



Final evaluation of the O₂Think Big Programme, 2014

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O₂Think Big in context

There is currently much debate in political circles about how to increase access to the best opportunities for young people to make successful transitions into adult life, irrespective of their social background. The Milburn Commission for Social Mobility and Child Poverty, which was set up to inform and advise government, shows that there is much work yet to be done.¹ The Commission recognises that some of the problems facing young people are largely beyond their control. For example, in some areas there is a dearth of employment opportunities for young people with few qualifications and skills which can limit their life chances.

The Commission is also aware that many young people, and especially those from poorer areas, are less likely to be the recipients of intensive financial, social and emotional investment in their future by their parents or schools when compared with children from the most affluent families. Consequently, government is taking action to open up more opportunities for young people through, for example, apprenticeship schemes.² But the Commission has also recently shown that even those young people who have very good qualifications and a willingness to move area to work can find that their opportunities are stifled by the recruitment practices of top employers.³ Consequently, the Commission has encouraged major employers to sign up to a Social Mobility Business Compact to provide more equal access to opportunities.⁴ O₂/Telefónica UK became a Compact Champion in November 2014.

Through its long-standing O₂Think Big programme, O₂/Telefónica UK continues to invest in young people in order to build their confidence, resilience and determination to achieve their potential. The programme is closely aligned with government initiatives to encourage young people to get involved in meaningful voluntary social action through programmes such as the National Citizen Service, and also supports the goals of the Step up to Serve (#iwill) campaign which aims to engage over 50% of 10-20 year olds in meaningful voluntary social action by 2020.⁵

To date, as this report shows, the O₂Think Big programme has engaged over 700,000 young people as active participants in social change projects across the UK, so making a substantive contribution to the #iwill campaign. In addition to its main programme, O₂Think Big has also contributed directly to the government's Social Action Fund and the Social Action Journey Fund programmes⁶ with the National Youth Agency. Research by Durham University shows that these programmes have made a significant contribution to the creation of opportunities for young people to make a difference to society whilst also developing their own skills, confidence and pro-social attitudes.

Currently, recent research shows that 40% of young people were involved in meaningful social action in the last year, 17% had participated less frequently and 43% had not taken part in such activity.⁷ These headline statistics conceal underlying differences. For example, females are more likely to engage in meaningful voluntary social action (46% compared with 35% males); more affluent young people are more likely to take part (45% compared with 34% of least affluent families); and, those in higher education are much more likely to do so than unemployed young people (54% compared with 21%). These statistics highlight the importance of tackling issues arising from diversity and social inclusion to ensure that young people get involved who may otherwise, for one or several reasons, be less likely to engage in voluntary social action. As this report will show, O₂Think Big is effective in achieving this objective by setting targets to involve less affluent or socially marginalised young people.

The O₂Think Big Programme

O₂Think Big is a long-term youth programme, established in 2010, to provide young people with opportunities to set up projects to make a difference to their own lives and to drive positive social change in communities across the UK. The O₂Think Big programme is Telefónica UK's flagship youth programme and forms part of the company's broader youth programme, which sets out a public goal to support 1 million young people across in the UK to gain skills for life and lead community projects by 2015.

The programme encourages young people to develop ideas and solutions to key social issues, and provides funding and support to enable young people to put their ideas into action. As one of the largest digital businesses in the UK, Telefonica has become more interested in exploring how young people can utilise digital technology to develop solutions to challenging issues, and encourage young people to use technology to achieve social benefit. Consequently, the programme has been evolving to develop a stronger digital skills focus over the last year,

O₂Think Big aims to benefit young people who lead projects or actively take part in them by: increasing aspirations, hope and confidence; providing new experiences, and acquiring new skills; improving employability and entrepreneurial skills; and, developing the leadership potential of young people. The programme currently has two principal levels: ⁸

- **O₂Think Big** projects are awarded to young people who submit ideas to fix a problem or challenge in their local community. They receive £300 in funding together with some other incentives to do their project and are given information, training and support along the way.

- **O₂Think Bigger** projects get more funding: £2,500, and it is expected that they are larger in terms of scope, reach and ambition. Think Bigger is also accompanied by support and more in-depth training together with some further incentives to get involved and stay committed. Young people who apply to O₂Think Bigger are required to complete a Think Big project first.

The programme is delivered by a number of organisations working in close partnership. The **O₂Think Big core partnership** includes contributions from:

- **Telefónica Foundation** (the primary funder of the programme, providing strategic oversight, direction and advice on programme delivery)
- **Telefónica UK (O₂)** (additional programme investment, overseeing programme quality, website development and operations, campaigning, media and communications, providing and incentivising employee engagement and mentoring support for young people);
- **National Youth Agency** (programme management, programme delivery including management of other delivery partners, recruiting and engaging O₂Think Big national and regional partner organisations, providing opportunities for employee volunteers);

There are four other sources of support for O₂Think Big which has helped to embed the programme's successes. Think Big has established a network of over 80 **Youth Partner Organisations**: including small local organisations and large national partners based across the UK. **O₂ Helpers** are employee volunteers from Telefónica UK who provide, amongst other things, support for young people as mentors who are doing O₂Think Bigger projects.

The programme has continually been supported by **community stakeholders** including individuals (family, friends, community champions) and organisations (such as non-partner youth organisations, faith groups, schools and colleges) who encourage young people to apply and give support to the projects. Finally, the programme is supported by **O₂Think Big Alumni**. In 2014, 91 young people who have completed O₂Think Big projects played an active role as programme ambassadors; supporting and inspiring other young people to take part and progress.

Digital skills and creativity in the context of a social programme

Since 2010, O₂/Telefonica has been developing ways of encouraging young people to become more entrepreneurial and creative by capitalising upon the company's expertise in digital technology. These interventions, discussed in more detail below, have proven to be timely as national debate about the need for digital skills has taken place. In particular, The House of Lords Select Committee on Digital Skills has published a substantive report on a wide-ranging consultation on the UK's digital future.⁹

It is recognised by the Select Committee that digital skills have become a key employability requirement in the UK labour market. The UK Forum for Computing Education shows that, currently, 56% of the workforce (over 16.5m people) requires digital skills in their day to day working lives, of whom 17.5% are 'digital makers'. And indeed, the Science Council argues that the proportion of the working population requiring digital skills will rise by 39% by 2030.¹⁰

- **'Digital muggle': 2.2 million people (7% of the workforce); "... no digital skills required—digital technology may as well be magic".**
- **'Digital citizen': 10.8 million people (37% of the workforce); "... the ability to use digital technology purposefully and confidently to communicate, find information and purchase goods/services".**
- **'Digital worker': 13.6 million people (46% of the workforce); "... at the higher end, the ability to evaluate, configure and use complex digital systems. Elementary programming skills such as scripting are often required for these tasks".**
- **'Digital maker': 2.9 million people (10% of the workforce); "... skills sufficient to build digital technology (typically software development)".**

The Select Committee also voice significant worries about the UK lagging behind other countries in developing digital capability including: Singapore, USA, Finland, Germany, Japan, Hong Kong and the Netherlands. Part of the problem, according to the report, lies in limited investment in formal and informal opportunities for children and young people to engage in creative digital learning – although this has been addressed to some extent by introducing computing to the national curriculum from an early age.

In universities and schools, as the Select Committee shows, there are examples of good practice across the UK: especially so when driven by collaborations with business. But it is also recommended that universities offer shorter

more flexible provision by “targeting skills funding... [to] ensure that all graduates are digitally competent”.¹¹ ‘Pockets of excellence’ in further education are also recognised but the report states that provision is ‘patchy, unresponsive and not meeting employer needs.’¹² Only one further education college has been established, to date, to specialise in computing.¹³

The supply of educational opportunities to young people is only one part of the equation. Educational curriculum choices at GCSE level are at least partly influenced by future career aspirations – but such ambitions are influenced by parents, teachers and peers. According to a survey of 5,500 students by TeenTech in 2012/13, 43% of young people turn primarily to their parents for careers advice¹⁴, but more recent research by O2 suggests that only 23% of parents believe that digital skills are relevant for their children’s future employability and career success. Clearly, it is important that such ideas are challenged in a positive environment such as in the Think Big programme.

O2Telefonica’s commitment to digital learning

The first major development in this field by O2/Telefonica was the establishment of Wayra in Madrid in 2011, followed by the opening of other European digital start-up accelerators in Barcelona, Dublin, London and Munich. The London Wayra start-up accelerator, which is run in partnership with UnLtd with match funding from the UK Government aims to encourage young digital entrepreneurs to grow and build successful businesses with up to \$50,000 start up funding. A strong emphasis on social benefit is incorporated into the ethos of Wayra by developing businesses which promote digital inclusion, education, e-learning, employment, environment, health and social innovation.

To widen the scope of its digital education and social action programme, O2/Telefonica scaled up the impact of its work by hosting ‘campus parties’ for young people. In September 2013, a Campus Party was held at the O2 Arena in London to bring together 10,000 participants from across Europe to take part in conferences, workshops and competitions across 20 themes including: social media, e-commerce, start ups, robotics and big data amongst others.¹⁵ The shift in emphasis towards digital activity in the O2 Think Big social programme is the next phase in this development.

