

## **INVITATION TO TENDER**

Date issued: 16 November 2016

### **Make Our Rights Reality: Process Evaluation of a programme of public legal education and social action with young people aged 15-25**

#### **Overview**

The Legal Education Foundation, together with the Esmée Fairbairn Foundation, has funded leading UK charity Youth Access to deliver a programme of public legal education and social action, working with young people in three locations across England. Youth Access coordinates a national network of organisations that deliver advice, information and counselling to young people. The programme is entitled Make Our Rights Reality (“MORR”) and aims to empower vulnerable young people aged 15 to 25 to act as a force for change in society and use the law as a tool for tackling the everyday problems that they experience. Through inspiring young people to participate in social action and Public Legal Education (“PLE”) training to increase their legal capability, the programme aims to encourage young people to engage meaningfully in civil society and to exercise their rights and responsibilities as emerging adult citizens.

The project is envisaged to run over five years and represents a substantial investment on the part of the young people, organisations and funders involved. Evaluating the outcomes over the course of the programme is central to the effort and we are keen to arrive at an approach that is meaningful and feasible. As such, the Legal Education Foundation is seeking initially to commission a process evaluation of the programme, capturing the development of the scheme and key parts of its structure in its first six months, with the aim of identifying a range of methods that might be used to facilitate the generation of robust evidence regarding the impact of the programme on a range of outcomes over the longer term, for example, the ability to deal with rights based problems, health and wellbeing, employability, confidence and self-esteem.

## **About the programme**

MORR is a unique collaboration between Youth Access and three highly respected local front-line agencies:

- MAP (covering Norfolk, Suffolk, Cambridgeshire)
- No Limits (Southampton, Hampshire)
- 42nd Street (Manchester, Liverpool)

The agencies have been selected following a rigorous selection process to find the most experienced and competent organisations across the country for this work. Working together with a range of local partners across the youth, legal advice and health sectors, they will form a network of local delivery hubs and provide extensive reach to disadvantaged young people across a number of communities.

MORR's key activities include:

- Building the legal capability of young people. A core PLE training programme will equip young people with the skills, confidence and attitudes required to tackle their everyday problems (e.g. homelessness, debt, health and employment problems).
- Supporting young people to undertake high quality social action projects in their communities. Local hubs will offer young people opportunities to embed and share their learning by putting their newly-acquired skills and knowledge into practice through peer education, social policy investigations and campaigns on law-related issues that matter to them.
- Targeting disadvantaged groups of young people. Whilst working with disadvantaged young people in general, the hubs will specifically target: young people in care and care leavers; young people at risk or with experience of abuse, neglect and sexual exploitation; and young people with mental health difficulties. They will also have a particular focus around the following three issues: housing and homelessness; welfare rights; and health rights.<sup>1</sup>

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<sup>1</sup> NB: These target client groups and target issues will be reviewed with partners annually, allowing the project to switch focus if need be to meet identified needs.

- Sharing good practice and expertise. Expertise developed in one area will be shared with other hubs and wider services. A large bank of PLE and social action resources tailored to the needs of specific disadvantaged groups will be built and offered more widely to local youth agencies.
- Advocacy. Using digital technology to maximise engagement, Youth Access will offer young people a national platform from which to advocate for change at the highest levels of policy.

The hubs will be responsible for: engaging a diverse range of disadvantaged young people; delivering PLE training; supporting rights-related youth social action projects in their communities; and developing links with other providers across their area. While the project will work with all young people aged 15 to 25, there will be a focus on young people who are at risk of experiencing legal problems.

Youth Access will: act as project manager; develop and provide all the training, resources and ongoing development support the hubs will require to deliver a high quality programme; disseminate learning and good practice; provide a national focal point for coordinating local action; create national opportunities for young people's involvement; and lead national policy-influencing in conjunction with young people and local agencies.

### **The Public Legal Education ("PLE") core course**

Youth Access began developing materials to support a fourteen-hour core training course in October 2016. The core training course is focussed on developing the problem-solving skills of young people focussed on 'foundational capabilities',<sup>2</sup> i.e. the knowledge, skills, attitudes and confidence required to deal with any legal problem that a young person might encounter in the course of their life.

