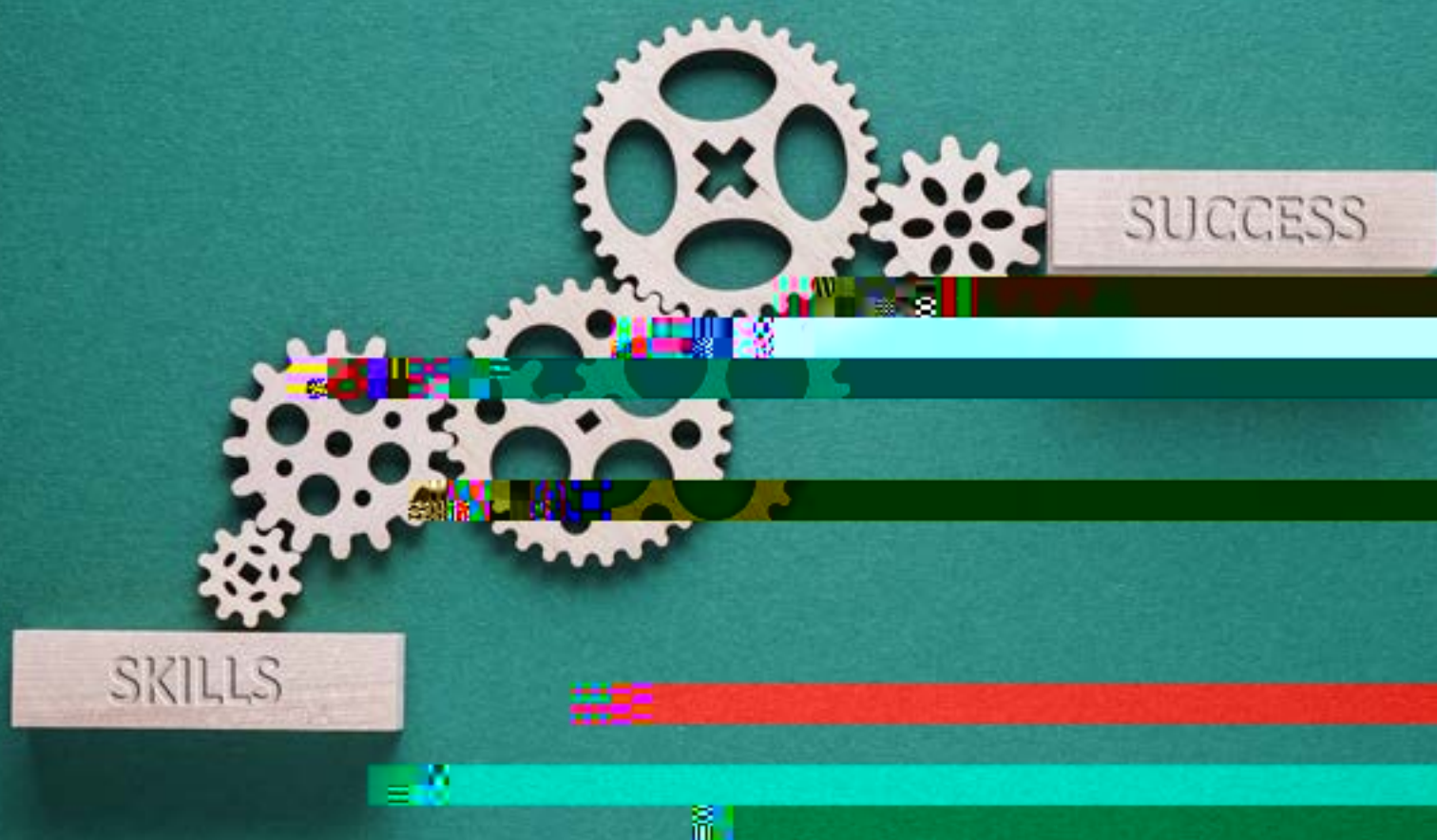




Social  
Innovation

**Interreg**   
2 Seas M       
**SBS**  
European Regional Development Fund

# Step Project by Evaluation Report Step



# Stepby-Step (SBS) Partnership

[Stepby-Step \(SBS\) Project](#)

# ReportAuthors

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# Dedication

# Contents

0HQ¶V +HDOWK DQG &RPPXQLW\ 6ROXWLRQV

:KDW LV D 0HQ¶V 6KHG"

±

±





# Glossary of terms

x 0HQ¶V 6KHG

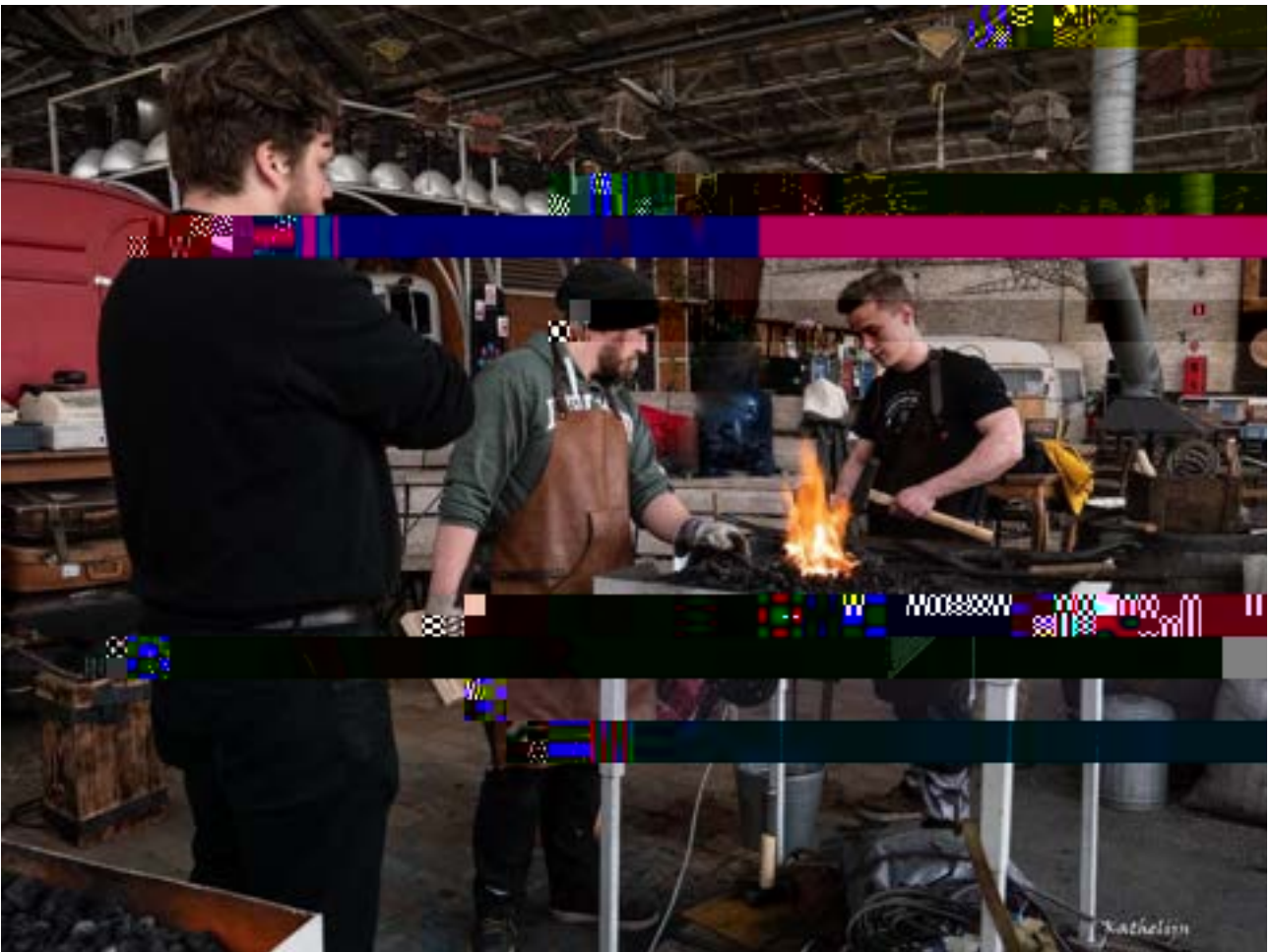
x SBS Shed RU μ6KHG¶





# Synopsis

## The Personal Journey



# What does it mean to belong to an SBS Shed?

ZLWK DQ RSSRUWXQLW\ WR GLVFXVV WKHLU SHUFHSWLRQV

Something to do SURYLGLQJ DQ RSSRUWXQLW\ IRU SHRSO

7KH 6KHG ZDV D OnyParG EV PDLQHGHDV SDUWLFXODUO\ IRU WKI

DQG Wks The Don P HDQLQJ WKHLU GD\V ZHUH RFFXSLHG ZLWK

, FDQ W WKLQ N|a Rnd, You HDW Be a gk sitting  
and lost the will to live, watching the TV. Absolutely everyone can have their own place



# The Benefits of Shedding

WKH\ KDYH H[SHULHQFHG 7\SLFDOO\ 6KHG H[SHULHQFHV Z  
factor JDLQHG IURP DFWLYLWLHV LQWHUDFWLRQ DQG EHOI  
PHPEHU\KXPDQGRUQDQ DFWLYLWLHV RYHWK\ RIWHQ GHPRQV

I find it so exciting, peop  
DERXW WKH 6KHG DQG , KDYH HYHU\ UHVRQ WR



“

« JLYLQJ WKH PHPEH can carry on doing the things that they used to love. f what you did as a job was leadership, it gives you an opportunity to carry on d  
 WKDW ZLWKRXW D ERVV EUHDWKLQJ GRZQ \RXU G