Evaluation methodology

The programme has been evaluated by Durham University using the following techniques between 2010-2014:

- **Qualitative methodologies** which assess impact through in-depth interview and observation of the young people, practitioners and community stakeholders who are associated with the programme.
- **Quantitative methodologies** which continuously collect evidence on the biographical characteristics and social circumstances of young people and the employment of research instruments to test how attitudes and behaviour have changed across the life-time of the project. On line alumni surveys have also been undertaken in 2014 and 2015 to assess the longer-term impact on young people’s involvement in social action.
- **Impact assessment measures** (drawing upon either or both qualitative and quantitative evidence) which produce indications of the wider social benefit of the programme to society.

This is a well-resourced social evaluation project which is now in its sixth year.¹⁶ The objective of the evaluation is to monitor and analyse programme progress on the indicators and targets set. The research also aims to demonstrate the impact of the programme in bringing new opportunities to young people, building resilience and enterprising activity whilst also helping to challenge negative stereotypes. The action research element of the evaluation involved close integration into the programme, between 2010-2012 in order to help enhance and deepen the impact of the intervention as it evolves. Since then, qualitative evaluation work has been less intensive.

Volume of activity and social impact

By the end of 2014, as shown in Figure 1, the accumulated reach of the programme since starting in 2010 was over 700,000 young people through 6,500 O2Think Big projects. This includes 13,000 young people as project leaders; over 114,000 young people as active participants in the delivery of projects; and over 700,000 people as benefitting participants.¹⁷ In 2014, 1,103 O2Think Big projects were funded, with an estimated 19,000 active participants and a further 99,000 beneficiaries.

Figure 1

Volume of activity by year of programme	O2Think Big projects started at Level 1	Active participants	Benefitting participants	Total number of people engaged in programme	Project completions
2010	338	5,915	30,420	36,335	28
2011	1,370	23,975	123,300	147,275	284
2012	2,228	38,990	200,520	239,510	1,401
2013	1,500	26,250	135,000	161,250	1,296
2014	1,103	19,303	99,270	118,573	1,228
2010 - 2014	6,539	114,433	588,510	702,943	4,237¹⁸

Analysis of the value of the social investment has been undertaken to indicate the impact of the programme using financial proxies as shown in Figure 2. The methodology has been devised to calculate realistic estimates of the equivalent financial value of time voluntarily invested in the programme, and to assess the 'added social value' by reaching marginalised or socially disadvantaged young people in the programme.¹⁹ The analysis includes several inputs into the programme such as the time invested by young people, by Telefónica UK employee volunteers, time voluntarily given by youth partner organisations and by O2Think Big alumni.

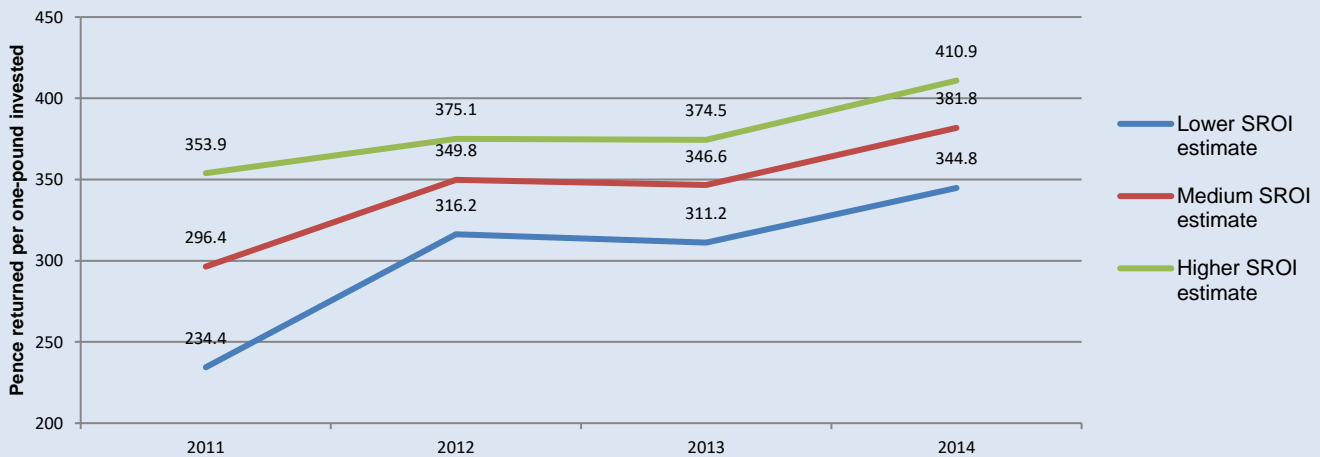
Given that the programme has projects of many types which operate on different levels of depth and scale, it is difficult to estimate the average amount of time invested per project. Consequently, three estimate values are given: lower, medium and higher. While higher estimates would seem to suggest significantly more social value, this should not be automatically assumed. Some projects are run by a small number of young people for very few beneficiaries but have a very big social impact. Others operate with many more volunteers and beneficiaries, but the impact is less notable. Nevertheless, the % added value ratios do show that the programme produces rather more social value than would be achieved without a significant voluntary contribution of time.

Figure 2 Return on investment of the O2Think Big programme in 2014

Estimate of time invested by young people ²⁰	Value of time invested by young people ²¹	Value of time invested by Telefónica UK employee volunteers ²²	Value of time invested by partner Organisations ²³ & O2Think Big alumni ²⁴	Total equivalent financial value of time investment	Average value weight for reaching deprived/marginalised young people ²⁵	Total social value of investment	% value added against actual financial investment in programme ²⁶
Lower	£2,141,862	£346,000	£144,923	£2,632,786	£1,492,000	£4,124,786	344.8
Medium	£2,423,742	£346,000	£144,923	£2,914,666	£1,651,741	£4,566,407	381.8
Higher	£2,646,006	£346,000	£144,923	£3,136,930	£1,777,698	£4,914,628	410.9

Analysis shows that in 2014, every £1 invested by Telefonica Foundation, returned £3.44 and £4.11 in social benefit. As the programme has evolved and its delivery has become more efficient, its social impact has increased according to the social return in on investment metrics from £2.96 for each £1 invested in 2010 to £3.81 for each pound invested in 2014 (using medium estimate of time investment by young people) as shown in Figure 3.

Figure 3 Trend analysis on social return on investment 2011-2014



What difference does social action make?

For many years, it has been widely accepted that active participation in civil society helps young people develop their skills and confidence and thereby strengthen their potential in education and employment. A recent report from CIPD, the professional body for HR and people development, shows that 67% of employers agree that social action / volunteering experience helps young people to develop employability skills.²⁷ But only recently have researchers attempted to produce hard evidence to show how and why young people benefit in this way. Intensive evaluation of the O₂Think Big programme, which built upon previous methodological approaches adopted mainly in the United States, has been underway since 2010.²⁸

More work has recently been undertaken by Cabinet Office, Institute for Volunteering Research, NCVO and the Young Foundation to consolidate thinking on the evaluation of the quality and impact of youth social action programmes.²⁹ This analysis has been underpinned and bolstered by a broad analysis of research on the impact of youth social action in the UK undertaken by DEMOS.³⁰ On the basis of the exploration of the literature and a stakeholder consultation the following definition has been arrived at: ***“Young people taking practical action in the service of others in order to create positive social change that is of benefit to the wider community as well as to the young person themselves.”***

A scoping framework was developed to articulate, in concrete terms, the potential benefits young people can gain from meaningful social action. The #iwill³¹ campaign, which is managed by Step up to Serve, has identified six key outcomes which should be considered when evaluating social action programmes such as O₂Think Big (see Figure 4). This work has been developed further by the Behavioural Insight Team Ltd, a social enterprise working closely with Cabinet Office. In the analysis which follows, the contribution of the O₂Think Big programme to each of these outcomes are briefly reviewed.

Figure 4 Categories of benefit gained by young people in social action programmes

CBI	Young Foundation	Step up to Serve
Optimism	Communication	Challenging: stretching and engaging, exciting and enjoyable
	Creativity	
Determination	Confidence and agency	Youth led: owned and shaped by young people
	Planning and problem solving	Progressive: to other programmes and activities
	Resilience/grit	Embedded: becoming the norm in journey to adulthood
Emotional intelligence	Leadership	Socially impactful: creating positive social change of benefit to wider community
	Relationships	
	Managing feelings, self control	Reflective: valuing reflection, recognition and reward