The core programme will be developed centrally by Youth Access and delivered by the three delivery hubs, whose staff will take part in a 'training the trainer' course. The core programme will be supplemented by short knowledge modules providing 'situation specific capabilities' for groups of young people with situations or issues in common. Supplementary knowledge modules will normally

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<sup>2</sup> The foundational legal capability framework proposed by Pleasence et al (*Reshaping legal assistance services: building on the evidence base*, Law and Justice Foundation of New South Wales, 2014) distinguishes between 'foundational capabilities' and 'situation specific capabilities' (see p. 136).

be developed by the hubs themselves based on local need and taking into account the project's target client groups and target issues and the expertise contained in the hub. Hubs may work with local or national partners to develop knowledge modules and will share modules developed with the other hubs. Occasionally, Youth Access may also lead on the development of a knowledge module.

At present, it is not anticipated that participating in the core course will be mandatory for all young people who wish to participate in the programme. Young people may wish to take part in the social action activities of the programme without receiving the core training, take part in some of the core training but not all of it, take part in the social action project and then move into the core training course or some other combination. Describing and explaining the way in which this flexibility operates in practice, will be a key output of the process evaluation.

### **The Social Action projects**

Within boundaries set by an experienced facilitator, MORR will afford young people control to explore the rights-based issues that are important to them and decide on their own cause of action. Finding a common cause may give young people the will and power to tackle more complex issues than they might have dared to do on their own. Since ideas, issues and action are owned by young people, the change that occurs should be more profound and long lasting.

Based on extensive consultation, Youth Access intend to initially support the following core menu of social action activities:

- **Peer education** – young people passing on the knowledge and skills they have learned about how to deal with legal problems to other young people through structured sessions and activities
- **Social policy projects** – investigating local services' respect for young people's rights; highlighting the results; and working with service planners, policy-makers and the community to improve practice
- **Campaigning** – locally and nationally, raising awareness of issues concerning young people's rights and making the case for changes that would improve services, strengthen young people's rights or ensure access to justice

Some local social action projects might involve a combination of these activities. In addition, Youth Access intend to explore the potential for hubs to offer opportunities for young people to train as a

volunteer advice worker as a possible further progression. Youth Access will provide a framework, along with a toolkit of resources, to enable the facilitation of the social action element of the programme. Each social action group will be able to access a small bursary as a contribution towards the cost of their social action project. (Funding for this is included in the budgets for hubs.)

It is envisaged that the programme will run for five years. We are keen to observe the outcomes of the programme and if these prove positive, use evidence to generate support for the scale up of this project. A key aim of the process evaluation will be to recommend ways in which robust evidence might be captured demonstrating the impact of participation in the programme on wider outcomes for young people.

### **About the evaluation: Aims**

Make Our Rights Reality is a novel, pioneering and multi-faceted programme working with young people with multiple and complex needs. The funders are looking to commission a process evaluation to help us to gain a better understanding of the way in which young people engage with the activities planned during the first ten months of the programme and to suggest a research strategy for evaluating the impact of the programme (or parts of the programme) on outcomes for young people.

Through the process evaluation, we hope to gain:

- i) A better understanding of how the various elements of the programme operate in practice, captured in a process map describing the programme.
- ii) A better understanding of who engages with the programme. We are interested in collecting data on the numbers of young people that engage, their reasons for engaging in particular aspects of the programme, their individual characteristics (e.g. gender, ethnicity, highest level of educational qualification, levels of health and well-being, whether they are currently/have recently experienced a legal or rights based problem). We want to be able to explore correlations between individual attributes and engagement with the programme, which could be interrogated robustly in a second stage evaluation.
- iii) Information relating to the way in which young people engage with the programme- how do they become involved (proactive recruitment by youth worker, word of mouth) which parts of the programme do they take part in (the core course, the social action

projects or a mixture of both) how do they move between the core course and the social action elements of the work and, if they disengage from the programme at what point do they disengage and why?

