

**Impact Evaluation of the  
CashBack for Communities Programme  
2014/15**

**Final Report  
February 2016**



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# 1. Executive Summary

## About this evaluation

- 1.1 This evaluation explores the impact of the CashBack for Communities Programme (the Programme). It focuses on impact during 2014/15, the first year of phase three of the Programme. Phase three of the Programme runs broadly from April 2014 until March 2017.<sup>1</sup>
- 1.2 This evaluation was undertaken by Research Scotland, from September 2015 to February 2016. A description of the evaluation method is included as [Appendix One](#) (P50).

## Evaluation aims

- 1.3 This evaluation focuses on the impact achieved by the Programme – the difference it has made during 2014/15. This included exploration of the outcomes specified and agreed by each funded project, overall Programme aims and the wider Scottish Government objective of tackling inequality. It builds on the national evaluation of the Programme up to March 2014<sup>2</sup>, which focused largely on process.

## About the CashBack for Communities Programme

- 1.4 The CashBack for Communities Programme is a unique Scottish Government initiative, which takes funds recovered through the Proceeds of Crime Act 2002 and invests them back into communities. It focuses largely on providing opportunities for young people aged 10 to 25 years old to take part in free sporting, cultural, youth work and employability activities.
- 1.5 The Programme provides positive opportunities for young people in communities across Scotland, but has a focus on those communities most affected by crime and deprivation. Since 2008 the Scottish Government has committed £75 million of monies recovered under Proceeds of Crime legislation to CashBack and other community initiatives, largely but not exclusively, to benefit young people.
- 1.6 The Scottish Government's Safer Communities Division (part of the Justice Department) has overall responsibility for policy development and overall management of the Programme at national level. It is supported by the Scottish Government CashBack Strategic Delivery Group which oversees Programme delivery and supports development of future policy. Other policy

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<sup>1</sup> Some project partners are not directly aligned to the 2014/15 financial year. Some activity from phase two of the Programme ran over into early 2014/15 and some phase three activity did not begin until later in the year. One partner received phase three funding a year earlier from 2013/14 to 2015/16; and one partner received funding for only two years rather than three. A full description of the partners involved in phase three during 2014/15 is provided in Chapter Two, and a list is provided as [Appendix Two](#) (P52).

<sup>2</sup> <http://www.gov.scot/Publications/2014/06/2823/downloads>

teams within the Scottish Government (such as Active Scotland Division and Culture) are involved in the management of relevant projects.

- 1.7 The Programme is delivered through partnerships with Scottish sporting, arts, business, community, further education and youth organisations, which deliver a wide range of activities and opportunities for young people. In the first year of phase three, 2014/15, there were 14 project partners within six main themed areas of work – culture, sports, youth work, sport for change, employability and facilities<sup>3</sup>. In addition, one previous phase two project partner continued delivery for the first three months of 2014/15<sup>4</sup>.
- 1.8 Inspiring Scotland acts as the Scottish Government's CashBack Delivery Partner, which involves providing support and advice to CashBack project partners – on accountability, communication, monitoring, evaluation and performance reporting - and providing Programme management and evaluation expertise and capacity to the Scottish Government.

## **Key findings**

### ***Intended outcomes***

- 1.9 The CashBack Logic Model ([Appendix Three](#) P53) set out a series of 25 short term and intermediate outcomes for CashBack activity during phase three. Mapping of intended outcomes set out within the Grant Offer Letters for each partner shows a strong focus on short term outcomes around participation; participation of people who are difficult to engage and from equality groups; and skills, confidence and accreditation. For intermediate outcomes, there is a clear focus on supporting participants into positive destinations.
- 1.10 The Grant Offer Letters show that partners are aiming to achieve an average of seven short term and four intermediate outcomes, which is a relatively high number of outcomes to report against.

### ***Outcomes around participation***

- 1.11 Increasing participation in positive activity was an intended outcome for most project partners. In 2014/15, approximately 233,000 young people were involved in CashBack activity, across 12 of the partners<sup>5</sup>. In addition, in 2014/15 over 7,900 young people a week used facilities funded through CashBack for Facilities, from the 2011 round of investment in facilities. The vast majority of participants (approximately 150,000) were involved in Scottish Rugby Union activity. For comparison, the number of young people aged 10 to 25 in Scotland is approximately 1 million.

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<sup>3</sup> Only 13 of the 14 partners delivered activity during 2014/15. One partner, Ocean Youth Trust, delivers sailing opportunities to young people. It received funding in late 2014/15 after the sailing season had finished, and did not commence activity until after the end of March 2015. It is therefore not included within this evaluation.

<sup>4</sup> The Link Up project continued phase two delivery for three months into 2014/15.

<sup>5</sup> These participation numbers are explored in detail in Chapter Three.

## ***Outcomes around equality and participation***

- 1.12 Increasing participation by young people who are difficult to engage or from equalities groups was also a priority for most project partners<sup>6</sup>. During 2014/15, the focus on equality was strongest in relation to sex, disability and race. Age was considered an integrated part of the Programme.
- 1.13 In 2014/15 approximately 60 per cent of participants were male and 40 per cent were female. This balance varied by theme, with more boys than girls involved in the employability, sport and sport for change themes; more girls than boys within the culture theme; and an even split for youth work.
- 1.14 The figures on gender for the CashBack for Facilities usage are available separately, on a weekly basis. These suggest that 82 per cent of those using the facilities were boys, and 18 per cent girls. The gap increases to 89 per cent boys and 11 per cent girls when taking the rugby club facilities alone, separately from football.
- 1.15 Many partners had a clear focus on involving women and girls, and had introduced female only projects or opportunities. All partners were keen to ensure that disabled people could access their activities, and worked to ensure that universal provision was accessible. Some were undertaking proactive, targeted activity to involve disabled people, and some had undertaken successful work targeted at young ethnic minority people.
- 1.16 More broadly, figures from project partners suggest that across four of the five CashBack themes, approximately half of all participants could be described as difficult to engage or from equalities groups. This excludes activities within the sport theme as the data within this theme is not strong enough for robust analysis of the profile of participants across all partners. The partners within this theme deliver programmes with very high numbers of participants, and often have limited access to data about participants within a school environment, meaning that there are challenges tracking the number of individual young people involved and their characteristics.
- 1.17 The focus on equality varied significantly by theme. While almost all (97 per cent) employability participants would be described as difficult to engage, this reduced to around 70 per cent for the culture theme and around half for sport for change and youth work.
- 1.18 Partners had different levels of focus on socio-economic disadvantage. Partners within the employability theme had the strongest focus, and this was a core part of their work. Some partners found it very challenging to identify participation based on postcode, to allow for analysis against the Scottish Index of Multiple Deprivation. However, partners within the employability theme indicated that most of their participants (between two thirds and all participants, across the four partners) were from the 15 per cent most

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<sup>6</sup> Partners used varied definitions of young people who are difficult to engage, with different young people being seen as 'difficult to engage' by different partners.

deprived neighbourhoods in Scotland. Within the sport for change theme, approximately 30 per cent of participants were from the 15 per cent most deprived neighbourhoods.

- 1.19 Within the CashBack for Facilities theme, the key priority was to increase participation in sport. It is important to note that the location of new facilities does not mean that all (or most) participants are necessarily from the specific area they are located in. Detailed analysis of the postcode location of facilities highlights that many are near an area of deprivation, within reasonable travelling distance for using the facility. Most facilities are within a mile of a datazone (a small geographical area used for statistical purposes) which falls into the most deprived 20 per cent of datazones in Scotland.

### ***Outcomes around skills development***

- 1.20 Many project partners focused on skills development, with all but two including at least one outcome within this theme. There is strong evidence that project partners are contributing to developing skills. At least 13,100 young people undertook learning for which they received accreditation. The employability and youth work strands had a stronger focus on accreditation than other strands. However, many partners focused strongly on developing softer skills; fostering new interests; and developing skills without formal accreditation.
- 1.21 There is evidence of skills development around:
- communication, leadership, team working, flexibility, dealing with problems;
  - time keeping, willingness to learn, attitude to work;
  - confidence and self-esteem;
  - self-evaluation skills; and
  - specific skills for example in arts, sport, film, IT, coaching and officiating.

### ***Outcomes around progression***

- 1.22 All but one partner prioritised at least one of the outcomes around progression – which cover both short term and longer term outcomes.
- 1.23 There is clear evidence that CashBack partners are achieving shorter term progression outcomes, around linking up and connecting service providers, sustaining participation, developing aspirations for learning and increasing horizons. Young people are moving on to further involvement in sport and community activity; becoming volunteers, coaches or officials; progressing from targeted activity onto mainstream programmes; sustaining participation for the first time; and re-engaging with learning and education.
- 1.24 Overall, at least 1,000 young people progressed into positive destinations of employment, education, training or volunteering during 2014/15, as a result of CashBack funded activity. In addition, over 3,500 young people were on a pathway progressing towards a defined positive destination within the youth work theme.

- 1.25 Project partners within the employability theme had the strongest and clearest focus on measuring positive destinations – with almost 500 young people progressing to positive destinations, ranging from 75 to 97 per cent of participants in each of the four employability projects.

### ***Outcomes around community engagement and empowerment***

- 1.26 There is strong evidence, particularly from the youth work theme of CashBack work, that young people are becoming involved in their communities. Young people are using their learning and experiences to contribute to local and national organisations and groups, and to deliver activities and training for other young people. Young people are meeting new people, making new friends, forming positive relationships with peers, community and family.

### ***Outcomes around diversion, protection and wellbeing***

- 1.27 CashBack activity is supporting young people to have places to go where they feel safe and comfortable, through providing project bases which are seen as trusted and safe, and undertaking work to bring together different or rival communities.
- 1.28 Two project partners have clear evidence of the impact of their work on community safety, with evidence that it is encouraging more responsible citizens, less antisocial behaviour, more positive community environment and helping people to better understand one another. The same partners also have evidence of impact on health, with people feeling fitter and healthier, and retaining healthy messages.

### ***Lessons learned***

- 1.29 Working in partnership was identified as one of the key success factors of the CashBack Programme during 2014/15. This included joint working with external organisations, and other CashBack project partners.
- 1.30 Partners highlighted that their key challenges during 2014/15 related to evidencing outcomes and undertaking focused work targeting equality and disadvantage. Partners indicated that to tackle inequality effectively they required knowledgeable staff, and committed and experienced partner organisations. However, some faced barriers around prioritising equality and gathering evidence about the profile of participants when many were vulnerable and hard to reach, and attending one off, drop in activities.
- 1.31 The evaluation also highlighted a number of important lessons at Programme level, which may be relevant moving forward into the next phase of CashBack activity. These include:
- simplifying the CashBack logic model;
  - clearly articulating the level of priority all partners are expected to place on equality and disadvantage; and

- gathering and reporting on a small pool of comparable data from partners on a regular basis – such as distinct number of participants and distinct participations from equality or hard to reach groups.



## 2. The CashBack for Communities Programme

### Introduction

2.1 This chapter sets out the context to this evaluation. It covers:

- the background to the CashBack for Communities Programme;
- phase three of the Programme, which began in April 2014; and
- phase three funded activity.

### The Programme

2.2 The CashBack for Communities Programme was announced in 2007, with funding commencing in 2008. It is a unique Scottish Government initiative, which takes funds recovered through the Proceeds of Crime Act 2002 and invests them back into communities. It focuses largely on providing opportunities for young people aged 10 to 25 years old to take part in free sporting, cultural, youth work and employability activities.

2.3 The Programme has three aims:

- to use the proceeds of crime in a positive way to expand young people's horizons and increase their opportunities to develop interest and skills in an enjoyable, fulfilling and supportive way;
- to provide activities which are, where possible, open to all children and young people, while focusing resources in those communities suffering most from antisocial behaviour and crime; and
- to increase levels of participation to help divert young people away from 'at risk' behaviour, and increase positive long term outcomes for those who take part.

2.4 The Programme is designed to focus on positive outcomes for young people and communities. The logic model for the Programme highlights that it aims to support six national outcomes:

- our young people are successful learners, confident individuals, effective contributors and responsible citizens;
- we live our lives safe from crime, disorder and danger;
- we live longer, healthier lives;
- we have improved the life chances for children, young people and families at risk;
- we have strong, resilient communities where people take responsibility for their own actions; and
- we live in well-designed, sustainable places where we are able to access the amenities and services we need.

2.5 The CashBack Programme is freely accessible to all young people throughout Scotland – although there is a targeting towards those areas where there is the greatest incidence of antisocial behaviour, crime and risks.

- 2.6 Activity began in the financial year 2008/09. Between 2008/09 and 2014/15 the Programme delivered over 1.8 million opportunities and activities for young people across Scotland.

### **Programme development**

- 2.7 There have been three broad phases of CashBack activity. The first phase (from 2008 to 2011) was an initial stage where approaches to using proceeds of crime to have positive impacts for young people and communities were developed and established.
- 2.8 In 2011, the Scottish Government's Safer Communities Division carried out a review of the CashBack Programme and a number of changes were made to strengthen Programme management and delivery. This included the appointment of an external delivery partner to:
- create coherent processes for partners;
  - support individual projects in delivering and measuring their outcomes; and
  - support monitoring, evaluation and reporting at project and Programme level.
- 2.9 Since July 2012, the Programme Delivery Team role has been undertaken by Inspiring Scotland.
- 2.10 The second phase of activity ran from 2011/12 to 2013/14, and involved 14 project partners, reducing to 13 partners by the end of phase two. One project partner continued its phase two delivery into the first quarter of 2014/15. Phase two was evaluated in May 2014. The evaluation made a series of recommendations relating to the processes within the Programme. It also highlighted positive initial steps towards understanding the outcomes and impact of the Programme.
- 2.11 The third phase of activity is running broadly from April 2014 to March 2017. Phase three involves 14 project partners. Ten of the project partners were also involved in phase two, and four are new for phase three. The project partners are listed at [Appendix Two](#) (P52).

### **Themes and project partners in phase three**

- 2.12 Phase three involves 14 project partners across six themes. For phase three, in 2014/15:
- just under a third of investment was in the sports theme;
  - over a quarter of investment was in the youth work theme;
  - approximately a fifth of investment was in the culture theme;
  - approximately a tenth of investment was in the employability theme; and
  - approximately a tenth of investment was in the sport for change theme.

Theme	Project Partner	Grant Received 2014/15 Phase 3	
		£	%
Culture	Creative Scotland	£989,500	21%
<b>Culture subtotal</b>		<b>£989,500</b>	<b>21%</b>
Employability	Action for Children	£160,268	3%
	Celtic FC Foundation	£54,632	1%
	The Prince's Trust	£171,600	4%
	Glasgow Clyde College	£161,172	3%
<b>Employability subtotal</b>		<b>£547,672</b>	<b>12%</b>
Sports	Basketball Scotland	£188,807	4%
	Scottish Football Association	£477,399	10%
	Scottish Rugby Union	£738,000	16%
<b>Sports subtotal</b>		<b>£1,404,206</b>	<b>30%</b>
Youth Work	YouthLink Scotland	£698,076	15%
	Youth Scotland	£549,701	12%
<b>Youth Work subtotal</b>		<b>£1,247,777</b>	<b>27%</b>
Sport for Change	Scottish Sports Futures	£364,212	8%
	Street Soccer Scotland	£67,306	1%
	Ocean Youth Trust	£54,664	1%
<b>Sport for Change subtotal</b>		<b>£486,182</b>	<b>10%</b>
<b>Total</b>		<b>£4,675,337</b>	<b>100%</b>

Source: Inspiring Scotland, 2016 (excludes £1 million paid to **sportscotland** in 2014/15)

- 2.13 The Programme also involves a capital investment programme to provide sports facilities – CashBack for Facilities - delivered through **sportscotland**. Between 2008 and 2014, over £10 million has been invested in or committed to facilities.
- 2.14 This evaluation focuses on the impact of previous investment through the CashBack for Facilities programme, looking back to the 2010 to 2012 round of investment which is currently being evaluated by **sportscotland**. The retrospective focus recognises the nature of capital programmes, and the need to measure impact and outcomes over a longer term period due to the additional time required to develop and construct the facilities.
- 2.15 Most of the partners deliver CashBack projects directly. However, three of the partners (Creative Scotland; YouthLink Scotland and Youth Scotland) provide small grants to other organisations. In addition, one of the partners (The Prince's Trust) provides small grants to individual young people to support them into positive destinations by helping them overcome the financial barriers to accessing education, employment or training.
- 2.16 A note of the activity levels and spend by local authority area, for each CashBack partner is included as [Appendix Four](#) (P55).

## Agreeing intended outcomes for phase three

- 2.17 In August 2012, an outcome focused logic model for the CashBack Programme was developed (and is attached as [Appendix Three P53](#)). The model was intended as a simple tool by which projects could identify and track the outcomes they delivered and demonstrate how their activities contributed to wider outcomes. It initially contained a mix of 27 short term and intermediate outcomes (although this was subsequently reduced to 25). Since April 2013, all project partners have been using the logic model to select the CashBack outcomes that are most appropriate for their projects.
- 2.18 When partners applied for phase three funding, they were asked to align with the original logic model. Inspiring Scotland then worked to simplify the model, working with partners and the Scottish Government, in light of the recommendations from the phase two evaluation report. However, as projects had already applied and aligned themselves with a wide range of the original outcomes, the logic model was only reduced by two outcomes, to 25. It is believed there is scope to further refine and simplify the logic model in future by identifying common areas which enable easier aggregation of outcomes. Some outcomes are very similar, but relate to the short, medium and long term.
- 2.19 Within the revised logic model, there are 14 short term outcomes grouped around four headings:
- participation;
  - diversion and protection;
  - progression pathways; and
  - engagement.
- 2.20 Short term outcomes are described as the changes that are expected over a period of up to one year. These are the outcomes which have been considered the most relevant to this evaluation, given that it focuses on the first year of phase three.
- 2.21 There are 11 intermediate outcomes which are all grouped under confident communities and include outcomes around sustaining participation; increased horizons; progression to positive destinations; and reduced levels of crime and antisocial behaviour. These are the changes that should occur over a one to two year period. While these are outcomes which should be achieved in later years of phase three delivery, any evidence partners hold about contribution towards these outcomes has been included within this evaluation.
- 2.22 The logic model also includes six long term and national outcomes, which are described as the changes we hope to see in Scotland over a time period of three years or more. These longer term outcomes have not been considered within this evaluation.

- 2.23 The grant offer process for phase three was closely aligned to the logic model. Each grant offer letter specifies the outcomes – both short term and intermediate - that the funded organisations will achieve.
- 2.24 As part of the grant offer process, project partners were also asked to undertake Equality Impact Assessments (EQIAs) covering all of the groups with protected characteristics, as set out in the Equality Act (2010). It is important to note that socio-economic deprivation was not included as a protected characteristic within the Equality Act, despite discussion on the topic. Inspiring Scotland worked with project partners to ensure that they developed equality action plans, which took forward the findings of their EQIAs.

### **Focus of intended outcomes for phase three**

- 2.25 As part of this evaluation, we mapped which projects were intending to contribute to each outcome within the CashBack logic model. This was to provide context for our assessment of impact, to help us to understand the outcomes that partners were intending to bring about. In using this information, it is important to note that project partners were encouraged to focus on a relatively small number of key outcomes that they intended to deliver. Many projects may also be contributing to wider outcomes, but did not select these as their main focus for monitoring and reporting on impact.
- 2.26 We mapped all of the intended outcomes highlighted within each partner's grant offer letter. This highlighted that partners aimed to achieve an average of seven short term outcomes and four intermediate outcomes. This appears to be a relatively high number of outcomes to be reporting progress against. However, some large project partners were delivering multiple projects with diverse intended outcomes, and delivering across a particularly high number of outcomes as a result.
- 2.27 This analysis also highlighted that there was a concentration of focus on some outcomes, with less focus on others. In terms of short term outcomes, the most common intended outcomes were:
- Increased participation in positive activity (Outcome 1)
  - Increased participation by difficult to engage and equalities groups (Outcome 2)
  - Increased opportunities to develop interests and skills (Outcome 4)
  - Greater confidence and self-esteem among participants (Outcome 8)
  - Participants demonstrate new skills and positive changes in behaviours (Outcome 9)
  - More participants have achieved accreditation for their learning (Outcome 10)
  - Participants develop confidence in their skills and develop aspirations for further learning and development (Outcome 11).
- 2.28 More than half of all partners aimed to contribute towards these seven short term outcomes. These outcomes largely fall within the 'participation' and

'progression pathways' themes within the logic model. Fewer project partners aimed to achieve outcomes within the 'diversion/ protection' and 'engagement' themes. There was a clear priority given to difficult to engage and equalities groups, with nine out of the thirteen partners selecting to focus on this outcome.

2.29 In terms of intermediate outcomes, the two most common intended outcomes were:

- Sustained participation in positive activities (Outcome 15)
- More participants progress into a positive destination (Outcome 20).

2.30 There was a strong focus on positive destinations in phase three. Eleven of the thirteen partners aimed to support participations into positive destinations, making this the top priority across all outcomes (both short term and intermediate). Far fewer partners stated that they had an explicit focus on reducing levels of crime and antisocial behaviour, either within the grant offer letters or in subsequent discussions.

2.31 In discussion, partners indicated that in some cases they were focusing more strongly on certain outcomes during 2014/15, and then widening their focus to other intended outcomes in later stages of phase three. Many partners also indicated in discussion that, as projects have evolved, there has been a focus on some outcomes which were not detailed within the Grant Offer Letters. In most cases, where priorities had changed, the number of intended outcomes had grown slightly.

### **Focus on equality and disadvantage for phase three**

2.32 All partners in 2014/15 produced an Equalities Action Plan, and this was included within their grant offer letter. Within these, partners largely focused on the characteristics protected by law (the nine 'protected characteristics'. Many undertook Equality Impact Assessments to underpin these plans, which again largely focused on protected characteristics. It is worth noting that socio-economic disadvantage is not a protected characteristic. While some partner Equality Impact Assessments included socio-economic disadvantage, some did not.

2.33 Many partners indicated that the process of producing an Equalities Action Plan was helpful, and encouraged them to think in detail about what was already being done and what could be improved. Analysis of partner focus, and discussion with partners in detail, demonstrates that in 2014/15, in terms of equality the focus is strongest on three of the protected characteristics - sex, disability and race. These three areas of focus are the protected characteristics which have been most strongly established in law over recent years, before the introduction of the Equality Act 2010. Age was seen as inherently built into the programme, given the focus on 10 to 25 year olds.

2.34 Some partners included an explicit focus on working with disadvantaged or vulnerable people within their application, and where this was the case, the focus on disadvantage was embedded as part of the grant offer letters.

- Within the **sport theme**, Scottish Rugby Union, committed to working with young people in targeted areas of need (including both urban and rural deprivation) through its diversionary programmes – Street Rugby and the Street Rugby Referral Programme – and through all programme strands. The Scottish Football Association committed to ensuring that its programmes were open to all, and engaging with wide, diverse and vulnerable groups of young people, including across all 32 local authorities, in the 15 per cent most deprived communities in Scotland and with those most in need including young people likely to offend, young people with protected characteristics and unemployed young people. And Basketball Scotland committed to increasing its focus on targeting and engaging under-represented groups. It committed to working with partners to target young people in deprived areas, but did not set specific targets or indicators in relation to the focus on disadvantaged and vulnerable young people.
- Partners within the **sport for change theme** focused strongly on disadvantaged communities and vulnerable young people. Scottish Sports Futures emphasised that its programmes were designed to engage hard to reach young people living in areas of disadvantage, people at risk of participating in antisocial behaviour and vulnerable young people. Street Soccer Scotland emphasised its focus on working with young people from socially disadvantaged backgrounds, delivering in areas of deprivation.
- Partners within the **employability theme** focused strongly on targeting disadvantaged and vulnerable young people. Action for Children emphasised that it would concentrate on the most deprived communities in relation to deprivation, crime and antisocial behaviour. Celtic FC Foundation focused on young people who had offended or were at risk of offending or re-offending, in areas with the highest crime rates in Glasgow. Glasgow Clyde College emphasised its focus on young people who were disadvantaged, at risk of offending, or who had a criminal record. And Prince's Trust aimed to work with a wide range of vulnerable young people including those who had struggled at school, suffered long term unemployment, had been in care, were single parents, had additional support needs, were in trouble with the law or were living in areas of high deprivation.
- Creative Scotland, the partner within the **culture theme**, focused on activities in disadvantaged areas, with hard to reach groups, minority ethnic communities, looked after young people and those at risk of offending or re-offending.
- Within the **youth work theme**, there was less of a focus on disadvantage and vulnerability within grant offer letters. Youth Scotland focused on

activities being open to all, and YouthLink Scotland aimed to ensure that resources were focused in areas where there is demonstrated need, taking account of a wide range of local priorities, and ensuring that programmes are open to all.



### 3. Outcomes of the Programme

#### Introduction

- 3.1 This chapter explores the outcomes achieved by the CashBack for Communities Programme during 2014/15. It brings together quantitative and qualitative information, including quotes and case studies, to explore the impact of the Programme. This chapter focuses strongly on short term outcomes, given that 2014/15 was the first year of phase three of the Programme (with four new partners involved). However, it also draws on evidence about intermediate outcomes where appropriate.
- 3.2 The chapter draws together the outcomes within the logic model, to explore impact in relation to six main themes:
- participation;
  - equality;
  - skills development;
  - progression;
  - community engagement and empowerment; and
  - diversion, protection and wellbeing.