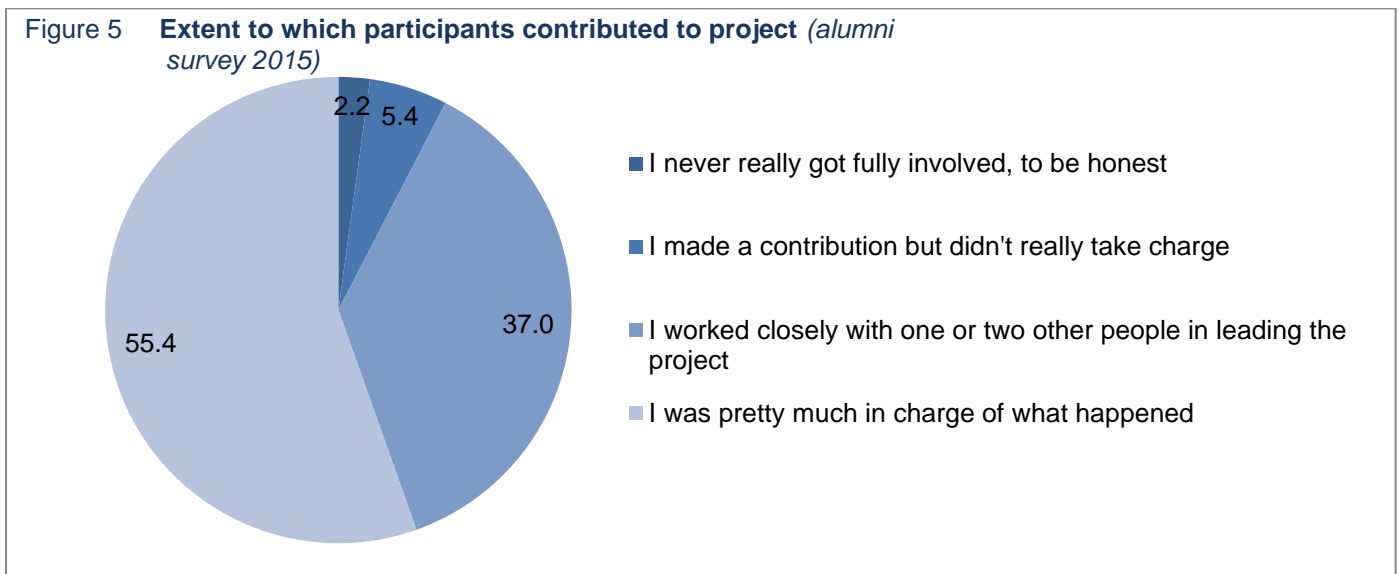
Challenging:

Qualitative research on the O₂Think Big programme has consistently demonstrated that young people are challenged by their participation in the programme. But as an open programme, with diverse groups of participants, what constitutes a challenge differs for young people. Older, well qualified young people from affluent areas tend to have a head start in developmental terms and are equipped to tackle more complex and ambitious projects. Younger, or less well qualified participants (and especially so if they are from less well-off areas) tend to have fewer skills and shorter horizons.

The impact of a project is properly recognised, therefore, by understanding the starting point of the young people involved. Consequently, O₂Think Big does not set a rigorous and consistent definition of what constitutes a 'challenging' project as this could result in the exclusion of some young people who could gain great benefit. When studying the distance which will be travelled by young people in their social action journey, this programme recognises that 'small steps' can represent 'giant leaps' in developmental and confidence terms for some young people. In terms of benefit, the evaluation shows that most young people feel that they have strengthened their skills and confidence in a number of ways.

Youth-led:

From the start, O₂Think Big embraced the principle that all projects should be youth-led. Investing trust in young people was achieved by letting them define the purpose and plan projects and by putting funding directly into their hands to help achieve their objectives. Young people on the programme have been appreciative of this investment of trust. ***'I think the fact that it's youth led, especially by someone like myself that's come from [names place] and grown up there, I just feel that it gives other young people someone they can relate to and gives them an opportunity to make something of themselves. It exposes them to other young role models which they may lack at home or the local community.'*** Figure 5 shows that 55% of former participants in the programme felt that they were fully in charge of the project, while a further 37% felt that they jointly led the project with other young people.

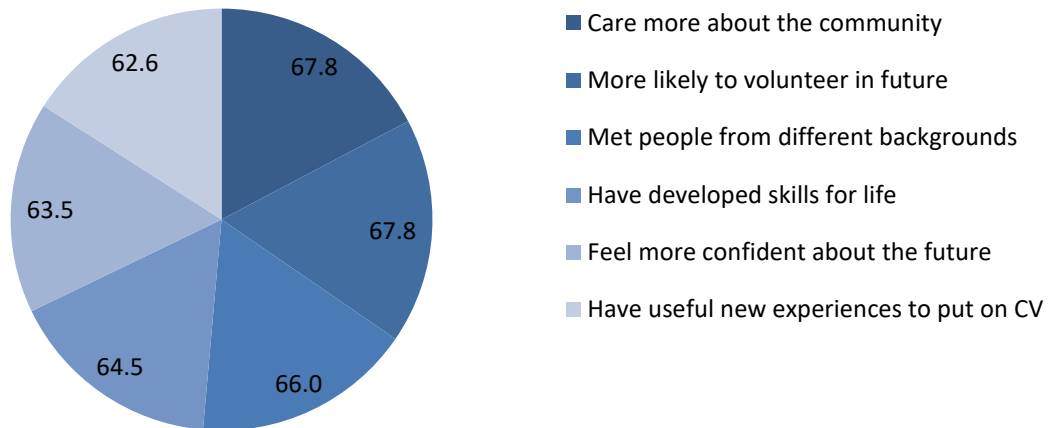


Socially Impactful:

O₂Think Big aims to bolster young people's sense of pro-sociality and encourages them to take part in meaningful social action to create benefit to the wider community. As Figure 6 shows: 68% said that they cared more about their community and were more likely to take part in voluntary social action in the future. At a personal level, young people also benefitted: over 66% widened their horizons by meeting young people from different backgrounds; 64% had developed skills for life and felt more confident about their future; and, 63% agreed that they now had experiences that would improve their CVs. ***"To witness the impact our team had on the community was very rewarding. Giving these opportunities to young people to make a real difference in their community should help to change the perception of the modern day teenager."***

Figure 6

Social and personal impact of involvement in the O₂Think Big programme (Alumni survey 2015)



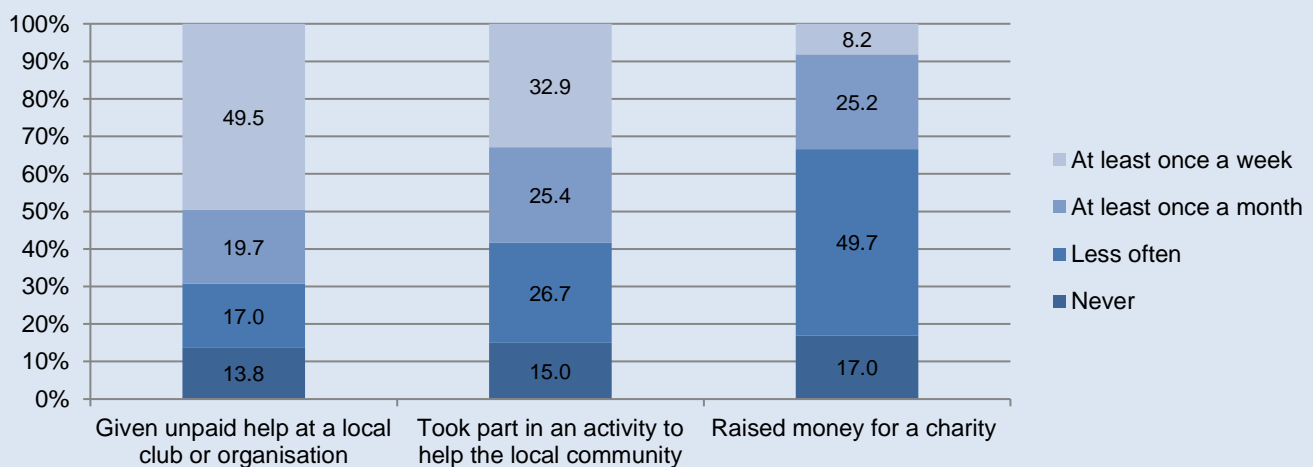
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Many young people who have taken part in O₂Think Big continue to engage in positive social action. As Figure 7 shows, 50% of former participants make a weekly contribution to a local club or organisation and a further 20% do so at least monthly; 33% took part in an activity to help the community on a weekly basis and 25% at least once a month. The indications are that alumni are more interested in committing to 'meaningful' social action and are less involved in indirect activity such as fundraising. The evidence suggests that many O₂Think Big alumni have become embedded in the 'civic core', while only between 14-17% never took part in any civic activities. The Alumni survey shows that 82% of former O₂Think Big participants stated that they would consider taking part in similar programmes again.

Progressive:

About three quarters of participants in the O₂Think Big programme go on to do other forms of voluntary social action, as shown in Figure 7. Many progress directly to O₂Think Bigger, the second and much more demanding level of the programme. About 14% went on to do a similar project with another charity or similar corporate social responsibility programme. About 39% of young people who had completed O₂Think Big went on to do other kinds of charity work.

