Citizens' Curriculum Pilot in Kirkholt, Rochdale
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Helen told how the project worked with households dependent on, or at risk of dependency on, crisis services. The intervention was designed to get them out of this situation and enable them to move on.

The Greater Manchester New Economy Model cost-benefit analysis, which was used, looks at the benefits across the areas of work, learning, housing, police. Project partners are starting to share outcomes via a central hub. Partners feel that the workforce is very engaged in the programme too, and are working on how to capture the outcomes and impact.

Kirkholt: Learners
• Large social housing estate.
• Before the pilot, participation in learning was 2.3%, compared to a borough average of 3%. At the start of the pilot, the target was to increase participation to 3% over a 12 month period.
• The CC pilot aimed to specifically target those young people least likely to participate in learning (those who were already involved in crime / drug or alcohol use).

Approach used
• Multi agency team based in the neighbourhood: Police, housing, health, skills, learning providers, voluntary sector, employment, drug and alcohol services (with training – consistent approach)
• Identified target learners using police data on those involved in an escalation of low-level incidents (domestic abuse / call – outs)
• "Assertive Engagement" providing an "in" to the whole family – offering support / sequenced interventions across the public sector offer
• High challenge / high support approach
• In some cases, a keyworker was also necessary

Gathering evidence
 • Public Service Reform: Testing / measuring the new delivery model against the "as is"
• Greater Manchester New Economy Cost Benefit Analysis model used
• Identifies, on an individual basis, the cost of the intervention(s) and the investment source
 • Identifies the fiscal, economic and social benefits (we see where the fruit falls)

Impacts identified
Improved participation in learning from 2.3% to 3.8% (above the target and the local average)
• Skills improvements (progression and achievement in qualifications)
 • Employment outcomes
• Health improvements
• School attendance improvements
• Improved home / school relationships

• Reduced incidents of domestic abuse
• Reduced volume of call-outs to the police
• Reduced A&E attendance
• Improved home learning indicators (families with young children)
• Improved wellbeing (WEMWBS)
• Mental health improvements
• Improved engagement and retention in drug and alcohol support
• Reduced drug and alcohol intake
• Unreported crimes identified
• Partnership Enforcement Team interventions
• Adult safeguarding in place

We are able to benchmark what was likely to happen otherwise, based on previous evidence and compare the value of these impacts using the Cost Benefit Analysis process. We are also undertaking a narrative analysis of the delivery model. The pilot continues…

Critique
Name of project/initiative: Rochdale LA, Kirkholt: Citizens' Curriculum pilot

1. What's the impact? How can it be summarized?
- Fiscal, economic and social value captured using the Greater Manchester New Economy Cost-Benefit Analysis   - Impact on individuals as well as community relating to eg learning, crime, drug and alcohol abuse recovery, health, families and children   - Multi-agency impact; in addition to the learning impact, others can count the outcomes against their own policy/organisation goals eg links to Troubled Families agenda; police targets; drug and alcohol support organisations' targets   - Learning gradually shifted from family and peer learning to community learning opportunities - progression   - Analysis relating to 2 families of 9 people indicated impact on 30 people in total (ripple effect)   - Total investment of £35k brought return of over £69k which was recognized by all partners
2. What appear to be the key success factors?
- Cost-benefit analysis method cuts across different policy areas and sectors   - Being able to demonstrate the impact in fiscal, economic and social terms   - Cross- sector collaboration   - Training for Community Police on understanding skills and employment/employability agendas and approaches   - Behaviour change model underpinned the approach   - Change in approach from delivering services to working with people   - Recognition of people's wants as well as needs

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- Change in attitudes and behaviours of 'front-line' staff when working with people
- Allies as well as 'blockers' identified
- Narratives from those involved and from staff offers strong evidence of change

3. What could be generalizable and replicable?

- Process could be used in many other urban settings
- Changes in values, attitudes and behaviours approach could be adopted
- Employing staff with a skills and employment job description but using youth-worker, social-worker approaches
- Training 'front-line staff' in understanding skills and employability issues

4. What would be relevant to UK-wide and European audiences?

- Whole approach could be adopted and adapted but would have to be distilled in order to transfer to other countries