#### Participation outcomes

- 3.3 This section focuses on the difference that the Programme has made in relation to participation in positive activity. This relates directly to outcomes one and two within the CashBack logic model. As these outcomes relate to increased participation, this section draws on quantitative information (information about the number and profile of participants) more than other sections of the report.

#### ***Participation outcome: Increased participation in positive activity***

- 3.4 Increasing participation in positive activity was an intended outcome for 11 of the 13 project partners delivering activity during 2014/15. However, it is challenging to identify a precise number of individual young people who have participated across the CashBack Programme. While many partners have precise participation figures, some larger projects (particularly within the sports theme) find it challenging to monitor the number of distinct young people involved. This is due to a range of factors, including difficulties accessing data about pupils from schools, repeat attendance, a focus on informal activity without registration, and the volume of attendances involved in some of these projects.
- 3.5 We worked with each partner to identify the number of young people involved in the Programme. This indicates that in 2014/15, approximately 233,000

young people were involved in Programme activities, across 12 of the project partners<sup>7</sup>.

- 3.6 When reviewing these figures, it may be useful to bear in mind the level of CashBack investment in each partner, which varies from just over £50,000 to almost £1 million of phase three funding during 2014/15. These figures are set out in Chapter Two. It is also important to bear in mind the type of opportunity offered by different CashBack partners – ranging from one off activities for multiple participants through to longer term, individualised and intensive support.

CashBack Theme	No. of Young People Engaged in 2014/15
Sport	~187,000
Youth Work	~30,000
Culture	~8,000*
Sport for Change	~7,400
Employability	~ 620
<b>Total</b>	<b>~ 233,000</b>

*\*This figure covers the first full year of operation from October 2014 to September 2015.*

- 3.7 It is important to note that there are challenges for some partners in identifying the total number of distinct participants. The main challenge is with larger, more informal and drop in programmes, where participants may attend more than once. It is very challenging for project partners to identify distinct participants in these instances. Some project partners needed to use estimates based on informed assumptions about how often individuals may re-attend, or based on individualised data available such as equality monitoring forms.
- 3.8 In addition, a small number of CashBack project partners operate to a slightly different natural year in delivery. This means that applying the 2014/15 financial year (April 2014 to March 2015) is a challenge. Where projects operated over slightly longer periods to fit with their natural cycles of delivery (say July 2014 to June 2015) these figures were included within the 2014/15 year to provide full year figures.
- 3.9 It is also important to note that this figure does not include the numbers of young people using **sportscotland** CashBack funded facilities. In 2010 to 2012, the CashBack for Facilities fund invested:
- £5 million in 25 projects led by football clubs (largely 3G pitches and changing facilities); and
  - £1.25 million in 31 projects led by rugby clubs (including upgrading pitches, installing new lighting and developing new changing facilities).

<sup>7</sup> This includes all phase three project partners, excluding Ocean Youth Trust (which did not deliver activity in 2014/15) and **sportscotland** (a capital investment programme treated separately for the purposes of this evaluation). In addition to these figures, between April to July 2014, the Link Up project involved a number of participants as the final part of phase two project delivery.

- 3.10 Of these facilities, 21 football projects and 29 rugby projects were completed by 2014. A list of the clubs that received funding for facilities between 2010 and 2012 (and which completed by 2014) is included as [Appendix Seven](#) (P120).
- 3.11 In 2015, **sportscotland** undertook a survey of facilities developed during its 2010 to 2012 round of investment. This survey resulted in responses from 12 football and 14 rugby clubs involved with the 50 completed facilities. The survey responses indicated that over 7,900 young people used the facilities each week:
- over 5,500 young people used the football facilities each week;
  - over 2,400 young people used the rugby facilities each week; and
  - in addition, approximately 4,000 adults used the facilities each week.
- 3.12 These figures equate to over 400,000 visits to CashBack funded facilities each year for young people, and over 200,000 visits each year for adults. It is likely that many of the same young people will use the facilities every week. However, these figures are likely to under represent the number of young people and visits involved. Firstly, the clubs who responded provided information about their own use of facilities which doesn't include use by other clubs or schools (which often involve considerable numbers). Secondly, only half of the funded clubs responded to the survey – meaning the total numbers could be considerably more.
- 3.13 Overall the figures indicate that approximately 233,000 young people were involved in CashBack funded activity in 2014/15, with at least another 7,900 young people each week using CashBack funded facilities. The vast majority of participants (150,000) were involved in Scottish Rugby Union activity. For comparison, the number of young people aged 10 to 25 in Scotland is approximately 1 million.
- 3.14 The type of activity the young people were involved in was wide ranging. It included activity across the themes of employability, sport, sport for change, youth work and culture. This includes participation in both in school and out of school activity – such as participation in new sports clubs, youth sports, arts and cultural opportunities, skills development leadership opportunities, volunteering, courses, employment opportunities and accreditation for learning. A flavour of the types of activity involved is provided below.

**Example – Sport – Scottish Rugby Union**

Scottish Rugby Union engaged 150,000 young people in 2014/15. It runs programmes including Schools of Rugby, Street Rugby and the Street Rugby Referral programme, targeted at harder to reach young people. Due to the high volume of participants engaged, the informal nature of activities and potential duplication of participation within programmes, the total number of young people involved has been estimated.

**Example – Youth Work - YouthLink Scotland**

YouthLink Scotland engaged over 16,500 young people in 2014/15. Participants were involved in a wide range of opportunities including youth group activities providing vulnerable young people with safe places to go; targeted opportunities for lesbian, gay, bisexual and transgender (LGBT) young people and young offenders; and diversionary sporting activities.

**Example – Culture - Creative Scotland**

In 2014/15, Creative Scotland engaged just over 8,000 young people. CashBack for Creativity provides funding to arts and cultural organisations through three programme strands: The Strategic Fund, the Open Arts Fund and the Training and Employability Fund. Funded activities included film making, animation, drama and creative writing, often with hard to reach and vulnerable young people.

**Example – Employability - Action for Children**

Action for Children worked with 30 young people in 2014/15, who were not in education, training or employment. The majority lived in areas classed as the most deprived in Scotland. Through two bespoke Positive Choices programmes – Mentoring through Sports and Steps to the Future – participants gained employability skills depending on their progression pathway of choice, including further education, training, employment or volunteering.

## Equality outcomes

- 3.15 Increasing participation by young people who are difficult to engage and from equalities groups was a priority for 10 of the 13 project partners delivering activity during 2014/15.
- 3.16 There was no overarching definition of 'difficult to engage and equalities groups' within this outcome. Each partner defined and monitored 'difficult to engage' groups in different ways. Different young people were 'difficult to engage' for different partners.
- 3.17 Many partners focused on increasing participation by some people with protected characteristics under the Equality Act 2010 (who may previously have been described as 'equalities groups'). There are nine protected characteristics, including age, sex, sexual orientation, disability, gender reassignment, race, religion and belief, pregnancy and maternity and marriage and civil partnership.
- 3.18 The targeted focus on age (10 to 25 years old) was built into the Programme. During 2014/15, the focus was strongest on equality in relation to sex, disability and race. There was some focus on religion and belief, sexual orientation and gender reassignment. There was limited focus on the other protected characteristics, across partner organisations.

### **Equality outcomes - participation of women and girls**

- 3.19 All partners were keen to promote equality for women and men, and many took steps to increase female participation. Some introduced projects for girls or women only. The figures demonstrate that across the Programme, approximately 60 per cent of participants in 2014/15 were boys, and 40 per cent were girls. Within the culture theme, there was a significantly different gender split with two thirds of participants being girls and one third boys.

Theme	Girls	Boys
Employability	33%	67%
Sport	40%	60%
Sport for Change	39%	61%
Culture	67%	33%
Youth Work	50%	50%
<b>Average</b>	<b>40%</b>	<b>60%</b>

#### **Example – Sport – Scottish Football Association**

Scottish Football Association engaged with over 7,500 girls and women through CashBack funded activities during 2014/15, and developed around 150 new girls' and women's teams. The significant growth of the girls' and women's game during 2014/15 was a highlight. Growth in female players was matched by the increase in female coaches and volunteers. A total of 645 female volunteers were recruited during 2014/15, more than quadrupling the annual target.

#### **Example – Sport for Change – Scottish Sports Futures**

Scottish Sports Futures (SSF) delivered bespoke female-only basketball sessions during 2014/15. Shell Twilight Basketball sessions have encouraged female players to join female-only teams in the community and one former participant is now playing professionally for Scotland.

#### **Example – Facilities – sportscotland**

Clubs who apply for CashBack for Facilities funding are required to operate an Equal Opportunities Policy with no-one denied the right to equal access to the facilities based on any protected characteristic.

One of the clubs which received investment – Gala Fairydean Rovers FC – has developed a girl's football team as a result. The club supports and endorses the "Tackling Sexism in Football" initiative launched by Women in Football. This initiative aims to celebrate women's achievements and challenge discrimination. The club is working to champion its female staff, encourage more women to become involved in the club, and help the campaign aimed at tackling sexism in the game. It is also working with WiF to help match day stewards and club officials to recognise sexist abuse at the stadium.

- 3.20 Discussion with partners highlighted that there are challenges engaging women and girls in the fields of sport and employability, as many of the CashBack employability programmes have focused on traditionally male

occupations such as construction and engineering. The profile of target participants also impacts on gender balance. For example, some of the employability programmes have also focused on offenders, and there are more young male offenders in Scotland than young female offenders<sup>8</sup>.

- 3.21 Within sport, partners are affected by wider trends in sports participation. For example, while 45 per cent of Scottish Rugby Union participants are girls in primary school, this falls to 22 per cent for secondary schools and 11 per cent for other programmes. This is in line with well documented trends showing a fall in sports participation for 13 to 15 year old girls.

**Example – Sport – Basketball Scotland**

A big focus for Basketball Scotland is on increasing the number of female players. It aims to improve its current male to female player ratio of 67:33 to 60:40. Basketball Scotland achieved its target of 50% of clubs delivering female basketball in 2014/15. Female players have the same access opportunities as males, and female opportunities are developed where uptake by girls and women is below target.

- 3.22 The figures for sports facilities are presented separately, as these are on a weekly basis. These show that 82 per cent of participants were boys and 18 per cent were girls. However, this gap increases to 89 per cent boys and 11 per cent girls for rugby, and falls to 79 per cent boys and 21 per cent girls for football. Some clubs connected with new facilities undertook specific initiatives to attract women and girls.

**Example – Facilities – Cumbernauld Colts**

The CashBack for Pitches fund enabled the development of a 3G pitch at Broadwood Stadium, the home of Cumbernauld Colts. The club upgraded player and coach facilities at the stadium in line with CashBack investment. Since CashBack investment, there has been a significant growth in registered female players, from 26 to over 110. Club representatives believe that this is due to dedicated volunteer coaches, and to providing a safer environment in which females feel comfortable playing football. A detailed case study on the new facilities at Broadwood Stadium is available at [Appendix Five](#) (P83).

***Equality outcomes - participation of other difficult to engage or equalities groups***

- 3.23 We worked closely with each partner to agree which of its participants it would describe as 'difficult to engage' or from 'equalities groups'. Each partner took a slightly different approach. The range of individuals included within this group included disabled people, people with mental health issues, ethnic minority people, people living in the 15 per cent most deprived parts of Scotland and people experiencing personal disadvantage including offenders, ex-offenders, young carers, young people living in care, people who are

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<sup>8</sup> Scottish Crime and Justice Survey 2012/13



disengaged from education or learning, unemployed people and homeless people.

- 3.24 The figures we gathered from partners demonstrated that the focus on difficult to engage or equalities groups varied between themes. This would be expected, as the youth work theme focused largely on activities which were 'open to all', while other themes such as employability focused strongly on vulnerable or disadvantaged young people. Across all themes, over half of participants would be described as difficult to engage or from equalities groups.

Theme	Difficult to engage or equalities groups
Employability	97%
Sport	Not possible to estimate
Sport for Change	51%
Culture	70%
Youth Work	52%

- 3.25 It is not possible to provide a detailed analysis of the profile of participants across all partners within the sport theme. This is due to challenges monitoring the profile of participants for large, informal or schools based programmes, as outlined earlier in this report. However, there is evidence that while much of the activity within the sports theme was universal, there was also clear targeting of difficult to engage or vulnerable young people through a range of activities.

**Example – Sport - Basketball Scotland**

Basketball Scotland has set up a partnership arrangement with Harmeny School which caters for children with complex social emotional and behavioural needs. It delivers basketball and wheelchair basketball within the school. A wheelchair and inclusive zone basketball (a format allowing wheelchair and able bodied players to play together) festival was held for 13 - 16 year olds, involving 22 young people. One young person from the school will attend the new basketball club being established in the area.

**Example - Sport – Scottish Rugby Union**

Scottish Rugby Union was in discussion with disability and LGBT focused clubs during 2014/15 to become affiliated members of Scottish Rugby Union. Dundee Dragons became an associate member and Caledonian Thebans remains in discussion.

**Example - Sport – Scottish Football Association**

The Scottish Football Association's equity project encourages young people from ethnic minority communities to become involved in football. The project recognised that young females from an ethnic minority background were not actively engaging in football. Project staff worked with BEMIS to identify participation barriers, to dispel assumptions and to engage with those from under-represented communities. Barriers included lack of confidence and knowledge about how to get involved in football, and also cultural and religious reasons for example the need for segregated teams. A female only

participation centre was launched to promote community cohesion and encourage girls and women from multicultural backgrounds to come together and play football. At least 20 females attend the programme weekly and progression pathways are offered to those who want to develop further, including coaching qualifications.

- 3.26 Overall, small, targeted projects were often set up specifically to work with a particular target group – and so demonstrated a clear focus on difficult to engage young people, and people from equalities groups. This was clearest within the employability theme, where all projects had a very strongly targeted approach.

**Example – Employability - Celtic FC Foundation**

During 2014/15, 97 per cent of the 40 participants had offended or were at risk of offending. Over half (55 per cent) had criminal convictions – of which 15 had served custodial sentences. All lived in an area which was in the most deprived 15 per cent, based on the Scottish Index of Multiple Deprivation. A case study on Celtic FC Foundation's work is included at [Appendix Five](#) (P91).

**Example – Employability - Glasgow Clyde College**

Participants on these programmes were disengaged from education, employment and training, with most being referred through an Activity Agreement co-ordinator. Key workers said that they were surprised at the vulnerability of some participants when they were taken away to the residential part of the programme. Many had never been away from home before, and some became quite emotional. The residential was successful in teaching young people how to live independently, including basic skill such as changing bed clothes, which some had never done before. It challenged and strengthened young people to be outside of their comfort zones.

- 3.27 Many other projects focused strongly on equality, and demonstrated positive work with difficult to reach young people.

**Example – Culture - Creative Scotland**

Creative Scotland's funded programmes aim to work with young people who wouldn't have access to arts opportunities. The funded programmes work with different referral partners to access hard to reach, marginalised and disadvantaged young people. It estimates that approximately 70 per cent of all participants would be vulnerable or disadvantaged. A case study on Creative Scotland's funded work with vulnerable young people in care is included at [Appendix Six](#) (P119).

**Example – Youth Work - YouthLink Scotland**

The Peterhead Group in Stonehaven, Aberdeenshire was funded during 2014/15 to engage with young offenders in a group work setting. Research indicated that there was a lack of group-based provision in the area for young offenders. The project offered a very structured programme of activities for high risk young people. This included issue-based sessions on topics of their choice, and a challenging residential team-building weekend.



- 3.28 Largely, activity focused on the protected characteristics of sex, disability and ethnic origin, and on wider disadvantage and vulnerability. However, some partners also highlighted a small amount of work undertaken in relation to the other protected characteristics. For example, in relation to gender identity – Basketball Scotland indicated that it had worked with the Scottish Football Association and Scottish Transgender Alliance to have the appropriate protocols in place to enable transgender people to participate fully in CashBack (and other) opportunities. YouthLink Scotland highlighted work it undertook with young LGBT people. However, some indicated that they felt more required to be done around equality for LGBT people in the CashBack Programme, particularly around the sports themed work.

**Example – Youth Work – YouthLink Scotland**

The Pillar Youth Group in Inverness for LGBT young people received CashBack funding during 2014/15 to continue the employment of a sessional youth worker. This person provides young people with group-based and one-to-one support. The funding has enabled the youth worker to build the confidence of participants, and to signpost them to other relevant groups and activities. The youth group provides essential support for LGBT young people in the Highlands who might otherwise feel isolated and excluded. See [Appendix Six](#) (P110) for the full version of the case study.

- 3.29 Most projects were not proactively working to address inequalities relating to marriage and civil partnership or pregnancy and maternity (both new protected characteristics since the Equality Act 2010). However, Scottish Sports Futures and Street Soccer Scotland both indicated that they had considered how participation could take place fully and equally, as a result of pregnant girls wishing to take part in their programmes.

***Equality outcomes - participation of people from disadvantaged areas***

- 3.30 Socio-economic disadvantage is not a protected characteristic by law. However, one of the overarching aims of CashBack is to support communities most affected by crime and antisocial behaviour. The Scottish Crime and Justice survey shows that people living in the most deprived areas of Scotland are more likely to be victims of crime than those living in the least deprived areas.
- 3.31 Partners had different levels of focus on socio-economic disadvantage. This reflected their application and grant award criteria, as agreed with the Scottish Government.
- 3.32 Partners within the employability theme had the strongest focus on socio-economic disadvantage and working with vulnerable young people, and this was a core part of their work. Partners within the sport for change theme also focused strongly on tackling disadvantage, as reflected in their grant agreements. Some youth work, culture and facilities partners - such as YouthLink Scotland, Creative Scotland and **sportscotland** - prioritised applications from organisations working in deprived parts of Scotland, based on their application guidelines and assessment procedures. Partners within

the sport theme undertook a range of targeted activity focused in areas of disadvantage, but this was not the core focus of their work. Tackling disadvantage was also not an overarching initial priority for youth work partners, with grant conditions and applications within this theme focusing on being 'open to all'.

3.33 Many project partners were able to provide useful indications of their focus on socio-economic disadvantage:

- **Employability** - All participants with Celtic FC Foundation were from the 15 per cent most deprived parts of Scotland. For Glasgow Clyde College this was 70 per cent, for Action for Children this figure was 63 per cent and for The Prince's Trust it was 38 per cent (with 77 per cent of its participants falling into the most deprived 50 per cent of areas).
- **Sport** – Over 3,700 young people took part in Midnight League activity run by the Scottish Football Association in areas of disadvantage, and at least 1,000 young people took part in Scottish Rugby Union activity in areas of social deprivation through its Street Rugby and Street Rugby Referral programmes.
- **Sport for Change** – At least 2,500 young people are likely to live in areas of deprivation, based on the location of sessions. Analysis of the postcodes of Scottish Sport Futures participants show that 30 per cent of participants were from the 15 per cent most deprived neighbourhoods in Scotland.

**Example – Sport – Scottish Football Association**

Lady Octavia Midnight League in Greenock is located in one of the 15 per cent most deprived neighbourhoods in Scotland. Around 40 to 50 young people attend on Friday evenings, mostly aged between 12 and 16. It is an example of a successful diversionary activity, and also illustrates the progression of some young people from drop-in activities to playing in a regional squad. Data supplied by Inverclyde Council suggests that the activity is having a positive impact on antisocial behaviour, reducing the number of antisocial behaviour incidents in one part of Greenock at the time the activity takes place on Friday evenings. See [Appendix Six](#) (P107) for the full case study.

**Example – Sport - Basketball Scotland**

Basketball Scotland aims to ensure that half of all Schools of Basketball have at least one catchment area which is in the 15 per cent most deprived parts of Scotland, based on the Scottish Index of Multiple Deprivation.

**Example – Sport – Scottish Rugby Union**

The Street Rugby Referral Programme is targeted activity for young people in deprived areas. Garnock Academy in Kilbirnie, North Ayrshire recently launched a referral programme to assist the development of disengaged school pupils with poor attendance, attainment and behavioural records. Young people are referred to the programme, and rugby is used as a tool to

engage them more meaningfully in school life. See [Appendix Six](#) (P108) for the full case study.

**Example - Sport for Change - Scottish Sports Futures**

Scottish Sports Futures runs Shell Twilight Basketball (also funded by CashBack), which offers diversionary basketball activities to young people, predominantly in areas of deprivation. In 2014/15 over 1,500 young people regularly attended Shell Twilight Basketball sessions across 12 locations in Scotland. The programme aims to provide fun, safe and inspirational activity through which young people can learn new skills and develop as individuals. It also offers opportunities to gain accreditation and develop aspirations for the future. See [Appendix Five](#) (P68) for the full version of the case study.

- 3.34 Within the culture theme, Creative Scotland currently does not have data on the postcodes of participants in funded projects in 2014/15. However, geographical location is a factor in making funding awards, with targeted activity within the most deprived 15 per cent of areas being prioritised within the decision making process.

**Example - Culture – Creative Scotland**

GMAC (Glasgow Media Access Centre) was awarded CashBack funding during 2014/15 to deliver film-making activities for young people from the most disadvantaged areas of Glasgow. GMAC delivers summer schools and a monthly film club, alongside providing young people with progression opportunities through internships. A full case study on this work is included at [Appendix Five](#) (P76).

- 3.35 Neither of the youth work organisations (YouthLink Scotland and Youth Scotland) had evidence about geographical deprivation based on the postcodes of individual participants (as this is not a key area of focus). However, both indicated that they worked with a range of vulnerable and personally disadvantaged young people. Information is available from Youth Scotland on the location of delivery, by post code. Analysis of this information shows that 1,261 young people took part in Youth Scotland activities which were located in the 15 per cent most deprived areas of Scotland. This represents 15 per cent of the total number of participants, suggesting that the profile of participants broadly reflects the deprivation profile of the country.

**Example – Youth Work – YouthLink Scotland**

The BIG Project in Broomhouse, Edinburgh is located in an area which is among the most income deprived areas in Scotland. It is an area of multiple deprivation, with a historical lack of service provision for young people. The project was CashBack funded during 2014/15 to provide two evenings per week of youth club activity for young people mostly from chaotic backgrounds.

- 3.36 Some partners who had focused on universal or open to all activity within phase three – particularly youth work and sport partners - indicated some surprise about the perceived increasing focus on deprivation, particularly if the

focus was on geographically concentrated deprivation based on the Scottish Index of Multiple Deprivation.

- 3.37 More widely, many partners indicated that while vulnerable young people who experienced disadvantage were a key target group for their project, these young people often were not living within areas of concentrated disadvantage. Many highlighted that they took a wider approach to disadvantage than simply thinking about the area in which the individual participant lived, considering a wide range of personal characteristics which impact on individual disadvantage and vulnerability. Some found it very challenging to gather, collate and analyse postcode information – particularly when working with a large number of participants for a short term intervention or opportunity. It is therefore not possible to provide an accurate estimate of the number of participants from disadvantaged areas across the programme.
- 3.38 For the facilities theme, discussion with **sportscotland**, Scottish Football Association and Scottish Rugby Union indicated that the key priority outcome for the 2010 to 2012 CashBack investment in facilities was to increase participation in sport, rather than tackling disadvantage. However, the guidance to applicants placed an emphasis on facilities in and near deprived areas. Detailed analysis of the postcode location highlights that many facilities are nearby an area of deprivation, within reasonable travelling distance for using the facility. This shows that most facilities are within a mile of a datazone (a small geographical area used for statistical purposes) which falls into the most deprived 20 per cent of datazones in Scotland. It is important to note that the location of new facilities does not mean that all (or most) participants are necessarily from the specific area they are located in.

Facilities	Football		Rugby		Total	
	No	%	No	%	No	%
The facility is in or within one mile of an area in the most deprived 20%	16	76%	15	52%	31	62%
An area in the most deprived 20% is between one and two miles of the facility	0	-	4	14%	4	8%
There are no areas in the most deprived 20% within two miles of the facility	5	24%	10	34%	15	30%
<b>Total</b>	<b>21</b>		<b>29</b>		<b>50</b>	

- 3.39 The location of facilities is strongly influenced by the capacity and interest of clubs to support and manage these and the infrastructure to support new facilities. **sportscotland** has gathered some information on the profile of participants who use the facilities, from approximately half of the clubs involved. However, the data is not currently robust enough for meaningful analysis of the profile of participants (and **sportscotland** is working on strengthening this). The available data does indicate that the users of CashBack facilities in 2014/15 included both women and men, disabled

people, people from deprived areas, ethnic minorities and people who were not previously physically active.

## Skills development

3.40 This section explores outcomes in relation to skills development. This brings together a range of outcomes from within the CashBack logic model, including:

- Outcome 4: Increased opportunities to develop interests and skills
- Outcome 8: Greater confidence and self-esteem among participants
- Outcome 9: Participants demonstrate new skills and positive changes in behaviours
- Outcome 10: More participants have achieved accreditation for their learning.

3.41 Many project partners focused on skills development. All but two included at least one outcome around skills development. The two who did not focus on skills development were the CashBack for Facilities programme which had one intended outcome around participation, and Street Soccer Scotland which focused on engaging the most difficult to reach participants.

3.42 There is strong evidence that project partners are contributing to developing skills. At least 13,100 young people undertook learning for which they received accreditation. The employability and youth work themes had a stronger focus on accreditation than the other strands.