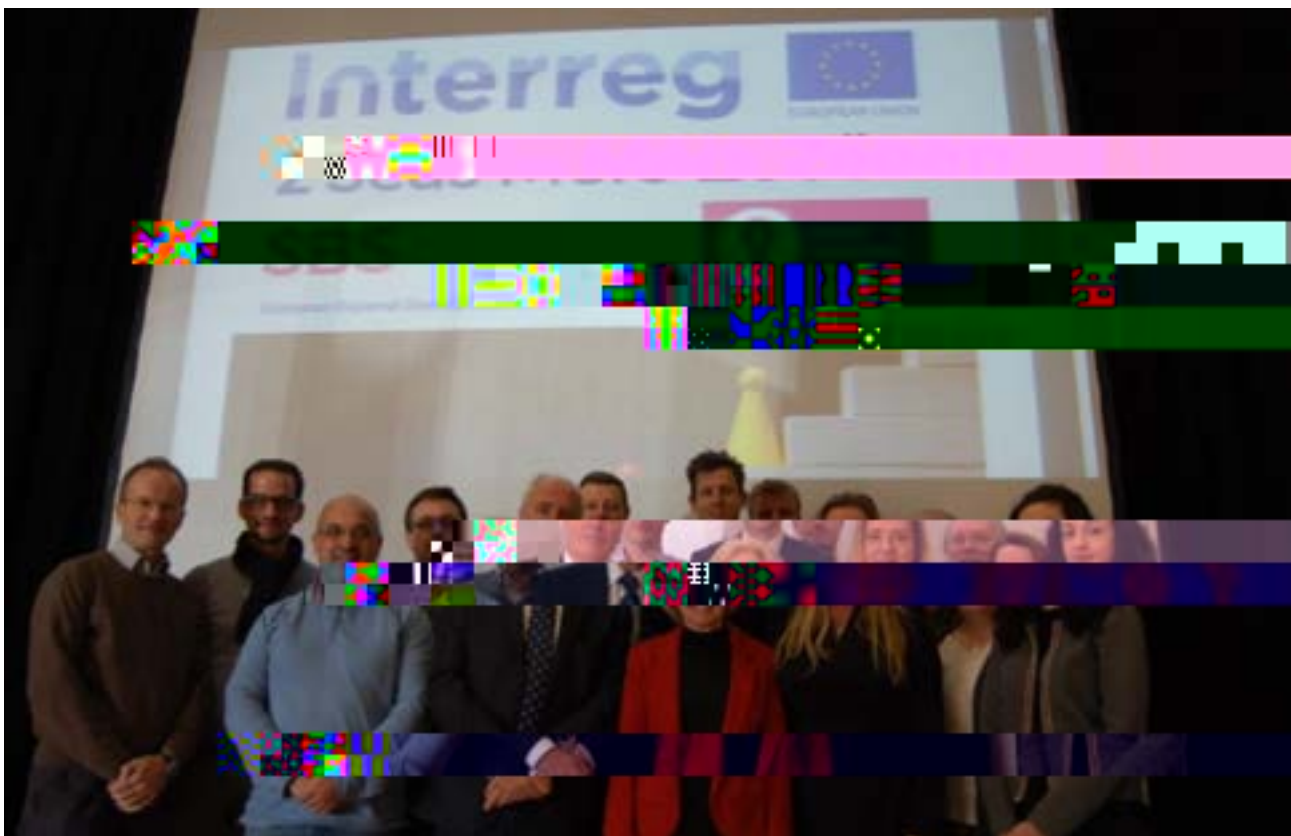
“

I think I probably get the biggest kick out of making something and then it selling.  
 VHOOV LWV OLNH μ<HDK 6RPHERG\|V ERXJKW VR  
 DFKLHYHPHQW DQG DOVR \RX NQRZ WKDW WKH P  
 screws or whatever.





## Background to the Step-by-Step Project



# Introduction

HWZHHQ PHQ¶V PHQWDO KHDOWK GLDJQ

GXH WR GHOD\HG GHWHFWLRQV DQG LQWHUYHQWLRQ 2¶%

LQFRPH :DOLQJ )LOGHV 0HQ¶V YLHZV RI WKHL

ZKLFK DV PHQWLRQHG DUH H[DFHUEDWHG GXH WR PHQ¶V

HW DO 2QH VXFK LQLWLDWLYH LV WKH &R¶XQLW\ 0H

## :KDW LV D ¶HQ·V 6KHG

0HQ¶V 6KHGV SURYLGH DQ DOWHUQDWLYH PDOH  
,< DFWLYLWLHV DQG VKDUH VNLOOV \$UHV HW DO 7

¶V 6KHG \$VVRFLDWLRQ DQG  
(XURSHDQ 0HQ¶V 6KHG \$VVRFLDWLRQ DVVRFLDWLRQV FUR

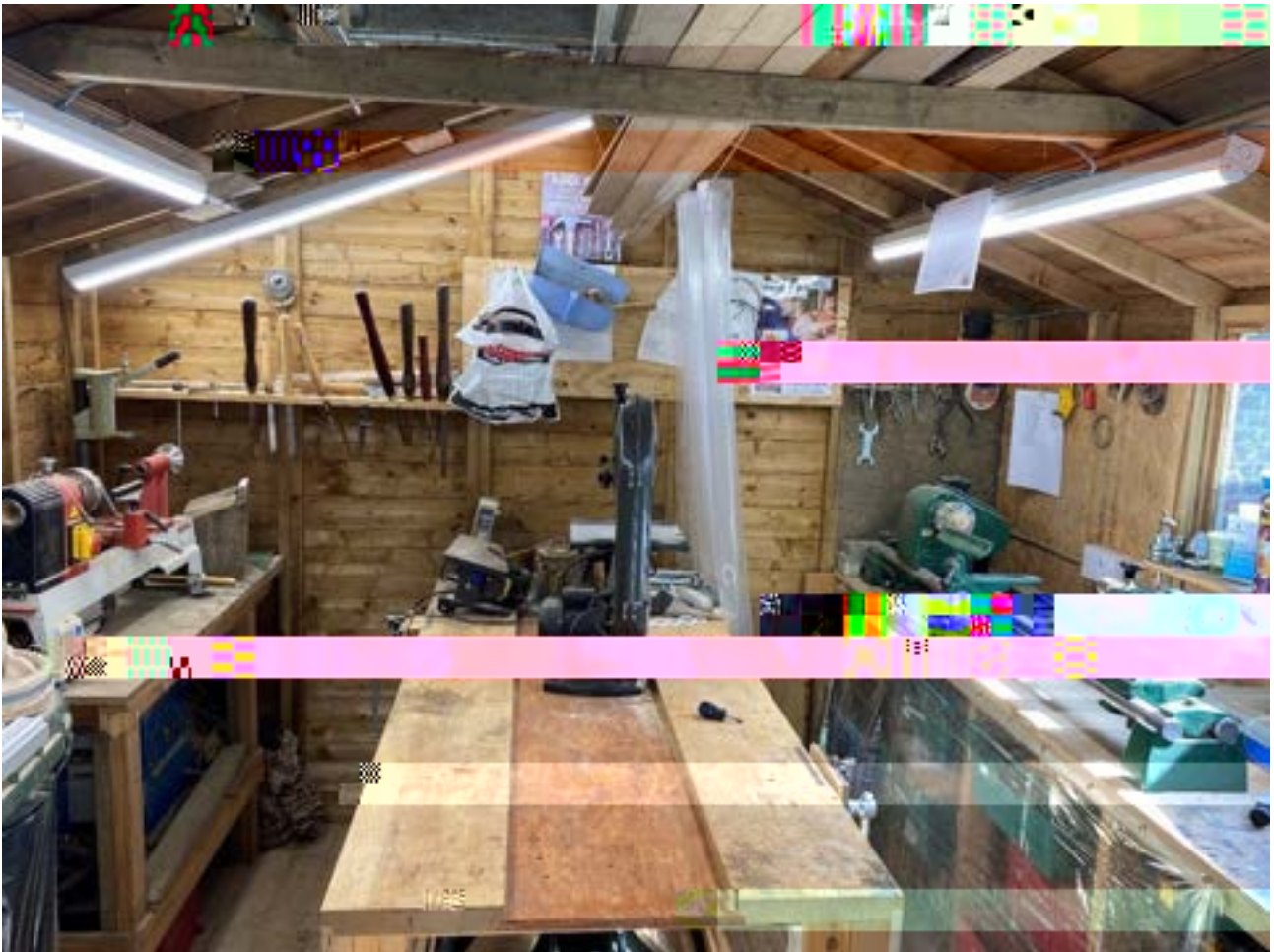
6KHG LQYROYHPHQW SURYLGHV RSSRUWXQLWL

Shedding



# The Step-by-Step Project

# Stepby-Step Evaluation Methods



# The Evaluation Method

# Sampling

Table 2

Survey	Community
--------	-----------



# Survey±

Table3.

Demographics	Shed Details	Health
--------------	--------------	--------

## Physical Health

%RG\ 0DVV ,QGH[ %0, ZDV FDOFXODWHG IURP SDUWLFLSDO

## Physical Health and Functioning (XUR4RO¶V (4

WKH (XUR4RO<sup>3</sup>,QGH[ 9DOXH &DOFXODWRU' YDQ +RXW HW D  
VFRUHV ZHUH FUHDWHG IRU KHDOWK LQGH[ YDOXHV DQG I

## Skill Development Capability

±

SRLQW /LNHUW VFDOH IURP μQRW VWURQJ  
6FKDIHU DQG \*UDKDP¶V ([SHFWDV  
ZDV XVHG WR HVWLPDWH PLVVVLQJ YDOXHV KDYLQJ ILUVW

## Loneliness



Figure2. ([DPSOH RI 6KHG /HDGHU μ&RPPXQLW\ \$VVHW 0DSSLQJ

Shed Effectiveness

Loneliness and Isolation

:HOOPDQ 0HPEHUV OLVWHG QDPHV RI LQGLYLGXDOV  
with whom you discuss important matters, with whom you regularly keep in touch, or who are there for  
\RX QHHG. QSRPHZKDW 3SRVSHWZKRGHUHQPHGU BWK DQ FJ



## Implementation:

- x
- x
- x
- x
- x
- x
- x

## Implementation:

- x
- x
- x
- x
- x

Table 5.

