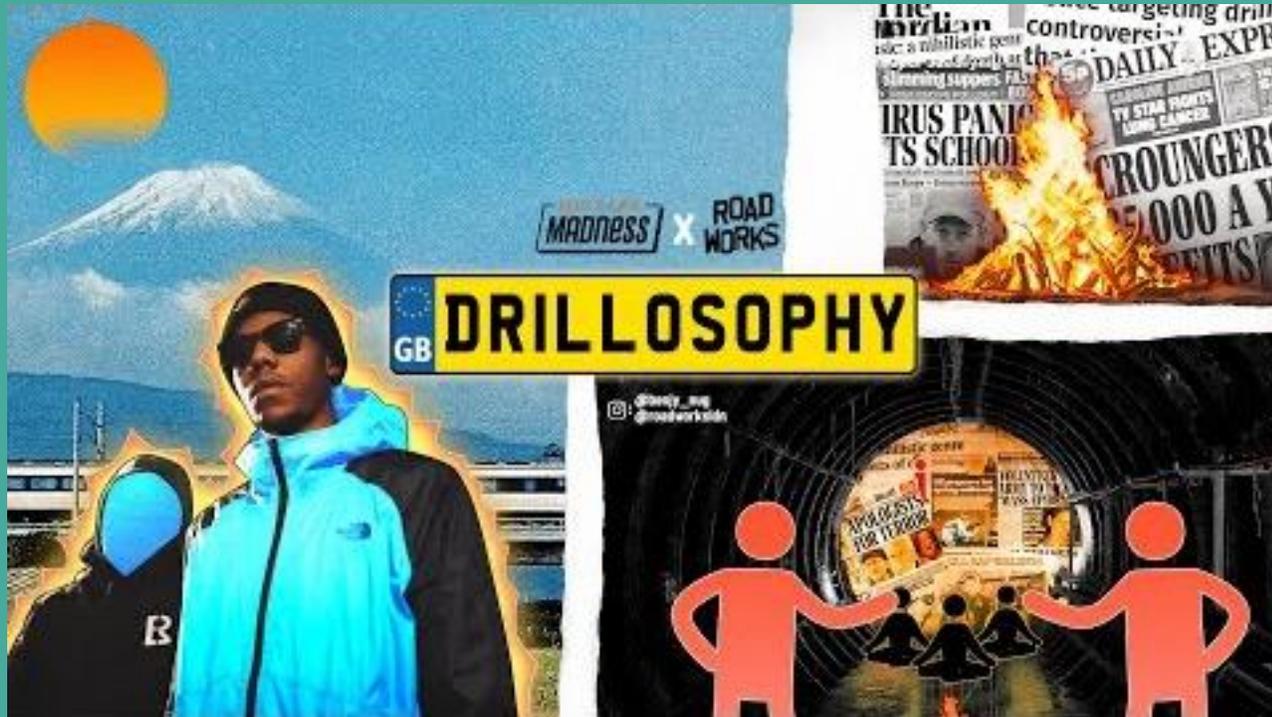
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Progress so far

We have successfully distributed £75,500 in grants to **30 different projects**, using digital methods to engage young people on a range of topics including dance, sports and music, while others focus on areas of support, such as mental wellbeing, entrepreneurship or specific future careers. The majority of projects are open to all young people, while a few focus on particular groups including Somali refugees and young Black men. Our grantees predict that their projects using digital delivery will reach around **5,000 young people**.

The decision to switch to remote delivery reduced our overall programme costs, resulting in an underspend. With the support of Google.org, we have been able to extend our contract until January 2021. This will enable us to redistribute the underspend into a new grants fund, support current grantees, and monitor the impact of grantee projects. It will also enable us to promote and showcase positive news stories coming from the innovative grassroots projects we are supporting.



ROAD WORKS

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Conclusion

Did we meet the below aims for the project?

- Practitioners are better able to support young people navigate the risks and opportunities of the online world
- Young people channel their creative skills towards positive outcomes and/or employment
- Young people use social media safely and positively

Of the 283 practitioners who gave feedback on Strand 1:

- **92%** had increased understanding of social media and how young people engage with it
- **94%** had increased understanding of how to support young people to make valuable contributions online
- **90%** had increased understanding of best practice for working professionally with young people online

Of the 29 young people who gave feedback on Strand 2:

- **All** young people said they had a positive experience
- **All but 1** person felt the training had a positive impact on their skills development (1 person felt it had neither a positive nor negative impact)
- Across the whole group of young people who took part in the training, there were improvements against every outcome indicator, some by as much as **24%** (self-esteem) and **26%** (confidence).

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Overall, NPC have concluded that:

- Participants of both the Digital Youth Work training (Strand 1) and the Social Media Manager training (Strand 2) had a positive experience and would overwhelmingly recommend the trainings to others.
- Almost all participants of both Strands who gave feedback reported an increase in the knowledge and skills that the training was designed to support. However, it is too early to say anything about the longer-term impact of the trainings on the behaviour of practitioners and young people.
- Based on the data available from both Strands, there was no noticeable change in participants feedback or the effectiveness of the programme when delivery of switched from face-to-face to online.