- iv) Data on the precise nature of the activities young people participate in as part of the social action work, what are the young people doing? How do they carry out their peer education, social policy and campaigning projects, and what does this involve? This needs to be captured in some level of detail in order to enable us to understand the way in which skills and knowledge gained as part of these activities can be mapped to the skills and knowledge research indicates are necessary components of legal capability.
- v) An understanding of whether the core materials are successful in delivering the outcomes prescribed by Youth Access in relation to knowledge and improved problem solving skills, and a better understanding of how the skills and knowledge developed through this training prepare young people for engagement in the social action projects.
- vi) A set of recommendations for the ways in which the impact of the programme (or discrete elements of the programme) on a range of outcomes for young people can be captured robustly. This will form the basis of a second stage impact evaluation.

#### **About the evaluation: Outputs**

From the evaluation, we hope to receive the following outputs:

- i) A process map, capturing the way in which the programme operates as a whole and demonstrating the range of entry and exit points from the programme for young people.
- ii) Data on:
  - a. the numbers of young people that engage with the programme,
  - b. the individual attributes of the young people that engage,
  - c. how they become engaged in the programme (recruitment, peers, other)
  - d. their reasons for engaging,
  - e. what activities the young people undertake and how they move between them and;
  - f. whether they exit the programme, reasons for exit and the point at which they exit.
- iii) A detailed description of the activities young people engage in as part of the social action element.
- iv) An evaluation of the efficacy of the core course in delivering improved knowledge and problem solving skills and the relationship between the completion of this course and engagement with the social action projects.

- v) A list of methodological approaches that might be adopted to capture the impact of the programme (or elements of the programme) on a range of outcomes for young people such as ability to deal with rights based problems, health and wellbeing, employability, confidence and self-esteem. The strengths and weaknesses of each approach should be included and all approaches should be fully costed.

**Budget and deadline:**

The Legal Education Foundation will consider proposals up to £80,000.

Applications to tender must be submitted by email to [Natalie.Byrom@theLEF.org](mailto:Natalie.Byrom@theLEF.org) by **12pm on Friday 6<sup>th</sup> January 2017**. Applicants must ensure they are free to attend an interview on **Wednesday 11<sup>th</sup> January 2017**.

**Timetable**

Wednesday 16 <sup>th</sup> November 2016	Invitation to tender published
Friday 6 <sup>th</sup> January 2017	Deadline for invitation to Tender submissions
Wednesday 11 <sup>th</sup> January 2017	Interviews
End January 2017	Inception meetings and project start
November 2017	Project end date

**Assessment criteria**

- Delivery of a project outline setting out the approach to be taken to address the aims and deliver the outputs outlined above and detailed costings for this including the personnel and number of days involved. (20%)
- Knowledge of existing research in the field of alternative education/peer education/ working with vulnerable young people/youth work (20%)
- Experience of undertaking process evaluations of large programmes using qualitative and quantitative approaches (15%)
- Demonstrable knowledge of the range of methods that can be used to evaluate impact in relation to complex interventions and experience of conducting impact evaluations (15%)
- Ability to write for a range of audiences (10%)

- A track record of successful project management, delivering research or consultancy projects to time and to budget (10%)
- Value for money (10%)

#### **Instructions for submission**

- The Legal Education Foundation's Director of Research welcomes discussions with applicants prior to the deadline, please email [Natalie.Byrom@theLEF.org](mailto:Natalie.Byrom@theLEF.org) to arrange a convenient time.
- Applications to tender must be submitted by email to [Natalie.Byrom@theLEF.org](mailto:Natalie.Byrom@theLEF.org) by **12pm on Friday 6<sup>th</sup> January 2017. Applicants should ensure they are available for interview on Wednesday 11<sup>th</sup> January 2017.**
- The substantive section of the tender application should be structured under headings reflecting the assessment criteria outlined above.
- The tender application must specify which people and organisations would be involved in delivering the project and provide CVs for each project member. It should also set out the budget for the project.

More information about The Legal Education Foundation can be found at

<https://www.thelegaleducationfoundation.org/>

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