Delivery



$$K = 'Y/A = 1/4MPC$$

0

0

1.5





# Data Analysis: Quantitative

6FRULQJ SURWRFROV IRU HDFK TXHVWLRQQDLUH ZHUH IR

## Demographic Data

±

±

EDVHG 6KHG DW OHDVW RQFH DV SDUW RI D μURDGVKR

x

x ,I QRW ZK\ WKH\ KDGQ¶W

x

x

x

x

### Socialdata

3HUFHLYHG FKDQJHV WR SDUWLFLSDQW¶ VRFLDO

### Employability Data

FKDQJHV WR SDUWLFLSDQW¶ VNLOOVHW DQG HPSOR\

### ShedAttendance

\HDUV DUH SUHVHQWHG DV DYHUDJHV IRU H

## Data Analysis: Qualitative

WR SURYLGH D μKHDGOLQH¶ IRU HDFK DQG DQ LQWHUSUH

## Data Analysis: Social Network Analysis

Number of Components

Density and Average

Degree

Efficiency

# Stepby-Step Outcome 1:

## Implementing the Model







We became ~~much~~ more aware of what we're doing. Because before, we realised that some  
SHRSOH ZKR FRPH KHUH KDYH VRPH NLQG RI PHQV  
JUHDW WKDW WKH\ UH DFWXDOO\ FRPLQJ@p@O KH

# SBS Shear Composition

- x
- x
- x
- x
- x
- x

Table 6.

Shed	Location	Type	Shed purpose	Shed established	Shed joined SBS	Regularity
------	----------	------	--------------	------------------	-----------------	------------



Shed	Location	Type	Shedpurpose	Shed established	Shed joined SBS	Regularity of opening	Opening
------	----------	------	-------------	------------------	-----------------	-----------------------	---------

Shed	Location	Type	Shed purpose	Shed established	Shed joined SBS	Regularity of opening	Opening hours	Shed attendance	Shed membership	Activities	Evaluation Involvement
Shed 40											
Shed 41											
Shed 42											
Shed 43											
Shed 44											
Shed 46											
Shed 47											
Shed 48											
Shed 49											
Shed 50											

Shed	Location	Type	Shedpurpose	Shed established	Shed joined SBS	Regularity of opening	Opening hours	Shed attendance	Shed membership	Activities	Evaluation Involvement
Shed 51											

Shed 52





Shed	Location	Type	Shed purpose	Shed established	Shed joined SBS	Regularity of opening
------	----------	------	--------------	------------------	-----------------	-----------------------



# Shed Attendance

# Stepby-Step Outcome 2:

## Sheds and the Community

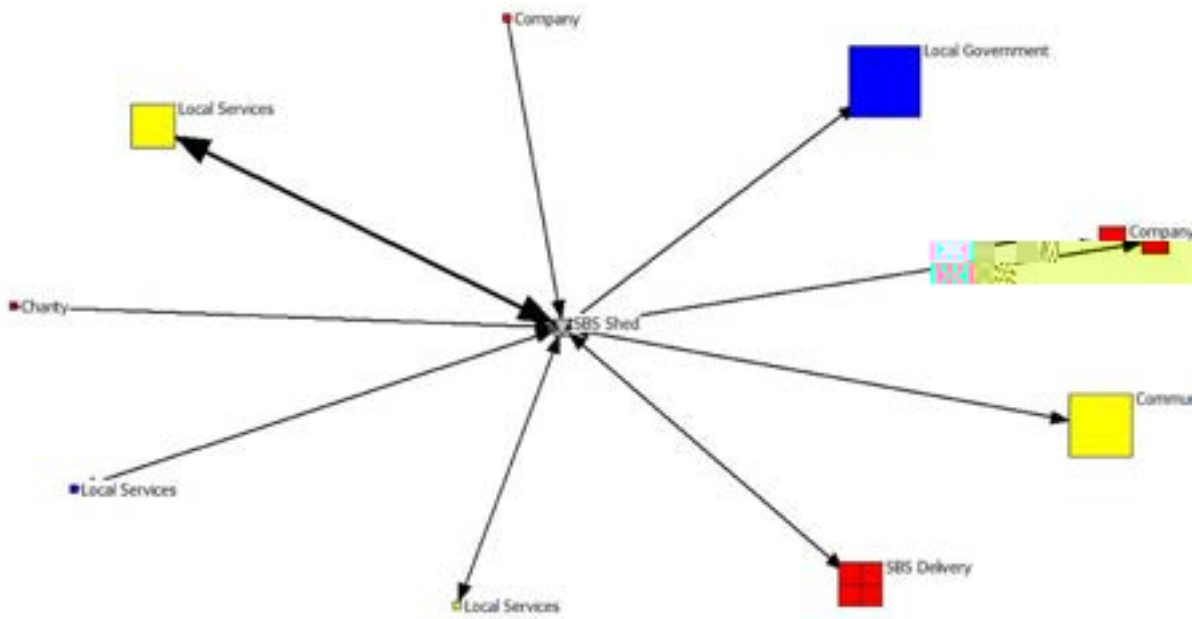


# Community Asset Mapping

Table 8.

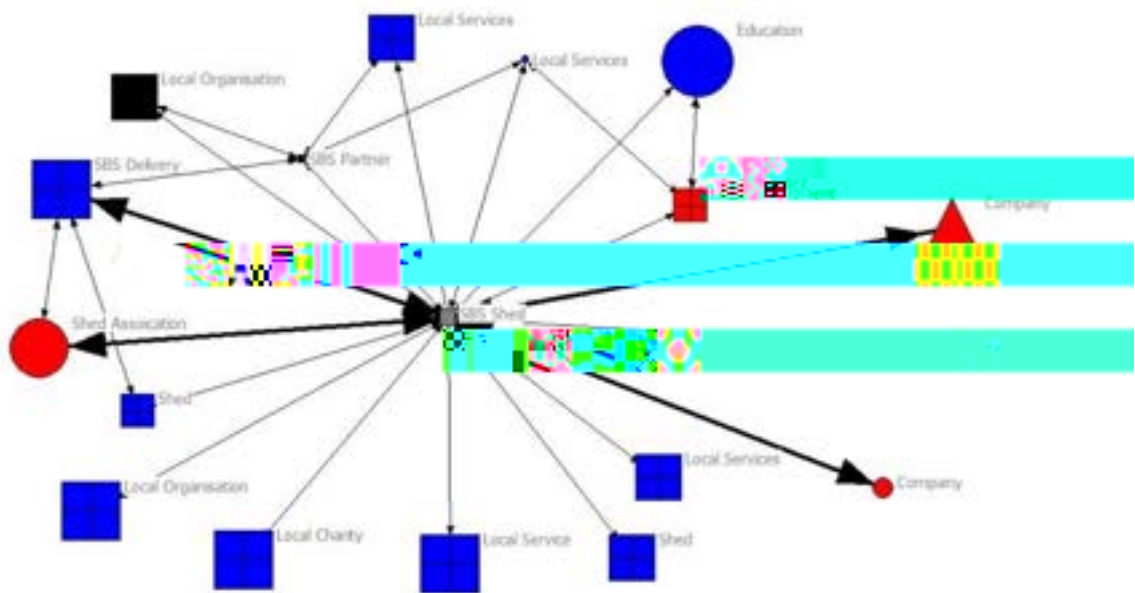
	Time point 1				Time Point 2	
Measure						
Mean						

Figure4.



Key ±First Contact = Colour (Red=Shed; Blue=Asset; Yellow=Mutual); Mode of Communication = Shape (Circle=Email; Square=In Person; Triangle=Phone; Boxcross=Multiple); Frequency of Communication = Size of Shape; Strength of Relationship = Thickness of line(Thick=Strong; Thin=Weak).

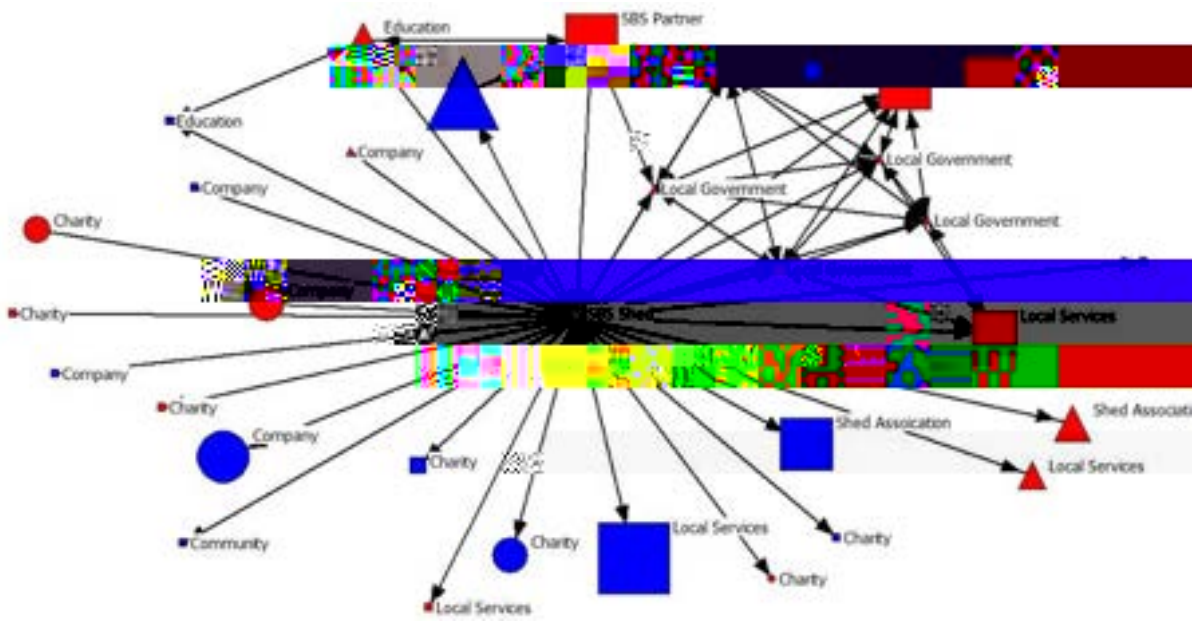
Figure5.