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Appendices: Strand 2 additional data

- Demographic data – slides 56-57
- Attendance data – slides 58-59
- Feedback data – slides 60-64
- Outcomes data – slides 65-67



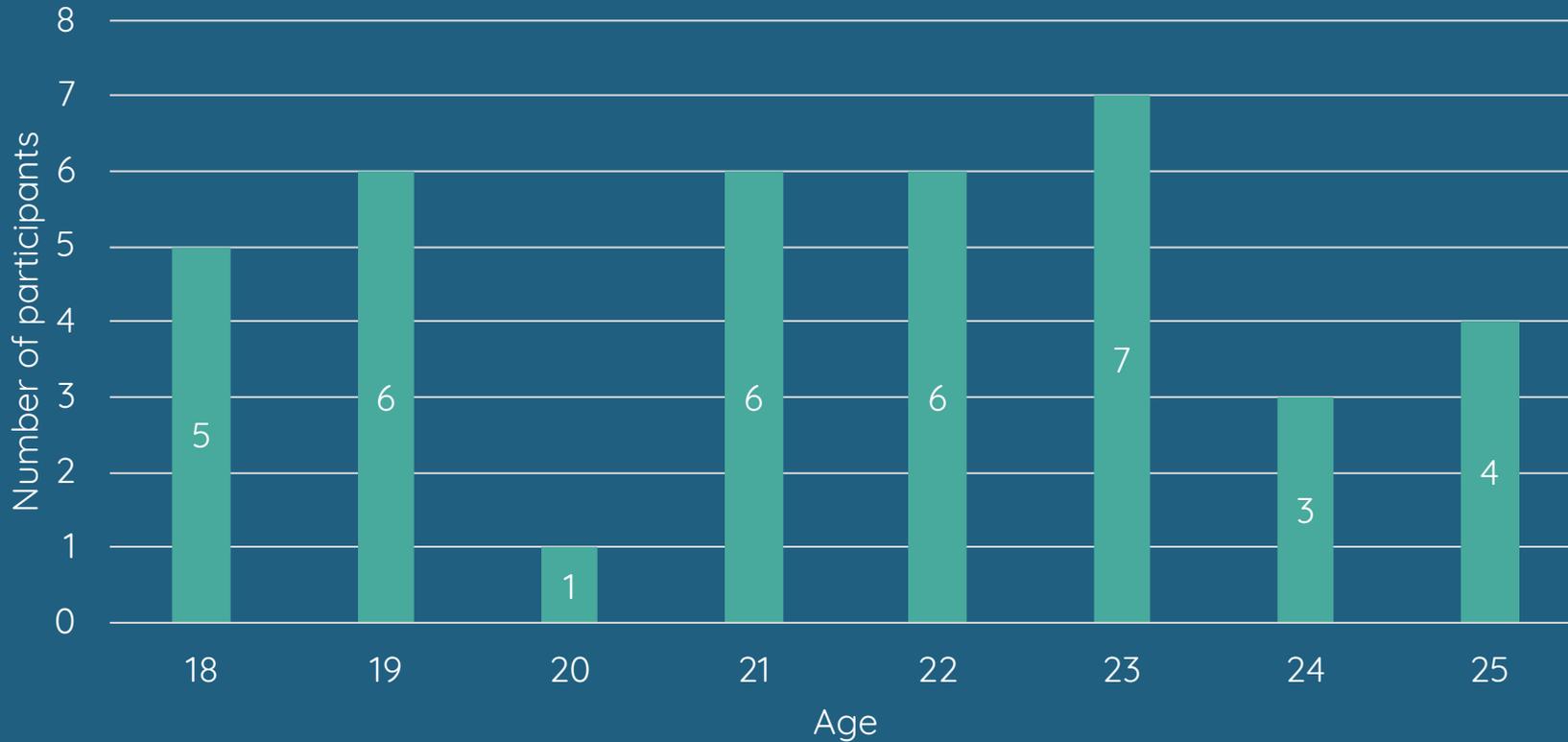
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Who took part?

Number of participants in Strand 2 by Age (n=38)