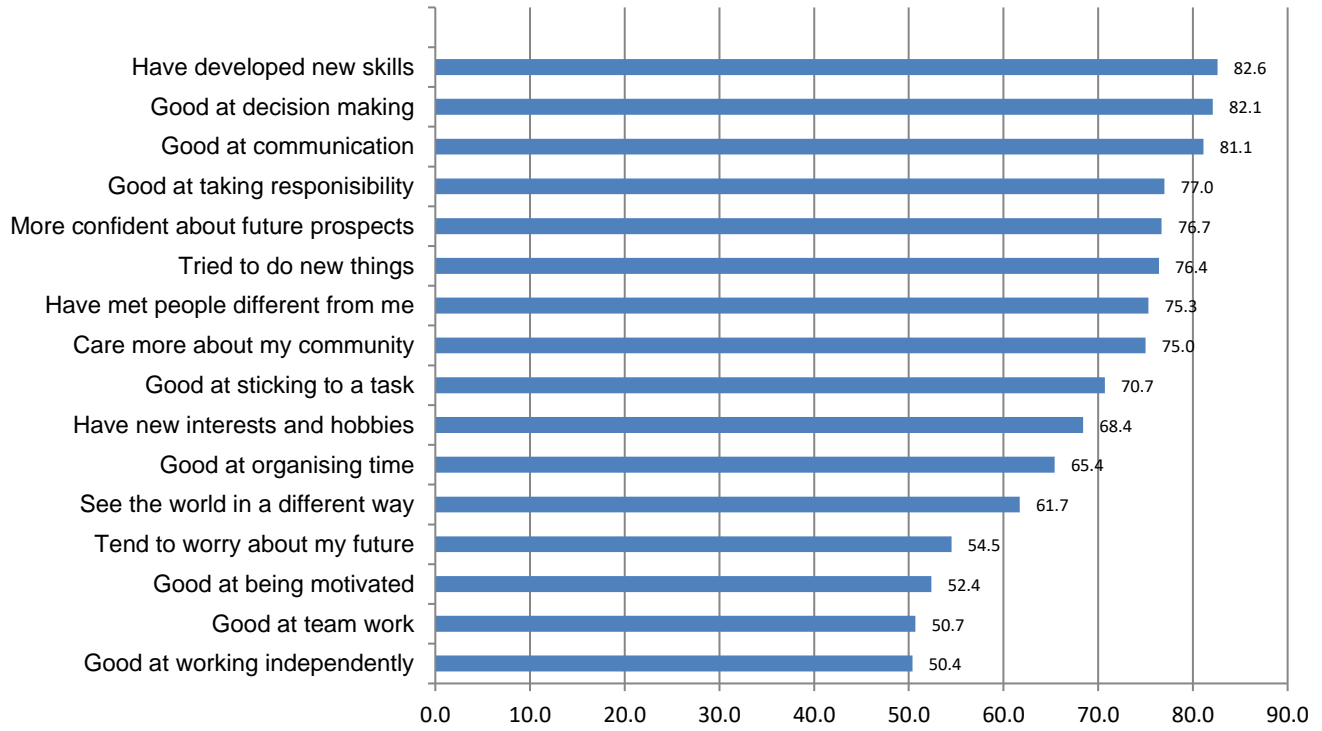
Figure 7 **Extent to which programme alumni take part in social action now (Alumni survey 2015)**



Reflective:

Many young people are effusive about the impact of the programme for them personally. Figure 8 shows, for example, that: 83% say the programme helped them develop skills which they could use in later life; 82% say they have improved decision making skills; 81% think they have become better at communicating and 77% feel that they are now more able to take responsibility. Furthermore, 68% say their horizons have been broadened by meeting people from different backgrounds; and, 65% say they now care more about their communities. Similarly, over 60% of previous participants feel that they have developed new skills, tried new things and built their confidence.

Figure 8 **Percentage of participants who became more positive about their skills and attributes** (of those who changed their minds between start and end of the programme - whole programme)



O₂Think Big and digital entrepreneurship

Since the O₂Think Big programme was established in 2010, many other social programmes have emerged to help young people become involved in meaningful social action. In 2014, the O₂Think Big programme team took the decision to differentiate its approach from mainstream approaches to the delivery of social action opportunities for young people, and has invested in new initiatives and partnerships to focus specifically on helping young people to develop digital creative and enterprise skills.

As one of the largest digital businesses in the UK, O₂ is well positioned to draw upon the digital capabilities of the business to enable positive social change through the use of digital technology. In this context, the evolution of the Think Big programme has enabled the delivery team to begin exploring the potential of digital technology to create social benefit and to help provide young people with an opportunity to build their digital competency which may, in turn, encourage them to participate more fully in the emerging digital economy.

Many young people involved in O₂Think Big identify digital skills as an important aspect of their learning and many identify considerable benefits gained. As Figure 9 shows, some digital skills were regarded as particularly relevant to project work (shown in descending order of importance in the darker blue column of the figure). The data show that many young people already possessed the digital skills they needed, but perhaps to a lesser extent than may be expected. This is particularly interesting in the context of debates about so-called Gen-Y 'digital natives' and the assumptions that are often made about the levels of digital competence that young people possess.

Evidence suggests that whilst young people taking part in the O₂Think Big programme are largely comfortable with using digital technology, they do not always know how to apply it creatively to assist in the delivery of their project or to achieve greater social impact. Only 55% of participants felt that they already had all the social media skills they needed: 33% improved them a little on the programme, and 12% said their skills had improved a lot. The areas of skill where young people seemed to develop their skills the most (where relevant to their project) were learning how to develop: film, music and media digital skills (22%); blogging (20%); web development (17%) and designing apps (17%).

Figure 9 Extent to which O₂Think Big participants needed to develop digital skills to do projects and how they acquired such skills (O₂Think Big alumni 2013-2014 surveys)

Digital skills and competencies developed	% of projects for which digital skills were relevant	Already had these skills	Developed these skills a little	Developed these skills a lot
Developing social media skills	80.3	55.0	32.7	12.3
Learning how to do blogs	50.4	42.6	37.7	19.7
Developing skills in collecting data digitally	46.0	49.6	34.8	15.7
Web development skills	42.3	40.2	42.3	17.5
Developing film, music and media digital skills	40.9	45.0	33.0	22.0
Developing the skill to train others in digital skills	30.4	41.3	45.3	13.3
Developing skills in designing apps	23.7	37.9	44.8	17.2
Learning how to establish a chat room	19.6	44.4	44.4	11.1
Learning how to do a webinar	15.2	40.5	48.6	10.8

Participants could be effusive about the benefits of the programme in developing their digital skills: ***“The web development day was extremely useful not only for my project but to continue progressing with what I hope to achieve in the future. It has helped me to create an efficient and attractive website suitable for my needs. I did not have these skills previously and it would have taken me a very long time to figure this out on my own!”*** To get a better understanding of how digital technologies could enhance the benefits projects bring both to communities and to the young people who led the work, a number of case studies were undertaken – three of which are reported below. The three case studies have been selected to demonstrate how different digital skills and applications can be employed.

Joachim Horn: digital engineering and coding

Joachim Horn had been working as an engineer in Tokyo and realised that there were no simple ways for young people to get involved with creative electronics and coding. When he arrived in the UK, he decided that he wanted to do something to make it easier. Using money from O₂Think Big, the first stage was to build proto-types using hard drives, circuit boards and software. The project was then developed and funded further by O₂Think Bigger, which enabled Joachim to run a community workshop for young engineers to create new ideas.

We asked Joachim if the project had delivered any key social benefits: ***“Yeah massively, absolutely; we’ve seen more and more people getting into coding and electronics and the skills that are in shortage in the jobs market and in the world are found through projects like this. If they understand coding language, software language and so then they feel they can go on to study electronics and networking. They can do more creative work. I think this is good on a social level having people who feel empowered to push themselves... These people actually took up courses in IT and ICT skills and projects they would not have done otherwise and so their interest and confidence has just continued.”***

The idea succeeded largely as a result of the commitment and enthusiasm of his O₂Think Big project team, but Joachim recognised the benefits of support from O₂Think Big by helping find young people to join the workshops, providing mentors and also helping with networking. As far as Joachim is concerned the project was a great success because: ***“We achieved our targets and good results with the testing that we did in that our testing progressed to now become a company. So it did good for people, but also it is a company now... We are growing into a company to produce for a mass market. We employ 11 people and we do training as they come in, training them in electrical engineering.”***

Ash Phillips: YENA - web-based networking and communication

YENA (Young Entrepreneurs Networking Association) is the brainchild of Ash Phillips, a 25 year old entrepreneur who has been setting up and running businesses for 6 years. The impetus to establish the website-driven network led from Ash's experiences of networking with other business people in and around Bristol.

“I was [always] the youngest person in the room [which] begged the question, why weren’t other people there because I knew there was a lot of young talent out there? ...The turning point was at a conference at Bristol Golf Club. I turned up there just being me; ...a fellow attendee asked me for a drink because he thought I worked there. It was a great conversation starter, but I realised that there aren’t enough young people at these events with the confidence to turn up. As a reaction to this I thought ‘something needs to be done about this’ and so I set up YENA supported by Think Big.”

On its website home page, www.yena.co.uk, YENA introduces itself as follows ***“Inspiring, connecting & celebrating young leaders in order to increase chances of success. YENA events are great places to meet, and our website is the best place to continue that conversation, online. Create your profile, watch our videos and register to attend a local event, right here.”***

YENA now gets about 50 attendees a month in Bristol at events where speakers are invited to inspire young entrepreneurs. Contributors have come from, for example, IMBD, Funky Pigeon and Rainbow Zebra. YENA has now also been piloted in London. The key objectives of YENA are defined as follows, Ash told us: ***“first, improving young people’s self-confidence to help them secure jobs and figure out what they want to do with their future and start their own businesses; second, lower youth unemployment (and obviously those two go hand in hand, a more confident person is more likely to get a job than one without); and, third, increasing the success of youth start-ups.”***

O₂Think Big provided the funds to get started. We asked if the programme had been helpful: ***“definitely, because there were events that we were invited to and they took us on courses to help us with our own projects. They took us on the Think Big Regatta which was amazing from a personal as well as business development point of view, and the opportunities from there have been great.”*** YENA were also invited to the Big Debate on digital issues at the House of Commons.

“I wouldn’t have been able to do it without Think Big being there and there were amazing networking opportunities,. [and] things like facilitating digital classes and teaching people how to use digital [technologies] for their projects.”