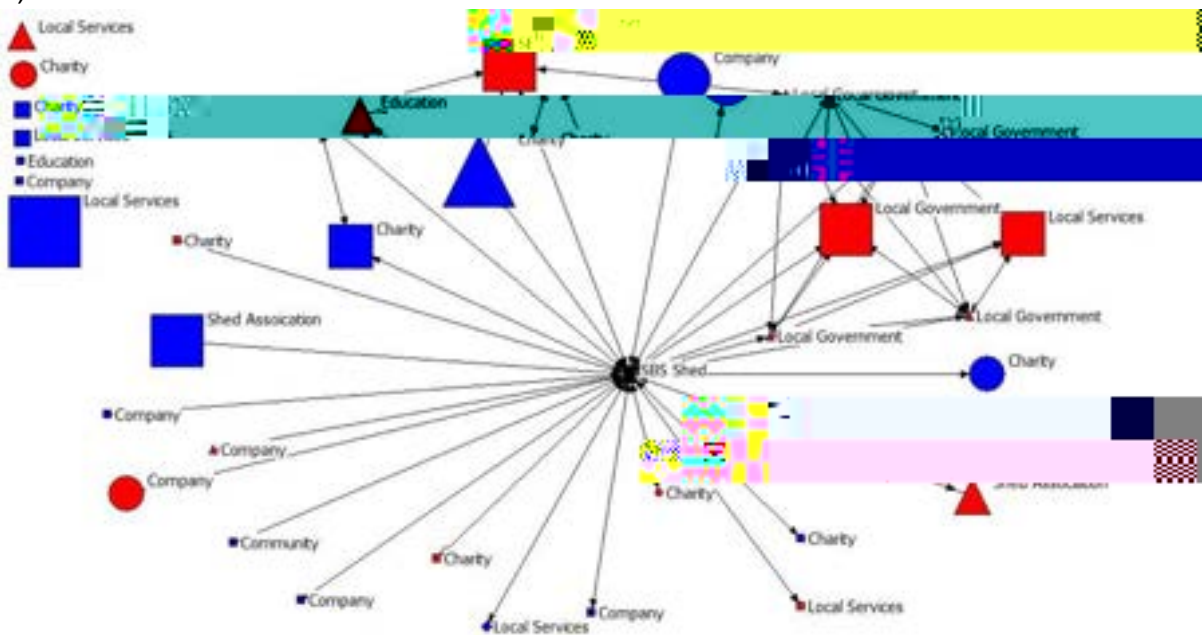
Key ±First Contact = Colour (Red=Shed; Blue=Asset); Mode of Communication = Shape (Circle=Email; Square=In Person; Triangle=Phone; Boxcross=Multiple); Frequency of Communication = Size of Shape; Strength of Relationship = Thickness of line(Thick=Strong; Thin=Weak).

Figure 6.

a)



b)



Key ±First Contact = Colour (Red=Shed; Blue=Asset; Yellow=Mutual); Mode of Communication = Shape (Circle=Email; Square=Person; Triangle=Phone; Boxcross=Multiple); Frequency of Communication = Size of Shape; Strength of Relationship = Thickness of line (Thick=Strong; Thin=Weak).

# Shed Experiences<sup>2</sup>Community

QFDSVXODWH 6KHGGHUV¶ YLHZV RQ WKH SODFH WKH 6KHG

## CommunityEngagement

giving back to the community



IXQGUDLVLQJ DFWLYLW\ RQ WKH 6KHG¶V EHKDOI



Facebook, it's a very powerful medium for getting your name out there. We do something at a school, we post about it. Quite often, we find that we've done something for somebody else. We keep them informed as to what we're doing. We share their leaflets, and vice versa. They are feeding in to a number of projects and I need of support.

WKH 6KHG¶V QHWZRUN WR LQFOXGH ORFDO KHDOWK VHU

'RFWRU¶V



«ORWV RI GLIIHUHQW media to what we're doing. We keep them informed as to what we're doing. We share their leaflets, and vice versa. They are feeding in to a number of projects and I need of support.

6KHGV¶ YLVLELOLW\ ERWK /HDGHUV DQ

¶

# Facilities & Environment



it's easier for a future member to come here rather than at the Employment Centre, he can talk, it's a sort of contract of trust. It's on a first-name basis already.

0HQ¶V 6KHGV



There is no process, we are completely open, and we have taken people who have been very well, a few people have had strokes. We have taken people who are very young.  
FRQIXVHG DQG VRPH VWD\ DQG VRPH GRQ¶W %X

Outcome Summary:

# Stepby-Step Outcome

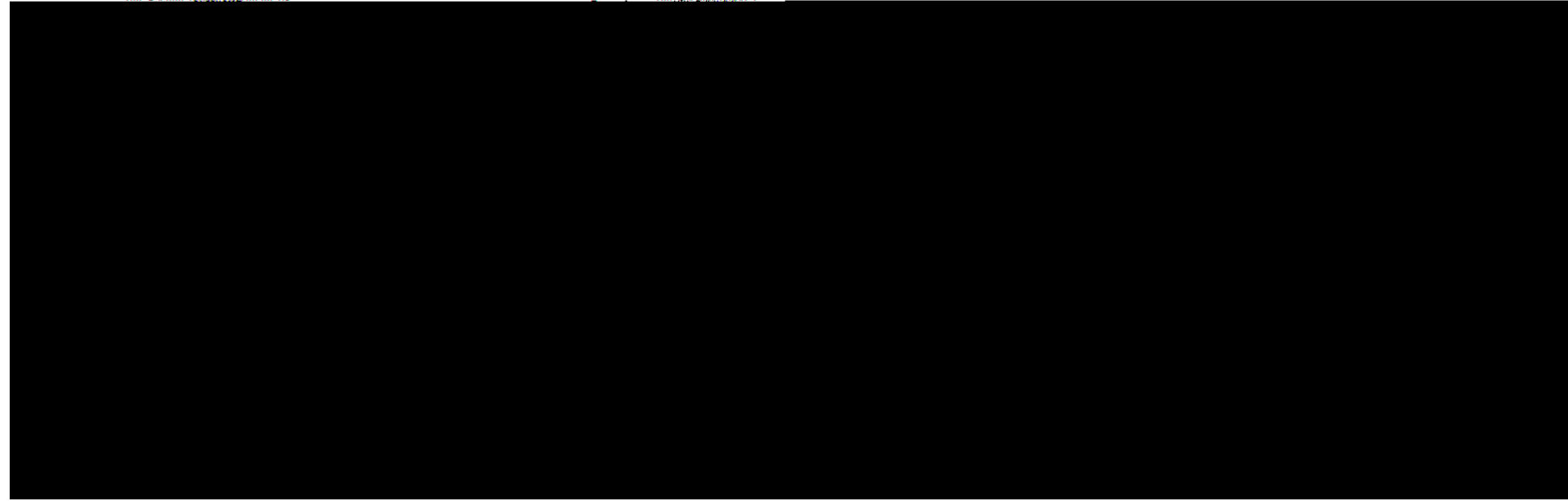
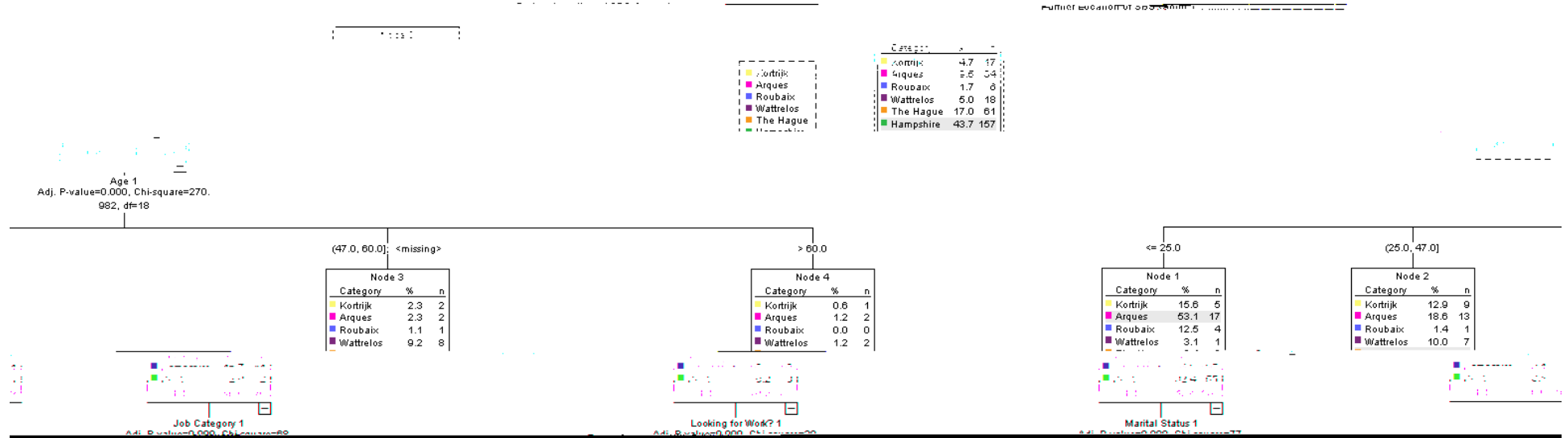
## Who are Shedders?







Figure9. Exhaustive CHAID Tree grown from demographic variables between Shed locations.