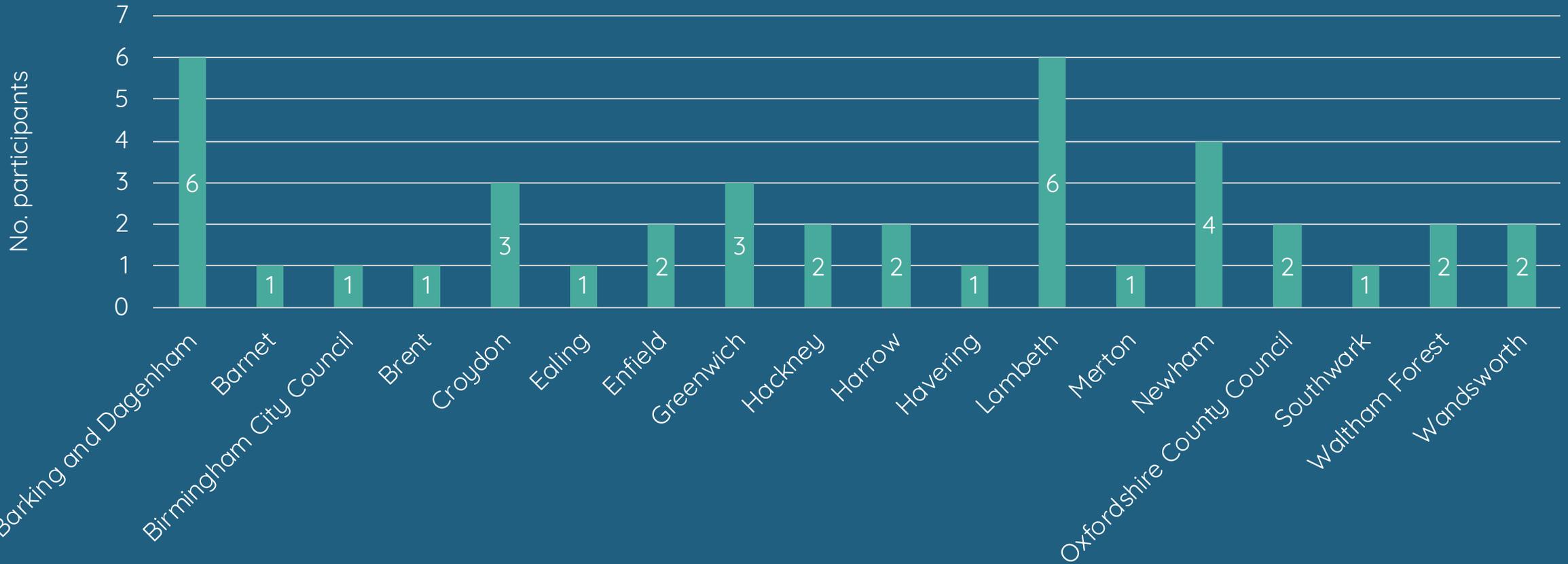


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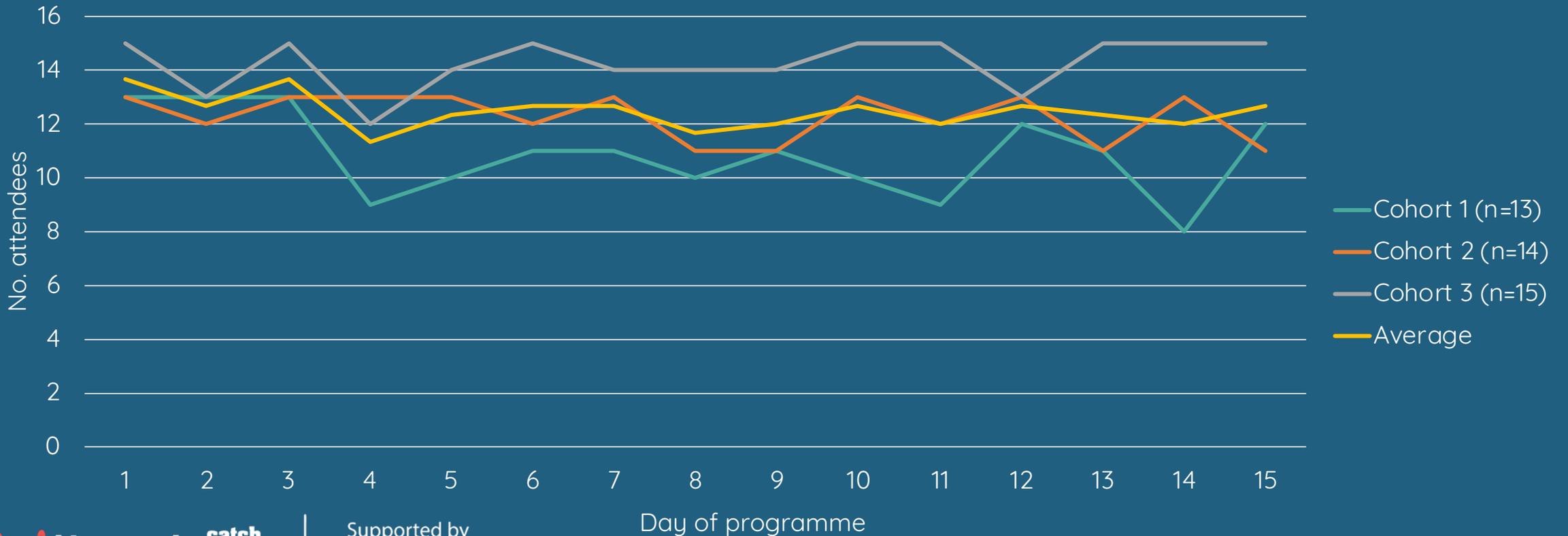
Number of participants in Strand 2 by Borough (n=41)