Theme	Accreditation for learning	
	No	%
Employability	~300	~48%
Youth Work	~7,500	~25%
Culture	~190*	~8%
Sport	~5,000	~3%
Sport for Change	~110	~2%
<b>Total</b>	<b>~13,100</b>	<b>~4%</b>

\*This figure is available for the 2,400 participants in cultural activity in 2014/15 to March 2015, and not for the 8,000 participants through to September 2015. Creative Scotland's draft evaluation report for 2014/15 does not provide a figure for the number of people who achieved accreditation for their learning over this period.

### Example – Youth Work - Youth Scotland

Over 4,700 young people achieved accreditation for their participation through the Young People Taking the Lead (YPTTL) programme. Of these, just over 800 achieved a specified accreditation award – with the other accreditation described as 'other'. The named types of accreditation included Youth Achievement Awards, Duke of Edinburgh, Dynamic Youth, Youth Leader, Sports Coaching Awards, City and Guilds Awards, Dance Leadership, SQA and SVQ qualifications and first aid qualifications.



3.43 However, formal accreditation was not the focus of much of the work to develop skills. Many partners focused strongly on developing softer skills (such as confidence and interpersonal skills); fostering an interest in new topics; and developing skills without formal accreditation. Some examples of the work by theme include:

- **Youth Work** – YouthLink Scotland demonstrated that 39 per cent of young people developed new skills and interests, and 74 per cent developed greater confidence and self-esteem. Evaluation by Youth Scotland showed that young people gained skills in communication, leadership, socialising, team working, flexibility and dealing with problems and issues. This was important to young people, as three quarters had got involved to learn new skills.

**Example – Youth Work - YouthLink Scotland - The Attic**

One young man talked about an incident where his erratic behaviour ended in a door being kicked off its hinges. The young man described how as a result of the relationships built with youth workers and realising what he had done wrong he went back and offered to repair the damage he had done. He believed that he would never have been able to do this in any other context (like school) because he had never trusted anyone enough to be able to admit any wrongdoing.

- **Employability** – Evaluations by employability project partners demonstrate that confidence and self-esteem increased for between half and two thirds of participants. Evaluation also demonstrates that employability projects resulted in increasing skills around communication, time keeping, planning and preparation, willingness to learn and attitude to work. Some employability partners found that increases in confidence were not as high as anticipated, and some were concerned that a minority of participants demonstrated slight decreases in confidence. Generally, this was where participants indicated that they already had high levels of confidence beginning more advanced or specialist courses. Partners also indicated that young participants appeared to self-evaluate in a more realistic way by the end of their involvement, which could account for slight reductions in young people's own measures of confidence in some instances.

**Example – Employability – The Prince's Trust**

The Development Awards Programme has helped many young people into positive destinations including employment. One participant heard about the Awards through word-of-mouth and decided to apply, as she had applied for many jobs but had struggled to progress further. Long term unemployment had made this young person feel low and disillusioned. The Development Award helped her progress onto a 'Get into Retail' course, after which she was offered employment. The participant also received funding for a travel pass until her first pay cheque, without which she would not have been able to accept the position. The young person is now working full time and feeling more confident about the future. See [Appendix Six](#) (P115) for the full version of the case study.

- **Culture** – Creative Scotland’s draft evaluation report currently does not have figures for the participants who developed new skills during 2014/15. However, case study examples demonstrate evidence of development of skills in relation to specific skills such as directing, film, song writing, exploring different art forms and IT as well as more general skills around confidence, self-esteem, sharing opinions and understanding opportunities for the future.

#### **Example – Culture – Creative Scotland**

Project Ability was awarded almost £10,000 to involve young disabled people aged 16 to 19 in the visual arts. A total of 25 young people took part, of whom 12 completed the project. However, for the 13 who attended sporadically, this was often their first engagement in any positive activity since leaving a mental health facility. Young people developed personal skills – particularly social and communicative skills – and new skills in the arts. Participants also felt more positive about themselves and their options for the future. Wider comments from participants in other funded projects within the culture theme also demonstrate skills development.

*“I was so nervous about directing, but the support from the tutors and mentors was great. You just learn so much. They really helped me through it.”*

(Project participant, CashBack for Creativity)

*“It’s been amazing being involved. The people are incredible. You learn so much about film – you can speak about film. You get encouraged to voice your opinions.”*

(Project participant, CashBack for Creativity)

- **Sport** – Young people developed their skills through participation in sports opportunities, youth leadership programmes, and coaching and officials’ programmes. An evaluation of the Scottish Football Association Midnight League found that 73 per cent of participants reported improved confidence; 69 per cent felt they got on better with other people; 68 per cent felt better about themselves; and 67 per cent felt that they were a better person. While the Scottish Rugby Union activity includes some outcome focused targets (such as improvement in core rugby skills) at the time of this report, Scottish Rugby Union reporting focused strongly on outputs. However, there is anecdotal evidence of skills development.

#### **Example – Sport – Scottish Rugby Union**

The G4S rugby case study demonstrated that the referral programme provided disengaged pupils an opportunity to participate in a sport that they normally would not have chosen to; provided personal development and built confidence, personal and social skills; and gave a real sense of achievement through playing competitive matches and representing their schools.

### **Example – Sport – Scottish Football Association**

The School of Football approach was designed to develop social and academic skills of secondary pupils (mainly S1 and S2). Information from two Schools of Football in 2014/15 shows that it had a positive impact on:

- Ability to work with others
- Problem solving and decision making
- Planning and preparation
- Communication
- Confidence
- Behaviour and attitude.

Data showed that there was better school attendance among School of Football participants compared to their overall year group. A survey of graduates found that:

- 67 per cent felt confidence had improved as a result
- 51 per cent said it had helped their behaviour improve
- 44 per cent felt it had improved their school work
- 97 per cent said they now take part in 3 to 5 hours of physical activity a week
- 60 per cent said they now do 6 or more hours of exercise a week
- 94 per cent said their performance as a player had improved
- 30 per cent said it had helped them to choose a potential career route in the future.

### **Example – Sport – Basketball Scotland**

Basketball Scotland's Education Programme offers a range of training and accreditation opportunities for young people. These include coaching and officiating training and Sports Coach UK Level 1 and Level 2 Referee Awards. Some young people involved in the Education Programme during 2014/15 were surveyed and all reported that they had developed new skills as a result. Young people learned more about the game and developed coaching skills. Over half of the young people surveyed said that involvement in coaching had improved their confidence. Over half of the respondents also felt that they had been able to pass on their skills and abilities to others. Over one third of young people surveyed believed they had learned transferable skills, including leadership, organisation and teamwork.

- **Sport for Change** – Young people developed their skills and confidence, particularly their softer and social skills. Scottish Sports Futures found that across their programmes between 78 and 88 per cent of participants felt that taking part improved how they felt about themselves. A survey of Active Champions shows high levels of self-confidence, specifically relating to social situations and communication. Scottish Sports Futures also found that 83 per cent of participants in Twilight Basketball demonstrated new skills and positive changes in behaviour, rising to 100 per cent in the Education Through CashBack sports coaching course. In addition, 71 per cent of teachers noted a positive change in attitude and



behaviour of pupils since the Jump2it programme. There is limited evidence for Street Soccer Scotland.

## Progression

3.44 This section of the report focuses on outcomes around progression. These have been grouped together as follows:

- Outcome 5: Increase opportunities for continued participation by linking up and signposting to other provision
- Outcome 11: Participants develop confidence in their skills and develop aspirations for further learning and development
- Outcome 15: Sustained participation in positive activities
- Outcome 20: More participants progress into a positive destination
- Outcome 21: Increased horizons and improved outlook amongst participants.

3.45 All but one partner prioritised at least one of the outcomes around progression – which cover both short term and longer term outcomes.

3.46 Overall, project partners within the employability theme had the strongest and clearest focus on progression and positive destinations as a core intended outcome of their work. These partners focused on progression into further learning, training, volunteering or employment. Most worked with very small numbers of individuals and had systems in place to track progression – where possible - over a number of months or years. Some indicated that they would track progression beyond 2014/15 with participants from this year, resulting in further information about progression becoming available during 2015/16.

### **Example - Employability - Celtic FC Foundation**

Celtic FC Foundation's Gateway to Employment programme works with young people from disadvantaged backgrounds or with criminal convictions, to help them gain employment by developing skills in their areas of interest.

For example, one participant was referred by his social worker. Prior to taking part in the course, the young person's parents had passed away and this had resulted in subsequent destructive and antisocial behaviour. He progressed well in the programme, particularly enjoying the physical activity sessions. This young person now works with pupils in a local high school, delivering sports and nutrition sessions. See [Appendix Six](#) (P114) for the full version of the case study.

### **Example – Employability – Action for Children**

One vulnerable young person was referred to the Steps to the Future programme by social workers. She had been in care since she was 13 and left school at 16 with minimal qualifications. The participant was involved in a disturbance which led to charges of criminal damage and assault. When she began the programme, this young person was very shy and nervous, but through hard work has developed more confidence in her abilities, and has since enrolled in a supported employment programme, and expressed an

interest in volunteering. The participant recently secured a part time sales assistant post in a local bakery. See [Appendix Six](#) (P113) for the full version of the case study.

- 3.47 Project partners within the youth work theme emphasised that they recognised the vital role that youth work plays in supporting young people into positive and sustained destinations – such as participation in community learning or third sector settings; volunteering; participation in youth awards; re-engagement with school; entering further or higher education or employment. There was some good information about progression available from partners, and a clear focus on supporting young people to achieve their own goals. Progression into positive destinations was also an important outcome for the culture theme.

**Example – Youth Work – Youth Scotland**

Young People Taking the Lead is a programme which aims to build confidence and capacity in young aspiring leaders, offering them progression opportunities including accreditation, leadership and volunteering. One member of the Girls' Brigade Scotland has worked her way through her company since being 5 years old, gaining the Queen's Award and currently undertaking the Duke of Edinburgh Gold Award. Her journey has been challenging yet rewarding, and a short film has been made about her life in the Girls' Brigade Scotland, which has inspired many other young leaders. See [Appendix Six](#) (P112) for the full case study.

- 3.48 Project partners within the sports theme focused less on progression and more on participation. However, there was some positive evidence about coaching and volunteering. Partners within the sport for change theme largely focused on progression in terms of sustained participation in positive activities, and linking up to other provision. However, there was also some focus on positive destinations.

**Example - Sport – Basketball Scotland**

Basketball Scotland's Youth Leadership Programme offers progression opportunities for young people. The programme offers financial incentives to clubs to support young people in leadership roles. Through the programme young leaders can get involved in coaching younger players, organising schools' events, and participating in the Young People's Panel which enables young people to help shape the future direction of basketball. The Youth Leadership Programme promotes community development, learning and accreditation opportunities to young people. Some participants reported that the programme helped them develop new skills in communicating and leading, which improved their confidence and self-esteem.

**Example - Sport – Scottish Football Association, Scottish Rugby Union and Basketball Scotland**

Larbert High School is one of two schools in Scotland to run all three Schools of Football, Rugby and Basketball. The school first became a School of Rugby in 2010, after applying successfully for CashBack funding through Scottish Rugby Union. It subsequently achieved Schools of Football and

Basketball status. The programmes are designed to encourage and motivate young people who are at risk of disengaging with school. They help increase participation in sport in the school. Young people are very proud to be involved with a School of Sport. They feel that it makes them perform better in other subject areas and develop better attitudes and behaviours. Progression opportunities are available. See [Appendix Five](#) (P58) for the full version of the case study.

### **Softer progression outcomes**

3.49 There is clear evidence that CashBack partners are achieving shorter term progression outcomes – around linking up, signposting, sustaining participation, developing aspirations for learning and increasing horizons. for example:

- Within sport for change, Scottish Sports Futures signposted 3,198 people in 2014/15 (approximately half of all participants). In total, 185 participants became members of Basketball Scotland; 83 went on to wider activities such as sports club volunteers, and 136 now attend community events. Between 60 and 75 per cent of participants sustained participation in sports beyond their initial involvement with SSF. Almost two thirds of sports coach participants said that their horizons as a coach or youth worker had grown a lot (and the remainder felt their horizons had grown a bit).
- Within youth work, Youth Scotland found that 84 per cent of respondents said that their involvement as a young leader would help them in the future, by improving their skills, increasing confidence, getting into volunteering or getting into work. The main benefits were confidence and meeting new people, followed by gaining awards, badges, qualifications and improving their CV.

*“I would love to volunteer as an Explorer Scout Leader. I hope to attend university in 2016 and I hope that my Scouting experience will benefit me there.”*

(YouthLink Scotland Young Leader)

#### **Example - Youth Work - YouthLink Scotland**

YouthLink Scotland distributes CashBack funding to youth work organisations through the Youth Work Fund. Callander Youth Project received CashBack funding in 2014/15 to run Cook with CYP, a cooking skills development programme for local young people. The programme was designed to offer relevant skills development opportunities to young people in rural areas, and to provide participants with a safe place to go. They learned new skills in planning, budgeting, team working and practical cooking. At the end of the programme the young people organised and catered for 60 family and friends to demonstrate the skills they had developed. See [Appendix Five](#) (P97) for the full case study.

#### **Example - Youth Work - Youth Scotland**

Young people had the opportunity to apply the skills they had learned at

Strive, a Youth Conference hosted by Youth Scotland. The event was designed and delivered by a panel of ten young people as part of a cross-organisational advisory group. Run by young people for young people, Strive engaged over 70 young leaders from a range of youth organisations. The aim was to break down barriers between youth organisations, share knowledge, experiences and ideas about leadership, and challenge misconceptions about youth work. Young people reported that they gained confidence and developed a greater sense of responsibility.

- Within sport, 2,163 young people took part in CashBack funded coach education through Scottish Football Association.
- Within culture, case studies from the CashBack for Creativity evaluation report show that young people are progressing from targeted arts activity onto mainstream programmes; are sustaining participation often for the first time, for very vulnerable young people; are volunteering and being mentored to try new activities; and are encouraged to learn and try out new opportunities.

*“...I don’t think I’d have had the confidence to apply to college if I hadn’t been on the course.”*

(Young participant in a CashBack for Creativity Programme)

- Within employability, Glasgow Clyde College aimed for all participants to develop aspirations for further learning and development. The horticulture courses re-engaged students in learning, where previously they had been disengaged. Students on the Engineering and Powerskills courses tended to start these courses with aspirations to progress. Their attitude to learning improved throughout the course, and some commented that while they did not enjoy school, they were engaging well in a college environment.

*“I have enjoyed college better than school as here I can work independently. I am given more freedom to work out problems in my own way and find out things on my own. It has also made me realise what I can achieve from working hard.”*

(Glasgow Clyde College participant)

### **Positive destinations**

- 3.50 There was a strong focus on progression into positive destinations within phase three of the CashBack programme. For the purposes of this report, we have gathered figures on positive destinations in relation to volunteering, training, employment and education.
- 3.51 Overall, at least 1,000 young people progressed into positive destinations during 2014/15, as a result of CashBack funded activity. In addition, over 3,500 were progressing towards a defined positive destination (education, training, employment or volunteering) as a result of their involvement in youth work activity.

- 3.52 There is strong evidence from within the employability theme that CashBack funded activity is supporting young people into positive destinations. Across the four employability project partners, approximately 470 progressed to positive destinations. This ranges from 75 to 97 per cent of participants, across the four partners. Three partners demonstrated very similar rates of progression to positive destinations (75 to 77 per cent). The project with the highest rate of positive destinations (97 per cent) included referral to a Trusted Professional as a positive destination, while the others did not. When removing this route as a positive destination, the rate reduced slightly from 97 per cent to 88 per cent. The positive destinations included work placements, apprenticeships, employment, education, training and volunteering.
- 3.53 Within sport for change, over 400 young people progressed into positive destinations. This includes progression into training, volunteering, personal development or further and higher education. This is approximately five per cent of participants.
- 3.54 Within culture, approximately 132 young people progressed into positive destinations, including further education, training and other positive destinations.

**Example - Culture – Creative Scotland**

Creative Scotland provided £90,000 to Dundee and Angus College, to deliver a digital media skills programme. This was aimed at young people aged 18 to 24, from deprived parts of Dundee and Angus and were not in employment, education or training. In the first phase of the programme in 2014/15 20 participants were recruited through partnership working with local job centres. The programme offered support with personal development, action planning, CV and interview skills, personal presentation and money management. It also involved a team challenge associated with the labour market, and mentoring to support behaviour change. In the first phase, 90 per cent of the participants went on to positive destinations.

- 3.55 Within sport, over 2,100 young people participated in learning through coach education programmes run by the Scottish Football Association. Several obtained volunteering positions with the Scottish Football Association and paid employment (usually in clubs). One girl signed with Rangers and one boy signed with Greenock Morton. A total of 432 young people accessed the SQA Referee Personal Development Award which means they are qualified to referee school games. Qualified coaches have refereed in 70 matches during 2014/15 and ten have progressed to the next stage of the referee development pathway. There is anecdotal evidence of progression and positive destinations from other sport partners.

**Example – Sport – Scottish Rugby Union**

Scottish Rugby Union has a ladder of progress which it supports people through from youth coaching (which is CashBack funded) through to modern apprenticeships (not CashBack funded) and potential employment. A number of young people have moved through this progression pathway.



**Example – Sport – Basketball Scotland**

Basketball Scotland has a progression pathway for young people of potential within the sport. One female participant who was involved in a number of CashBack funded basketball programmes including the School of Basketball, Girls into Basketball and the Youth Leadership Programme, recently secured a paid basketball coaching post at Larbert High School. See [Appendix Six](#) (P106) for full case study.

- 3.56 Within youth work, positive destinations have a broader focus. Project partners believe that all participants will have progressed in their journey in some way, even if it cannot be measured in numbers through hard outcomes such as employment, volunteering, training or learning. However, there is good evidence to show that participants are working towards positive destinations. Information from Youth Scotland suggests that almost 2,000 young people were working towards volunteering, 600 were working towards a training place, 430 were working towards involvement in community activity, coaching or volunteering, 300 were working towards education, 200 were working towards sports or play activities and 36 were working towards employment.

*“Volunteering has already led me into a job of a sessional youth worker and having my YDO as a reference for my other job was nice.”*

(YouthLink Young Leader)

**Example – Youth Work – Youth Scotland, Small Grants Scheme (SGS)**

The 3<sup>rd</sup> Galston Boy's Brigade used their CashBack grant to plan and organise a residential activities weekend in Dumfriesshire. Young people took part in many new activities including mountain biking, archery and downhill scootering. Some participants used the weekend to progress personally, and in terms of skills development. Some were working on their Queen's badge. Other, older participants, undertook the responsibilities of young leaders and guides, to support younger members and build their volunteering and leadership experience. The programme gave young people the flexibility to progress towards positive destinations in ways which suited them.

**Example – Employability – Celtic FC Foundation**

Of the 40 participants who started a Gateway to Employment programme with Celtic FC Foundation, 30, (75 per cent) moved into a positive destination. Of these, 15 moved into employment, four into higher education, eight into paid training and three into volunteering. The partnership with SCVO and Celtic Football Club has meant that the project has been able to identify real employment opportunities.

*“Using the Celtic superstore as a stepping stone into other paid employment has really worked for the young people.”*

*“Without a doubt the best outcome has been employment.”*

## Community engagement and empowerment

3.57 This section of the report focuses on outcomes around engagement and participation in communities, including community integration and cohesion. It brings together evidence around seven outcomes from the CashBack logic model:

- Outcome 12: Participants are more involved in community based activities
- Outcome 13: Participants develop positive peer networks and relationships
- Outcome 14: There is increased community based interaction
- Outcome 19: Increased supportive social networks and feelings of belonging
- Outcome 22: Participants have influenced the opportunities available to them in their community
- Outcome 23: Sustained participation in community based activity
- Outcome 25: Better community integration and cohesion.

3.58 In terms of involvement in communities, the strongest evidence of achievement of outcomes is in the youth work strand. Both project partners indicated that participants had contributed significantly to community based activities.

3.59 YouthLink Scotland found that over 12,000 young people had gone on to take part in community based activities, and 10,000 had increased their involvement in pro-social<sup>9</sup> and healthy activities. There is likely to be considerable overlap between these groups. YouthLink also found that the CashBack funding for small youth organisations allowed them to attract match funding, which helped to sustain community based activity.

*“It is supporting small organisations which otherwise might shut their doors.”*  
(Project partner)

3.60 Youth Scotland found that participants had contributed significantly to their organisations and youth groups, using their learning and experiences, and planned to do so in the future as adult leaders. For example, some young people were appointed to national boards or committees, international forums, community organisations or charitable initiatives. Many young people went on to deliver activities and training for other young people and through voluntary work within their communities.

### **Example – Youth Work – Youth Scotland**

One young man involved in the Boys’ Brigade has been heavily involved in youth leadership activity. At age 18, he undertook the Boys’ Brigade Youth Leadership Training Course. He secured an internship with Boys’ Brigade Scotland, and was asked to join the Boys’ Brigade International Forum. This

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<sup>9</sup> Pro-social behaviour, or “voluntary behaviour intended to benefit another”, is a social behaviour that “benefit(s) other people or society as a whole, “such as helping, sharing, donating, co-operating, and volunteering.” This is an outcomes measured in the logic model, set out in [Appendix Three](#) (P53).

is a group of UK young leaders who develop links with other youth work organisations worldwide. This young man was then selected to be one of two young leaders from Scotland who will visit the Boys' Brigade World Mission Fund project in Trinidad.

- 3.61 A small number of other partners found that their work resulted in outcomes around community links and relationships. For example, Scottish Sports Futures found that almost all participants made new friends and met new people (99 per cent). It also found that most Active Champions developed positive peer relationships (83 per cent). Action for Children found that a third of participants felt more part of a community, and just under a third developed better relationships with family.

**Example - Facilities – Cumbernauld Colts**

Cumbernauld Colts is a community football club which benefitted from CashBack investment through **sportscotland**. It received funding through the CashBack for Football Facilities fund in 2011 to create a 3G pitch at Broadwood Stadium in Cumbernauld. As a result of the upgraded facilities at the stadium, the club has experienced increased participation of young people. In addition to Cumbernauld Colts, a wide range of local groups and organisations use the facilities. The new facilities have encouraged high levels of community engagement. Many parents volunteer at the club. Outreach activities are carried out in local schools to encourage young people to be more active. The club is also very active in hosting fundraising and community initiatives. See [Appendix Five](#) (P83) for the full version of the case study.

**Example – Sport – Basketball Scotland**

Basketball Scotland used CashBack funding to employ six Club Champions in 2014/15. The Club Champion Programme is intended to increase the number of part and full time coaches delivering basketball in Scotland. The programme supports clubs with paid coaching positions, to increase participation opportunities for young people. The role of a Club Champion is to increase club capacity, to strengthen progression pathways to clubs, and to work with young people in schools and in their communities. By facilitating a programme of events within schools and clubs, Club Champions increase awareness of and participation in the sport, and create connections between clubs, communities and young people that did not exist before.

## **Diversion, protection and wellbeing**

- 3.62 The final section in this report focuses on outcomes in relation to diversion, protection and wellbeing. This includes four outcomes from the CashBack logic model:
- Outcome 7: Participants have places to go where they feel safe and comfortable
  - Outcome 6: Increased involvement in structured pro-social and healthy activities
  - Outcome 16: Sustained improvements in health and wellbeing



- Outcome 24: Reduced levels of crime and antisocial behaviour.

- 3.63 In terms of safety, there is strong evidence from youth work around building safe and comfortable places. Youth Scotland highlighted a supportive environment and safe, comfortable places as crucial if young people are to develop and thrive as young leaders. YouthLink Scotland indicated that over 11,000 young people (60 per cent of participants) now felt they had places to go where they felt safe and comfortable.

**Example – Youth Work – Youth Scotland**

Gina (not her real name) is a 17 year old young leader with the Girl Guides who has Down's Syndrome. A diary of her experience showed that Gina participated in most of the activities over the weekend, and felt comfortable and supported with her peers. Gina clearly enjoyed her time and learnt a great deal. She was able to build her skills as a leader at Rainbows, build self-confidence and make new friends.

*"I wanted to go to the YLQ Weekend because I wanted to learn to help the Rainbows and the Brownies and to be a useful Girl Guide. I remember being a Rainbow and a Brownie and it was nice being helped. Also, it sounded like fun. I went with a new friend – she was very funny, and we had a good time doing things together and discussing things together. I shared a room with her right at the top of the building. I chatted with my new friend until we went to sleep. It felt very cosy and very fun. I enjoyed the YLQ weekend very much."*

Selected quotes from Gina's diary.

**Example – Youth Work – YouthLink Scotland**

At one project, researchers spoke to a young woman that was doing her homework at the project venue because 'there was nobody at home'. This meant she had somewhere welcoming and warm to go, where she could get support from peers.

- 3.64 There is also some wider anecdotal evidence about the importance of creating safe places for young people from other themes, such as sports.

**Example – Sport – Scottish Rugby Union**

A rugby referral programme was set up in Levenmouth, Fife, ahead of two local schools being merged. The two schools had some history of gang rivalry. The Referral Group helped to bring pupils of the two schools together, which has been seen as a successful model of integration. It is felt that relations between school pupils improved as a result of the CashBack intervention. This model has been rolled out and replicated elsewhere, as a way to better integrate schools.