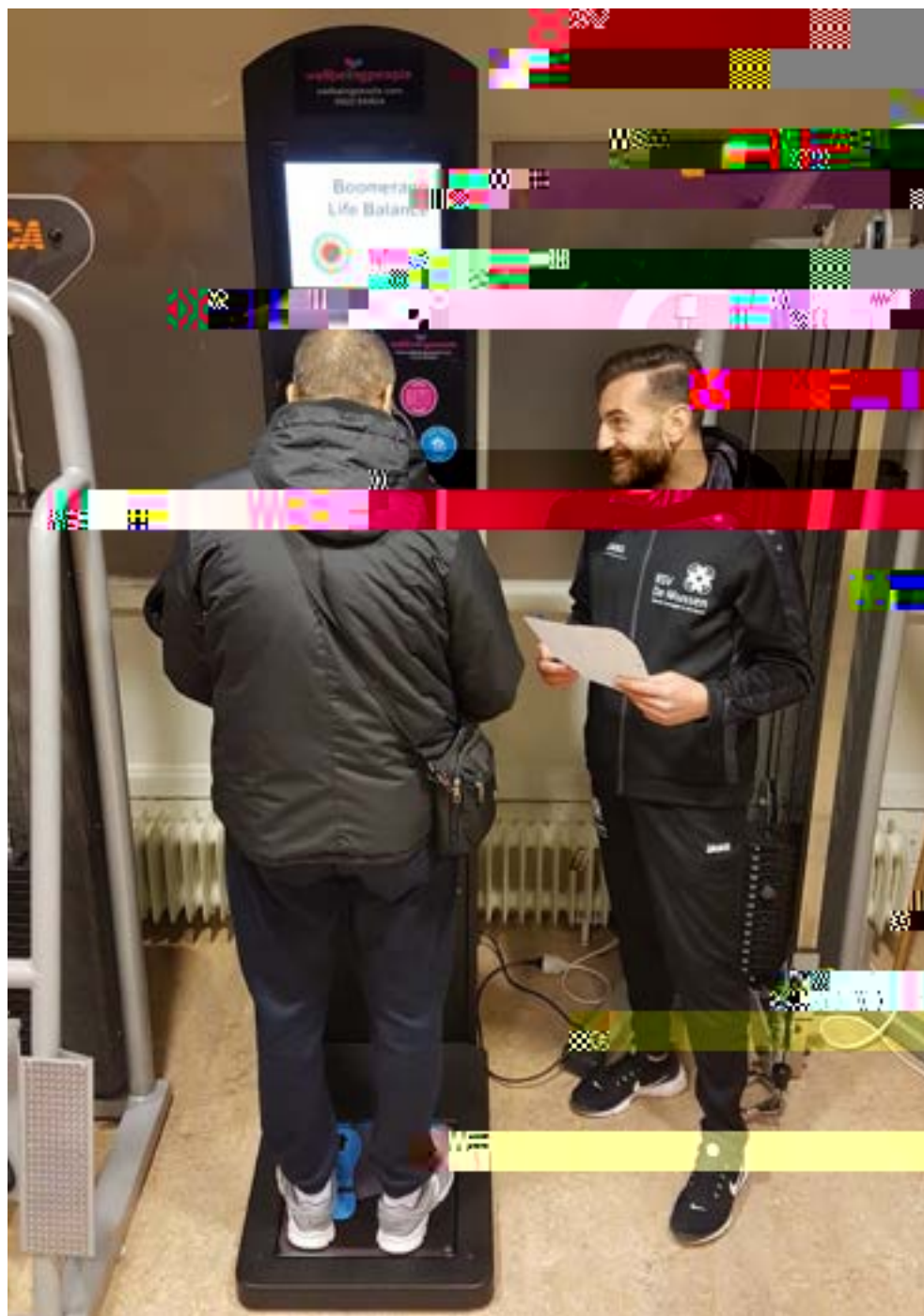






# Stepby-Step Outcome 4:

## HealthChanges



# HealthOutcomes

Figure 11.

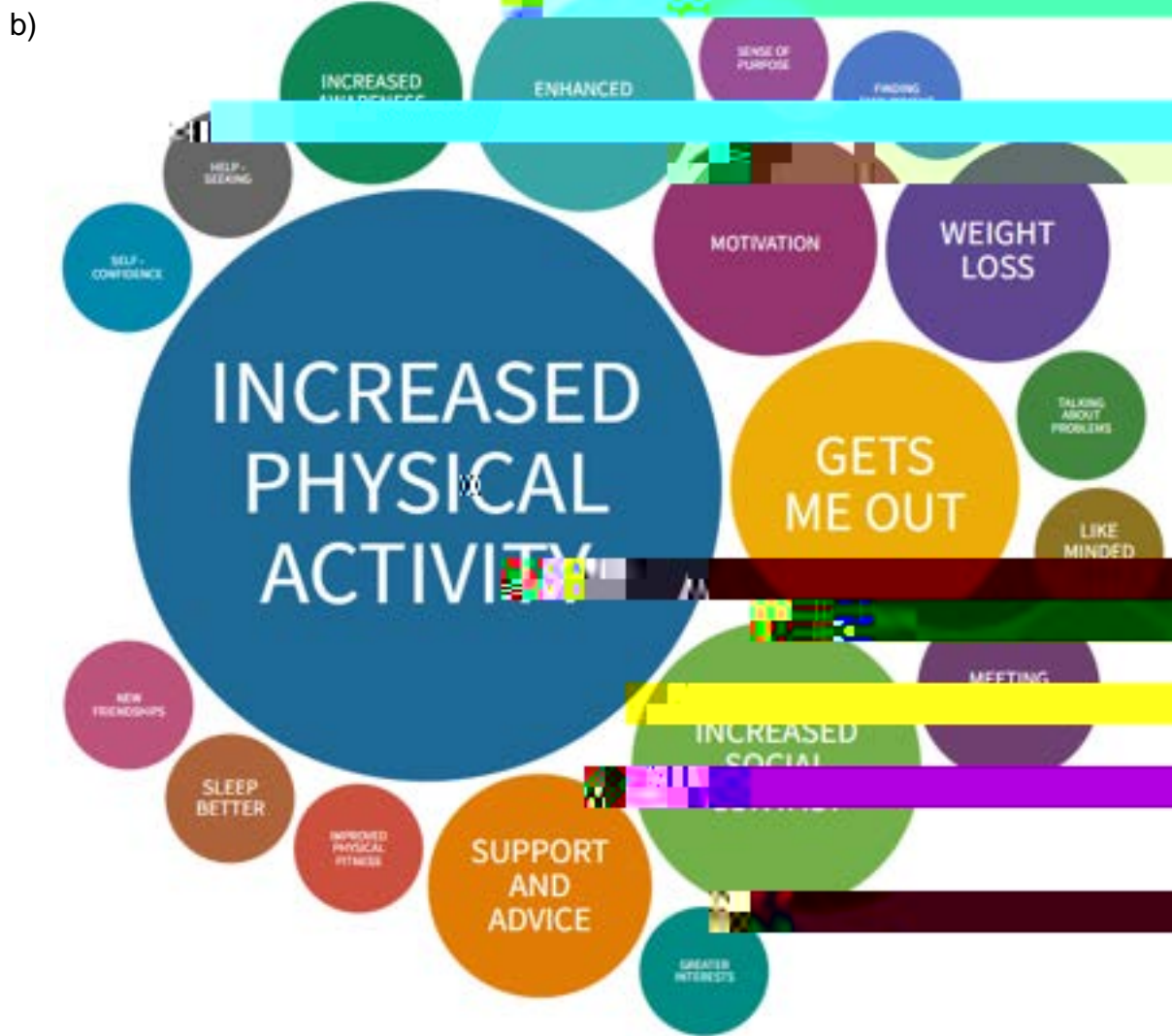
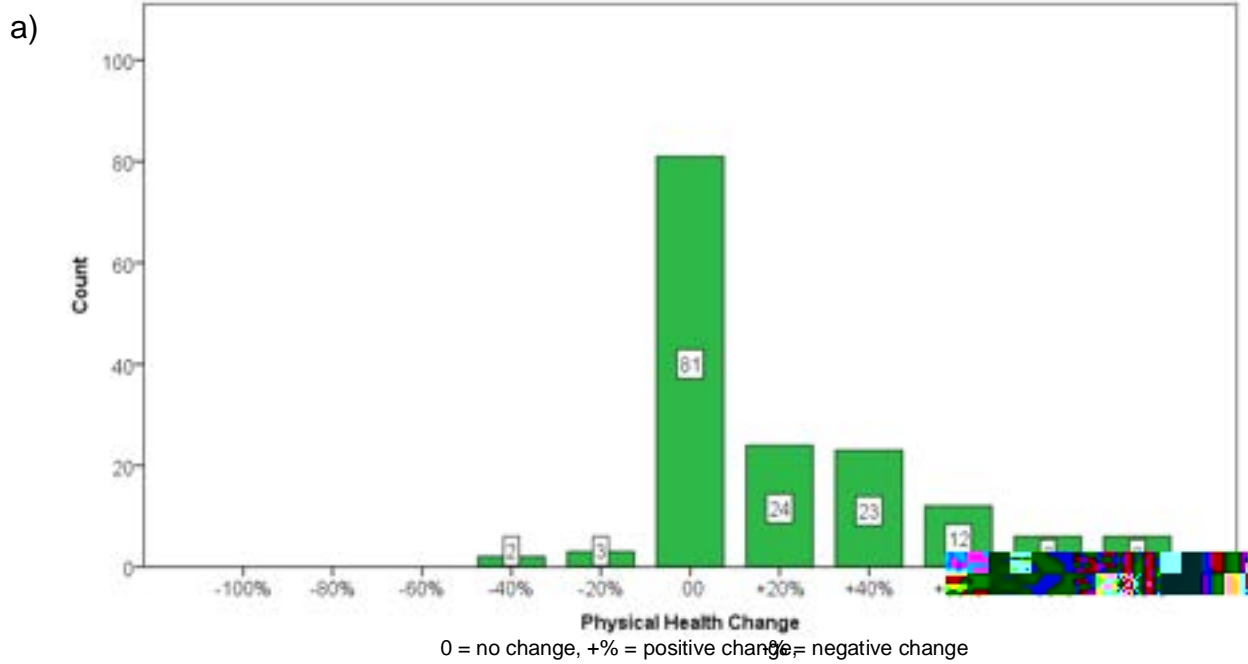
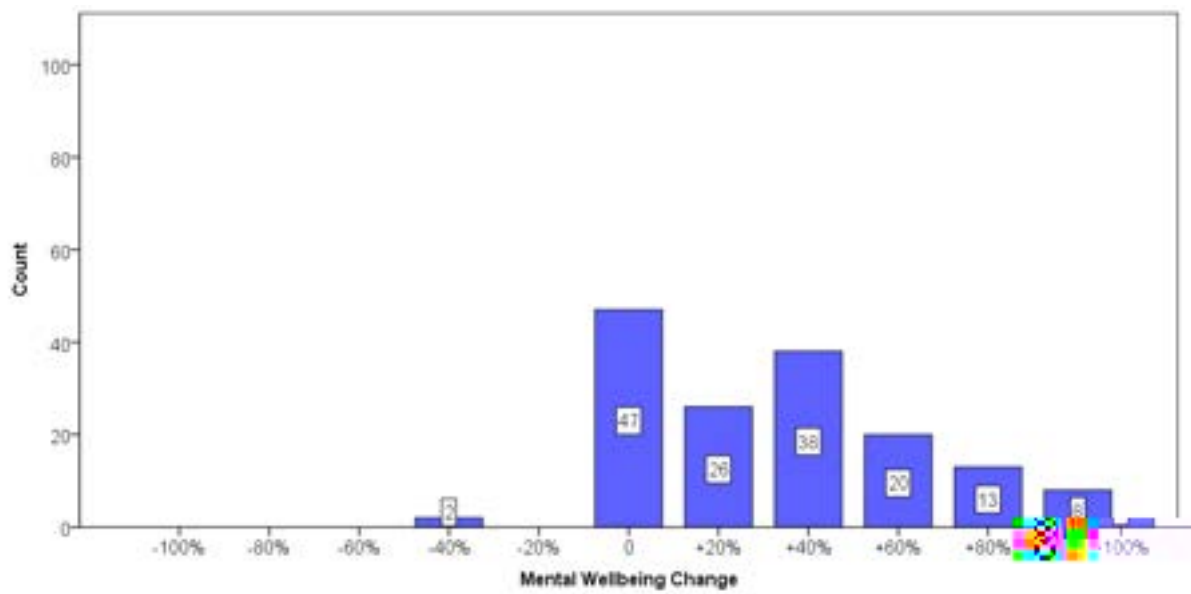