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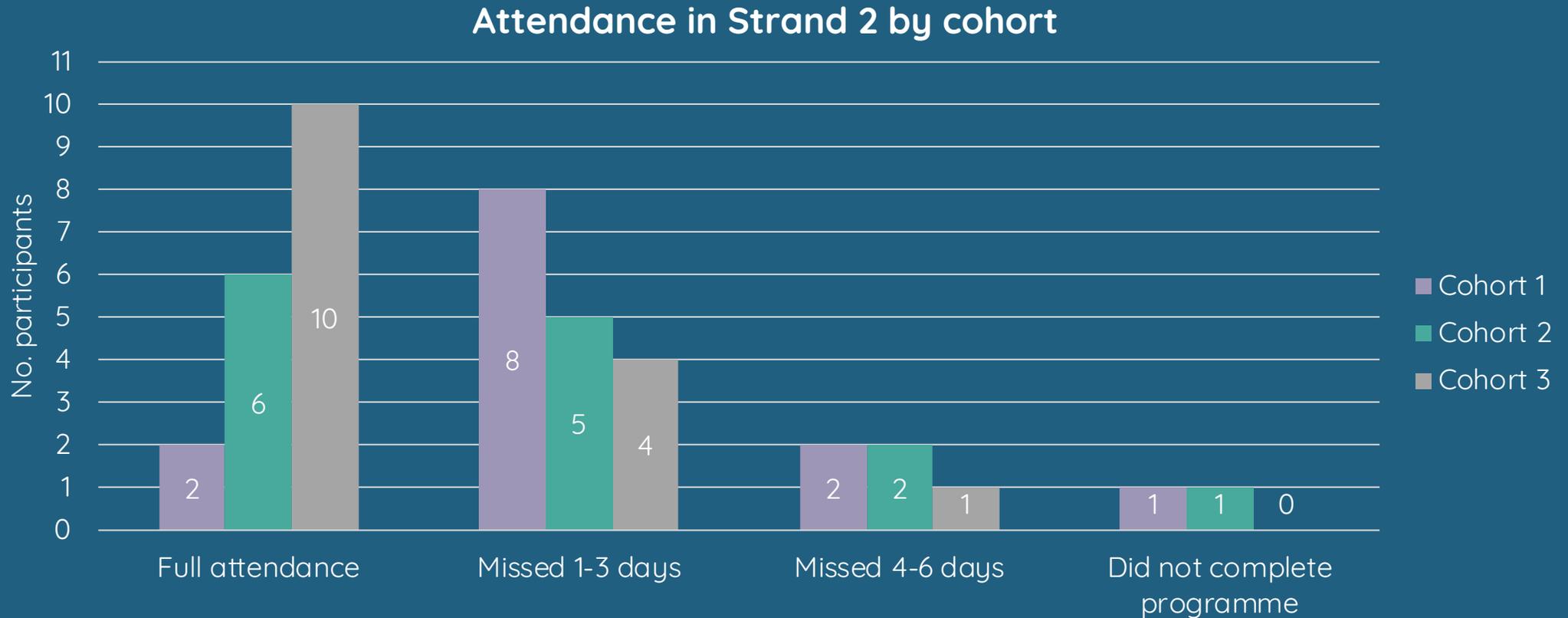
40 young people completed the programme. Average attendance for these people was 91%.

Attendance in Strand 2 over time



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Attendance per participant improved with each cohort as shown in the chart below. The 2 young people who did not complete the programme both stopped attending halfway through the second week of the three-week programme.



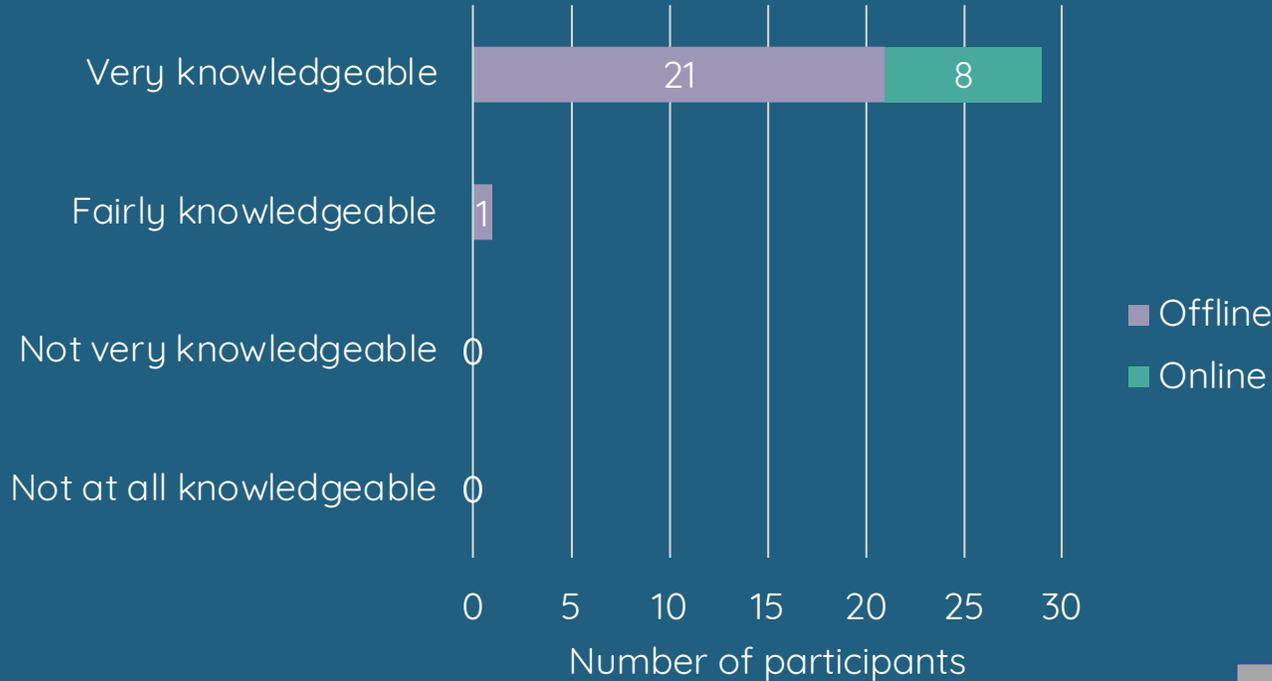
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What did they think?