YENA has now moved onto the next stage, O₂Think Bigger, and have been awarded £2500 to take the project further. ***“Of course we want to grow and to do that we need sponsors and revenue streams as far as memberships are concerned, which is what I’m working on now and other off-the-wall strategies that I’m playing with... But the only money we have had, to speak of, has been the Think Big and Think Bigger. So we are very grateful for that because it has allowed me to travel up and down the country to go to London to speak to central sponsors and buy marketing materials. But beyond that we haven’t needed anything else.”***

We asked if O₂Think Big had helped Ash, at an individual level, in terms of skills, employability and enterprise. *“Think Big helped me to build this great story and brand to share... I have benefitted massively. The money really helped, obviously. But it also definitely helped in other ways, so much so that I have recommended it to so many others. It is easy to access and it’s not intimidating. It’s a great opportunity for anyone interested. The doors opened for me in personal and business development have been fantastic and these are things you wouldn’t get to do in life otherwise: well I wouldn’t have.”*

Joana Baptista: Brush! digital product design

“OK, so: I’m 13, I go to Oxford High School, I’m Portuguese, I’m really interested in technology and maths, which are my favourite subjects at school. The project started last year when I came up with this idea for a competition designed for adults and we ended up obliterating the competition and won three of the four awards at the end of it.”

“The idea was for a toothbrush that tracks teenagers brushing times and which can be traced on an app and so they can tell if they are brushing their teeth properly or not... So we applied to Think Big so we could start with our proto-types... Then we started talking to lots of companies and now we are in the process of building our final proto-type and then launch it with a manufacturer with other measures in place such as a graph so that teenagers can see their progress and send notes to their doctors and when they go to the dentist they can see where to focus on. Also rewards can be built in to encourage those who don’t want to brush their teeth.”

“So it was specifically aimed to help young children and teenagers for later in life, brushing their teeth costs the NHS a lot of money, £7.4 billion per year to help sort out peoples tooth decay. It’s a problem that really needs to be sorted but in a wise way, not enforced on teenagers. It needs to be in a way that would excite them.”

We asked what social benefit, **Brush!** could bring: *“It provides them with a way out of a stigma where they feel their teeth are clean and that they can talk to someone without having to stand a few steps away because they feel conscious and they can smile more because they feel better about their teeth and tooth-brushing, and they can have challenges with their friends, so even to want to brush. It’s something that people don’t really talk about but it is an important part of everyone’s everyday life; and it is something that they are giving away if they don’t brush properly.”*

How did O₂Think Big help? *“We knew we needed funding and we knew we wanted someone who could help us and provide support for us and we knew if we went to investors they would probably turn us down. With Think Big, they provided further help and support later on. They gave us a platform to speak to other people and they offered for us to go to events to talk to people like them and get support. I’m planning an assembly to talk to people in my school to talk about Think Big and to promote girls and encourage girls to be innovative and really help. [Think Big] has given me lots of support, when I had lots of questions they were really quick to reply and always really friendly. I could always ask them about the business side of things as well, which really helped.*

I go to an all-girls school so it would be great to push technology in the school too. We have 90 in our year and 15 signed up for computer sciences. It’s not a huge amount of girls... and in Oxford there aren’t a lot who enjoy computers as a STEM subject. I think this is something that needs to change because it is increasing in our lives, whatever career you go to in your life you will need to have coding or technological skills. But they refuse to believe it.”

An inclusive programme

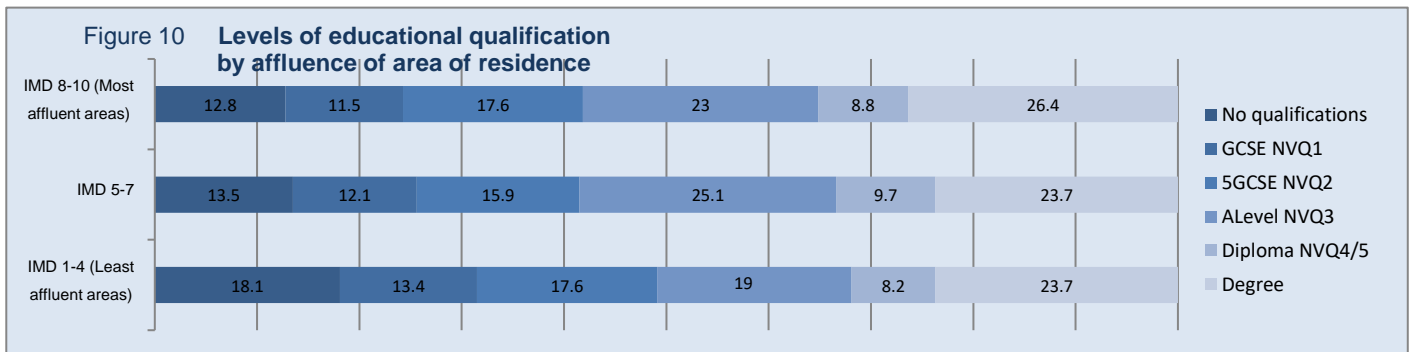
The above section focused on O₂Think Big projects with a strong digital and enterprise element. But as a social programme, most projects concentrate on immediate issues which concern young people in communities – and especially so in areas where young people have fewer opportunities because of they are at risk of social marginalisation.

O₂Think Big (level 1)

A central objective of the O₂Think Big programme is to be socially inclusive. As an open programme, this means that nobody should be excluded from participating because of their personal characteristics, biographies or where they live. It is also open in the sense that young people decide, within the broad parameters of the programme's objectives, what they want their project to be about and define how they want it to help their community.

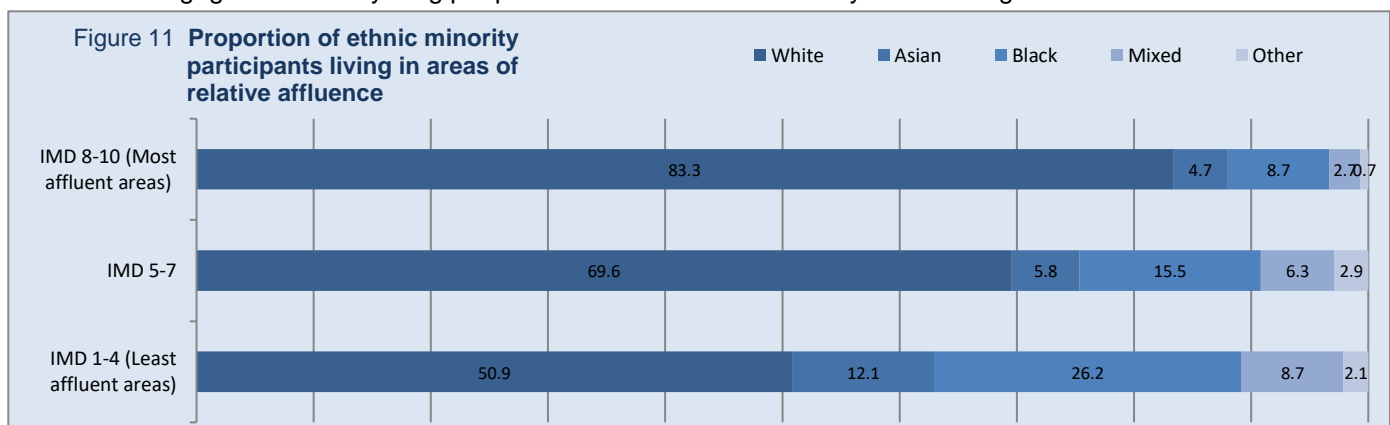
Throughout its life, the reach of the programme has been closely monitored. Key indicators of social inclusion are: *gender, age, ethnicity, disability, socio-economic area, nation and/or English region*. The **gender** balance of participants has been broadly similar throughout the life of the programme: in 2014, 55% of females and 45% of males entered the programme. The **age** balance of participants has remained broadly similar throughout the life of the programme with highest levels of participation amongst the 16-18 and 22-25 age groups.³² In 2014 this was also the case with: 9% of participants aged 3-15 years, 26% aged 16-18 years, 25% aged 19-21 years and 40% aged between 22-25 years. The age distribution in the programme remains broadly consistent across all socio-economic areas.

The O₂Think Big programme has attracted applications from young people with **disabilities or limiting illnesses** in broadly similar proportions, at about 5%, through the life of the programme.³³



The level of **educational achievement** of participants varies to some extent, depending upon the level of affluence of the area where they live (see Figure 10). Young people from the most affluent areas are more likely to hold higher level qualifications – although the differences are not as pronounced as would be expected when compared with national statistics on educational performance. The reason for this is that O₂Think Big tends to attract participants with higher levels of educational credentials than the average population for each age group. It should also be noted, however, that the proportion of participants with the highest levels of qualifications is likely to be over-represented in the poorest areas because those students, who live away from the parental home, generally live in less affluent areas where rents and living costs are lower.³⁴

As Figure 11 shows, white participants are much more likely to come from more affluent areas, whereas, participants in the programme from ethnic minority backgrounds are more likely live in less affluent areas. This is largely due to the socio-economic profiles of different ethnic minority groups rather than due to a programme bias against more deprived white young people in the programme. That stated, despite strong efforts, the programme has always found it most difficult to engage with white young people from the most economically disadvantaged areas.