Figure13



# Shed Experiences<sup>2</sup> Health

## Mental Health & Wellbeing

0HPEHUV /HDGHUV¶ RZQ PHQWDO KHDOWK LPSURYHHPHQW

,¶P VXUH LW¶V KHOSHG PH ZLWK P\ GHSUHQVLRQ  
VRPHZKHUH DQG , ZDV IHHOLQJ SDUWLFXODUO\ G  
IHHO ZHOO HQRXJK WR IDFH RWKHU SHRSOH¶ %X  
,¶YH JRW D FRPPLWPHQW WR WKHP

When one is isolated, one can be anxious, stressed or have a bad health. Inside the Shed, one is less sick.



UHDVRQV IRU MRLQLQJ D 0HQ¶V 6KHG VRPH /HDGHUV H[SU

2QH /HDGHU UHIUUHG WR WKLV DV EHLQJ D ³7URMDQ KR

I know there are some members that would say that they are only there because they are learning how to tie flies. I as a practitioner, if I can call myself a practitioner, I can't say actually, in my evaluation, you are there because you need to be there.

## Physical Activity

5DWKHU WKDQ WUDGLWLRQDO 0HQ¶V 6KHGV IRFXVVLQJ RQ



PHQTV DWWLWXGHV WRZDUGV WDONLQJ DERXW WKHLU KHD



We formed a rota to visit him, we even phoned him a couple of times, Boxing Day, Christmas Day, we were taking stuff in. We managed to get him through that. We have got confidence back up. And when [support worker] came, she saw this gentleman, and she

EHOLHYH WKH WXUQDURXQG \$QG ZH FDQ SXW RX

# Health Kiosks



Figure15



e)

SURPSWHG WR FXW GRZQ RQ KLV DOFRKRO FRQVXPSWLRQ

³PLOOLRQV RI SRXQGV´

ignorance is bliss

# Health Champions

7KHUH ZDV RQH JX\ ZKR ZDV SDUWLFXODU to be EUHD  
\RXU \*3 DERXW WKLW"¶ , PHW KLP LQ WKH +LJK 6  
SKUDVHG WKH TXHVWLRQ μZKDW GLG \RXU \*3 VD\  
VD\V μQR , KDYHQ¶W GRQH local market about 6 months later W  
and he had seen his GP, and he was going on to some form of cardiac programme.  
WKRXJKW μKXUUD\ ¶ , VDZ KLP \HVWHUGD\ DQG K  
the GP said, it has worked.

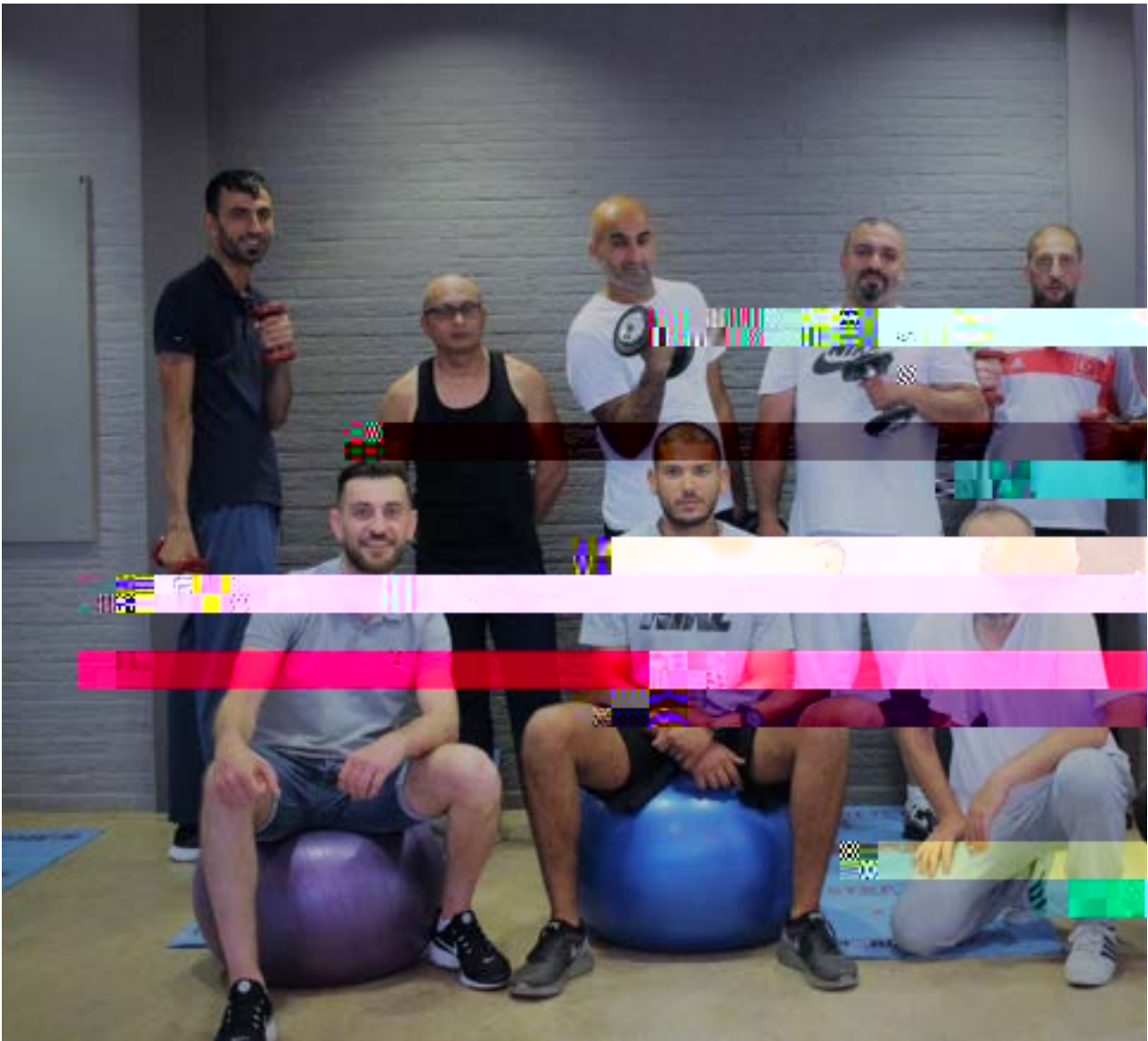
WKH 0HQ¶V 6KHGV FRQFHSW DQG LV VRPHWKLQ

Definitely GHILQLWHO\ \HV \$QG LI LW FKHFNV VRPHR  
checks before things progressed too far, with a particular medical condition, and give  
those reassurances that nothing is going wrong, it is good.