How knowledgeable were the trainers in the subject? (n=30)



"The energy the project leaders put into developing us is truly impressive and inspiring."

"The tutors were excellent, taught well, made the experience fun and were very encouraging."

"[Trainers] were fantastic, I couldn't rate them higher. I didn't ask a question they couldn't answer"

"The facilitators had a wealth of knowledge of the industry and what they were teaching us which was great."

"They were both very different, the way that they connected made it feel seamless."

Participants also found the **trainers extremely supportive and motivational:**

“She would popup if people were quiet and call after to ask how we were doing”

“The pastoral care – they really respected our ideas and what we bring to the table. – they said they weren’t trying to teach us things but just trying to hear our opinions.”

“I would tell anyone to give it a try – the team really take care of you. They do a really good job of keeping you motivated. Anyone can do well and learn a lot.”

“The trainers always pushed us and motivated us”

“They would notice if someone hasn’t spoken much”

“The staff were so encouraging – motivational boost.”

“I really struggle with mental health – every morning they check in on you.”

“The trainers really instilled in us don’t be scared we are here to be helped.”

“I wanted to drop out, but I spoke to the staff and they kept me in and made everyone feel needed.”

Participants emphasised that trainers **made them feel their skills and experience were valuable:**

“I had never thought about how to use SM professionally – I’m a millennial, I know the technology”

“We are digital natives – we had skills we didn’t know we had”

“As digital natives they suggested we had the answers, they wanted to listen – they were respectful”

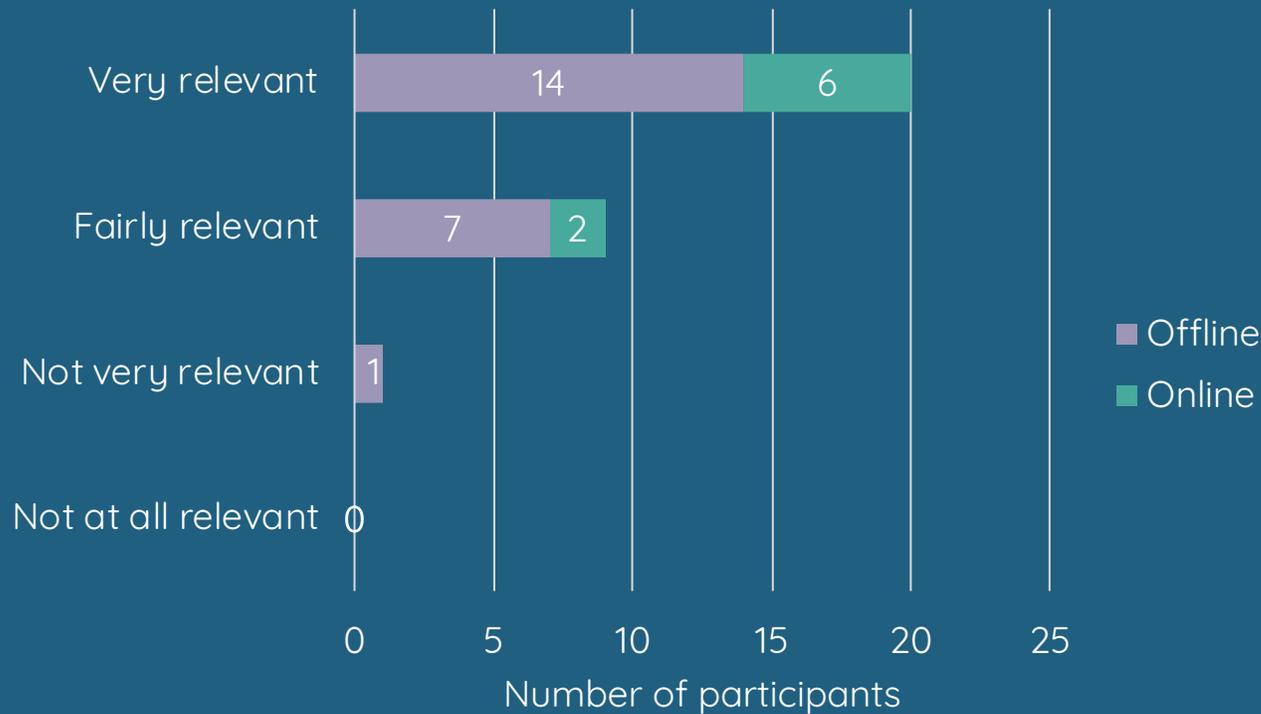
“There isn’t that awareness that our skills are a real asset to businesses”