*"Even though it is sport oriented, it is a very adaptable model."*

(Scottish Rugby Union)

3.65 In terms of outcomes relating to community safety, the strongest evidence is from Scottish Football Association and Scottish Sports Futures:

- **Scottish Football Association** – Two thirds of Midnight League participants (66 per cent) said that attending had made them behave more responsibly and half (56 per cent) said that they now get on better with those in authority. Many (86 per cent) felt that it created a positive community environment. A quarter (26 per cent) felt that it had an impact on reducing crime and a fifth (22 per cent) felt it had an impact in reducing antisocial behaviour. A small number (2 per cent) attended specifically to stay off the streets or out of trouble.
- **Scottish Sports Futures** – Two thirds (69 per cent) of Twilight participants indicated that their involvement kept them from getting into trouble on the nights they attended. Almost all (90 per cent) indicated that taking part had helped them to better understand people from other places, backgrounds and cultures.

**Example – Sport for Change – Scottish Sports Futures**

Evidence from Police Scotland in Lochgelly (Fife) shows a 25 per cent decrease in calls relating to antisocial behaviour following the launch of Twilight basketball in 2014. Comments from stakeholders reinforce this. Police Scotland saw a clear reduction on the night the activity takes place, as well as an overall reduction of antisocial behaviour calls.

3.66 In terms of outcomes in relation to health, the strongest evidence is from Scottish Sports Futures and Scottish Football Association. Scottish Sports Futures found that 95 per cent of Jump2it participants said taking part had improved their health. The evaluation shows pupils appear to be retaining messages from Jump2it regarding healthy eating, alcohol and smoking. Evaluation of the Scottish Football Association Midnight League shows that participants felt that participating had increased their physical activity levels, improved their fitness and made them feel fitter and healthier. Youth Scotland also found that its small grant scheme projects increased young people's involvement in structured pro social and healthy activities. For example, in one project parents reported weight loss in children and children spending less time on the computer.

**Example - Sport for Change - Scottish Sports Futures**

Participants in the Scottish Sports Futures Jump2it programme in East Dunbartonshire gained new skills in basketball and learned about different aspects of health and wellbeing that might affect them. They retained important messages from Rocks players about harmful substances and the importance of good nutrition and a healthy lifestyle. Young people felt that the programme encouraged them to be more active and play more basketball, with some joining community clubs. See [Appendix Six](#) (P118) for the full version of the case study.

## 4. Lessons Learned

- 4.1 This chapter explores the key success factors and lessons learned during 2014/15. It focuses very strongly on the factors which enabled achievement of outcomes, and the lessons learned about better achievement of outcomes in the future. It is based largely on discussion with project partners, Inspiring Scotland and Scottish Government.

### Success factors

#### *Partnership working*

- 4.2 Working in partnership was identified as one of the key success factors of the CashBack Programme during 2014/15. Project partners provided many different examples of how their relationship with other organisations helped them to achieve the outcomes.

- 4.3 Working in partnership with other organisations provided:

- access to local knowledge;
- expertise in tackling inequality and disadvantage;
- links to and referrals from young people who may not otherwise engage;
- better connections, signposting and links between organisations; and
- opportunities for progression, volunteering, learning and work experience.

*“Without them, we wouldn’t have the same reach. The benefits are huge.”*

(Project partner)

*“Getting young leaders together and breaking down barriers between organisations makes sense.”*

(Project partner)

- 4.4 Partners across all CashBack themes highlighted the benefits of partnership working. However, these came out most clearly in discussion with partners working within the employability theme. A number of examples, across a range of themes, are highlighted below.

#### **Example – Employability - Glasgow Clyde College**

Good links and communication with referral agencies is key to the success of Glasgow Clyde College’s approach. Many partners have strong, trusted relationships with young people. This can encourage young people to participate in the programme, and can help to understand why young people may not be engaging. Partners can also help to organise work experience opportunities, which are often more sustainable if employers have experience of working with young people who are difficult to engage. This means that young people get the chance to fully experience what a job in their industry would be like.

*“All of the partners gave them [young people] a real insight into what working*

*in the industry would be like. They got to see what the job actually entails every day. The young people got to see what they could do and whether or not they would like to do it."*

(Project partner)

For example, in 2014/15 one partner referred over 100 young people to Glasgow Clyde College CashBack funded programmes. This partner felt that the joint working arrangements worked well, and that Glasgow Clyde College was keen to understand how they could make the partnership work and to understand the best way to work for the benefit of young people.

*"A lot of partnership work is about personalities and willingness. This is a very receptive partnership."*

This partner felt that the relationship had real benefits for young people, providing opportunities in a safe and trusted environment.

*"On the whole, young people were prepared for what they were going into."*

*"Many were transitioning out of school so this was useful, it gave them somewhere to go and we knew where they were."*

#### **Example – Employability - Action for Children**

Jobs and Businesses Glasgow (JBG) has a long standing relationship with Action for Children, dating back almost a decade. JBG regularly refers young people onto courses at Action for Children, referring up to 100 young people at each round.

JBG has found that Action for Children is a professional organisation that genuinely delivers on progression and employability. This is because Action for Children is able to give young people useful accreditation which is relevant to their field of interest. Without relevant accreditation, young people struggle to progress in the job market. Action for Children has also built trusting relationships with employers that can provide real opportunities for young people. JBG appreciates that Action for Children maintains high levels of communication, with partners and with young people. It was noted that Action for Children is one of the few organisations JBG refers to that will pursue sustained contact with young people.

Similarly, JBG values that Action for Children works with some of the most disadvantaged young people, and also provides them with one to one support.

- 4.5 A number of project partners also highlighted their joint working with other CashBack partners. Some felt that joint working had enabled them to access expertise, provide progression opportunities for young people, and develop positive pathways. However, some partners were not fully aware of the work of other CashBack partners, and some felt it could be difficult to know how best to connect and work together.

**Example - Partnership between CashBack partners in sport**

Basketball Scotland has worked with the Scottish Football Association and Scottish Rugby Union on activity relating to equality and diversity, advice on the Scottish Government database, and informal support through equipment loans.

Scottish Sports Futures (SSF) and Basketball Scotland have a “mutually beneficial” relationship through an unofficial partnership agreement. This creates links between Jump2It, Twilight Basketball and Basketball Scotland to maximise impact. SSF provide short to medium terms interventions, while Basketball Scotland provides longer term activities. In 2014/15, 185 SSF participants became members of Basketball Scotland, maximising impact for young people and enabling sustained participation in the sport.

Scottish Football Association and Street Soccer Scotland also work together. Street Soccer Scotland work with the Scottish Football Association to target more difficult to reach groups, and the Scottish Football Association provides free coach education for Street Soccer Scotland. Some participants have subsequently volunteered at high profile Scottish Football Association events. Street Soccer Scotland felt that the Scottish Football Association was supportive and delivered bespoke coaching courses for its participants, rather than expecting them to mix with other young people.

**Example - Partnership between CashBack partners enabling progression**

Celtic FC Foundation has worked closely with Scottish Sports Futures (Jump2it project) and The Prince's Trust (Development Awards). Some of the participants volunteered on Jump2it, which was hugely beneficial:

*"Giving the young people real life work experience was brilliant. Massive thank you to the Jump2it programme."*

*"The Development Awards have been used in a variety of ways, from supporting people with clothing, travel passes and putting young people through certified training."*

A case study highlighting the partnership between Scottish Sports Futures and Celtic FC Foundation in more detail is included at [Appendix Five](#) (P102).

- 4.6 However, project partners did emphasise that it does take time to create and formalise partnerships, and to manage expectations. Two project partners working in the employability field felt that some relationships with referral partners needed developed and improved, as the quality of referrals was not always good. For example, referral partners did not always explain programmes clearly enough to potential partners, or pushed young people to get involved even though they knew they were not interested. There was concern that this impacted on retention rates, so partners were widening their network of referral partners and building stronger relationships with existing partners to address this.

- 4.7 Most partners felt that the partner portfolio days organised by Inspiring Scotland were useful. Partners within the sport theme felt that there was no need for any additional opportunities to network beyond this. However, some others – for example within youth work and culture – felt that it may be useful to have more portfolio days, or to introduce other ways of working together around themes (such as equalities and outcomes).

### ***Successes around equality and disadvantage***

- 4.8 Discussion with partners explored what works and the challenges experienced in relation to equality and disadvantage. In terms of what works, the key, overarching message was that there were two main factors:
- knowledge, experience and flexibility of staff; and
  - working with committed and experienced partner organisations.
- 4.9 Many partners felt that staff with expertise in equality were central to tackling equality effectively. For example, the Scottish Football Association indicated that CashBack funding had allowed it to recruit more dedicated staff to focus on equality and disadvantage, and to leverage additional funding such as part funding for targeted activity like Midnight Leagues. Another partner indicated that a recent organisational restructure and creation of dedicated staff focusing on equality and disadvantage was a key bonus.
- 4.10 In addition, almost all partners highlighted that working closely with local partners was essential to tackling inequality. Partners provided local knowledge, links with vulnerable or disadvantaged young people, referrals from trusted organisations working with people with protected characteristics, and expert advice on how to promote equality. A number of partner organisations emphasised the importance of developing these partnerships at senior level and ensuring that good communication and a shared understanding were in place.
- 4.11 A small number of partners (particularly within the employability theme) indicated that gathering good equality monitoring information at the outset of their work was critical to their approach. This provided partners with clear information about the profile of participants, which helped with targeting recruitment for future activities and working to address imbalances in participation.
- 4.12 Finally, being physically based in areas of deprivation has worked well for some CashBack partners. For example, Celtic FC Foundation's Gateway to Employment programme is based in one of the most deprived areas in Glasgow. Many participants were from the area, had been to school nearby and were familiar with the location of Celtic Park. Staff and partners agreed that the location played a key role in making the programme familiar and accessible to participants, while also helping them to see it as an area with positive opportunities.



## **Other key success factors**

4.13 The other key success factors highlighted by partners were more varied, and often mentioned by just one or two partners. These included:

- Three of the employability project partners highlighted that their staff were critical to their success. Workers build up trusting relationships with young people, and treat them with respect. Staff are valued and are comfortable encouraging participants to take responsibility. Some highlighted that the three year funding period enables more consistency in staffing, compared with a one year period.
- Some of the larger partners emphasised that having an established, large organisation meant that there was strong expertise within the organisation; good networks and infrastructure for referrals, guidance and support; and strong professional support including supervision, training and reflection.
- Some partners, particularly those who had also been involved in the CashBack Programme in previous phases, emphasised that their relationship with Inspiring Scotland and Scottish Government has helped them to focus on their intended outcomes, and to demonstrate progress towards these.

*"The Logic Model has helped us focus our outcomes. It has helped us understand what we are doing and why, in terms of the bigger picture."*

(Project partner)

- One partner mentioned that peer mentoring helped to raise awareness of the possibility of progression. Previous programme participants were invited in to speak with current participants, which was well received.

### **Example – Building the programme around young people**

Celtic FC Foundation structured the programme around young people to give it a maximum chance of success. There are no Mondays or early mornings, as the young people often would not attend or were lethargic and unmotivated. Programme days were changed to address this and there was an immediate improvement in attendance. The project leader felt that it was more important to ensure that participants attended, rather than risk them not attending at all and dropping out. As the programme progresses, earlier starts are phased into the project.

*"We've definitely learned from some mistakes. People have more barriers than we know."*

### **Example – Length of funding period**

CashBack funding has enabled Glasgow Clyde College to take a longer term approach to recruitment and training of staff. Before 2014/15, it ran similar programmes, with key workers appointed for a one year period due to uncertainty of funding. The availability of three year funding has meant that



the same key workers could be appointed across the whole period, leading to knowledge development and stronger relationships with partners.

## Challenges

- 4.14 Project partners also identified some challenges and lessons learned for the future.

### **Challenges around evidencing outcomes**

- 4.15 Many partners indicated that evidencing progress towards outcomes was challenging. The key issues were:

- using anecdotal, qualitative information – many partners were concerned that the outcomes they were working to were softer, and hard to demonstrate through numbers and figures;
- gathering information from participants – many partners indicated that they worked with harder to reach young people, and fostered a relaxed environment with minimal information gathering – which made it hard to gather information on participant profile;
- tracking progress to intermediate or longer term outcomes – some partners indicated that their intervention was reasonably short term, and that it could be difficult to expect longer term outcomes, or hard to track these as participants moved on; and
- consistency in use of terms – some partners – particularly within the youth work and culture themes - indicated that they were unsure what was meant by a ‘positive destination’ across all partners, while others – such as within the employability theme – were more confident that they used a consistent approach.

*“How can you capture impact?”*

(Project partner)

*“A lot of the impact in youth work is anecdotal and it can be hard to record this information, and use it to evidence impact.”*

(Project partner)

*“The people we work with are too far away from achieving hard outcomes...“It's not the people who don't want to get out of bed, it's the people without a bed.”*

(Project partner)

- 4.16 Partners highlighted that tracking progression could be challenging, particularly as a positive progression is about an individual choice, which can be hard to track. The factors impacting on progression can also be many and varied, which can make it difficult to know what levels of progression to expect.
- 4.17 A number of partners indicated that CashBack reporting requirements could be quite heavy. There were particular concerns about use of the CashBack

database during 2014/15, which was time consuming to populate and partners were unsure how the data was used (the database has subsequently been reviewed and partners made aware of simplified procedures).

*“Organisationally it is a huge time resource to capture this information. It is a bit of overkill.”*

(Project partner)

- 4.18 Many project partners highlighted that their projects or programmes were not entirely funded by CashBack, so it could be a challenge to ensure that all staff were working towards CashBack outcomes. Many also indicated that a lot of the CashBack outcomes were very similar, so it could be hard to pick out successes or achievements against specific outcomes.

### ***Challenges around equality and targeting***

- 4.19 The challenges experienced in relation to equality and targeting varied between different CashBack themes and project partners. Organisations working within the employability, culture and sport for change themes generally saw a clear and direct link with tackling inequality and disadvantage. Experiences within the youth work theme were mixed, while within sport, many felt that sport was the focus – not tackling inequality. There was also some concern that targeting might result in selective opportunities, rather than activity which was open to all. This was not the case for all sport partners.
- 4.20 Partners also indicated that they were not always starting from a strong evidence base about participants. Many found it difficult to gather information about participants, particularly for larger and drop in style programmes. Project partners working with a small number of individuals over a sustained period of time did not experience the same challenges, and were able to gather information about individual participants in a planned way. Often, however, these partners found that as their relationship with participants developed, they disclosed information about themselves which was not provided on equality monitoring forms. Many partners also mentioned that while they gathered monitoring information, they did not always use it.

*“We gather it but don’t proactively use it. It’s not complete.”*

(Project partner)

*“We have above average stats for LGBT, but we could be making more of this data.”*

(Project partner)

- 4.21 While smaller, more focused projects often found it easier to monitor the profile of participants, they also often highlighted that they did not have the dedicated equality resources that larger organisations had. Larger organisations found that having a dedicated equality officer was a real benefit. However, one larger organisation delivering universal or large scale programmes also found equality monitoring a challenge due to the volume of participants and limited access to data from schools.

*“We don’t have a dedicated equity officer.”*

(Project partner)

4.22 There were also some particular concerns about monitoring sexual orientation, religion and belief and gender identity given the sensitivity of this information.

4.23 Finally, there were some challenges around access to facilities. The Scottish Football Association found that identifying suitable facilities in more deprived or disadvantaged areas was a “huge barrier”. Scottish Sports Futures also indicated that transportation and facilities could be a barrier. And Celtic FC Foundation felt that possibly the setting of employability work delivered within a football setting may discourage women.

### **Challenges around timescales and resources**

4.24 A number of partners indicated that there were delays in signing the Grant Offer Letter, which delayed project activities and made achieving some outcomes quite challenging. Some partners did not begin delivery until mid-way through 2014/15. Partners were concerned that this did not give enough time to demonstrate outcomes for participants. More broadly, some partners were concerned that the timescales for reporting on outcomes did not fit well with their cycle of delivery. This was a particular issue for sports organisations, who often worked on a July to June delivery cycle, which didn’t fit well with the financial year reporting timescales.

### **Lessons learned for the Programme**

4.25 The evaluation also highlights some lessons for consideration for the future development of the CashBack Programme as a whole, as it moves forward. The Scottish Government and its partners may wish to consider these issues as it develops the next phases of the Programme.

- ***Simplification of intended outcomes of the Programme*** - The CashBack logic model contains a number of similar and overlapping outcomes, over different time frames. There is potential to further simplify the logic model and produce associated guidance to ensure that key programme priorities are clearly stated, and partners understand the outcomes that CashBack activity should contribute towards. Inspiring Scotland is working with the Scottish Government to simplify the existing logic model moving forward.
- ***Articulating the focus on equality and disadvantage*** – There is one outcome within the current CashBack logic model which explicitly links to ‘equalities groups’ and ‘hard to reach’ young people. However, there is little common understanding of what is meant by a ‘hard to reach’ or ‘equalities group’ across CashBack partners, and partners use their own definitions. Some partners had a clear focus on tackling inequality and disadvantage, and are comfortable with the current position. However, some – particularly those largely focused on universal services - are

unsure of the level of priority equality and disadvantage should have within their work, and what information they should be recording to demonstrate a focus on equality and disadvantage. There is potential to create a clear definition of hard to reach or equalities groups, explicitly state the extent to which a focus on inequality and disadvantage is expected, and work with partners to agree how this should be monitored and measured. This clarity would also be appropriate within the CashBack for Facilities programme, which is subject to separate management and reporting arrangements from the other partners.

- ***Simplification of quantitative monitoring information*** - There is a good focus on qualitative information within CashBack monitoring systems, and a wealth of rich case studies. There is a substantial amount of quantitative monitoring information, but partners gather and analyse this in different ways. It may be useful to consider whether partners could be asked to consistently collate and report on a small number of quantitative information on a regular basis – potentially including estimated distinct number of participants; and estimated distinct number of participants who are hard to reach or from equalities groups.

## Appendix One – Evaluation Method

This evaluation involved six key stages:

- **Desktop review** – Inspiring Scotland provided relevant background information about the 2014/15 year for review. This included information on the phase three project partners during 2014/15; the grant offer letters; monitoring information including balance scorecards and quarterly reports; annual reporting information including each partner's annual and evaluation reports for 2014/15; case study examples; and wider communications and infographic work by Inspiring Scotland undertaken for the Programme. We reviewed this information to identify the quantitative and qualitative evidence available about the outcomes achieved by each project partner, and collated this at Programme level.
- **Stakeholder interviews** – We held interviews with the 12 project partners who delivered activity during 2014/15, as well as with **sportscotland**, the Scottish Football Association and Scottish Rugby Union in relation to the CashBack for Facilities programme. We met with project leads on a face to face basis, and undertook a structured discussion about the outcomes anticipated over the three-year period of the project; the impacts achieved during 2014/15; and the lessons learned during 2014/15. To minimise disruption to partners, we analysed all of the information already available in advance of this meeting. We also held face to face or telephone discussions with four Scottish Government officials and two Inspiring Scotland delivery team members to explore views on the impact of the Programme in 2014/15, and lessons learned during this time. Finally, we held telephone interviews with three organisations that refer young people to CashBack funded programmes (Jobs and Business Glasgow, Skills Development Scotland and New Routes).
- **New case studies** – This report contains a series of case studies which demonstrate the impact of the Programme. We developed seven new case studies, one for each of the six themes within the Programme, and one to reflect the partnership activity between two CashBack partner organisations<sup>10</sup>. We selected the case studies in discussion with the Advisory Group established to guide this evaluation. Each case study involved a visit to the project, and discussion with project participants as well as those involved in planning and delivering the work. The new case studies are provided as [Appendix Five](#) (P57) to this report. The outcomes demonstrated within these case studies are also wound through the report, to highlight impact.
- **Existing case studies** – This report also contains short case study examples which demonstrate the range and impact of work across all partners within the Programme, during 2014/15. These case studies were drawn from existing quarterly, annual or evaluation reports. They were chosen to demonstrate typical outcomes achieved for many project participants, and to provide a flavour of the types of activity undertaken by each partner. These case

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<sup>10</sup> The themes are culture, employability, sports, youth work, sport for change and facilities.

studies are provided as short, edited, snappy examples of impact within the body of the report. Twelve of the more detailed examples – one for each partner with the exception of **sportscotland**<sup>11</sup> - are provided in [Appendix Six](#) (P105) of this report.

- **Workshop discussion** – We collated the information about Programme outcomes, and presented our initial findings to project partners, Inspiring Scotland and Scottish Government in December 2015. We facilitated discussion about the initial findings, and built this feedback into the draft report. After this workshop, we also undertook further detailed discussions with each project partner to confirm the quantitative information about outcomes which would be used within the draft report.
- **Reporting** – We collated the evidence about impact and outcomes into this report, which was finalised in February 2016.

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<sup>11</sup> **sportscotland** manages the CashBack for Facilities theme, a capital investment programme which is subject to different monitoring and evaluation requirements which do not involve regular case studies

## Appendix Two - Phase Three Project Partners

CashBack Partner	Phase 3 Period		2014/15 Delivery Period
Action for Children	Aug 2014 – Mar 2017		Sep 2014 – Mar 2015
Basketball Scotland*	Sep 2014 – March 2017		Aug 2014 – Mar 2015
Celtic FC Foundation	Apr 2014 – Mar 2017		Oct 2014 – Mar 2015
Creative Scotland*	Jun 2014 – Mar 2017		Oct 2014 – Sep 2015
Glasgow Clyde College*	Oct 2014 – Mar 2016*		Nov 2014 – Mar 2015
Ocean Youth Trust	Oct 2014 – Mar 2017		No delivery during 14/15
Prince's Trust*	Jun 2014 - Mar 2017		Jun 2014 – Mar 2015
Scottish Football Association*	Aug 2014 - Mar 2017		Jul/Aug 2014 – Mar/Jun 2015
Scottish Rugby Union*	Aug 2014 – Mar 2017		Aug 2014 – Mar 2015
Scottish Sports Futures*	Sep 2014 – Mar 2017		Aug 2014 – Mar 2015
Street Soccer Scotland	Jul 2014 – Mar 2017		Nov 2014 – Mar 2015
YouthLink Scotland*	Jul 2014 - Mar 2017		Jul 2014 – Mar 2015
Youth Scotland*	YPTTL	Jul 2013* – Mar 2016*	Jul 2014 – Jun 2015*
	SGS	Jul 2013* – Mar 2016*	Jun 2014 – Jun 2015*

\*Also involved in CashBack phase two



## Appendix Three – CashBack Logic Model (Showing Intended Partner Outcomes)

Activities <i>What happens in our organisation?</i>	Outputs <i>What are the tangible products of our activities?</i>	Short-term Outcomes <i>What changes do we <u>expect</u> to occur within the short term? (Up to 1 year)</i>	Intermediate Outcomes <i>What changes do we <u>want</u> to see occur after that? (1-2 years)</i>	Long-term and national Impact <i>What changes do we <u>hope</u> to see in Scotland over time? (3 years or more)</i>
<p>Activity Category</p> <p>A range of sporting, cultural, educational, developmental and social activities</p>	<ul style="list-style-type: none"> <li>Establishment of more opportunities to take part in a range of activities</li> <li>An increase in the number of volunteers</li> <li>An increase the number of trained coaches or others in support role</li> <li>More activities for children, young people and other community members within communities</li> </ul>	<p><b>PARTICIPATION</b></p> <ol style="list-style-type: none"> <li>Increased participation in positive activity (10/13)</li> <li>Increased participation by difficult to engage and equalities groups (9/13)</li> <li>Increased opportunities for new experiences or activities for participants (5/13)</li> <li>Increased opportunities to develop interests and skills (9/13)</li> <li>Increased opportunities for continued participation by linking up and signposting to other provision (3/13)</li> </ol> <p><b>DIVERSION/PROTECTION</b></p> <ol style="list-style-type: none"> <li>Increased involvement in structured pro-social and healthy activities (4/13)</li> <li>Participants have places to go where they feel safe and comfortable (5/13)</li> </ol>	<p><b>CONFIDENT COMMUNITIES</b></p> <ol style="list-style-type: none"> <li>Sustained participation in positive activities (8/13)</li> <li>Sustained improvements in health and well-being (2/13)</li> <li>Sustained improvements in self-esteem and confidence (3/13)</li> <li>Sustained improvements in awareness of the benefits of play, interactive, physical and social activities (4/13)</li> <li>Increased supportive social networks and feelings of belonging (4/13)</li> <li>More participants progress into a positive destination: such as learning in a non-school setting, further and higher education, pre-employment training, volunteering, personal development opportunities and employment (11/13)</li> </ol>	<p>Our young people are successful learners, confident individuals, effective contributors and responsible citizens</p> <p>We live longer, healthier lives</p> <p>We have improved the life chances for children, young people and families at risk</p> <p>We live our lives free from crime, disorder and danger We have strong resilient communities where people take responsibility for their own actions</p> <p>We live in well-designed, sustainable places where we are able to access the amenities and services we need</p>

		<p><b>PROGRESSION PATHWAYS</b></p> <p>8. Greater confidence and self-esteem among participants (8/13)</p> <p>9. Participants demonstrate new skills and positive changes in behaviours (9/13)</p> <p>10. More participants have achieved accreditation for their learning (7/13)</p> <p>11. Participants develop confidence in their skills and develop aspirations for further learning and development (7/13)</p> <p><b>ENGAGEMENT</b></p> <p>12. Participants are more involved in community-based activities (5/13)</p> <p>13. Participants develop positive peer networks and relationships (6/13)</p> <p>14. There is increased community-based interaction (2/13)</p> <p><b>Average of 7 per partner in GOL</b></p>	<p>21. Increased horizons and improved outlook amongst participants (2/13)</p> <p>22. Participants have influenced the opportunities available to them in their community (2/13)</p> <p>23. Sustained participation in community-based activity (1/13)</p> <p>24. Reduced levels of crime and antisocial behaviour (4/13)</p> <p>25. Better community integration and cohesion (5/13)</p> <p><b>Average of 4 per project in GOL</b></p>	
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<b>Green – More than eight partners aimed to achieve this outcome</b>	<b>Amber – Between five and eight partners aimed to achieve this outcome</b>	<b>Red – Less than five partners aimed to achieve this outcome</b>
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## Appendix Four – Local Authority Spend and Activity Levels