Outcome 4 Summary:

# Stepby-Step Outcome 5:

## Social Isolation and Loneliness Changes



# Social Isolation Outcomes





Figure16

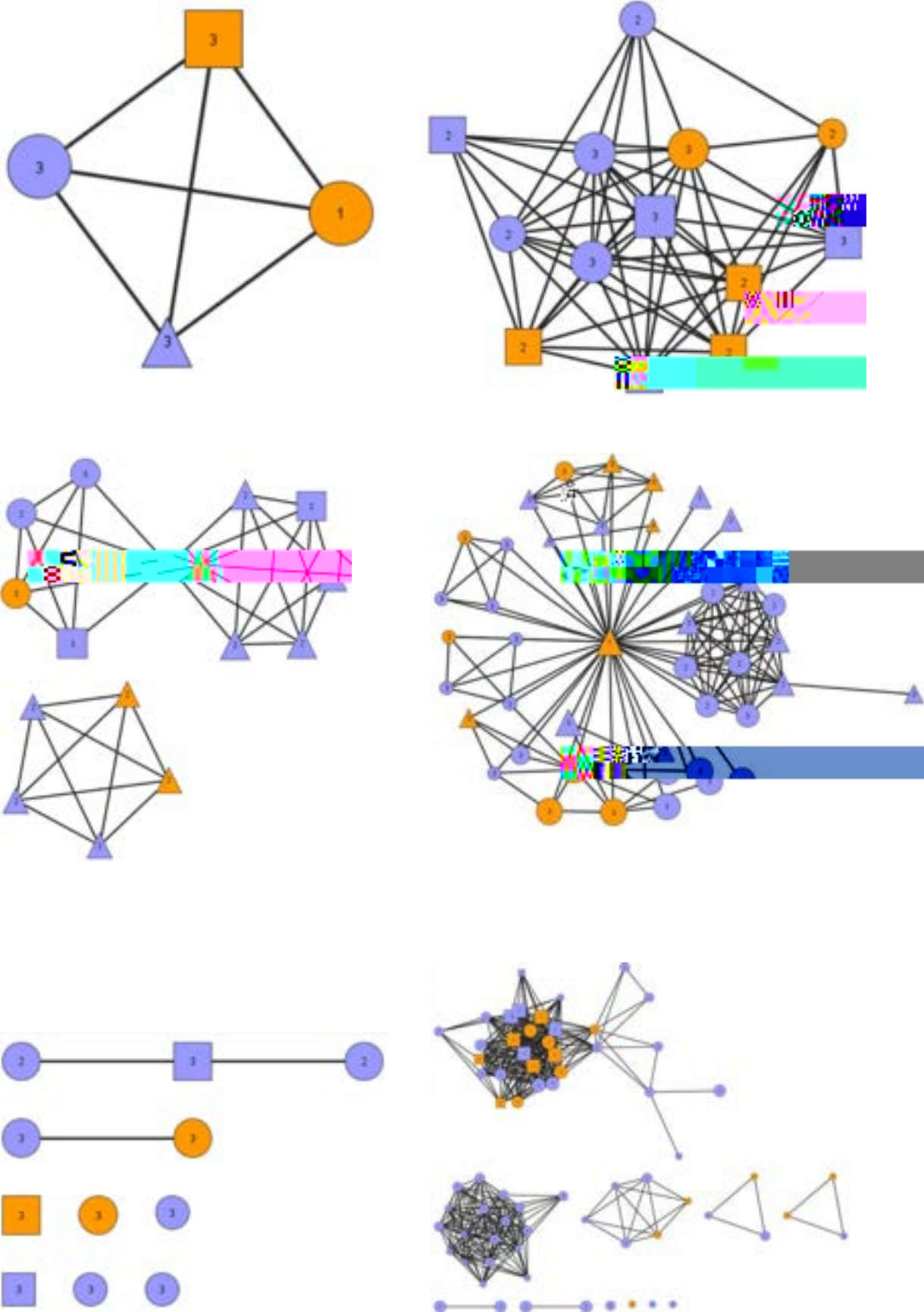
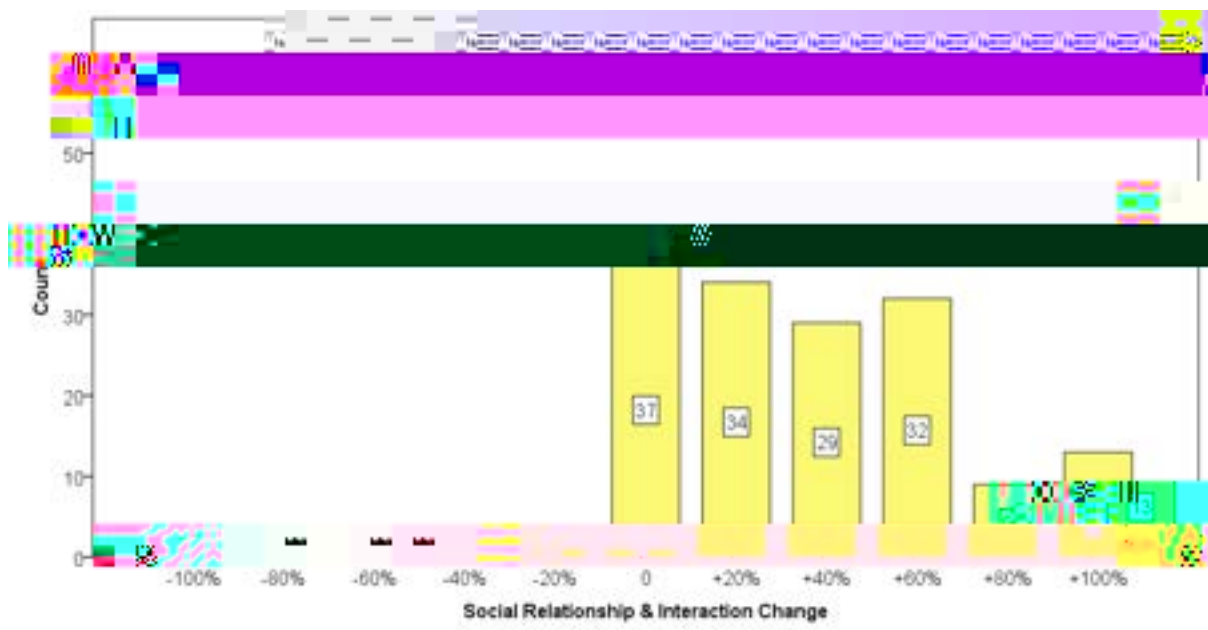




Figure18







We enjoy model making. And in the end, it's just a case that everybody that comes to  
JURXS \RX EHFRPH IULHQGV <RX OHDU@t. AdRP HD  
WKDW V EULOOLDQW LW¶V DQ LPSRUWDQW WKLQ.

<sup>3</sup>OLNH D \RXWK

ZKHQ , ZDV ZLWK P\ PDWHV ´

Figure19

We can see the friendship  
We are relaxed and in a  
good mood. I feel the  
kindness. If something  
going wrong, \*\*\* is always  
SUHVHQW ´

## GroupHarmony

<sup>3</sup>D VDIH HQYL



It is such a nice, calm environment. We have the radio on, nobody feels judged in any way, everyone can be themselves. We have a laugh and a joke, and it is nice. Some people come here, this is the only place that they feel they can be themselves.

## Summary Outcome 5



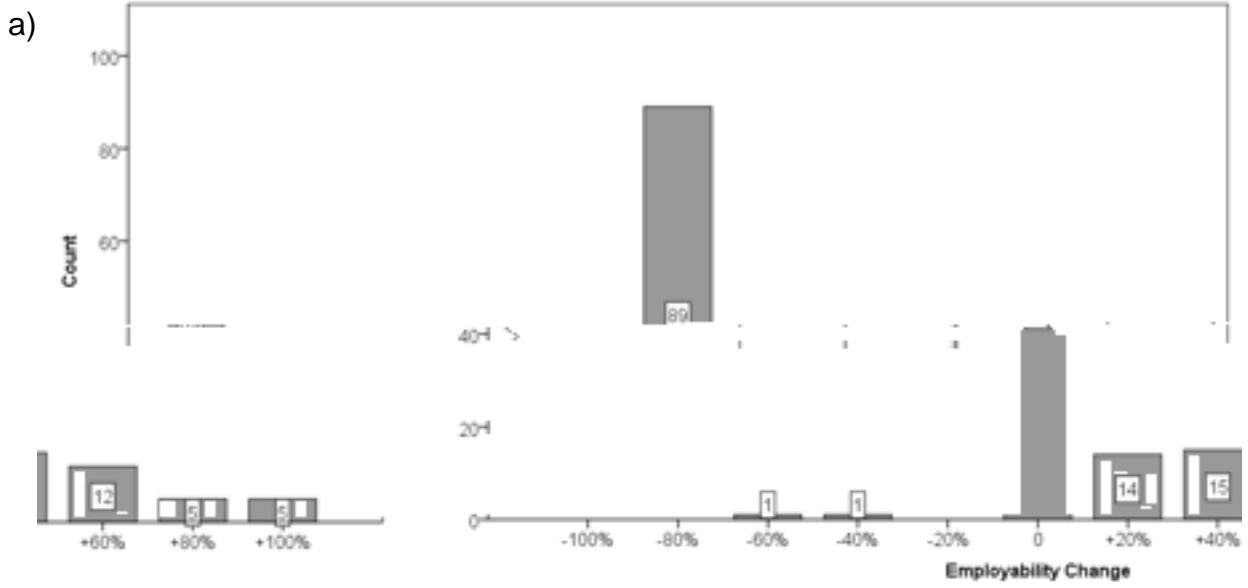
# Stepby-Step Outcome 6:

## Skills and Employability



# Employability Outcomes





0 = no change, +% = positive change, -% = negative change



# Shed Experiences<sup>2</sup> Activity, Learning & Employability

Skill Learning, Skill Sharing, Employment

Practical Activities,

## Practical Activities

Figure22

I want to show what we  
here in the Social Cen  
There stands the table. V  
it's nice. On the terrace, v  
it's sunny, we can be out  
enjoying a glass when we  
I have learnt the skills of  
to make this here in  
SKHG



There are so many people out there with amazing skill sets, and once they retire, they come and pass their skills onto other people, and it is good for the people who are learning new skills.

## Employment



« WKHUH LV DOVR D FRQVXOWLQJ DUHD IRU OLNH checked out and see what you need to change or put on there.

And so we've been helping this man. I mean, he was very damaged. And he called me the other day, very happy because he actually been able to go and find himself a job, which was a huge thing, because in October that would be an absolute no, no. So, the progress seen in him has been absolutely astounding.

We had one guy who came in, ~~he was~~ made redundant and he was looking for a job. He was quite depressed and it helped him get out of that and feel better.

He used to go in his room, and now he doesn't come anymore because he's employed. He started off shelving stacking in Sainsbury's two nights a week, and then working for a courier company.