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How relevant was the training to you and your future aspirations? (n=30)



"It has definitely helped me for my chosen career"

"I'm looking for a career that is online focused so all the insight from both my fellow course takers and the facilitators helped me gain a lot more knowledge and skills within the industry"

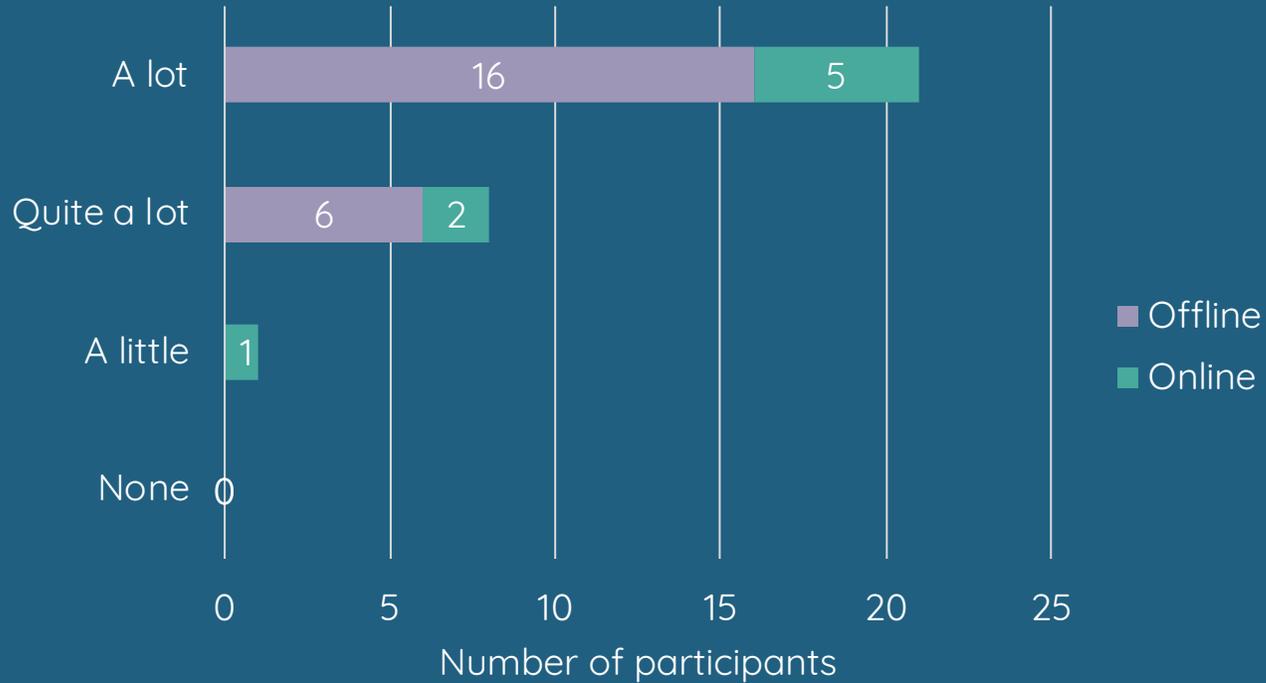
"[The most useful activity was] 'Creating perfect stories' because it helped me learn how to do things I can takeaway and use when I leave."

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How much new information did you receive from the training? (n=29)



"I really learnt a lot in a short amount of time."

"All activities were good but if I have to choose one [to improve] it would be the digital diet because it was a bit stretched out and could probably been done in a shorter way but was still good."

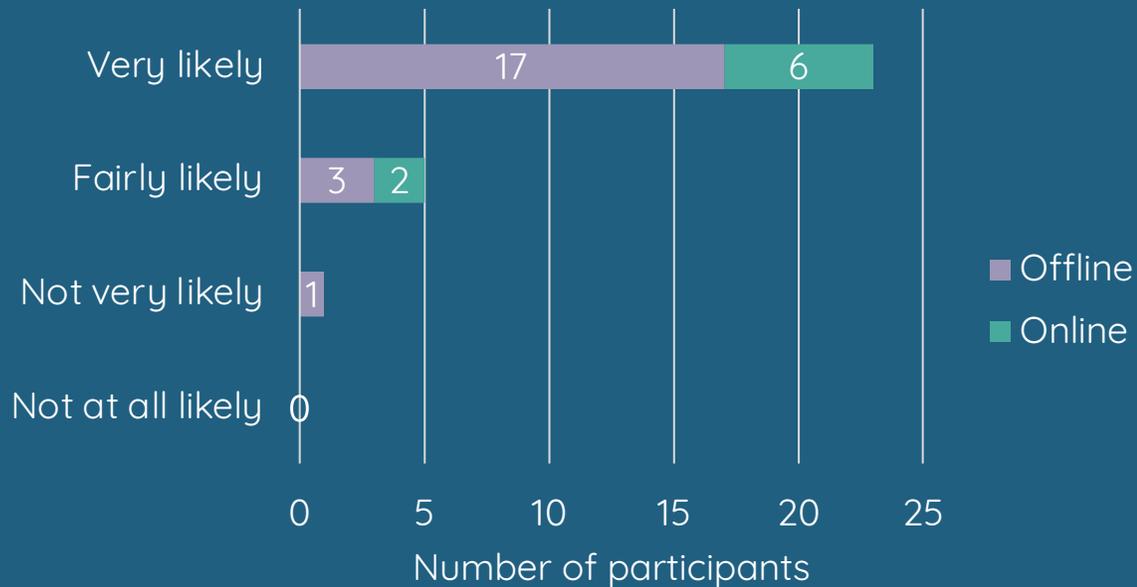
"It would have been nice to have learnt more industry specific terms and their importance to social media"