O₂Think Big has been successful in reaching young people from all ethnic minority groups throughout the life of the programme. In 2014, this also proved to be the case where a larger proportion of ethnic minority participants have entered the programme than would be expected when compared with UK population estimates.³⁵

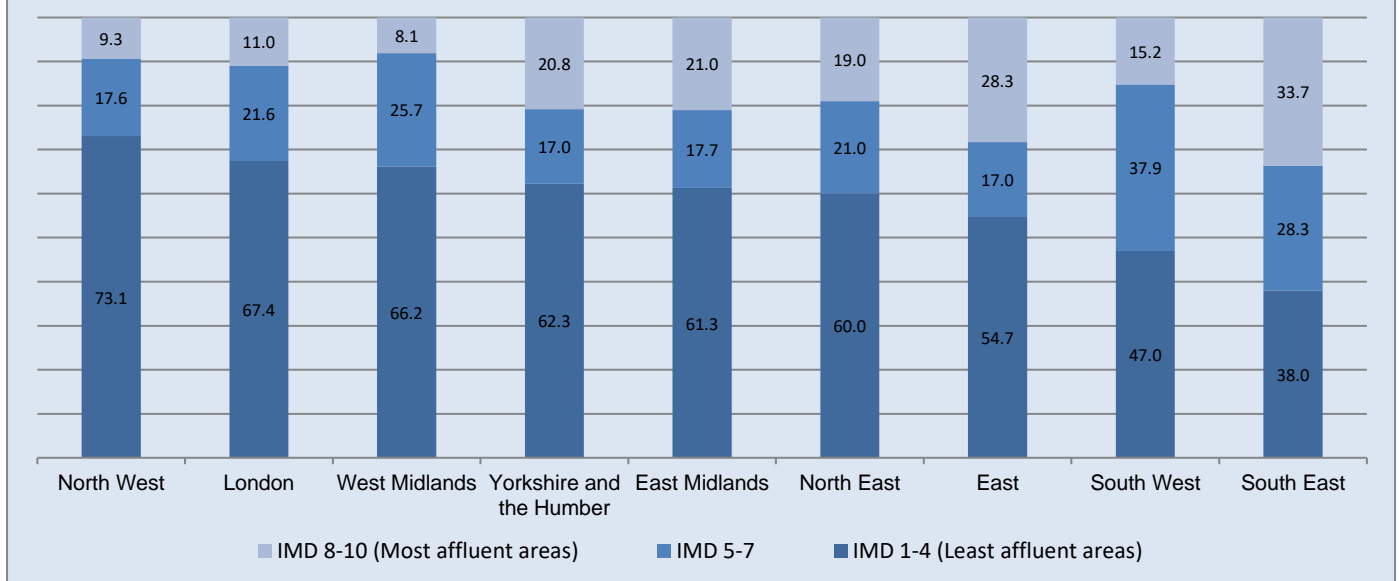
The proportion of participants from ethnic minority groups differs by UK nations: England (40%), Northern Ireland (2%), Scotland (8%) and Wales (3%). There are disparities in the proportion of participants from ethnic minorities in the English regions, as shown in Figure 12, nearly 70% of O₂Think Big participants in London are from ethnic minorities while there are fewer than 10% in the North East, East and South West England.

Figure 12 Distribution of participants by ethnicity in English regions

	East	East Midlands	London	North East	North West	South East	South West	West Midlands	Yorks and the Humber
White	90.7	52.4	31.3	94.1	68.1	72.3	92.5	55.3	74.1
Asian	0.0	6.3	13.4	0.0	12.1	9.6	0.0	19.7	11.1
Black	3.7	30.2	40.0	3.0	11.2	12.8	1.5	17.1	11.1
Mixed	3.7	11.1	10.3	3.0	8.6	3.2	4.5	7.9	3.7
Other	1.9	0.0	5.0	0.0	0.0	2.1	1.5	0.0	0.0
N=	54	63	320	101	116	94	67	76	54

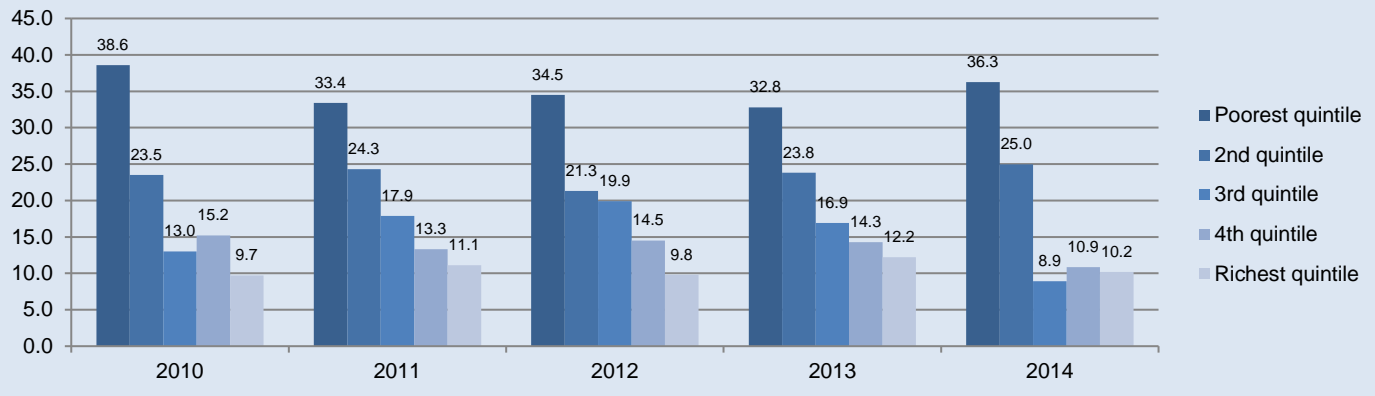
English regional differences in the relative affluence of participants' area of residence are shown in Figure 13. In some regions more than half of participants live in the least affluent areas: North West (73%), London (67%), West Midlands (66%), Yorkshire (62%), East Midlands (60%), North East (60%) and East (55%). In other areas, the proportion of participants from more affluent areas outnumber those from poorer areas: South East (62%) and South West (53%).³⁶

Figure 13 Participation by socio-economic affluence of area of residence by English region



As Figure 14 shows, the programme has consistently exceeded its target of reaching more than 50% of young people from less affluent areas (that is: the first and second quintile of the Index of Multiple Deprivation).³⁷

Figure 14 Participants by socio-economic area of residence: 2010-2014



O₂Think Bigger (level 2)

O₂Think Bigger is the second level in the programme. At this level young people are expected to deliver projects on a larger scale and/or be more ambitious in scope. The number of O₂Think Bigger projects undertaken has grown through the life of the programme to 508 projects: rising steadily from 70 in 2011, 170 in 2012, 150 in 2013 and 118 in 2014.

Although there are far fewer O₂Think Bigger projects, the indications are that the programme remains inclusive at this level. In 2014 there was a slight gender imbalance with 45% males and 54% females. Participants tend to be older, with the majority aged over 21. Black and minority ethnic participation is achieved with 5% Asian, 21% Black, 6% mixed-race and 63% White. Just below 10% of participants had disabilities or limiting illnesses. There is a concentration of O₂Think Bigger participants in London and the South East (42%).

O₂Think Bigger participants tend to have achieved higher levels of educational qualifications than in the first level of the programme: 49% have a diploma or degree and 25% have A levels (many of whom will be undergraduate students). Higher levels of achievement in this cohort of O₂Think Big, is largely due to the fact that participants are older rather than being a product of the selection criteria for applicants.

Conclusions and future directions

O₂Think Big has now been running for five years, and as such, it has become a mature social programme which is demonstrably effective in achieving its objectives for young people. Indeed, since the programme began, as noted in this report, many other similar interventions have followed – so providing young people with many opportunities to engage in meaningful voluntary social action. Before considering how the O₂Think Big programme may evolve in future to embrace digital learning and enactment, it is worth reiterating its key achievements for young people.

Inclusivity, pro-sociality and civic action

This report demonstrates that O₂Think Big is successful in its objective of opening the programme to young people from a full range of backgrounds. The programme is particularly successful in reaching young people from less affluent areas and young people from Black and minority ethnic backgrounds.

As a social programme, O₂Think Big continues to promote positive interactions between diverse groups of young people and the communities within which they live. It also widens social horizons, contributes to social cohesion and increases levels of empathy and tolerance. Young people's participation in social action programmes such as O₂Think Big, this evaluation report shows, leads to a stronger sense of pro-sociality and commitment to future meaningful social action.

Employability

This research demonstrates that running social action projects helps young people to develop new skills, confidence and determination: all of which are key aspects of future success in education, training or employment. In the sphere of higher educational admissions, it is now commonplace for young people to be expected to record their engagement in formal voluntary social action to demonstrate the breadth of their skills and experiences and show commitment to social and community wellbeing.

Employers are being encouraged to recognise the value of the experiences young people gain from engaging in meaningful social action on programmes such as Think Big and consider how these may be capitalised upon in different contexts in employment. A recent CIPD survey³⁸ shows that 67% of employers believe that entry level

employees demonstrate stronger employability skills if they had previously taken part in some form of formal voluntary social action. That stated, only 33% of the employers surveyed asked candidates about volunteering in job interviews and 16% required applicants to comment on experience of volunteering in written job applications.

Given that young people may have none or little experience of formal employment, their job applications are at risk of being disregarded too readily by employers – even if young people can demonstrate skill acquisition from other sources of activity. So, work has yet to be done to encourage employers actively to seek evidence of voluntary social action in employability terms through, for example, the #iwill campaign. The effectiveness of such campaigns are dependent to a large extent upon demonstrable research evidence that young people's social action does provide young people with tangible employability skills, such as that reported here, and that young people are able to communicate this acquisition effectively.