# Employment Coaches

I'm talking to them about what they did that day, so that they can start to think about the that they're using. Because I don't know that too many people will probably be picking that. So, me saying ~~KH P~~ μ, UHDOO\ OLNH WKH Z ~~RUW~~ ~~KDKD~~ V UHDOO\ VKRZV WKDW \RX UH JRRG DW PDQDJLQJ F

feelgood factor

2YHUDOO (PSOR\PHQW &RDFKHV EHOLHYH WKH (PSOR\PHQW

# Stepby-Step Outcome

## Economic Evaluation



# Economic Evaluation Outcomes

## Autonomous Employment

£64,05	£1,047,978	£64,004 million
	£64,032 million	£28,085,81
	£560 million	

## HealthExpenditure

£91,017

# Shed Implementation

## Running Sheds during the Covid19Pandemic





3 = RRP IDWLJXH'

# The Impact of Covid-19

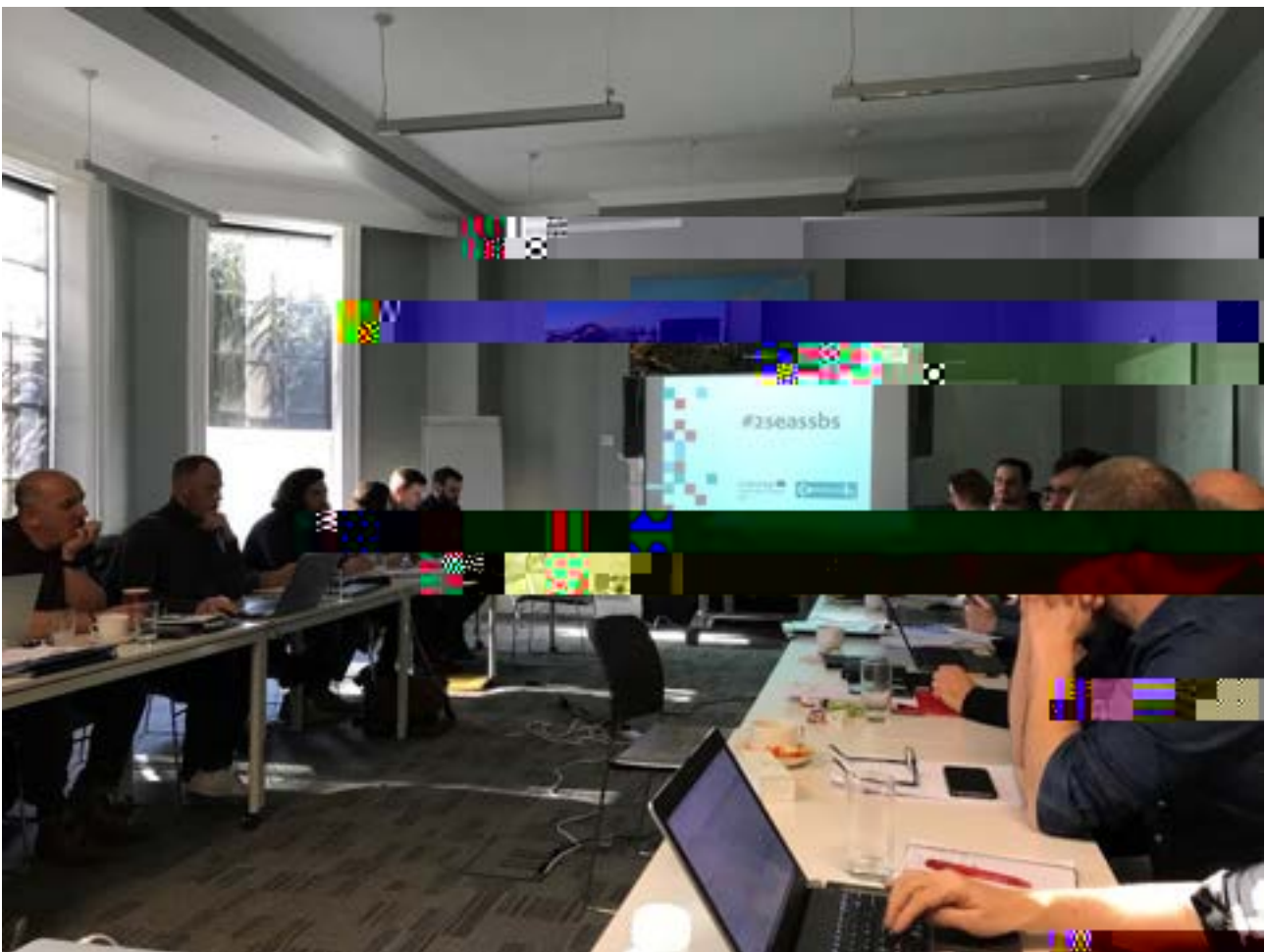


Summary<sup>2</sup>The influence of Covid<sup>19</sup> on Shed Implementation

SHUVRQDO FRQFHUQV DERXW UHWXUQLQJ WR μQRU

# SBSEvaluation

## SBS Partner Experiences of Implementing the Model



# Partner Experiences





« WR DWWUDFW PHQ ZKR ZHUH LVRODpNHeCall aR X FD  
 VD\LQJ μKHOOR ZH UH IURP >6%6 @FDQZ ZHKUHSK H  
 Then they are probably not interested, but when they're already participating for a year  
 dimension of the programme, doing football or cooking things then it's much  
 easier to approach them letting us help them to work a job towards workmaking  
 them work ready, they can also be a volunteer [SBS] the center or another foundation in  
 the neighbourhood.

## Appropriateness of the SBS Model



Letting them take ownership of it. It's not patronising, it's not the nanny state, it's not t  
 WKHP μWKL V LV ZKDW V ZKDW¶ ,W V KDYLQJ D  
 masculinity and preconceived [notions of health]. It's not a created flyer and we've sa  
 DGG LW « ZH JR WKHUH DW WKH FRD Other Far D Z D C  
 out what's going on for them.

## Working with Stakeholders

PHQ¶V KHDOWK ZLWK VWDN HKROGHU RUJDQLVDWLRQV



We've done a lot of outreach to other organisations, about the importance of engaging  
 about mental health. There's quite a lot of conversation around that locally, with a lot  
 NHS and community organisations having the same

³RQ WKHLU RZQ WHUPV





So the activity stops and then after a year we try to revitalise this and it seemed that some men were working and already they had found a job, which is good, but they didn't have time in evenings to go cooking with other men. And the other men were not happy that the group fell apart and they had to accept other men into the group, and so that made the interaction a little bit difficult.

W Q H U ¶

## Effective communication between Partners and Leaders

³ R Y H U Z K H O P L Q J ´



3FRXQWHUSURGXFWLYH´

People were very happy to share the odd case study of a really good story because they were very proud of it, but on a systematic basis we just could not get engagement. The idea of being monitored by somebody else [was not welcomed]. People just wanted to get on with what they do and be trusted to do what they do rather than to kind of prove that they're doing what they do.

## Subcontracting Work

Additional costs or resources incurred by their organis1 t33 (7 (eo)37 (r)33 (g)55 (a)27 (n)37 a3

Because I think he was really creative but I don't think that the local authority will find somebody who can replace him, so [the Sked] will be more institutionalised, not much on the creative component, but more on the reactivating components.

<sup>3</sup> J U D V V U R R W V '

Young people again, because this is our target group. They have this dream of developing business out of the skills and talents that we think here we can play a part, a role to make it happen, so this is a component that we're really trying to incorporate, into what we do. A lot of young people struggle with this, they dream of having a job in which they can show that they have it. To be able to do this is not easy if you want to develop a business, there are many things you have to think about. You have to be skilled, not only having a skill in which you're good when to develop business, you have to have

# SBS Evaluation

## Discussion



# Stepby-Step Conclusions

## TheSBS DeliveryModel

ORQHOLQHVV SK\VLFDL LOO KHDOWK PHQWDO ZHOOEHLQ  
0HQV 6KHGV ZHUH LQLWLDOO\ FR

# The SBS Shed Autonomy and Sustainability

0HQ¶V 6KHG FRQFHSW

## Community Resilience

³WKH EHDXWLIXO PHVV HIIHFW´

## Health Literacy and Signposting

UHIOHFWV WKH ³6KRXOGHU WR 6KRXOGHU´ HWKRV DGRSWH

# Skill Development and Employability

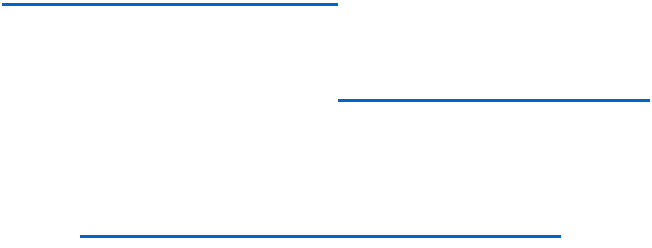


# Final Thoughts



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±

\*ROGLQJ % 7KH 0HQV 6KHG 0RY  
 \*ROGLQJ % 6HWWLQJ WKH 6FHQH ,Q % \*ROGLQJ



" \$GGUHVVLQJ PHQV DPELYDOH  
 ±



+ODPEHOR / ,PSDFW RI PHQTV VKHGV RQ WKH KHDO

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# Contributions to SBS



# University of Chichester

## About Us

WKR VH ZLWK EDUULHUV WR +( WR SDUWLFLSDWH VXFFHHG  
2XU 8QLYHUVLVW\ 6WUDWHJ\ VHWV RXW RXU YLMDR QQR REF  
XGLQJ WKH DLP WR µLQFUHDVH H[WHUQDO DFDGHPLF HQ  
WKH RQO\ XQLYHUVLVW\ LQ :HVW 6XVVH[ ZH UHFRJQLVH WKH  
OOHQJHV¶

OLQH ZLWK WKH \*RYHUQPHQW¶V LQGXVWULDO VWUDWHJ\ V



**Interreg**



EUROPEAN UNION

2 Seas M<sup>ic</sup>ers Zeeën

**SBS**

European Regional Development Fund