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How likely are you to act on the information you received in the training? (n=29)



"I have so much I want to do! One of them is that I want to set up a virtual assistance company that helps social media influencers with uploading content/user engagement when they take a break/detox from social media. The Hook cycle was critical for this business idea development."

"It gave me insight into how to better apply myself in my craft."

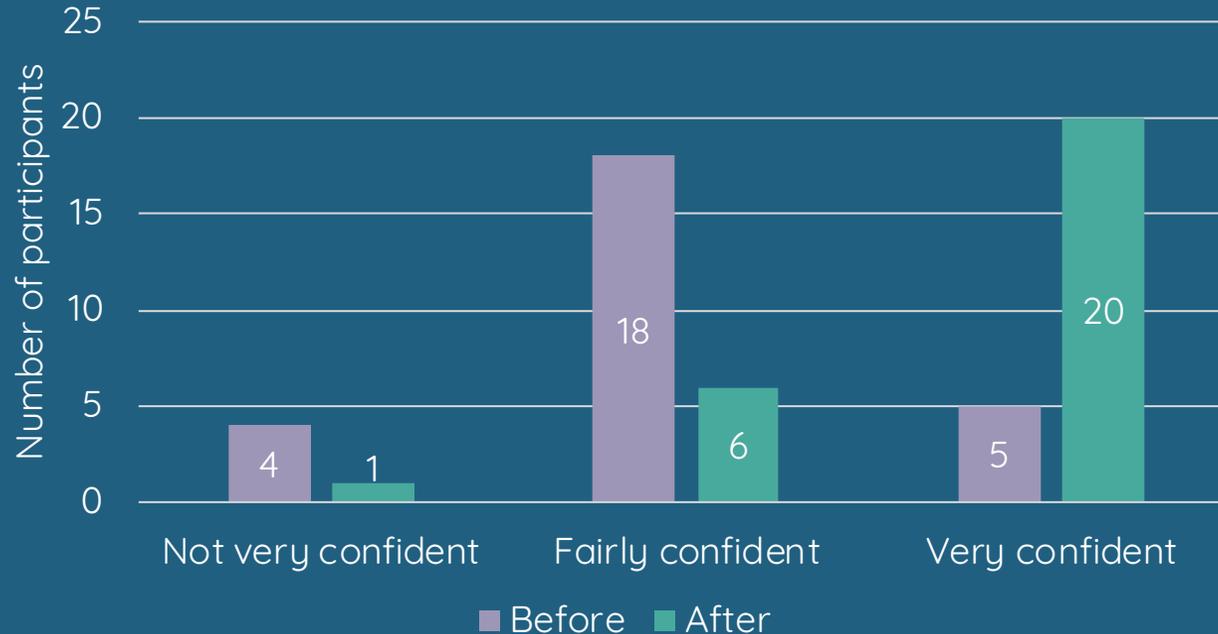
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What difference did it make?

How confident do you feel using social media? (n=27)



"Showed me lots of skills with a deeper insight into social media."

"I feel I can now confidently talk about social media knowing exactly what I'm talking about."