### CashBack for Communities Project Expenditure 2014-15, by local authority area

	Community Asset	Cultural Activities	Mentoring and Youth Employability					Sporting Activities & Facilities						Youth Work		Local Authority TOTAL
	LinkUp	Creative Scotland	Princes Trust Development Awards	Action for Children	Street Soccer Scotland	Celtic FC Foundation	Glasgow Clyde College	basketball scotland	Scottish Football Association	Scottish Rugby	Ocean Youth Trust	Scottish Sports Futures	sportscotland (sport facilities)	YouthLink Scotland	Youth Scotland	
Aberdeen		£46,790	£1,268		£15,836			£8,728	£17,032	£10,629	£0	£17,787	£166,666	£19,907	£15,079	£319,722
Aberdeenshire		£8,000	£969					£8,728	£19,922	£39,702	£0		£50,000	£32,900	£12,156	£172,377
Angus		£22,500	£2,194					£7,242	£8,745	£15,424	£0			£20,943	£15,354	£92,402
Argyll and Bute		£12,312	£964					£4,009	£17,236	£26,643	£0			£14,418	£18,489	£94,071
Clackmannanshire	£35,533	£0	£1,522					£5,388	£48,715	£25,017	£0	£1,571		£6,277	£4,226	£128,249
Dumfries and Galloway		£30,966	£1,182					£4,009	£10,526	£36,899	£0	£17,402		£25,060	£11,248	£137,292
Dundee	£32,662	£117,522	£2,203		£15,836			£7,242	£26,060	£23,646	£0			£17,753	£9,124	£252,048
East Ayrshire	£27,547	£68,333	£11,005					£4,009	£70,380	£30,765	£0	£18,719		£9,430	£7,103	£247,291
East Dunbartonshire		£0	£2,518					£4,009	£23,757	£11,862	£0	£943		£14,462	£10,798	£68,348
East Lothian		£12,348	£2,263					£5,387	£20,189	£30,105	£0			£12,102	£9,192	£91,586
East Renfrewshire		£0	£1,805					£4,009	£8,232	£9,629	£0			£11,548	£12,728	£47,950
Edinburgh	£60,930	£214,295	£13,366	£34,055	£19,797			£5,388	£59,306	£58,567	£0	£45,131		£52,544	£46,412	£609,791
Eilean Siar		£10,000	£1,517					£7,457	£2,407	£23,288	£0			£11,739	£12,119	£68,526
Falkirk		£11,587	£2,842					£5,388	£28,999	£30,653	£0	£32,547		£18,338	£29,048	£159,401
Fife	£31,932	£18,020	£4,431					£7,242	£45,392	£31,684	£0	£49,150	£5,216	£44,757	£22,084	£259,908
Glasgow	£50,533	£158,324	£59,876	£57,936	£15,836	£54,632	£199,062	£4,009	£98,727	£81,634	£0	£211,247		£57,834	£34,864	£1,084,514
Highland		£43,875	£2,075					£7,457	£20,853	£19,506	£0	£56,268		£33,068	£27,358	£210,460
Inverclyde	£16,101	£11,850	£7,654					£4,009	£50,183	£15,274	£54,664			£11,563	£14,387	£185,684
Midlothian		£11,252	£2,413					£5,388	£43,712	£16,986	£0		£8,404	£12,795	£16,085	£117,035
Moray		£12,500	£589					£8,728	£11,541	£15,129	£0			£10,078	£10,448	£69,013
North Ayrshire		£16,233	£5,347					£4,009	£45,670	£34,289	£0	£35,154		£19,556	£13,071	£173,329
North Lanarkshire	£16,116	£9,910	£9,283					£4,009	£25,471	£52,559	£0			£40,645	£35,727	£193,720
Orkney		£0	£0					£7,457	£10,028	£16,110	£0			£7,645	£10,477	£51,717
Perth and Kinross		£3,750	£1,604					£7,242	£11,605	£29,599	£0			£20,808	£8,054	£82,662
Renfrewshire		£23,115	£4,573					£4,009	£58,602	£30,249	£0			£20,015	£11,704	£152,267
Scottish Borders		£28,736	£2,056					£5,388	£24,038	£65,288	£0	£3,880		£15,816	£27,422	£172,624
Shetland		£7,462	£0					£7,457	£2,407	£7,598	£0			£11,780	£5,414	£42,118
South Ayrshire		£16,817	£2,097					£4,009	£57,179	£41,562	£0			£17,852	£13,630	£153,146
South Lanarkshire		£0	£9,531					£4,009	£58,439	£22,828	£0	£9,468	£6,846	£38,870	£27,017	£177,009
Stirling		£29,250	£1,136					£5,388	£26,881	£25,369	£0	£40,214		£13,584	£19,014	£160,836
West Dunbartonshire		£5,253	£3,329					£4,009	£39,204	£17,862	£0	£1,694	£151,885	£11,832	£6,320	£241,387
West Lothian		£38,500	£5,967					£5,388	£24,506	£27,931	£0		£200,000	£20,614	£9,593	£332,499
<b>Scotland</b>	<b>£271,354</b>	<b>£989,500</b>	<b>£167,580</b>	<b>£91,991</b>	<b>£67,306</b>	<b>£54,632</b>	<b>£199,062</b>	<b>£180,200</b>	<b>#####</b>	<b>£924,282</b>	<b>£54,664</b>	<b>£541,175</b>	<b>£589,017</b>	<b>£676,533</b>	<b>£525,743</b>	<b>£6,348,982</b>

Note: The above figures relate to all funded activities in financial year 2014/15, regardless of whether they related to the end of phase two or start of phase three funding period.

## CashBack for Communities, Activity Figures 2014-15, by local authority area

	Community Asset	Cultural Activities	Mentoring and Youth Employability					Sporting Activities & Facilities					Youth Work		Local Authority TOTAL
	LinkUp	Creative Scotland	Princes Trust Development Awards	Action for Children	Street Soccer Scotland	Celtic FC Foundation	Glasgow Clyde College	basketball scotland	Scottish Football Association	Scottish Rugby	Ocean Youth Trust	Scottish Sports Futures	YouthLink Scotland	Youth Scotland	
Aberdeen		112	3		6			804	432	2,041	-	68	2,856	49	6,371
Aberdeenshire		135	6					842	1,013	6,253	-	-	523	238	9,010
Angus		50	11					700	495	1,610	-	-	450	215	3,531
Argyll and Bute		29	3					40	225	1,636	-	-	326	340	2,599
Clackmannanshire	111	-	5					144	581	1,485	-	64	17	28	2,435
Dumfries and Galloway		70	3					85	779	2,410	-	100	754	229	4,430
Dundee	201	2,178	12		19			611	678	1,217	-	-	465	199	5,580
East Ayrshire	201	115	33					161	938	3,801	-	459	166	113	5,987
East Dunbartonshire		-	7				6	145	454	3,458	-	32	48	196	4,346
East Lothian		28	8					580	455	6,978	-	-	233	157	8,439
East Renfrew shire		16	5					390	155	3,250	-	-	118	159	4,093
Edinburgh	482	628	53	13	18			1,877	2,241	11,841	-	815	1,077	675	19,720
Eilean Siar		23	4					85	64	164	-	-	80	214	634
Falkirk		26	10					686	770	2,320	-	887	1,102	711	6,512
Fife	282	218	13					626	1,357	18,395	-	500	471	602	22,464
Glasgow	276	959	168	28	26	40	14	1,593	2,815	9,392	-	2,563	1,147	920	19,941
Highland		725	5					1,376	293	3,657	-	594	1,228	633	8,511
Inverclyde	78	28	13					232	467	2,366	-	-	232	239	3,655
Midlothian		25	8					175	404	3,819	-	-	197	260	4,888
Moray		29	2					231	131	3,179	-	-	1,063	132	4,767
North Ayrshire		38	13					506	540	6,150	-	1,112	128	433	8,920
North Lanarkshire	282	23	28					579	647	7,214	-	-	573	1,250	10,596
Orkney		-	-					60	62	834	-	-	287	175	1,418
Perth and Kinross		9	8					468	404	4,463	-	-	118	83	5,553
Renfrew shire		58	12				7	832	848	4,055	-	-	308	154	6,274
Scottish Borders		17	7					255	164	9,663	-	24	274	552	10,956
Shetland		17	-					-	14	-	-	-	728	47	806
South Ayrshire		-	10					497	515	8,389	-	-	200	169	9,780
South Lanarkshire		18	27					602	899	10,940	-	180	1,007	616	14,289
Stirling		66	3					668	398	4,022	-	128	118	336	5,739
West Dunbartonshire		12	12				1	190	352	2,727	-	16	350	44	3,704
West Lothian		443	18					611	666	4,146	-	-	122	190	6,196
<b>Scotland</b>	<b>1,913</b>	<b>6,095</b>	<b>510</b>	<b>41</b>	<b>69</b>	<b>40</b>	<b>28</b>	<b>16,651</b>	<b>20,256</b>	<b>151,875</b>	<b>-</b>	<b>7,542</b>	<b>16,766</b>	<b>10,358</b>	<b>232,144</b>

Note: Creative Scotland figures used throughout this report are 8,000 participants, from October 2014 to September 2015, to reflect a full year delivery – and are therefore higher than quoted above for the 2014/15 financial year.

## Appendix Five – Seven Themed Case Studies (New)

1. Theme: Sport: Larbert High School, Schools of Sport (P58)
2. Theme: Sport for Change: Scottish Sports Futures, Shell Twilight Basketball (P68)
3. Theme: Culture: Glasgow Media Access Centre (GMAC) Film, Mad about Movies (P76)
4. Theme: Facilities: Cumbernauld Colts at Broadwood Stadium (P83)
5. Theme: Employability: Celtic FC Foundation, Gateway to Employment (GTE) Programme (P91)
6. Theme: Youth Work: Cook with CYP, Callender Youth Project Trust (P97)
7. Theme: Partnership Working: Celtic FC Foundation and Scottish Sports Futures (P102)

## **THEME: SPORT**

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### **CASE STUDY ONE: LARBERT HIGH SCHOOL – SCHOOLS OF SPORT**

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#### **ABOUT THIS CASE STUDY**

This case study was developed as part of the external evaluation of the Scottish Government's CashBack for Communities programme (2014-15). It is designed to demonstrate the impact of CashBack funding on young people. It is about CashBack funded sports activities at Larbert High School, including the Schools of Rugby, Football and Basketball. It examines the approach taken by the school to establish these sports within the curriculum, with the aim of encouraging pupils to engage with sport and school life.

The case study was informed by the school's Head Teacher, a group of eight sports delivery staff and seven pupils from S1 to S3 who participate in the Schools of Rugby, Football and Basketball.

#### **THE APPROACH**

The Schools of Football, Rugby and Basketball are social and academic programmes designed to use sports as tools to engage with S1 and S2 pupils who may be from deprived areas. Many participations come to the programmes with challenging behaviours, and are at risk of disengaging from school life. The programmes aim to develop the social, educational and physical skills of young people, while motivating them to come to school and enjoy it.

Larbert High School became a School of Rugby in 2010 after the Head Teacher and colleagues submitted a successful bid to Scottish Rugby Union. In 2011 it became a School of Football after the Head Teacher approached the Scottish Football Association. School of Basketball status followed shortly after that, as the school decided to formalise links with Basketball Scotland.

Participants are mostly recruited from primary schools in the area, as young people prepare to transition into secondary school. Larbert High School is responsible for the delivery of high quality PE classes to P7 pupils across the cluster and therefore has direct access to other schools, in relation to sport. Teachers and coaches from Larbert visit primary schools annually to generate interest and inform parents and pupils about the sports opportunities available in the secondary school. Application forms are available for male and female pupils who are interested. In 2014-15, 160 applications were received which is the highest volume to date. Young people can apply for more than one School of Sport on the understanding that they can only be accepted for one. Each applicant is invited to take part in a basic trial for their

chosen sport, followed by an interview. Successful applicants are then selected, based on a scoring system which uses a mix of criteria including feedback from teachers and the young person's passion for sport. Additionally, teachers can make participant recommendations.

The Schools of Football and Basketball run from S1 to S3. The School of Rugby runs from S1 through to S6, allowing young people to take rugby as a subject in the curriculum, as they work towards their silver or gold Dynamic Youth Awards. Schools of Sport occupy three to four class periods a week, which can be single or double periods.

## INTENDED PROGRAMME OUTCOMES

Each School of Sport contributes to specific CashBack outcomes, which are selected by the Scottish Football Association, Scottish Rugby Union and Basketball Scotland. The main CashBack outcomes that all School of Sports programmes aim to achieve are:

- Increased participation in positive activities (Outcome 1)
- Greater confidence and self-esteem among participants (Outcome 8)
- Participants demonstrate new skills and positive changes in behaviours (Outcome 9)
- Participants have achieved accreditation for their learning (10)
- Sustained participation in positive activities (Outcome 15)
- Sustained improvements in health and wellbeing (16)
- Sustained improvements in awareness of the benefits of play, interactive, physical and social activities (Outcome 18)
- More participants progress into a positive destination (Outcome 20).

The school wanted CashBack investment to enable it to introduce more sports into the curriculum. It wanted to increase participation in sport, in and out of school, and recognised that having coaches based at the school where possible would be beneficial to delivery. Those involved also anticipated that Schools of Sport would positively impact the health, wellbeing and physical fitness of young people.

## CASHBACK FUNDED ACTIVITIES

Initial CashBack funding allowed the school to employ a full-time rugby coach. This post was also part-funded by Tryst Community Sports Club Ltd, which is a partnership between Larbert High School, Stenhousemuir Football Club and the Falkirk Community Trust. This has enabled the school to implement the School of Rugby by introducing it into the curriculum and grow rugby activities, which had petered out in previous years, due to staff changes.

“This [the School of Rugby] has since grown into a sophisticated programme of activities.”

(Head Teacher, Larbert)

School of Rugby, Football and Basketball activity is CashBack funded in S1, S2 and S3, and funded by the school beyond that. By self-funding the programmes beyond



S3, the school's aim was to develop a greater range of pathways for pupils who wanted to continue to play sport in their senior school years.

The Head Teacher highlighted that the Scottish Football Association CashBack funding is less than Scottish Rugby Union CashBack funding, which impacts on the level of activity delivery. Through CashBack funding the school is able to access Scottish Football Association coaches, rather than have a permanent coach based in the school. Scottish Football Association CashBack funding also provides kit and endorsement. Additionally, the school funds a part time basketball coach, who oversees basketball delivery within the school.

## PROFILE OF YOUNG PEOPLE

School of Sport participants are not selected on the basis of sporting skills alone. Selection importantly considers the potential and interest of young people. Some young people with challenging behaviours are also referred to the programme. They may be at risk of disengaging from school and may benefit from a sport-related intervention.

“About 25% of School of Football participants are selected on their sporting abilities. The programme benefits from including role models. Around 75% of participants are harder to reach young people.”

(CashBack Coach)

Female participation in the Schools of Sport has increased significantly. This is due to the high profile of the activities, and to PE delivery by Larbert staff in local primary schools. This has created more widespread programme awareness and helped address the gender balance. There were more females participating in a School of Sport in 2016, than in any previous year. Staff would like to see a further increase in female participation. They would also like to see increased participation of young people from ethnic minority communities. However, the programme is not targeted and is open to all.

“We do not proactively target recruitment. That would be unfair.”

(CashBack Coach)

The Head Teacher felt that the definition of disadvantage should extend beyond SIMD areas. Widening the concept of disadvantage to include other factors, such as young people living in social housing, or those with unstable home lives, regardless of post code, would be helpful.

Coaches spoke about the diverse mix of young people participating in the Schools of Rugby, Football and Basketball. Young people from disadvantaged backgrounds are involved in the programme, partly through teacher recommendations. These participants are more likely to have behavioral issues and less likely to engage in extracurricular activities including sport. Equalities monitoring information can be hard to gather, however teachers and coaches have close relationships with participants and are aware of the challenges that some face on a daily basis.

“Pupils involved in CashBack activities are a real cross section. They come from a wide range of catchment areas, a mix of wealthy, affluent areas and more deprived areas. The programme is very open and inclusive.”

(CashBack Coach)

## IMPACT ON YOUNG PEOPLE

Young people, teachers and coaches were asked about the impact of the Schools of Sport on participants' lives. Impacts included:

- making friends and team working;
- more motivation in class and better results at school;
- improved numeracy and literacy skills;
- Mental, Emotional, Social and Physical health (MESP);
- personal development;
- developing new positive behaviours;
- improved health, fitness and sporting skills;
- new experiences and activities (including coaching activities);
- progression to positive destinations; and
- sustained participation in sport.

### **Making friends and team working**

The most important aspects of the programme for young people were making friends and developing better team working skills. As a result of participating in a School of Sport, young people felt that they were more ready to help each other out. One coach said that some young people on the programme would never have met before, but they shared a common interest in sport. Regardless of their background, they tend to stay friends.

Developing a sense of belonging to a team was really important to young people. They felt that this positively affected other parts of their lives. The team provides them with structure and discipline in sometimes chaotic home environments. Team identity builds their confidence and self-esteem and they feel more valued and involved as a result. Coaches said that School of Sport kits help create a profile around the programme, and a sense of team identity.

### **Improved motivation and attendance**

Another significant aspect of the programme for young people was the effect that being a School of Sport participant had on wider school performance. Effort and commitment in other subjects was essential to earn the privilege to remain in the programme. Participants liked the fact that being involved in the programme made them try harder in the classroom. The young people we spoke to believed that they had developed improved concentration and motivation as a result.

“If you don't do well in school work, you won't be able to continue playing.”

(School of Sport participant)

The Head Teacher highlighted that School of Sport participants tend to have better attendance than their non-School of Sport peers. This was evidenced by school statistics, which show higher attendance figures from School of Sport participants over the course of one year, in comparison to the rest of their year group. The most significant difference in attendance could be seen in S3, where School of Sport participants had a 92.8 per cent attendance rate, which was 2.5 per cent better than their non-School of Sport peers. The school felt that this was because the longer students were involved in a School of Sport, the better their motivation and performance in school became.

<b>Year Group</b>	<b>School of Sport Participants</b>	<b>Rest of Year Group</b>
S3	94.8%	92.3%
S2	94.2%	93.9%
S1	96.3%	96%

Schools of Sport participants also show improved commitment to and performance in other subject areas, although this is harder to evidence. The Schools of Sport develop discipline and offer structure to young people.

“The ‘work hard’ element is paramount to be involved in a sport – this transfers into schoolwork.”

(CashBack Coach)

### **Improved numeracy and literacy skills**

All young people who participated in a School of Sport worked towards the achievement of a Dynamic Youth Award. The course work required to obtain this award was designed to develop the literacy and numeracy skills of participants. They were expected as part of their learning, to plan, prepare and deliver coaching sessions. This involved presentations and giving and receiving verbal and written feedback. As part of delivering coaching sessions, students learned how to monitor heart rates, calculate training zones and track performance.

### **Mental, Emotional, Social and Physical health (MESP)**

All of the young people we spoke to said that taking part in a School of Sport has made them feel better about themselves. This was due to several factors including improved health and wellbeing, feeling part of a team and making new friends. The Head Teacher commented on the school’s commitment to developing the MESP (Mental, Emotional, Social and Physical) skills of students. The impact of these factors on sports, physical activity and wellbeing is significant. The Schools of Sport contribute to the development of MESP skills. Students felt that playing a sport they enjoy while improving their health and wellbeing was a benefit they might not achieve outside of a School of Sport.

“Physical activity helps the development of mental and emotional health.”

(Head Teacher)

### **Personal development and new positive behaviours**

Personal development was another benefit of being involved in a School of Sport. Young people realised that excelling at sport was not the ultimate goal of the programme. Those we spoke to felt that improving their attitudes and behaviours

and developing as a person was as, if not more, important than playing sport and keeping fit.

“The programme is more about developing you as a person. Keeping fit is a nice side effect. It is about having better attitudes and behaviours.”

“It is about individual young people. Person first, football second.”

(CashBack Coach)

Coaches we spoke to said that significant numbers of young people enter a School of Sport with behavioural issues. They believed that the discipline of sports can help address this. Through the programme and in a safe, controlled environment, young people are gradually encouraged to take responsibility for their own behaviours. They are taught that they will only progress with hard work. Participants rarely drop out of the programme, and coaches felt that a sense of teamwork and involvement encourages them to persevere even in more challenging times.

“They don’t know that they are changing, but they are. For the first three months they [the young people] are all over the place, but then you start to see order.”

(CashBack Coach)

### **Improved health, fitness and sporting skills**

All of the young people we talked to felt that their health, fitness and sporting skills had improved. This was confirmed by teachers and coaches who said that improvements in participants’ fitness levels were measured at certain points throughout the programme. Pupils are encouraged to think about adopting a healthier lifestyle. School of Sport participants are also encouraged to take part in other activities in and out of school, to improve their health and fitness. One young person who we spoke to now plays sport every day and as a result they feel fitter and healthier. All attend a breakfast club, which involves a session of physical activity in the morning at school before having breakfast.

“I wouldn’t go to the breakfast club if it weren’t for the school of football.”

(School of Sport participant)

### **New experiences and activities**

All young people felt that they had learned new things from being involved in a School of Sport. For example, they got the opportunity to apply their knowledge through designing and delivering a coaching session to their peers. In S3, all School of Sport participants were tasked with delivering a session which contributes towards accreditation. They receive support from coaches where necessary, but ultimately the session is their responsibility. If students continued participation in the School of Rugby beyond S3, this involved regular coaching and volunteering in the school, and in cluster primary schools. They could also choose to work towards a UKCC Level 1 Award in Coaching.

“It shows what you’ve learned. It’s not something I’ve done before; it was a new experience.”

(School of Sport participant)

“It is rewarding when you get good feedback.”

(School of Sport participant)

Three young people we spoke to wanted to try coaching in the future. One wanted to be a football coach and felt that this would help her future prospects in the sports industry. Another wanted to become a karate coach. Others expressed an interest in volunteering. Two programme participants were interested in pursuing sport as a career after leaving school.

### **Progression to positive destinations**

Pupils aged 16 or over can undertake coach education qualifications as participants of the School of Rugby. This enhances practical skills development, and consolidates the learning in previous years. The Head Teacher said that in the school's experience, participants who go on to gain coaching qualifications often progress to coaching younger pupils. Currently there are nine people coaching at clubs who were participants in the School of Rugby, and within Larbert the School of Rugby is run by ex-pupils. The school reported that parents liked the fact that accreditation is embedded into the School of Sport model as this is useful for enhancing students' CVs.

The School of Rugby currently part-funds two Modern Apprenticeship coaches. Both are former pupils who were involved in the wider school rugby programme. Young people spend the years between S1 and S3 gathering together a folder of evidence to achieve a Dynamic Youth Award. They felt that this was useful to have on their CV and reiterated the fact that the Schools of Sport are not only about developing fitness. Participants felt that accreditation was important, as it provides evidence of their achievements and could help them progress in the future.

### **Sustained participation in sport**

The intention to sustain participation in sport emerged as a theme when talking to pupils. Most wanted to remain in the Schools of Football or Basketball until S3, or to continue in the School of Rugby until S6. The majority of participants believed they would continue to participate in sport after leaving school, for example through playing in community teams.

Most of the young people we talked to were already playing in community teams before becoming involved in a CashBack School of Sport. They believed that involvement in a School of Sport enhances the other sports that they play. They also felt that longer term involvement in sport would help keep them fit, give them the opportunity to be part of a team and look good on their CVs.

## **WIDER IMPACT**

### **Impact on school**

The Head Teacher believes that CashBack for Communities funding has had “a very significant impact” on the school. In the case of the School of Rugby, being able to employ a full-time rugby coach based at the school has ensured a higher quality coach. Having dedicated staff has been key to growing activities. It also allows for better programme reach and impact. For example, the School of Rugby has resulted in around 120 young people playing the sport weekly, in four boys and two girls’

teams. Rugby is also delivered in primary schools therefore there are more opportunities for young people across the cluster to participate.

As a result of all of the Schools of Sport, the school has a much higher sports profile. Prior to CashBack, Larbert had some football and basketball provision, and limited rugby activity. Participation in sports has increased generally, and access has been widened, the Head Teacher commented. Larbert has won the Sunday Mail School Sport Award twice since receiving CashBack funding.

### **Impact on the wider community**

Teachers and coaches at Larbert want young people to continue to be involved in sport. Links to clubs is essential to achieve this, in order to create pathways for lifelong learning in sport. Coaches we spoke to said that many participants join community clubs and play more sport generally as a result of being involved in the programme. Some young people progress further, into community volunteering roles or other leadership opportunities.

By developing links with local clubs, the programme creates pathways into community clubs and sports hubs, for young people. For example, the school engages with Stenhousemuir Football Club and Falkirk Rugby Club.