Developing entrepreneurial potential

Enterprising activity involves a willingness to spot opportunities, and make plans to tackle them which can produce profitable outcomes (in a social or financial sense) but also involves risk of failure from which people must develop the resilience to bounce back. The Think Big programme helps to foster such skills through its 'youth led' approach. Think Big is youth led in the sense that the programme team are not prescriptive about the structure or focus of the social action project which young people choose to do. While this presents many challenges for young people, they benefit from the experience (often for the first time) of framing an issue which *they* think is important to their communities, deciding what *they* want to do about it within the resources they have been allocated or can muster from others, and finding a practical way *they* can achieve an objective. The process is, in short, a socially oriented creative endeavour which requires young people to take responsibility for making something happen.

While O₂Think Big gives young people room to work out ideas for themselves and develop projects in their own way, young people are not left alone to achieve their objectives. Support from the programme team and Telefónica UK employee volunteer mentors, O₂Think Big alumni and youth partner organisations can and do help young people to build core skills. At the second level of the programme, Think Bigger, support is intensified due to the higher demands placed on young people who receive £2,500 funding to achieve their objectives.

The research evidence from the longitudinal analysis of Think Big demonstrates that the programme helps awaken and/or cement the enterprising outlook of young people. In most cases, young people in the programme are exposed to challenges that demand that they become more enterprising in their outlooks. This can involve:

- generating innovative ways of solving problems;
- developing and using their powers of persuasion to draw people in to support them with their projects; and,
- thinking up ways of winning extra resources to increase the impact or scale of their projects.

In some cases, highly motivated young people take their ideas further and form businesses and social enterprises so that they can achieve more. But fostering enterprising attitudes should not just be valued for the few young people who want to start businesses – the programme encourages young people in general to be enterprising in many contexts including their communities, in their studies and when they become employees.

Digital engagement, creativity and enterprise

The O₂Think Big programme team hopes further to develop this supportive environment within which young people can generate and test their ideas, take positive risks and manage problems and disappointments in the process of running their projects by using digital technology. In 2014, a stronger focus on digital skills and enterprise was woven into the programme to explore new ways of strengthening the impact of the programme. In so doing, O₂Think Big is hoping to make an innovative contribution to enterprise education, supporting young people to identify unmet needs, devise creative digital solutions, and use limited resources to deliver positive social and economic outcomes.

If the Think Big programme is to be successful in developing a stronger digital element, it will be necessary to think carefully about how to help young people to awaken and embrace ideas about digital creativity and enterprise. A part of this process may be to generate ways of helping young people to recognise that they actually have quite complex digital skills available to them now, that these skills are 'transferable' in different contexts and demystify the process of developing more complex skills.

Little has been reported in the research literature on this issue, but it may be the case that young people's awareness about the potential of their digital skills has become hidden due to the ubiquity of their practice and because they have always been exposed to or had access to digital technology.³⁹ Young people who have grown up in the digital world, or 'digital natives' to use the term attributed to Marc Prensky in 2001⁴⁰, may also need to be offered different approaches to learning than those offered by 'digital immigrants' who have had to incorporate digital technologies into the ways they think about and do things.

Prensky⁴¹ alerts us to the tendency of digital immigrants to frame the use of digital technology, especially in learning environments, within established pedagogic practices – rather than to realign thinking about the way that young people actually learn digital skills. While Prensky's ideas are contentious his arguments show that digital natives'

fluent or naturalised use of technology may shape the way they think about its purpose and potential. Indeed, for digital natives, assimilation of skill is more organic, unremembered and also, potentially, not regarded as a skill at all.⁴² So the recognition of existing skill is vital if young people are to take the next step forward and engage directly with 'digital making'.

Digital inclusion

It is now widely recognised that young people approach digital learning in different ways depending upon their biographical or socio-economic characteristics. In particular, there is perceived to be a gender dimension to this which could, potentially, be tackled to some extent in the Think Big programme. Figure 15 shows, drawing upon data from the O₂ Youth Census undertaken in 2012⁴³, females considered themselves to be more adept in the use of social networks for business purposes than males by a margin of 4%. But when digital making skills are considered, males are much more likely to think that they are adept (39%) than females (25%). Males also outnumber females in relation to entrepreneurial flair by 32% to 21%.

Figure 15

Percentage of young people believing that they possess specific skills and attributes	Gender		Socio economic group			
	Male	Female	SEG A	SEG BC1	SEG C2D	SEG E
Ability to use social networks effectively for a business purpose	52%	56%	58%	53%	55%	50%
Digital skills, such as coding, website building etc	39%	25%	32%	32%	29%	34%
Entrepreneurial flair	32%	21%	31%	27%	25%	24%
N=	1000	1000	500	500	500	500

Recent research with a smaller sample of young people by Nesta⁴⁴, corroborate these findings through an exploration of cultural expectations about gender roles. It is shown that 14% of boys say that digital making is 'nerdy' or 'geeky' compared with 21% of girls. Similarly 47% of boys get involved with digital making because they find digital technology intrinsically interesting, compared with only 33% of girls.⁴⁵

Gender differences in digital engagement in formal education has also been highlighted as a problem,⁴⁶ with fewer females engaging with STEM subjects, resulting in there being only 15.5% of women in the science, technology, engineering and mathematics workforce. Indeed, the Chartered Institute for Information Technology reports that of the 4,000 students who took computer science at A Level in 2014, only 100 were female.

“As well as greater quantity of activity, the field needs to grow by providing activity that is compelling for new and different groups of young people. They need to be engaged in digital making in a way that is relevant to them and their hobbies and interests, alongside discovering new avenues for creativity and self-expression. What children learn through this process may contribute to a skillset for future employment in a technology-related job, but these skills will also lend themselves to creative roles, which our research found is likely to become increasingly important.”⁴⁷

O₂Think Big's ambition to focus more closely on the use of digital technologies by young people to achieve social benefit whilst at the same time developing digital skills and confidence in new contexts could usefully tackle aspects of unmet demand for such activity. As a recent report by Nesta on digital making argues, face-to-face contact is important in encouraging young people to engage with digital skill development. But in 2014, according to Nesta, there were fewer than 130,000 face-to-face places offered to young people by digital making organisations in the UK.

There are many on-line courses which young people, and others, can join to learn digital skills and other forms of continuing professional development (CPD) known collectively as massive open online courses (MOOCs). But the completion rates on such courses are known to be low, at about 10%⁴⁸ and the Select Committee on Digital Skills argues that face-to-face work needs to be a part of the equation to produce confident independent learners.

The O₂Think Big programme, therefore, needs to capitalise on its good record in engaging a diverse cross section of young people in its social programme and use this as a gateway for the encouragement of digital activity.