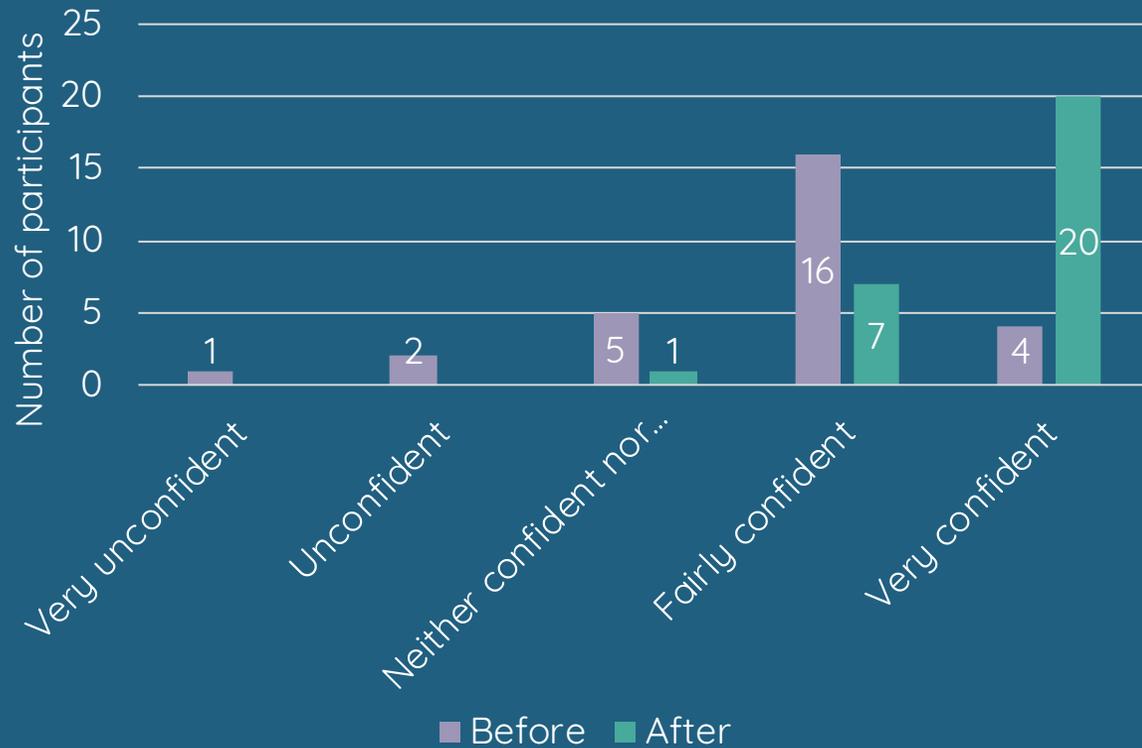
"It has provided me with more understanding of the social media world."

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How confident do you feel about putting your ideas forward? (n=28)



"... because we were presenting every single day I was able to hone in on some skills – my presenting skills shot up – I felt more confident in interviewing."

"[I learned about] confidently presenting ideas to people."

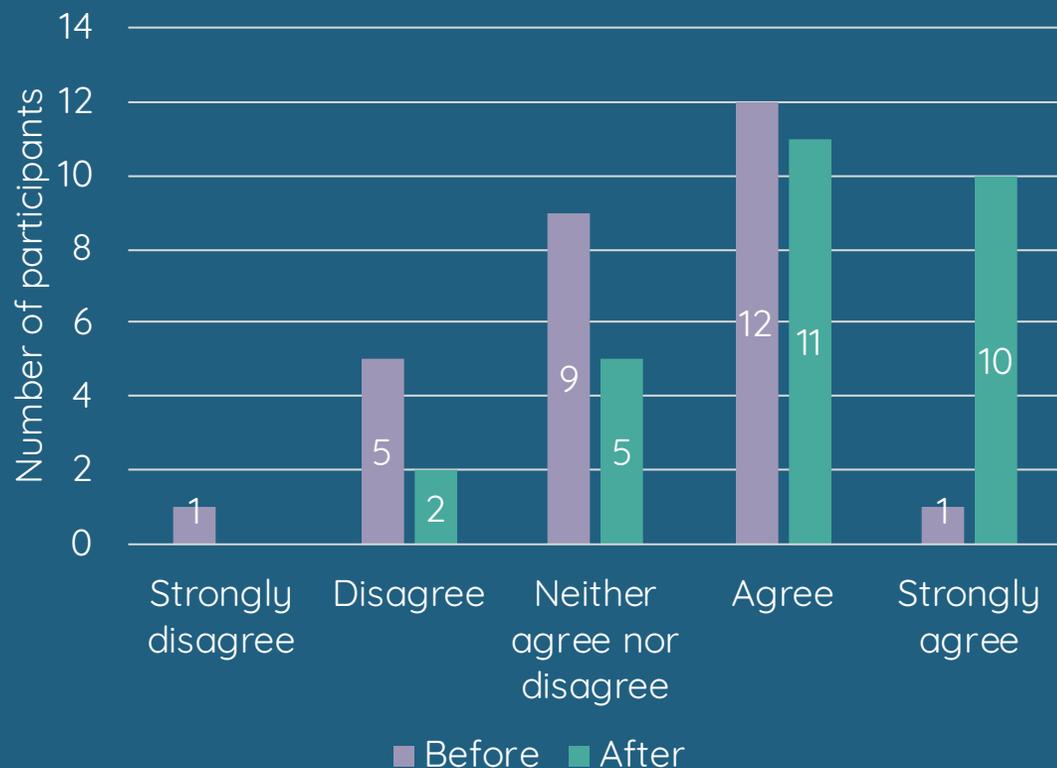
"We got out of our comfort zone and become really good at presenting"

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I have high self-esteem (n=28)



Participants felt they had significantly increased their **confidence** in general:

"It has made me more confident in everything I do, even if it is new to me."

"I have gained the confidence I need to do things I have always wanted to do."

"Helped me gain confidence."

"I had self-confidence issues go into this – But at the end I felt wow I made this"

"This course has helped with my confidence in knowing what I want to do and acting on it."

"It has brought about more confidence in me."

"I'm confident I could talk about this now – I now can answer a lot more professionally."

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Thank you.

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