### **Measuring impact**

Teachers and coaches highlighted the challenges of measuring programme impact, even though they felt that the positive changes for young people were clear to see. Softer outcomes are important in determining the progress of young people and they have no measurement tool at the moment to capture this. For example, the Head Teacher knew anecdotally through discussions with young people that participating in a School of Sport equips them with a more positive outlook for the future but currently this is not recorded. Most programme impact is evidenced through feedback from pupils, teachers, coaches and parents, including ongoing discussions and self-reflection.

“Positive outcomes are easily observable, but how do we measure them? That’s our problem.”

(CashBack Coach)

The Head Teacher believed that there is a link between membership of a School of Sport and better performance in other subject areas. However currently this is challenging to measure. It was hoped that the introduction of the proposed National Improvement Framework for Scottish Education, with its greater focus on the health and wellbeing of children and young people, will help the school to address this.

## **PARTNERSHIP WORKING**

The Head Teacher outlined that the school has slightly different relationships with each sport governing body – the Scottish Football Association, Scottish Rugby Union and Basketball Scotland. The closest working relationship is between the school and Scottish Rugby Union. The school’s relationship with the Scottish Football Association is less involved but very beneficial. The relationship with Basketball Scotland is more recent, and has started off well. The school-based basketball



coach has very good links with community clubs which have proved very beneficial to the school.

Local partners include community clubs, Active Schools, schools and Falkirk Council. Coaches described how the school can use local partner facilities if necessary, and this creates more opportunities to play. As the number of participants in each School of Sport grows, facilities are in greater demand. The school is also an important partner for local organisations, one partner told us. Developing partner relationships in the early stages of the programme has been important, so that these partnerships become embedded.

“Partnership working is very important. We couldn’t do it without partners.”  
(CashBack Coach)

## PROGRAMME SUCCESSES

### Programme staff

All of the young people we spoke to agreed that one of the best parts of the programme was having access to knowledgeable and experienced coaches. They appreciated that coaches took the time to build personal relationships with them, and found one-on-one time with coaches very beneficial. This made the young people feel more involved and encouraged.

The coaches push you hard. But we are in control.”  
(School of Sport participant)

Teachers at Larbert agreed that without programme staff, sport could not be delivered to the same scale. Without dedicated coaching roles and time investment from staff, reach and impact would not be so great.

### School of Sport model

Teachers and coaches believed the School of Sport model is really successful. It ensures consistency across sports delivery and make it easier to promote to parents and pupils. Starting small with the School of Rugby and then phasing in the introduction of the Schools of Football and Basketball has worked well for Larbert. It enables participants to engage in sport in a more structured way through creating pathways for involvement. The programme has evolved over time, with activities added gradually.

The Schools of Sport are embedded into young peoples’ learning. Sport is used as a tool to help develop the broader life skills of participants. Rather than placing emphasis on excellence in sport, young people develop literacy, numeracy and MESP skills. All young people liked the fact that taking part in a School of Sport meant that sport became embedded into the curriculum, rather than being an add-on.

“It is not just an extra-curricular activity. It becomes part of school; it is embedded.”  
(School of Sport participant)



## NEXT STEPS

Programme staff are working on the accreditation element of the Schools of Sport programme. They would like to be able to offer additional opportunities to gain qualifications through each School of Sport. Larbert is also currently considering extending the delivery of School of Football and Basketball activities into S4.

Larbert is planning to replicate the School of Sport model in other subject areas. This will be self-funded, as the school recognises the value of the approach. It has most recently launched a School of Dance, Media and Languages. The Head Teacher would like to extend the model further in the future, including using it to develop a Stem (Science, Technology, Engineering and Maths) Academy.

Larbert is currently working with Stirling University to explore ways of making the Schools of Sport sustainable. Programme staff want to ensure that a legacy is created beyond CashBack funding.

“We have created a fantastic programme. It’s quite exciting.”

(CashBack Coach)

## **THEME: SPORT FOR CHANGE**

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### **CASE STUDY TWO: SCOTTISH SPORTS FUTURES SHELL TWILIGHT BASKETBALL**

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#### **ABOUT THIS CASE STUDY**

This case study was developed as part of the external evaluation of the Scottish Government's CashBack for Communities programme (2014-15). It is designed to demonstrate the impact of CashBack funding on young people. It is about a CashBack funded project called Shell Twilight Basketball run by Scottish Sports Futures (SSF).

SSF was established in 2000 to deliver a programme of educational activities to young people through sport. SSF currently has three main strands of CashBack funded activity: Shell Twilight Basketball, Jump2It and Education through CashBack.

This case study was informed by discussions with nine young people who participated in Shell Twilight Basketball, two community coaches and two youth workers. The young people we spoke with were aged 14 to 18.

#### **THE APPROACH**

Shell Twilight Basketball offers free evening basketball coaching and education to young people (aged 10 to 21) for two to three hours per week, usually on a Friday evening. The sessions take place in local venues, predominantly in areas of deprivation.

During sessions time is set aside for basketball training, educational timeouts, general youth work, youth mentoring and relaxation. Educational timeouts are delivered once a month as a fifteen-minute session in-between basketball training. The timeouts cover a wide range of topics. Coaches and youth workers are encouraged to be reactive to the needs of the group and spending time on priority topics where needed.

In 14/15 over 1,500 young people regularly attended Shell Twilight Basketball across 12 locations in Scotland.

The programme aims to provide fun, safe and inspirational activity, through which young people can learn new skills and develop as individuals. At the outset community coaches wanted to be role models for young people and to provide a stepping stone for them to achieve their future goals. Youth workers felt it was important that the programme educated young people in the things that are important to them, encouraged community integration and provided a safe place for young people to be.

“It’s about giving young people something they can actually be passionate about.”  
Youth worker

## INTENDED PROGRAMME OUTCOMES

The CashBack outcomes that the programme intended to achieve were:

- Increased participation by difficult to engage and equalities groups (Outcome 2)
- Sustained participation in positive activities (Outcome 15)
- Increased supportive social networks and feelings of belonging (Outcome 19)
- Reduced levels of crime and antisocial behaviour (Outcome 24)
- Better community integration and cohesion (Outcome 25).

While the programme also contributes more widely to the Scottish Sports Futures overarching CashBack outcomes, these are the intended Shell Twilight Basketball specific outcomes.

## CASHBACK FUNDED ACTIVITIES

Shell Twilight Basketball runs for 40 weeks during the year. The programme involves:

- basketball skills and drills;
- basketball tournaments;
- educational timeouts; and
- youth mentoring.

Basketball skills are delivered by community coaches, who are experienced players and qualified coaches. SSF holds annual basketball tournaments giving young people the opportunity to meet and play against other Twilight players across Scotland. Educational timeouts are delivered by youth workers alongside local experts and partner agencies. These timeouts use sport as the basis for discussion on a range of topics using modules developed by SSF. These include:

- Identity
- Healthy Eating
- Internet Safety
- Alcohol Awareness
- Teamwork Friday
- Sex and the Law
- Communication
- First Aid
- Smoking Awareness
- Bullying and Exclusion
- Hydration
- Drug Awareness.

The timeouts are not limited to these topics and work is underway to develop new topics. Recently, topics of body image and racism have been discussed in groups where it was felt useful and relevant to the participants.

Shell Twilight Basketball sessions also aim to include a high degree of youth engagement, mentoring and progression support. Participants have the opportunity to become peer mentors and to work towards achieving coaching qualifications. Young people can also receive support towards other training, volunteering or employment through a CV writing course, Youth Leadership Awards. The programme can also contribute towards the Duke of Edinburgh Award.

## PROFILE OF YOUNG PEOPLE

Young people can find out about Shell Twilight Basketball through youth work services, other SSF programmes, local advertising and word-of-mouth. Most of the young people we spoke with heard about Shell Twilight Basketball through word-of-mouth, from friends and family.

The basketball sessions are held in local communities and tend to be in areas of deprivation. Shell Twilight Basketball has engaged young people from a range of socioeconomic backgrounds, and staff felt that the diverse mix of participants attending sessions was reflective of local areas.

Community coaches and youth workers stated that there were still more males than females attending. However, it was noted that the small core group of females who do attend are extremely dedicated.

Coaches and youth workers felt that Shell Twilight Basketball was doing well at engaging with and integrating young people with learning difficulties or other non-physical disabilities. However, they said that the programme is not designed to engage young people with severe physical impairments.

Youth workers also felt that the programme could do more to encourage participation from young people from the LGBTQI<sup>12</sup> community.

Youth workers have noticed that when participants reach fourth year at school, other priorities begin to compete with Shell Twilight Basketball on a Friday evening. Participants themselves said they might not be able to continue coming if they have too much pressure from schoolwork, or if parents won't let them attend when they have exams.

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<sup>12</sup> LGBTQI stands for Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, and Intersex

## IMPACT ON YOUNG PEOPLE

Feedback is taken at the end of every Shell Twilight Basketball session. Youth workers and coaches take verbal feedback on the delivery of sessions and on what young people want in the future. Youth workers also complete a weekly 'effort log' to objectively monitor how young people are doing.

Coaches and youth workers felt that Shell Twilight Basketball has made a difference to young people in a number of ways including:

- increased confidence and self-esteem;
- new experiences and opportunities;
- making new friends / creating peer networks;
- team working;
- developing new positive behaviours;
- providing diversionary activity;
- improved health and wellbeing; and
- progression to positive destinations.

Young people we spoke with stated that the things they most valued from Twilight sessions were:

- learning new basketball skills;
- increasing confidence; and
- improving health and fitness.

### Positive behaviours

Through Shell Twilight Basketball sessions and tournaments, young people have also been able to gain accreditation, work on personal development and make new friends. Young people said that they enjoyed meeting new people from different schools and making new friends. Some young people commented that the routine and discipline of basketball had helped them to improve their behaviour, and youth workers agreed that they had noticed this improvement.

"We didn't know each other before but now we've all become friends."

Young person

"My behaviour is getting a lot better...I'm not cheeky as much."

Young person

If they had not been attending Twilight, participants said they would probably be at home watching television, playing video games or would be out with friends. Some of the young people felt that attending Shell Twilight Basketball on a Friday evening was a good diversionary activity. One participant in particular felt that it kept him busy and prevented him from getting up to mischief.

"It saves me from doing things I'm not supposed to do."

Young person

## Confidence

Young people stated that they felt Shell Twilight Basketball had helped to improve their confidence and behaviour. Many felt that their confidence had improved, particularly with speaking in groups and meeting new people. Coaches said that they had noticed significant personal growth amongst young people. Attending Shell Twilight Basketball has helped young people to become aware of, and develop their potential.

## Personal development through teamwork

Young people we spoke with enjoyed playing in teams and being challenged. Coaches and youth workers felt strongly that the teamwork aspect of basketball was valuable for young people. They have found that being part of a team helps the young people develop many useful skills such as working with others, motivating others and learning through failure.

Youth workers also felt that teamwork helped to build resilience and maturity in young people, through a positive shared activity. Most importantly, coaches and youth workers said that working together as a team helps give young people something to work towards and be proud of.

“The power of being part of a team. It’s so powerful you can’t put it on paper.”

Community coach

## Health and wellbeing

All the young people we spoke with said that health and fitness was important to them and that attending Shell Twilight Basketball had improved their basketball skills. They felt that Shell Twilight Basketball was a good way to keep fit whilst having fun. It had helped improve their speed and stamina, which in turn had helped them perform better in other sports.

“Basketball is quite important to me. It helps me keep fit.”

Young person

Taking part in Shell Twilight Basketball has led participants to join other teams, such as a football team and a darts team. One former participant first joined Shell Twilight Basketball with no basketball experience and is now playing internationally for Scotland. The two female participants in the group have joined a ladies’ basketball team and are attending it regularly. Some of the group have also started playing basketball in other local venues, alongside their friends who do not attend Shell Twilight Basketball. A few of the young people we spoke with were also considering a career in sport, as players, PE teachers or coaches.

“My confidence has improved; it’s has got me joining other teams.”

Young person

## Positive role models

The community coaches and one of the youth workers at the Shell Twilight Basketball session we visited were both former Shell Twilight Basketball participants, one of whom had also played for Glasgow Rocks, a professional basketball team. Having come through the full pathway they were happy to be in a position to give

back to young people and provide them with positive experiences and opportunities. Coaches said that being taught by former participants and professional sports people was valuable and inspirational for the young people. The coaches hoped that their presence would show young people that opportunities would be available to them and that they could do whatever they wanted to in life.

“It gives you a feeling of being a role model.”

Community coach

Young people said that they liked the coaches and youth workers and felt comfortable speaking to them about anything. Having two different sets of staff; coaches and youth workers, gave the young people the option to speak with whomever they felt most comfortable.

## WIDER IMPACT

Evidence from Shell Twilight Basketball sessions across Scotland shows that the programmes have had a positive impact on the community. In two areas Police have reported a decrease in incidents involving young people. The programme also encourages young people to be involved in local event beyond the weekly sessions to improve community integration.

## PARTNERSHIP WORKING

The main partnership in Shell Twilight Basketball is between the community coaches and the youth workers. Sessions are normally planned and administrated by the youth workers, allowing the coaches to focus on delivery. Both parties agreed that having two partners delivering the programme was beneficial and allowed them to do their job more effectively.

“(Youth workers) make it easier for us to do our job. It would be almost impossible without them.”

Community coach

Youth workers appreciated that in Shell Twilight Basketball they are able to focus on youth work because the session activity is mainly delivered by the coaches.

There is also a more informal partnership between youth workers and parents of participants. Where possible, youth workers try to maintain good working relationships with the parents of young people attending Shell Twilight Basketball. This helps them better understand young people’s needs, which they might not share themselves.

“It doesn’t happen anywhere else [that I have worked] but it gives us extra information on background, which helps.”

Community coach



## PROGRAMME SUCCESSES

One of the key successes of Twilight is the sustained participation from young people. The programme runs for 40 weeks each year, and some of the young people we spoke with have been attending regularly for over two years.

Young people most appreciated that Shell Twilight Basketball was completely free. This was echoed by youth workers and coaches who felt that high quality sustained activity would be beyond the reach of some participants if it was not free of cost.

“It’s completely funded. A lot of young people wouldn’t have the means or money to access this.”

Youth worker

Participants valued that the coaches and youth workers treated them as young adults and did not act like teachers. Participants also commented that the atmosphere at Shell Twilight Basketball sessions was relaxed and non-competitive, which makes it welcoming for new people who may not have experience playing basketball.

“It’s not that competitive, so anyone can come along.”

Young person

## NEXT STEPS

Going forward, young people would like to see an improvement in Educational Timeouts. Feedback indicated that they would like these to be more relevant to them. Sometimes the sessions duplicated what they had already learned at school. Young people suggested that the sessions could be used for new skills development, such as first aid training. The Twilight team have recognised this feedback, and are working on developing a new format for Educational Timeouts to address this.

In the future young people would be keen to participate in more Shell Twilight session and tournaments. Some would also like to see the development of their own basketball league.

SSF plans to work towards developing an Ambassador programme, which will identify and support young people through a pathway to becoming certified coaches.

“We’re in a comfortable position so we can always strive to improve it and make it better.”

Community coach

SSF is pleased with the way in which the Shell Twilight Basketball model of delivery has evolved and been refined since it began. Dual delivery from sports coaches and youth workers was felt to be a key strength that is unique to the programme. SSF advised anyone working with young people to follow their example around communication, partnership working and to ensure that staff remain consistent throughout the duration of the programme.

“Communication is a key part of it. In and out of sessions, and with line managers.”  
Youth worker

## THEME: CULTURE

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### CASE STUDY THREE: GLASGOW MEDIA ACCESS CENTRE (GMAC) FILM – MAD ABOUT MOVIES

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#### ABOUT THIS CASE STUDY

This case study was developed as part of the external evaluation of the Scottish Government's CashBack for Communities programme (2014-15). It is designed to demonstrate the impact of CashBack funding on young people. It is about a CashBack funded project called Mad about Movies (MAM) run by Glasgow Media Access Centre (GMAC) Film.

GMAC Film was established in 1982 to enable a greater diversity of people to make films by offering low cost access to facilities and equipment to independent film makers. The MAM programme provides film and film making activities to young people aged 10-25.

This case study was informed by discussions with six young people from the GMAC Film Youth Team, seven young people that have taken part in a GMAC Film animation workshop and the Education team leader at GMAC Film. The young people we spoke with were aged between 14 and 25.

#### THE APPROACH

Through MAM, GMAC Film is providing a range of free film making and film watching activities to young people across Glasgow. Activities are primarily based at GMAC Film's city centre workshop. The programme is advertised through GMAC Film's extensive database of schools, community centres, youth clubs, teachers and organisations, as well as through social media and word-of-mouth. A key focus of the programme is to introduce and provide new learning for young people who would not normally access film and film making activities.

"We try really hard to get information out to as many people and places."

Education team leader

GMAC Film activities tie into a number of national strategies such as the Curriculum for Excellence and the National Youth Arts Strategy, 'Time to Shine'.

#### INTENDED PROGRAMME OUTCOMES

The CashBack outcomes that the programme intended to achieve were:

- Increased participation by difficult to engage and equalities groups (Outcome 2)

- Greater confidence and self-esteem among participants (Outcome 8)
- Participants develop confidence in their skills and develop aspirations for further learning and development (Outcome 11)
- More participants progress into a positive destination: such as learning in a non-school setting, further and higher education, pre-employment training, volunteering, personal development opportunities and employment (Outcome 20).

## CASHBACK FUNDED ACTIVITIES

The programme of activities involves movie clubs, workshops, trips and holiday programmes for young people. GMAC Film also hosts a Youth Team and has delivered continuing professional development sessions to teachers.

Movie clubs are run monthly, with sessions each month for older and young participants. Each screening is followed by a group discussion on the film.

Holiday programmes have run over the October break (one week) and summer break (two weeks). These are delivered as intensive film making experiences where young people can work together to create their own unique piece of film.

Throughout the year, GMAC film runs bespoke workshops based on the needs of young people. These can be on any aspect of film. Recent workshops have been on acting and animation.

### Animation workshop

GMAC Film runs an animation workshop for young people aged 14-19. The workshop is run by a specialist tutor, who works in the animation film industry. The tutor is supported by an intern and a volunteer, who is also a young person.

The animation workshop was developed at the request of a young person from the Youth Team, who has since become a volunteer on the workshop.

“It felt fantastic that my idea was taken on.”

Young Person

Up to 15 young people have been attending the weekly workshop, which runs for 10 weeks. Young people have been taught about various genres of animation and have the opportunity to create their own animated film.

“My confidence has only grown since I’ve been here. Meeting fellow animation enthusiasts has been really positive.”

Young Person

In the future GMAC Film hopes to run a junior animation workshop, using the current participants as peer mentors for younger people.

### CPD workshops

In 2014, GMAC Film ran a series of three-day continuing professional development workshops for teachers. The aim of the workshops was to show teachers how film

could be incorporated into the classroom to deliver Curriculum for Excellence outcomes, and to provide practical support for teachers to do it themselves.

### **GMAC Film Youth Team**

GMAC Film also hosts a Youth Team, which meets monthly. The team is made up of young people aged over 16 that have participated in at least two GMAC Film activities and regularly attend the movie club. New members of the Youth Team need to be nominated and accepted by team members, and are expected to stay on for two years. The Youth Team has responsibilities to assist with managing the Junior movie club, presenting at GMAC Film events and to introduce new ideas to GMAC Film, representing the voice of young people.

“It’s nice that GMAC values the voice of the youth team, you feel that you’re really being heard.”

Young person

All activities are free and usually include food or refreshments. GMAC Film also covers travel expenses for young people, including taxis for those attending the evening movie club.

### **Leadership opportunities**

Young people are encouraged to lead through volunteering and paid internship opportunities. Each workshop and school holiday programme aims to incorporate at least one intern and volunteer. GMAC Film also aims to promote diversity, on and off screen, by encouraging young people to take up roles they might not traditionally be seen in, such as young women in technical roles.

“We couldn’t do all of this without volunteers. It makes it a better experience for participants too.”

Education team leader

## **PROFILE OF YOUNG PEOPLE**

Over the past year GMAC Film has worked with over 450 young people. The profile of young people is split equally according to gender. Many of the young people attending GMAC Film activities are on the autistic spectrum and there is also good diversity of young people from different ethnic backgrounds.

Although the mix of young people is reflective of Glasgow, GMAC Film is conscious that there are few participants aged around 13. It feels that this may be because young people are not yet confident travelling in and out of the city, and also because it is a transition period for young people growing from children into adolescents.

## **IMPACT ON YOUNG PEOPLE**

GMAC Film conducts evaluations with all young people that attend an activity. From these evaluations they have found that young people appreciate:

- access to film and a place to go;
- people to talk to and ask questions about film; and

- belonging to a film community.

Young people also said that taking part in GMAC Film activity helped them to increase their confidence and self-esteem, improve teamwork skills and make new friends.

### **Access to opportunities**

GMAC Film has worked to provide access to new opportunities for young people who may not have accessed film and film making activities. GMAC Film stated that although there may be opportunities available, accessing film can be intimidating for young people.

Young people stated that having the relevant information was empowering and has led them onto pursuing other film related activities. Through GMAC Film, three young people have attended British Film Institute residencies in locations around the UK.

“It opens up doors you never knew were there.”

Young person

“And when you open one door, a million others open up because they’re all connected.”

Young person

One young person we spoke with commented that before attending GMAC Film he had assumed he would have to get a “dull job”. But through GMAC Film he has learned that there are many opportunities to work in the film and creative industries.

“It’s made me happier about what you can do in life, it makes me feel like I can do what I want.”

Young person

### **Increased knowledge and skills**

Young people attending GMAC Film workshops enjoyed learning new skills from expert tutors and from one another. They felt that GMAC Film provided a safe and comfortable environment for them to learn new skills and share ideas, without feeling judged or uncomfortable. They also felt that the relaxed atmosphere at GMAC Film was ideal for learning, and very different from the pressurised and exam driven environment of school.

“I don’t know where else they would get this kind of support and activity with a film focus at a level that will genuinely lead to something else if they want it.”

Education team leader

Members of the GMAC Film Youth Team felt that they were able to learn many new skills by being on the team. Many joined because they had been attending GMAC Film activities for some time and wanted to give something back to other young people. All agreed that they were learning valuable skills through the Youth Team such as:

- planning and organising;
- personal development;
- teamwork; and
- communication.

They felt that there was a lot of benefit to learning practical skills such as how to structure a meeting, create an agenda and take minutes. Some participants stated that they have learned how to present themselves better, and that this has been a useful element of personal development in other areas of their life as well. The group also agreed that they appreciated learning these skills within the context of a wider organisation, like GMAC Film.

“We get all the positive benefits of getting responsibility and doing something great but with that safety net. It’s a fantastic environment.”

Young person

### **Making friends and being part of a film community**

For the young people we spoke with, making friends was one of the most important things that had come from their participation in GMAC Film activities. Young people said that they enjoyed meeting new people with similar interests and values.

“[The best thing is] Meeting new people that I feel I can be myself around and feel comfortable with.”

Young person

GMAC Film felt that the sustained activities it provides has given the organisation the sense that a real youth community is being built. Young people also said that they appreciated having somewhere to go that was outside their regular activities, away from the stress of schoolwork and exams.

“It has been good to have a place to go to outside of usual academic stuff that is relevant to what you want to do.”

Young person

### **Increased confidence**

The learning environment and opportunities provided by GMAC Film have helped young people to increase their confidence in a number of areas.

Young people we spoke with commented that they felt more confident in themselves, their film skills and their communication skills. A number of participants commented that they had never felt they fitted in before, particularly at school. At GMAC Film they have found a like-minded community, which has allowed them to open up and become more confident.

“I think I’ve developed communication skills because I’m usually the quiet guy at school.”

Young person



“I didn’t like working in a team before but I like it here because I don’t feel like I’m judged as being weird...because everyone here is already weird!”

Young person

Participants felt that the confidence they gained through GMAC Film activities has helped push them creatively and to do more with their film making outside of GMAC Film activities. Some said that involvement in GMAC Film has encouraged them to try other arts activities as well.

Members of the Youth Team felt that being part of the team has helped them to increase their confidence. They stated that GMAC Film has made them feel included, respected and influential.

“Getting into the youth team was the first of many things. It led to me coming out of my shell. And now it’s great to give back to others.”

Young person

The reported increase in confidence was especially important for more vulnerable young people, young people experiencing social challenges and those with additional support needs. GMAC Film felt that the inclusive activities allowed these young people to be a part of something that is not linked to their personal issues or disability.

## WIDER IMPACT

GMAC Film felt that delivering programmes through CashBack had been beneficial for the organisation. CashBack funding has allowed it to provide activities that are delivered over a long period of time. This has allowed GMAC Film to plan programming in advance and to engage with young people over a sustained period of time, watching them grow, change and develop their own youth film community.

## PARTNERSHIP WORKING

GMAC Film works in partnership with a variety of organisations and individuals. Partners help to advertise activities and recruit young people. In particular, some organisations working with disadvantaged young people have played a key role in encouraging and supporting young people to attend GMAC Film activities.

“A lot of recruitment partners have been great with the more vulnerable young people in helping them to apply and encouraging them to take part.”

Education team leader

GMAC Film also works with a number of freelancers and experts to deliver high quality film making workshops to young people. Delivery partners are chosen for their expertise in film and also for their youth work capacity, which is deemed to be important to engage with young people effectively.

## PROGRAMME SUCCESSES

Overall, GMAC Film has helped young people gain experience in film, attend film residencies and gain volunteering and training experience. Taking part in GMAC Film activities has helped young people learn more about the opportunities available to them, become more employable and feel part of a community.