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September 2015

Notes and references

- ¹ For the most recent report of the Commission, see: <https://www.gov.uk/government/publications?departments%5B%5D=social-mobility-and-child-poverty-commission>.
- ² There were 440,000 apprentice places in the UK in 2013/14 of which 27% were held by the under 19s and 36% by 19-24 year olds. There was a fall in the total number of apprentices compared with 2012/13 but this was due to lower take up of people aged over 24: Mizra-Davies, J. (2015) *Apprenticeship Statistics: England*. London: House of Commons Library, Available at: <http://researchbriefings.files.parliament.uk/documents/SN06113/SN06113.pdf>.
- ³ Ashley, L., Duberley, J., Sommerlad, H. and Scholarios, D. (2015) *A qualitative evaluation of non-educational barriers to the elite professions*. London: Commission for Social Mobility and Child Poverty. Access the report at this address: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/434791/A_qualitative_evaluation_of_non-educational_barriers_to_the_elite_professions.pdf.
- ⁴ For details on the policy framework and application process to become a Compact Champion, see: <https://www.gov.uk/government/publications/2010-to-2015-government-policy-social-mobility/2010-to-2015-government-policy-social-mobility>.
- ⁵ The Government's flagship youth support programme, the National Citizen Service (NCS), is the principal policy intervention to strengthen young people's aspirations, build skills and confidence and encourage young people to connect and engage with civil society. The government has stated an intention to increase participation in the National Citizen Service in this Parliament. To date, the NCS has provided places for 130,000 young people since its inception in 2011. Young people engage in 30 hours of 'meaningful social action' through involvement in the programme which involves residential elements of training and social action: <https://www.gov.uk/government/publications/2010-to-2015-government-policy-social-action/2010-to-2015-government-policy-social-action#appendix-4-encouraging-young-people-to-get-involved>
- ⁶ Think Big, in partnership with the National Youth Agency participated in the Social Action Fund initiative. A full explanation of the scope of the intervention is discussed in detail (together with an evaluation of the project) in Chapman, T. and Dunkerley, E. (2014) *Young People and Positive Social Action: an evaluation of the NYA Cabinet Office Social Action Fund*. Durham, St Chad's College, Durham University; available at: <http://community.dur.ac.uk/chads/NYA%20report%202013.pdf>. The Cabinet Office financed Social Action Journey Fund targets young people prior to and following engagement in the NCS. Think Big is currently participating in this programme in partnership with the National Youth Agency. The programme has been evaluated by Tony Chapman and Stephanie Rich, St Chad's College, Durham University and a report was published in July 2015 available at this web address: <http://www.nya.org.uk/wp-content/uploads/2015/08/SAJF-NYA-PROJECT-EVALUATION-REPORT.pdf>.
- ⁷ Based on an Ipsos MORI poll of 2,038 10-20 year olds in the summer of 2014 for the Cabinet Office. The full report can be found here: <https://www.ipsos-mori.com/Assets/Docs/Publications/sri-ecf-youth-social-action-in-the-uk-2014.pdf>.
- ⁸ In 2013, a third level was piloted in partnership with UnLtd, the largest entrepreneur support network in the UK. Think Big UnLtd offered young people between £5,000-£10,000 to develop their projects into serious social ventures, helping them to create sustainable social businesses or prepare for further investment or acceleration. This part of the programme was not included, however, in the evaluation process and cannot be reported on here.
- ⁹ Select Committee on Digital Skills (2015) *Make or Break: the UK's Digital Future*, London: The Stationary Office Limited.
- ¹⁰ *Ibid*, Paragraph 90, for further detail see written evidence from UK Digital Skills Taskforce and TeenTech CIC (DSC0101). See also: e-skills UK, Big Data Analytics: An assessment of demand for labour and skills, 2012-2017 (January 2013): <http://www.sas.com/offices/europe/uk/downloads/e-skills-bigdata-report.pdf>.
- ¹¹ *Ibid* Paragraph 200.
- ¹² *Ibid* Paragraph 120.
- ¹³ The National College for Digital Skills, will launch in September 2015, see www.ncdigitalskills.org.uk for details of mission, approach and industrial sponsors.
- ¹⁴ Cited in UK Digital Skills Taskforce (2014) *Digital skills for tomorrow's world: the independent report of the UK Digital Skills Taskforce*, London: O2/Telefonica, p. 9. For detailed analysis of HE statistics and destinations of BME computing graduates see The Council of Professors and Heads of Computing, *CS Graduate Unemployment Report 2012*, 9, 2012, http://cphcuk.files.wordpress.com/2013/12/cs_graduate_unemployment_report.pdf
- ¹⁵ Higher Education Funding Council for England, *Differences in Degree Outcomes: Key Findings*, 3, 2014, http://www.hefce.ac.uk/media/hefce/content/pubs/2014/201403/HEFCE2014_03.pdf
- ¹⁶ See: <http://dynamicinsights.telefonica.com/blog/1008/campus-party-2>
- ¹⁷ The evaluation continued via an extension to the original evaluation programme by Durham University in 2014 and through the Social Action Journey Fund project run by the National Youth Agency.
- ¹⁸ Full details on the methods of calculating the number of participants is provided in the full evaluation report. See Chapman and Dunkerley (2014) *ibid*.
- ¹⁹ Only 300 hundred of the 1,103 funded projects had reached completion by the end of 2014, many of the recorded completions were carried over from the previous year. Assuming that a further 700 will complete from 2014 (based on previous completion rates) the overall completion rate for the programme will be a little over 75%.
- ²⁰ Full details of the approach to the analysis can be found in Chapman *et al.* (2013) *Building Young People's Resilience in Hard Times*, Durham: St Chad's College, Durham University; available at this web address: <http://community.dur.ac.uk/StChads/prq/Building%20young%20people's%20resilience%20in%20hard%20times%20an%20evaluation%20of%20O2%20Think%20Big.pdf>
- ²¹ Estimates for time given in planning projects is the range 10-20 hours for project leaders, and 18-35 hours for actual voluntary social action multiplied by two leaders; for active participants, estimated at 3 hours per young person for voluntary social action. These estimates were verified in the Social Action Fund programme analysis (see Chapman and Dunkerley (2014) *ibid*).
- ²² These estimates are based on minimum wages for young people by age (as current in May 2014): for participants aged 21 and over = £6.31; for 18-20 year olds = £5.03; for 16-17 year olds = £3.72; for younger participants the apprentice rate is used = £2.68.
- ²³ Estimated value of employee supported volunteers' engagement by 1,730 Telefonica staff working for an average of 10 hours is standardised at £20 per hour x 17,300 hours = £346,000 using the London Benchmarking Group methodology.
- ²⁴ Estimated by average income (plus employers' National Insurance and Pension on-costs) at £31,215 per annum. Assuming 125 working days at 8 hours per day = £17.34 per hour. Estimated 2 hours per paid employee and 6 hours of voluntary/employee time in support/training/mentoring = 8 x £17.34 (£138.72 per project). 548 projects were supported by partner organisations (including those participating in the Social Action Journey Fund programme run by the NYA in conjunction with O2 Think Big for the Cabinet Office) which equals a total monetary value of time invested at £76,018.
- ²⁵ A total of 91 O2 Think Big Alumni are estimated to have contributed an average of 120 hours to Think Big (10,920 hours x minimum wage @ £6.31) = £68,905.
- ²⁶ Producing a multiplier to assess the added benefit gained by reaching young people from less affluent backgrounds cannot be monetised in a formulaic way. Similarly, it is not easy to assess benefit against other forms of social marginalisation or exclusion. A rough estimate is therefore taken which assumes that the average additional value to the programme is enhanced by x 0.57 - representing the progressive value of reaching more seriously disadvantaged young people. The methodology for reaching the multiplier is available in the substantive programme review document: see Chapman and Dunkerley (2014), *ibid*.
- ²⁷ The average unit cost of delivering a Think Big project is estimated at £1,084.46. This does not include setting-up costs such as the development of the Think Big website, initial programme development costs, etc. and excludes investment in *Think Bigger, Think Big School and Go Think Big*.
- ²⁸ See Chartered Institute for Personal Development (2015) <http://www.cipd.co.uk/binaries/talent-social-action-recruitment.pdf>
- ²⁹ Chapman, T. and Dunkerley, E. (2013) *Opening doors: developing young people's skills and raising their aspirations*, Durham: St Chad's College, Durham University
- ³⁰ The Campaign for Social Action (2013) *Scoping a quality framework for youth social action*, London: Cabinet Office (with IVR, NCVO and Young Foundation).
- ³¹ Birdwell, J., Birnie, R. and Mehan, R. (2013) *The state of the service nation: youth social action in the UK*, London: DEMOS.
- ³² Details on the Step up to Serve 'Generation Citizen' programme, launched and supported by the Prince of Wales, can be found at this address: <http://www.stepuptoserve.org.uk/introducing-generation-citizen/>.
- ³³ These data refer to all project leaders in 2014 including those who applied to join the programme in 2013 but were still active in 2014 in delivering their projects. This applies to all tables in this section of the report.
- ³⁴ In 2012 the proportion recorded was lower, at about 2%, but this may be accounted for by a change in the way data were collected where applicants were not obliged to answer questions on disability or limiting illness as part of the application process.
- ³⁵ More detailed analysis on educational qualifications can be found in Chapman and Dunkerley (2013) *ibid*.
- ³⁶ For more detailed analysis see the substantive final report of the programme review: Chapman, T. and Dunkerley, E. (2014) *Opening Doors: developing young people's skills and raising their aspirations*, Durham: St Chad's College, Durham University. http://community.dur.ac.uk/chads/opening_doors.pdf
- ³⁷ Due to the smaller number of participants in Wales, Northern Ireland and Scotland, analysis was not undertaken on relative affluence or deprivation. Furthermore, the categorisations of deprivation in these countries is defined differently from England and are not directly comparable.
- ³⁸ The target group of IMD 1-4 was broadly defined, at the outset, to include young people from the most deprived areas (IMD1) but also from those areas where average economic resources were limited. The purpose of the programme was to provide encouragement to young people, particularly, who were often overlooked by programmes which target the least affluent or attract more affluent middle-class young people. For a full explanation see Chapman and Dunkerley (2013) *ibid*.
- ³⁹ CIPD (2015) *Unlock new talent: how can you integrate social action in recruitment?* London: Chartered Institute of Personnel and Development.
- ⁴⁰ Scott, L. (2015) *The four dimensional human: ways of being in the digital world*, London: William Heinemann.
- ⁴¹ Prensky, M. (2001). "Digital Natives, Digital Immigrants". *On the Horizon* 9 (5): 1-6.
- ⁴² Prensky, M. (2012) *Digital Natives to Digital Wisdom: Hopeful Essays for 21st Century Education*, Thousand Oaks, California: Corwin.
- ⁴³ For a detailed exposition of these processes, see: Palfrey, J. and Gasser, U. (2008) *Born Digital: understanding the first generation of digital natives*, New York: Basic Books.
- ⁴⁴ The Youth Census comprised a stratified sample of 2000 young people who responded to telephone interviews. A substantive review of the findings of the survey can be found in Chapman, T. and Dunkerley, E. (2014) *Opening doors: developing young people's skills and raising their aspirations: An evaluation of O2 Think Big 2010-2012*, Durham, Policy & Practice, St Chad's College, Durham University.
- ⁴⁵ Quinlan, O. (2015) *Young digital makers: surveying attitudes and opportunities for digital creativity across the UK*, London, Nesta.
- ⁴⁶ The Nesta survey included a nationally representative sample of 1,000 young people. The research, by TENS Global used an online survey which may skew results to some extent as all respondents will have had access to internet technology.
- ⁴⁷ *Ibid*. See paragraphs: 53.60.
- ⁴⁸ Quinlan (2015) *ibid*, p. 8.
- ⁴⁹ *Ibid*, Paragraph 109.