Young people we spoke with stated that activities being provided completely free of cost, including food and transport was key to the success of the Mad about Movies programme. All the young people we spoke with wanted more GMAC Film activities, especially through the summer holidays.

One of the keys to the success of the programme is the high degree of partnership work to engage participants and the input from young people to shape the programme of activities.

“Listen to the young people - they know what you can do to ensure they get the most out of it.”

Education team leader

## NEXT STEPS

In the future, GMAC Film hopes to focus more on progression by providing more opportunities for work experience and training, as well as more advanced film making opportunities.

## **THEME: FACILITIES**

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### **CASE STUDY FOUR: CUMBERNAULD COLTS AT BROADWOOD STADIUM**

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#### **ABOUT THIS CASE STUDY**

This case study was developed as part of the external evaluation of the Scottish Government's CashBack for Communities programme (2014-15). It is designed to demonstrate the impact of CashBack funding on young people. It is about a CashBack for Football Facilities project – Broadwood Stadium – which is 'home' to Cumbernauld Colts community football club.

The funding enabled development of a 3G synthetic turf pitch for football. This fund focuses on, although not exclusively, areas where antisocial behaviour, violence and crime particularly affect the life chances of young people. This case study was informed by discussion groups involving six volunteer coaches and club board members, and eight players aged between 11 and 17.

#### **THE APPROACH**

In 2011 the CashBack for Football Facilities fund invested £5million in youth and community football projects across Scotland. Cumbernauld Colts, in partnership with the Scottish Football Association (the Scottish FA), submitted a successful application. Prior to this, the club had successfully applied for separate funding from the North Lanarkshire Environmental Key Fund to develop a different site. The club had been awarded £150,000 to create a 3G pitch and supporting accommodation at the disused Westfield Blaes Pitch, Cumbernauld. Following discussions with North Lanarkshire Council and NL Leisure (the Trust), the club withdrew its application from NLEKF, deciding to partner with the Council and Leisure Trust, to apply for the CashBack funding to develop Broadwood Stadium.

The partnership was successful in securing £400,000 from the CashBack fund to undertake the project at Broadwood Stadium. The funding was entirely directed into a new 3G sports pitch. North Lanarkshire Council and NL Leisure contributed additional funding to meet the full cost of the new pitch. As the pitch was being replaced, Cumbernauld Colts invested its own funds into upgrading player and coach spaces, including dressing rooms, club rooms and office. As a partner in the project, and for an annual fee, the club has rights of access to the pitch as its primary user, for training and competition, and to the supporting spaces which it regenerated.

#### **INTENDED PROGRAMME OUTCOMES**

Before CashBack funding, Cumbernauld Colts' club sections trained at a range of community venues across Cumbernauld. The pitch at Broadwood Stadium was grass and had limited use. Clyde Football Club's senior team used the stadium pitch

once a fortnight, but no other community groups used the facility. Club board members and coaches hoped that CashBack funding would provide the club with a 'home'. It was intended to become a place in which to centralise club activities. The club was confident that a 3G pitch would allow it to grow its activities and to widen access, particularly for young people and the wider community.

## CASHBACK SUPPORTED ACTIVITIES

The club supports a wide range of football activities, many of which depend upon the 3G pitch. It has developed the full player pathway for both males and females and has recently established a senior first team which plays in the Scottish Lowland Football League (SLFL). Through the Football Academy male and female activities are delivered, comprising 24 club sections with approximately 40 teams for different age groups. Coach and volunteer programmes are offered to members, supported by the Scottish FA.

The club plays an important role in the local community, and in the wider football community. It promotes and supports football-based activities, educational activities, and community initiatives. The club supports widening access to football, especially for young people and for disadvantaged groups. It recognises that it has a role to play in promoting social inclusion. School-based outreach activity is also an important part of the club's community programme. School coaching is designed to encourage football activity in the area and to promote community health and wellbeing.

## PROFILE OF YOUNG PEOPLE

The young people who we spoke to as part of this case study had mostly been involved in the club from a very young age. Parents generally initiate contact with the club, on behalf of their children. Some young people heard about the club through friends, and decided that they would like to attend.

Cumbernauld Colts has an 'open to all' policy and a diverse mix of young players. While the club does not specifically target young people from deprived areas of the community, it has a very wide catchment area. Coaches working with players on a regular basis understand that some come from less stable backgrounds than others. They believe that membership should be open to young people from all backgrounds and it shouldn't matter where they are from.

"There is no positive discrimination."

(Coach, Cumbernauld Colts)

The club has individual arrangements with a few players who sometimes find it difficult to pay their monthly fees. Young people who find themselves in this position, either in the short or longer term, can speak to coaches or members of the board about an alternative payment arrangement. These cases tend to involve teenagers rather than younger players.

The club has worked hard to increase the number of female and disabled participants. There are both female and disability club sections. Currently equality

monitoring information about members is not recorded, although this is something that may be implemented in the future. The board is considering how this can be done in the least intrusive way.

## IMPACT ON YOUNG PEOPLE

The new facilities at Broadwood Stadium have resulted in very positive outcomes for young players. There have been significant increases in participation, of both male and female players.

“We will not get a better facility for young people and players.”

(Coach, Cumbernauld Colts)

We asked some young people what they liked most about being part of the club. The majority appreciated the opportunity to play in a stadium, and the access to high quality coaching and facilities. All agreed that the stadium atmosphere was exciting, and they reported that they have developed a sense of pride at being a member of the Cumbernauld Colts. Some said that their confidence and self-esteem had improved, because as club members they felt part of a community.

“The club is more than just a club; it is a community. There is a community atmosphere.”

(Participant, Cumbernauld Colts)

### Making new friends and learning new skills

Other benefits of the new facilities included making new friends, learning new skills, team working and improved health and fitness. Most young people said that they had the opportunity to train and play more football since the facilities had been upgraded. Football is the only sport that the young people we spoke to currently played. Some were interested in trying other sports, but didn't feel that they would have time to fit this in around their football training.

### A safe place

Some of the older players we spoke to felt that membership of the club provided them with a safe space to spend time, and distracted them from less healthy activities. They said that if they didn't train on a Friday night, they would probably be *“going out with friends and getting into trouble”*.

### Improved health and wellbeing

Board members and coaches agreed that growth in participation had positively impacted on the health and wellbeing of the hundreds of young people who now use the facilities. It had fostered a sense of belonging for everyone involved in the club which was absent before.

### Membership

Club membership has increased from around 350 players to over 600 players at the upgraded facilities, since CashBack investment. Having an all-weather pitch boosts numbers all year round. The stadium is more accessible than previous facilities used by the club, and this attracts more members.

### Increased female participation

The girls' game has grown significantly since CashBack investment. Female membership has increased from 26 registered players before CashBack investment, to over 110 in 2014/15. Board members and volunteers reported that recruitment for the female club section could be challenging and resource intensive – but they believed that having a safe environment in which to play, especially for young females in the evening, had helped increase participation.

“It is a more appealing place to play, especially for young females.”

(Coach, Cumbernauld Colts)

### More opportunities for disabled players

The number of registered disabled players has grown since CashBack investment, and the club achieved the Scottish FA Disability Club Award. However, it could be challenging to recruit, train and retain disabled players, and turnout was often unpredictable. The hard work of dedicated volunteers has kept this section alive. The disability section is additionally supported by the Arran Brown Rainbow Foundation, which helps with the running costs of this initiative. There are two local Additional Support Needs schools, with which the club plans to undertake outreach work to attract more disabled players.

### Increased progression opportunities

Progression opportunities have improved for young people since the CashBack investment. Grassroots pathways are available for both male and female players and the club has increased its capacity to offer more activities. It now holds a Scottish FA license and the Scottish FA's highest level of Quality Mark accreditation. It was the first club in Scotland to achieve this. The Scottish FA Quality Mark scheme allows the club to promote and develop grassroots football and the training of players, coaches and volunteers in a structured way. Scottish FA coach education is available to members aged 16 and over and allows young people to become involved in volunteering and coaching, alongside playing.

The young people we talked to intended to continue their involvement in football in the future. Some would like to play professionally and recognised that this would take a lot of hard work – “*you have to be really good*”. Others said that they would like to get involved in coaching in the future, and were interested in undertaking coach education.

## WIDER IMPACT

### Impact on the Club

The upgrade of Broadwood Stadium has brought club coaches together, where before they trained with young people in various parts of Cumbernauld. The new facilities have brought a fragmented club together, within a state of the art arena. Board members and coaches agreed that this has had fantastic outcomes for the club.

“There is a real synergy having all our coaches and players together that simply was not possible when we were fragmented across the town.”

(Chair, Cumbernauld Colts)

Feedback from coaches indicated that they now have a much better idea of the bigger picture of the club. Working together in the same place has resulted in improved relationships and a strengthened organisation.

“The coach network and club vision has been strengthened.”

“Having a home makes a difference. It gives us a sense of belonging and identity.”  
(Coach, Cumbernauld Colts)

Since the facilities have been upgraded there has been significant investment by the club and partners into volunteer development. The Scottish FA provides free access schemes to coach education for players between the ages of 16 and 18 in fulltime education. The club uses a volunteer induction pack and development programme for new volunteers. More volunteers have led to increased capacity for delivery, and coaches said that this *“lightens the load”*. Parents of younger children are encouraged to run the sections that their children play in. Currently there are around 120 parents volunteering with the club, which is the highest number to date. They are involved in a range of capacities including coaching, first aid, fundraising and administration.

“Volunteers are very important to the club. No volunteers, no club.”  
(Chair, Cumbernauld Colts)

### Impact on the wider community

Broadwood Stadium is a successful community facility as a result of CashBack investment, and is used by a wide range of groups and organisations through a lettings system. This is managed by NL Leisure which charges fees for usage. While Cumbernauld Colts has the majority use of the facilities, the many other users regularly benefitting from CashBack investment include:

- Clyde Football Club (for Scottish Football League home fixtures);
- Queen of the South FC (training base);
- New College Lanarkshire;
- other local football clubs;
- Scottish Rugby Union; and
- local schools.

Club board members and coaches have observed high levels of community engagement with Broadwood Stadium and the football club since CashBack investment. It is a hub of football activity and central focus of the community. It has provided a sense of identity for all involved. More parents and friends of players come to the stadium to watch them play. Better facilities and an improved atmosphere has increased the number of club volunteers and regular spectators.

As a community club Cumbernauld Colts undertakes outreach activity including the delivery of football activities at local schools. This helps engage young people in sport, enables schools to meet their physical education targets and raises the profile of the club. The club is also very active in hosting fundraising and community initiatives. It has held ‘race nights, sportsman’s dinners and sponsored events’ to help subsidise fees and to raise money for the club and the community. The club



began a foodbank initiative in 2014-15, encouraging donations from members, family and friends which are delivered to a local foodbank annually. Volunteers felt that this would be much more difficult and less successful without a central hub to coordinate it from.

"Thanks to the dedicated volunteers the club has grown and diversified and became a true community institution."

Chair, Cumbernauld Colts)

## **PARTNERSHIP WORKING**

The facilities at Broadwood Stadium have been developed by a partnership of organisations including North Lanarkshire Council, NL Leisure, Cumbernauld Colts and the Scottish FA. The stadium is owned by North Lanarkshire Council and operated by NL Leisure. Cumbernauld Colts is the primary occupant as a result of its involvement in the CashBack bid.

"On the whole, it works well."

(Board member, Cumbernauld Colts)

Club members explained that while partnership working has at times been challenging and frustrating, it has also brought many benefits. CashBack investment could not have been secured without partnership working. The Scottish FA played a pivotal role in involving Cumbernauld Colts in the initial CashBack partnership. The club was awarded full Scottish FA membership in 2015, when it was also admitted to the Scottish Lowland Football League. The Scottish FA is a strong advocate of the club, providing it with access to coach education and development support.

The Arran Brown Rainbow Foundation is a local charity which works with the club, to support its disability section. The foundation was established in memory of Arran Brown who was born with a rare kidney condition. It aims to support research into the disease and to support organisations and groups which in turn support patients and families of those with the disease. The foundation's support of Cumbernauld Colts gives local young people with disabilities the opportunity to train and play football regularly, supported by coaches and volunteers.

Networkrail/EGIP (Edinburgh to Glasgow Improvement Programme) has partnered with the club for the last two years through their support of the club's annual soccer festival. The event has been run over twelve consecutive years and involves over 100 children/youth teams from all over Scotland. The EGIP funding enabled the club to match this investment to provide the necessary resources to deliver an extensive schools coaching programme.

A number of local and national companies support the club through the sponsorship of club kit, which is vital to allow the club to control its membership fees.

## PROGRAMME SUCCESSES

CashBack investment has transformed Broadwood Stadium and directly impacted on the positive growth of Cumbernauld Colts. Key programme successes include:

- A thriving community facility – before CashBack investment, much of the stadium would lie empty during the week. All facilities, including pitches, are now used extensively.
- A home for Cumbernauld Colts – the club has benefitted from being able to centralise its activities and strengthen its identity, while a wide range of other groups and organisations also access the facilities.
- Increased club participation – there has been a significant increase in club membership since CashBack investment, particularly in youth sections. More young people have the opportunity to play football on a more regular basis.

“We are the envy of Scottish football.”

(Coach, Cumbernauld Colts)

- Under-represented groups – CashBack investment has enabled the club to more effectively target and retain female and disabled players. Having a central hub has provided a safe space to play for these players, which has been invaluable.
- Wider participation – many more people now come to the stadium to volunteer, spectate and use other available facilities. Overall footfall has increased as the stadium atmosphere appeals to everyone, and the club has benefitted from this.
- Health and wellbeing – a huge increase in the volume of club activity since CashBack investment has impacted on the health and wellbeing of hundreds of children.
- Local economy – the extension of activities at the stadium has increased demand for local goods and services, which has made a significant contribution to the local economy.

## NEXT STEPS

Club board members believed that this was an exciting time for the Cumbernauld Colts. The recent creation of the senior first team and entry into the SLFL have been highlights in the significant progress which the club has made over many years.

The club expressed some uncertainty about the future and were keen to see this addressed. It has a license to occupy the facilities as the primary user for the life span of the 3G pitch. Board members felt that it was important for the club to have the security of long term rights of access to the facilities beyond the life span of the pitch, given the resources it had invested. Any reduced rights of access would be detrimental to club activities and membership.

As the club does not own the facilities, sometimes its activities felt constrained. This situation could be improved by an agreement that would afford it the security for longer term continuation and development. However, partners emphasised that the partnership between the club and the Trust was strong, and stressed that

Cumbernauld Colts would be an integral part of ongoing discussions about the future replacement of the pitch, and access arrangements at the stadium.

In the future, the club would like to continue to build on its successes by developing a performance pathway for players to complement existing grassroots community activity. Additionally, the club would like to expand its activities to include initiatives such as walking and handball. Club capacity has become more of an issue as membership has grown however, and these activities would be dependent on space. Going forward, investment in a second 3G pitch would be required in order to increase capacity and facilitate further growth.

## **THEME: EMPLOYABILITY**

### **CASE STUDY FIVE: CELTIC FC FOUNDATION GATEWAY TO EMPLOYMENT (GTE) PROGRAMME**

#### **ABOUT THIS CASE STUDY**

This case study was developed as part of the external evaluation of the Scottish Government's CashBack for Communities programme (2014-15). It is designed to demonstrate the impact of CashBack funding on young people. It is about a CashBack funded project called Gateway to Employment (GTE) run by Celtic FC Foundation.

Celtic FC Foundation was established in 2006 to provide assistance to those who face daily challenges within health, equality, learning and poverty by delivering community based projects.

This case study was informed by discussions with five young people that have participated in GTE, the GTE programme co-ordinator and two partners that work with the programme. The participants were aged between 17 and 23.

#### **THE APPROACH**

Celtic FC Foundation runs a Gateway to Employment (GTE) programme. The Celtic FC brand has been used to encourage and motivate young people. Partners agreed that the established presence and name of the Celtic brand gives the programme influence and helps to recruit young people that would not ordinarily engage with other employability services or programmes. GTE works primarily with young people from disadvantaged backgrounds or with criminal convictions. The programme aims to help these young people gain employment by developing skills and training in their areas of interest.

#### **INTENDED PROGRAMME OUTCOMES**

The CashBack outcomes that the programme intended to achieve were:

- Increased participation in positive activity (Outcome 1)
- Increased participation by difficult to engage and equalities groups (Outcome 2)
- Greater confidence and self-esteem among participants (Outcome 8)
- Participants demonstrate new skills and positive changes in behaviours (Outcome 9)
- Participants develop confidence in their skills and develop aspirations for further learning and development (Outcome 11)
- Sustained participation in positive activities (Outcome 15)
- More participants progress into a positive destination: such as learning in a non-school setting, further and higher education, pre-employment training,

volunteering, personal development opportunities and employment (Outcome 20).

At the outset the GTE programme had a core aim to provide an employability programme to the most vulnerable and disadvantaged young people, particularly those with a history of criminal conviction.

“People don’t always open their doors to people with a criminal history but we wanted to make sure that everyone was treated equally.”

GTE programme co-ordinator

## **CASHBACK FUNDED ACTIVITIES**

The GTE programme runs for ten weeks and is based in the Celtic Learning Centre, which is within Celtic Park, in the East End of Glasgow. The programme incorporates a range of physical activity and employability skills to give participants an increased chance of finding employment or training. This programme aims to provide a rich experience for young people, offering learning experiences in sport and employability skills.

The programme has a core employability focus. Within the Learning Centre participants have the opportunity to receive one to one support on IT skills, such as job searching, completing application forms and building a CV. The programme also offers support to young people on interview preparation, including understanding what employers are looking for and how to present yourself at an interview. There are also opportunities to gain accreditation in a variety of areas such as coaching qualifications, first aid and construction.

The programme aims to provide all participants with real employability skills and experiences. Through the GTE young people are able to undertake work experience, volunteering and often paid employment. Working with other services such as Jobs and Businesses Glasgow, the programme aims to provide paid employment opportunities to young people completing the course. In many cases, Celtic FC can provide this employment through its retail division or in its warehouse. Physical activity involves football, fitness training and discussions on health and wellbeing. Young people are provided with information on aspects of health and wellbeing that are relevant to them, such as physical fitness, healthy eating, sexual health, smoking, alcohol and drugs. This is delivered by GTE staff and through external speakers.

A number of external partners are also involved in delivery. People from a range of industries are invited to speak to and engage with the participants. The programme finishes with a Celebration Day, where participants’ families and friends are invited to recognise their achievements.

## **PROFILE OF YOUNG PEOPLE**

GTE has a strong focus on working with the most marginalised young people. It has a wide referral network of organisations that work or provide services to vulnerable and disadvantaged young people. This includes niche organisations, such as New

Routes, which works with young people leaving prison as well as wider agencies such as Social Work, the Police service and homeless units.

In 14/15, Celtic FC Foundation ran three rounds of the GTE programme, working with 40 young people in total. Participants were all aged between 16 and 25 and came from areas of high deprivation. The majority of participants were young men, with only three young women taking part. GTE has made attempts to engage more young women in the programme and has a number of female staff delivering aspects of the course.

## IMPACT ON YOUNG PEOPLE

The GTE co-ordinator and participants agreed that the programme has made a difference to young people in a number of ways including:

- increased confidence and self-esteem;
- more positive outlook for the future;
- new experiences and opportunities;
- making new friends / creating peer networks;
- team working;
- developing new positive behaviours;
- providing diversionary activity;
- improved health and wellbeing;
- progression to positive destinations; and
- increased community involvement.

### Employability

The GTE co-ordinator felt that one of the important ways the programme supports employability for young people is by encouraging them to find a job that they love. An enthusiastic approach, coupled with inspirational talks from external speakers that the young people can relate to, has helped broaden young people's horizons to the range of opportunities that could be available to them.

"We give them the inspiration to get to where they want to be."

GTE programme co-ordinator

Young people appreciated that the programme was able to refer them onto other relevant training opportunities, such as training to gain a Construction Skills Certification Scheme card which enables them to work on a construction site.

Young people also appreciated the intensive support provided to help them find employment. Some participants were not familiar with online job search techniques, and those who had come straight from school did not feel that they had ever been taught how to find or apply for a job.

"They don't just sit you in front of a computer."

GTE participant

“They showed me how to do a job search and helped me to apply. I didn’t really know what I was doing before.”

GTE participant

One participant appreciated that there was always a learning assistant on hand to help with barriers experienced due to his dyslexia. Interview preparations skills were also felt to be useful and something that participants had not been given before.

“I’ve got more confidence now in interviews.”

GTE participant

One young person we spoke with said that the training and accreditation he gained in First Aid and Heart Start had motivated him to join the Army, where he is now employed and working towards becoming an Army medic.

Overall all the participants we spoke with felt that the programme had helped them to apply for and gain employment and training.

### **Increased confidence**

All of the young people we spoke with felt that the programme had helped to improve their confidence. They felt this improvement in a range of areas, such as improved confidence in themselves, in working with others and in getting jobs.

“I didn’t really like talking in groups before...I feel a lot better about it now.”

GTE participant

“After leaving here it’s given me more confidence to get jobs.”

GTE participant

Participants agreed that the programme was welcoming and felt different to other courses that they had attended. One of the key reasons for this was that they felt that staff on the programme treated them with respect. Participants also had the chance to interact with key figures in Celtic football club, such as managers and players. For some of the participants we spoke with, playing football with players from Celtic was a highlight of the programme.

“They make you feel like you’re worth something. And they treat everyone the same.”

GTE participant

One participant in particular felt that being in prison had lowered his confidence significantly and that being on GTE helped improve his confidence. He stated that the programme helped him to learn new skills, improve his health and meet new people.

“When I came out [of prison] no one would give me a chance, but [GTE programme co-ordinator] here gave me a chance.”

GTE participant



Participants also valued the inspirational talks that were delivered by external speakers. Often the speakers were recruited because they had a similar background to young people and had been on the GTE programme before.

“They made you look at things differently. I thought, if they can do it then I can too.”  
GTE participant

Being able to take part in work experience and volunteering on the programme helped participants to improve team working skills and gain a sense of responsibility.

### **Health and fitness**

Participants we spoke with were enthusiastic about the physical education and activity incorporated into the programme. During the programme participants are encouraged to work as a team, to test themselves and set goals to improve fitness and stamina. Participants we spoke with said they noticed an improvement in their fitness levels by the end of the programme.

For one participant, it had helped him to move towards a healthier lifestyle by exercising more and stopping smoking.

“Now I go running at night instead of staying home and watching TV.”  
GTE participant

The young people involved also mentioned the range of opportunities on offer, feeling that the variety of activities helped increase their skills and confidence.

## **WIDER IMPACT**

Although the GTE has a core focus on employability, there has been a wider impact on young people developing a more positive outlook towards their community. Many of the participants grew up in the East End or other disadvantaged parts of Glasgow and did not consider their homes to places with positive opportunities. Seeing the range of possibilities available so close to home has been beneficial for some of the participants and has helped them to develop more positive associations with the area.

## **PARTNERSHIP WORKING**

The programme works in partnership with a number of external partners including the Fire and Rescue Service and other CashBack funded programmes. These partners deliver talks, taster days or offer wider opportunities such as volunteering.

## **PROGRAMME SUCCESSES**

Of the 40 participants on the programme, over half moved into paid training or employment, four participants went on to higher education and one moved into volunteering. Throughout the course over half of participants also gained accreditation.

If they weren't on GTE, the young people we spoke with said they would probably still be searching for jobs. Since completing the GTE programme participants had progressed to a range of destinations, including volunteering, further training, apprenticeships and paid employment.

Young people said that the mix of activities helped to keep them interested and engaged in the programme. Different types of activities, a good pace and a variety of learning environments (indoors, outdoors) were the things they felt were important to making the programme fun and successful.

"You play football and stuff, which makes you want to be there."

GTE participant

"They make it fun as well as good for finding jobs."

GTE participant

Partners felt that the programme was successful because it offered real, paid employment options. One partner said that many young people go through employability courses and are ready for jobs at the end. This programme keeps the momentum by offering that opportunity to young people.

Partners felt that the programme was well managed. High level buy-in and regular communication with the programme co-ordinator has helped to ensure that partnerships run smoothly and that participants get the most out of the opportunities available.

"I think it's the people who run the course that make the difference."

Referral partner

## NEXT STEPS

In the future, Celtic FC Foundation hopes to encourage more young women to participate in GTE. It also plans to work on encouraging more participants to engage in volunteering, and to try to monitor participant progression routes in the longer term.

Overall, participants were happy with their experience of the GTE programme and would recommend it to others.

"If I could do the programme again, I would."

GTE participant

The Celtic FC Foundation course is the best course I've been on."

GTE participant

## **THEME: YOUTH WORK**

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### **CASE STUDY SIX: COOK WITH CYP CALLANDER YOUTH PROJECT TRUST**

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#### **ABOUT THIS CASE STUDY**

This case study was developed as part of the external evaluation of the Scottish Government's CashBack for Communities programme (2014-15). It is designed to demonstrate the impact of CashBack funding on young people. It is about a CashBack project funded through YouthLink Scotland's Youth Work Fund. It is called Cook with CYP, and run by Callander Youth Project Trust (CYPT). CYPT was established in 1997 to improve the quality of life for young people aged 11 – 25 in Callander and surrounding rural areas by providing greater access to recreation and educational facilities, support and resources.

This case study was informed by a group of eight young people who participated in Cook with CYP, along with one staff member and three volunteers. The participants were aged between 11 and 12. Cook with CYP is one of a range of CashBack funded activities run by CYPT.

#### **THE APPROACH**

CYPT provides weekly youth club activities for young people. Cook with CYP offered an additional night of free activity to young people in the Callander area, enabling them to learn basic cooking skills. The programme comprised two, ten-week courses with 20 participants on each. Each week, participants documented their achievements and used this evidence to work towards a Dynamic Youth Award.

CYPT had not delivered a cooking course before. The idea was conceived by members of the youth club, who voted on what skills they would most like to learn. Most of the participants were already attending the CYPT youth club, and a few were recruited externally on Facebook.

#### **INTENDED PROGRAMME OUTCOMES**

The CashBack outcomes that the programme intended to achieve were:

- Increased opportunities for new experiences or activities for participants (Outcome 3)
- Increased opportunities to develop interests and skills (Outcome 4)
- Increased involvement in structured pro-social and healthy activities (Outcome 6)
- Greater confidence and self-esteem among young people (Outcome 8).

It was hoped that participants would develop skills in budgeting, cooking, planning and team working. The programme also aimed to reduce the risk of antisocial

behaviour by providing young people with a safe place to go, rather than hanging about in the streets or by the river.

## **CASHBACK FUNDED ACTIVITIES**

The programme involved weekly group work and kitchen-based sessions. Participants chose their own recipes to cook, and undertook all planning and preparation in teams. Participants met with local suppliers and businesses to help them with their weekly tasks. For example, they visited the local farm, where they learned about the food industry and the 'food to fork' approach, to develop an understanding of where their food originates from. They also talked to local businesses, such as the butcher, to understand their role in the supply chain. These establishments contributed to the programme by offering discounts on food that the young people required for their weekly recipes.

At the end of each block, participants planned and delivered a 'family feast' to around 60 people, to demonstrate the skills they had learned. Young people were involved in designing and distributing promotional materials for the event, cooking in teams for the guests, and serving the food and refreshments.

## **PROFILE OF YOUNG PEOPLE**

The project delivery team felt that the programme attracted a diverse mix of participants. Diversity monitoring was undertaken as part of the Dynamic Youth Awards. Two participants had registered learning disabilities, although the Youth Support Worker identified additional young people with ADHD and dyslexia. The parents did not recognise these as learning disabilities and therefore they went unreported. There was an almost even gender split.

The Youth Support Worker said that while it is assumed that Callander is an affluent area, this is not entirely accurate. The project serves the wide surrounding area, not all of which is advantaged. There was a 50:50 split between participants from more and less advantaged backgrounds. Cook with CYP activities were free. The weekly youth club also has a minimal entry fee of £1 for its non-CashBack activities, to ensure that cost is not a barrier to attendance.

## **IMPACT ON YOUNG PEOPLE**

Young people and programme leaders felt that the programme impacted on participants in several ways including:

- developing team working skills, with others who they might not normally work with;
- developing planning and decision making abilities by being responsible for selecting and planning weekly recipes, and recipes for the 'family feast';
- improved confidence through feeling more comfortable with sourcing food, planning recipes and working together in a kitchen;
- learning new technical and cooking skills including cooking times and temperatures, and how to use a wide range of kitchen equipment safely;

- completing individual folders of evidence to achieve a Dynamic Youth Award at the end of the programme, giving young people something tangible to take away with them;
- developing a sense of independence through being able to help their parents with cooking at home; and
- developing new positive behaviours and gaining a more positive outlook for the future.

### **Gaining accreditation**

Participants felt that the most important outcome of the programme for them was gaining accreditation through the Dynamic Youth Awards. Even though the majority found this to be challenging and a lot of hard work, *“it felt good”* when they achieved this. The award required young people to reflect on their progress weekly, to set their own targets and to peer assess other participants. Parental feedback was also gathered. The young people believed that the award would be beneficial for their CVs, college applications and future employment.

### **Increased confidence**

Developing more confidence and self-esteem in the kitchen and in their own abilities was another top outcome of the course for young people. One young person felt much more confident in the skills she had learned during the programme, and as a result decided to enter a local baking competition. She felt that she would not have attempted this previously.

### **Improved team work and learning new skills**

Developing better team working skills was important for participants and they enjoyed this element of the course, particularly working with others who they did not know very well. More involvement with community activities was also rated highly by participants as an impact of the programme, as was the opportunity to take part in new experiences and activities. All participants said that they would continue to help out more at home, applying their new skills.

#### **Example – Learning new skills**

One young person’s behaviour could be challenging at times. Initially they did not want to take part in the team activities, so instead were given specific roles and responsibilities to help the volunteers, at the times when they felt they couldn’t participate in group work. This kept them involved, and they attended the course every week, which was unexpected.

The Cook with CYP programme took place on an evening on which most of the young people had no other activities planned. They felt that they benefitted being offered the opportunity to take part in new activities. If the programme had not been available, participants said that they would have spent this spare time *“sleeping, on the phone, on my laptop, hanging out with friends or watching TV at home”*.

## WIDER IMPACT

### Impact on volunteers

Three CYPT volunteers helped support and deliver the course. One of these volunteers has since started college, and the other two have embarked on Modern Apprenticeships in youth work and hospitality. Volunteer help was required particularly when working with young people with challenging behaviours. The role of volunteers was to offer help and support to participants where necessary, without directing activities and taking responsibility away from young people.

“We made a conscious decision not to help young people with major tasks. This allowed them to reflect on any mistakes.”

(CYPT Volunteer)

### Impact on the wider community

Members of the community were key to the success of the programme. Local farmers and suppliers helped by discounting the produce that the young people required. The Youth Support Worker felt that this was also an opportunity to show the wider community that *“there is a lot more going on at the youth club than they might think”*.

Most participants felt that their new skills would be useful when the time came to leave school and apply for jobs. Callander is a hospitality based economy, and both programme leaders and participants recognised that practical cooking skills and increased knowledge about the food industry could benefit young people when looking for jobs in the future. It was acknowledged that many young people in the area will work within the hospitality industry.

“Young people developed transferable skills through the programme, which will give them a good head start when looking for work in the future.”

(CYPT Youth Support Worker)

## PARTNERSHIP WORKING

Partnership working was essential to the programme. Local businesses and suppliers helped by sharing knowledge and experience and also through providing quality discounted produce to use during the course. Good links with partners have been developed, and will be of benefit when Cook with CYPT is replicated in a local school.

“Without the support of the local farm, suppliers and businesses, it would not have been possible to run the course.”

(CYPT Youth Support Worker)

## PROGRAMME SUCCESSES

### Demonstrating new skills

Young people particularly enjoyed the ‘family feast’ element of the programme. This allowed them to apply their skills in practice and demonstrate what they had learned

to family and friends. They undertook all event planning and took pride in being involved.

“It was all very much based on their decisions.”

(CYPT Youth Support Worker)

### **Developing independence**

Participants emphasised the sense of independence that they gained from participating in the programme. They were proud of the fact that they could help out more at home. This was confirmed by parents, who were pleased to see their children keen to apply the skills that they had learned, and asking to cook more at home. Some of the young people had never expressed an interest in cooking before and programme leaders, parents and young people all recognised this as an important life skill.

“We felt that we contributed, and that we controlled the activities.”

(CYP Participants)

### **Increased participation**

The programme also increased participation by expanding the membership of the youth club, through the ability to offer a wider range of activities for young people.

### **Model of delivery**

The Cook with CYP model has proved successful and has been adapted for the local high school at the request of teachers who were impressed by the results from the first programme. The programme will be funded by the school with CYPT contributing staff and volunteer delivery time. The Cooking for Students course has been altered to suit 17 year olds and it links in with the Curriculum for Excellence. It is intended to equip young people with the skills they need as they leave home and school.

## **NEXT STEPS**

The CYPT Youth Support Worker explained that they were currently working towards securing more funding to run the course again, as it was so popular. Every couple of months the youth club hosts a cooking or baking night to keep up with demand. The cook with CYP programme has been adapted to suit high school, as a result of its success. The Youth Support Worker felt that the delivery model was successful because young people got to set their own guidelines and rules, and to make their own decisions allowing them to learn from their mistakes.

“It was young person led.”

(CYPT Youth Support Worker)



## THEME: PARTNERSHIP WORKING

### CASE STUDY SEVEN: PARTNERSHIP WORK BETWEEN CELTIC FC FOUNDATION AND SCOTTISH SPORTS FUTURES

#### ABOUT THIS CASE STUDY

This case study was developed as part of the external evaluation of the Scottish Government's CashBack for Communities programme (2014-15). It is designed to demonstrate the impact of partnership working on achieving CashBack outcomes. This case study demonstrates partnership working between Celtic FC Foundation and Scottish Sports Futures (SSF). The organisations have formed a partnership to increase volunteering opportunities for young people.

Scottish Sports Futures delivers a number of 'sport for change' programmes. These programmes make use of volunteers to enhance delivery. Celtic FC Foundation runs the 'Gateway to Employment' (GTE) programme which helps young people develop skills that will help make them more employable.

"Volunteers are hugely important. We couldn't deliver the amount we do without volunteers."

SSF

#### THE APPROACH

Celtic FC Foundation approached SSF as a fellow CashBack partner to set up a partnership. Between them, it was decided that SSF's volunteering programme would be ideal for GTE participants to join, as it would help them develop useful skills through volunteering in their local area.

Through SSF's volunteering programme, GTE participants have the opportunity to volunteer at SSF's Jump2It basketball tournaments. Here, GTE participants support up to 500 primary school pupils at the tournament and are given various responsibilities such as directing pupils around the arena and score keeping.

Both SSF and Celtic FC Foundation staff brief GTE volunteers together, before the tournament day, identifying areas of interest for the young people, clarifying roles and responsibilities, establishing expectations and explaining the format for the event. Over 20 young people from GTE volunteered with SSF in 14/15.

#### IMPACT ON YOUNG PEOPLE

Young people from the GTE programme reported that they enjoyed the opportunity to volunteer with SSF's Jump2It programme. Jump2It holds an annual basketball tournament for local primary schools. Some of the GTE participants are local to the

area and have been able to recognise their own primary school participating in the tournament.

“I wasn’t too sure at first...but it was good. I’d do it again if I could.”

GTE participant

Young people also stated that the volunteering programme had helped to increase their confidence in working with children.

Celtic FC Foundation felt that the partnership with SSF was valuable, providing the GTE programme with another opportunity for participants to gain experience. Working with SSF allows Celtic FC Foundation to provide a safe but different environment for young people to develop their skills.

Participants and Celtic FC Foundation staff particularly appreciated that the opportunity is in the local community, with which young people are familiar. The tournament takes place in the Emirates arena, which is minutes away from the Celtic Learning Centre, where GTE is based. The partnership has also given young people the opportunity to take on leadership and mentoring roles, giving them responsibility and supporting them to work towards becoming role models in their communities.

“Real work experience is more valuable than anything else.”

Celtic FC Foundation

Celtic FC Foundation felt that volunteering with SSF allowed GTE participants to develop skills in communication, responsibility and how to behave in front of young children. The opportunity for work experience outside of the GTE programme is useful and all participants said they enjoyed it.

“They became adults very quickly.”

Celtic FC Foundation

“They get to see what teamwork really is at a big event.”

Celtic FC Foundation

SSF was pleased to provide a volunteering opportunity for young people. SSF staff spoke to volunteers informally after their day of volunteering and also met with them at their GTE celebration day.

SSF felt that the partnership has helped young people to gain an experience that they would not otherwise have been involved in. Overall, SSF felt that the partnership programme helps young people to:

- increase confidence and self-esteem;
- develop skills;
- make new friends;
- develop team work skills;
- provide opportunities for accredited learning; and
- increase their involvement in the community.

SSF also agreed that involving young people from GTE had a positive impact on their tournament participants as it gave them a chance to interact with people from their local community.

## PARTNERSHIP WORKING

The partnership has expanded and SSF now offers GTE participants the chance to undertake accredited 'Conflict Resolution' training through their Education Through CashBack programme. Five participants undertook this training in 2014/15.

Celtic FC Foundation has supported SSF to develop an employability module for primary school pupils. This is completely new for SSF. The module has been successfully piloted in seven primary schools. Following an evaluation, it will be rolled out nationwide. The development of this module has been an unexpected positive outcome for both CashBack partners.

Both organisations agreed that working with another CashBack partner was a positive experience. The partnership has helped them to work towards their own CashBack outcomes, as well as helping each other. SSF felt that Celtic FC Foundation was very approachable and amenable.

"We were both willing to help each other out. We both have a willingness to provide young people with new opportunities."

SSF

Celtic FC Foundation stated that their partnership has been successful and is growing stronger, with both parties looking for more opportunities for their participants. Celtic FC Foundation praised SSF for maintaining excellent communication, with staff and participants. This made the transition to volunteering easier for young people.

SSF suggested that there were opportunities for all CashBack partners to work together, and said that "the more people you speak to the more opportunities you have." SSF recommended that CashBack partners communicate more to find out what they could do for each other.

## NEXT STEPS

Going forward, Celtic FC Foundation and SSF staff will continue to work on encouraging GTE participants to join the volunteering programme. They will do this by highlighting the benefits of volunteering, such as increased employability. Not all GTE participants were interested in taking part in the volunteering programme, but the two organisations will continue to work together to increase participation levels.

In the future SSF and Celtic FC Foundation hope to continue growing their partnership with relevant opportunities for young people, particularly through the Education Through CashBack programme.

## Appendix Six – Twelve Partner Case Studies (Existing)

1. [Basketball Scotland](#) (P106)
2. [Scottish Football Association](#) (P107)
3. [Scottish Rugby Union](#) (P108)
4. [YouthLink Scotland](#) (P110)
5. [Youth Scotland](#) (P112)
6. [Action for Children](#) (P113)
7. [Celtic FC Foundation](#) (P114)
8. [The Prince's Trust](#) (P115)
9. [Glasgow Clyde College](#) (P116)
10. [Street Soccer Scotland](#) (P117)
11. [Scottish Sports Futures](#) (P118)
12. [Creative Scotland](#) (P119)

## THEME: SPORT

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### PARTNER: BASKETBALL SCOTLAND

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#### Youth Leadership Programme, Girls into Basketball, Schools of Basketball – Catherine Millar

Catherine Miller is an up-and-coming young female coach. With the support of a number of CashBack for Communities supported programmes, Catherine was recently appointed to her first job in basketball. She initially became involved in coaching at school, in a range of sports, before deciding to pursue basketball.

“I started to focus specifically on my love for basketball and got more involved in my club, Dunfermline Reign. The club were just starting to work with girls at the time and I now coach the club’s under 14s Girls’ squad every week.”

Catherine also got involved in the **basketballscotland** Youth Leadership Programme, supported by CashBack for Communities and delivered by Dunfermline Reign. As part of this programme, she is provided with supported development in coaching, event management, leadership and communications. She applied for a coaching Post at the Larbert School of Basketball, a programme supported by CashBack for Communities which is designed to increase engagement in school life among young pupils. After a successful interview, she is now leading the development of basketball in Larbert High School.

“My role is to coordinate basketball in the Larbert area. This involves firstly coaching the School of Basketball and, secondly, engaging children in the feeder primary schools in basketball and ensuring they are aware of the opportunities they will have at the School of Basketball or by joining a local club.”

Catherine is hoping she can help inspire the next generation of female players.

“I really believe more females should get involved in coaching and leading basketball because young talented girls need female role models. If they see that women are involved it will motivate them to work hard and get continue to get better.”

As for Catherine’s future: *“I want to help grow basketball at Larbert High School, to further the development of girls’ basketball at my club and to have a career in sports coaching and development”.*

All in all, a confident young woman employed in basketball and inspiring the next generation of female basketball players is a great example of the impact that the CashBack for Communities programme can have on basketball.

## THEME: SPORT

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### PARTNER: SCOTTISH FOOTBALL ASSOCIATION

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#### Lady Octavia Midnight League, Greenock, Inverclyde

This case study is based on interviews with the Scottish Football Association Football Development Officer (FDO) who oversees the programme, two coaches, six participants (males aged 8 to 17), and two Senior Community Wardens.

This Midnight League is a diversionary programme located in one of the 15% most deprived neighbourhoods in Scotland, and has been running almost every Friday evening since 2004. On average, 40 to 50 young people (usually all boys) attend the league and while ages range from primary school age to 24 years old, most participants are between 12 and 16.

Discussions with coaches and young people in the programme indicated that many of the league players were already involved in organised football activity. Some of the young people said they would be playing football elsewhere if the Midnight League was not available. However, others thought they would be playing their X-Box, or out drinking with his friends.

While the Midnight League might not be a participant's first experience of football, there are examples of young people becoming more involved in the sport after participating in the programme. The coaches identified some young people who joined teams, progressed to regional squads or developed ambitions to become a football coach, as a result of the programme. The two coaches interviewed played at the Midnight League before becoming coaches and now work for the Scottish Football Association and Greenock Morton Football Club.

Data supplied by Inverclyde Council suggests that the Midnight League may be having a positive impact on crime and antisocial behaviour in the Greenock East area where the Midnight League takes place. Since the activity began, the percentage of antisocial behaviour incidents recorded on a Friday evening when the Midnight League is on is lower than that recorded on Thursday, Saturday and Sunday nights. While there are likely to be several factors contributing to this trend, this data and the information from interviews suggest that Lady Octavia Midnight League is having a positive impact on antisocial behaviour in the area.

## THEME: SPORT

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### PARTNER: SCOTTISH RUGBY UNION

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#### Street Rugby Referral Group, Garnock Academy

Street Rugby has proved successful in many areas as a low-level diversionary activity for young people in their neighbourhoods. However, in many areas it is ready to evolve into a more focused / targeted programme. In these areas Scottish Rugby Union proposed that, through this programme, groups of 'targeted' or 'referred' young people aged 14-19 years old would take part in intensive 8 - 12 week programmes, learning to play rugby, coach rugby and develop their leadership, teamwork and life skills. The physical contact of rugby has proven to appeal to many disenfranchised young people by providing an avenue for positively diverting their energy and frustrations.

Garnock Academy in North Ayrshire last year launched a rugby referral programme, aimed at assisting in the development of pupils in the school who are disengaged with school activities or have poor attendance and behavioural records, among other issues.

Rugby has been used as the tool with which to engage with these pupils and redirect them to a more sustained and meaningful experience of school life. The programme includes input by Rugby Development Officers, the school's Pastoral Care and Student Welfare departments and PC Brown, the campus Police Officer. There are currently nine boys participating in this programme, with views to expanding this number in the future.

The evidence gained from this programme over the past year suggests that real progress has been made by these pupils in terms of improved behaviour and communication skills, increased attendance and an overall improvement in the engagement that they display in everyday school life.

Every session within this programme consists of a classroom based exercise or discussion, where participants work through prepared worksheets and various discussion topics. This is then followed by a practical rugby session. The classroom timetable also includes regular input from the campus Police Officer. Pupils are asked to complete self-evaluation forms in order to monitor their own progress on and enjoyment of the programme, and the impact that it has had on them personally. The practical rugby based sessions have the obvious benefits of improving health and fitness, as well the rugby skills of players, but are also used to teach the pupils about discipline, respect, team work and the importance of working hard to achieve goals and targets.

"The referral group helps me because if you are annoyed the class before then you can come to the group with everyone and do the worksheets and this takes your mind of what your annoyed about. We all have an enjoyable time and the



worksheets are quite fun and also if it wasn't for this group I would still be bad and maybe even badder. This group is a good influence and I really like the group."

Programme Participant

## **THEME: YOUTH WORK**

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### **PARTNER: YOUTHLINK SCOTLAND**

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#### **The Pillar Youth Group, Inverness**

An LGBT youth group has existed in the Highlands since 2013. The project is based in Merkinch, an area of Inverness in the top 15 per cent of deprived areas in Scotland. Receiving CashBack funding in 2014/15 provided a lifeline for the group to continue to have the support of an LGBT specific Sessional Youth Worker to run groups, and provide one-to-one support.

The Pillar Youth Group in Inverness is a small number of young people receiving specialist support and advice. Weekly group and one-to-one provision is offered to young people, supporting the mental, emotional and social wellbeing of young participants. They participate in issue-based workshops and actively engage with other youth organisations. During 2014/15 the Youth Worker observed participants growing in confidence. This was demonstrated by their work with other youth organisations and by presenting at local and national events. Participating in activities like these would not have happened previously and shows the growth in confidence and resilience of the group. The group provides a safe space for LGBT Young people and their peers to explore their identity, grow in confidence, meet new friends and participate in wide range of activities.

Having a dedicated LGBT group in the Highlands helps alleviate the isolation that young people feel from their peers as they navigate their adolescence, which can be compounded greatly by the geography of the area. The Highlands Local Authority area covers a large geographic area, including remote rural places. It can be difficult for some young people to attend the group due to rurality combined with a lack of public transport. Having a base in Inverness helps alleviate this. The Youth Worker has worked hard to connect with other youth services to address the barrier of geography, and to raise awareness of LGBT Young People across the Highlands.

The Pillar Youth Group intended to achieve three CashBack outcomes using funding during 2014/15. These were increased participation in positive activity; increased participation by difficult to engage and equalities groups; and providing young people with places to go where they feel safe and comfortable. Referrals to the group – particularly of transgender young people – have been steadily growing recently, demonstrating the need for more LGBT provision in the area. Partnership working with local agencies is essential to enhance the effectiveness of referrals and activities delivered.

The Youth Worker felt that CashBack outcomes were met in 2014/15, a year in which the group became very proactive in their local, national and international communities. The young people involved have been encouraged by having their voices heard through a range of high profile events. Participants now feel that they can make positive changes for themselves and their peers in the future. On a more personal level, young people have benefitted from routine and structured activities in a safe space, enabling them to share with friends and explore sensitive issues.

Without this prejudice free environment, there would be no other place in the area where LGBT young people can share ideas, thrive and develop.

## THEME: YOUTH WORK

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### PARTNER: YOUTH SCOTLAND

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#### Young People Taking the Lead (YPTTL), Girls' Brigade Scotland, 'Emma's Story'

Emma is 20 years old and went along to Girls' Brigade at the age of five, partly because her mum had been a member and because her friends were going. She worked her way through the company gaining her Queen's Award and is on track for Duke of Edinburgh Gold. A bright, confident, funny and articulate young woman is the Emma the world sees but her journey has not always been easy with some challenging issues along the way. Emma is quick to say that it was her Girls' Brigade Scotland (GBS) leaders who helped her and has made her even more determined to be there for others.

"I gained a lot of confidence through the GBS – I didn't really fit in at school, but in the GBS you always had a place – you belonged. I learned in the GBS that it's okay to ask for help, in fact I think it's a strength to recognise when you need help, and in the GBS there is a lot of support available."

Emma attended the first YPTTL event, 'Celebrating Achievement', where she was an effective contributor with her bubbly personality shining through. From that came 'Emma's Story' a short film of her life in the Girls' Brigade Scotland (GBS) so far; a film that has gone on to inspire many more young GBS leaders. Her maturity and willingness were evident, and she was asked to join the GBS National Training Group. This resulted in Emma being selected as a member of staff, on the Leadership 3 Residential Training weekend, another YPTTL event. She enjoyed this opportunity immensely and while a little nervous at the start her confidence grew, she had fun, she learned from the experience and wanted to do more.

As Emma's journey has progressed her understanding of GBS has increased, particularly in relation to GBS structures and governance, and her awareness that GBS is in a period of change – a change she wants to be part of. After a CV day, she spoke about her 'light bulb' moment when she realised *"we (young people) aren't the leaders of tomorrow – we are the leaders of today! I felt empowered by the idea that I can be a leader, there's lots to learn, but my age shouldn't be a barrier"*. That moment had a big impact on Emma, increasing her desire to get involved and be part of change that will help other young women to enjoy the same opportunities she has had. Emma has since applied to be a Youth Representative on the GBS Executive, seeing that as her next step.

## **THEME: EMPLOYABILITY**

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### **PARTNER: ACTION FOR CHILDREN**

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#### **Steps to the Future, North Lanarkshire**

C is a 17-year-old female who was referred to the Steps to the Future programme by Social Work in the Wishaw Locality. Since the age of 13 until 16 she was resident in a children's home and is now looked after at home by a Support Worker. She has contact with her mother, brother and sister (both siblings stay at home), however her main support is her carer.

C left school at sixteen with minimal qualifications and secured a place with a local training provider to study childcare. She successfully completed Levels 1 to 3 but was failing Level 4, and left the course without gaining a qualification. Around the same time C was involved in a disturbance which resulted in charges of criminal damage, assault and threatening her friends with a knife and screwdriver. They had all been drinking heavily and she stated that this influenced her behaviour, although she denied brandishing weapons.

C's court date was scheduled for June 2015 and her lawyer advised her that it was very likely that the case would be dismissed through lack of evidence. C applied for Steps to the Future because she wanted to get structure back into her life and also to get support during a stressful time. She was looking to gain a place on another training course and for help in exploring different options. C needed support with her confidence levels as she was very shy and nervous.

C attended two initial information sessions on Steps to the Future organised by Action for Children. When she enrolled on the programme, C's timekeeping and attendance on the course were 100%. She opened up significantly, contributed to group discussions and was very forthcoming about discussing her personal circumstances. C asked course leaders to provide a report for her Social Worker to assist with her court case. She also organised with support an interview to enrol for a Supported Employment Programme and to get involved in volunteering.

Steps to the Future helped C to secure a part-time sales assistant post in a local bakery. This position suited her financially, and in relation to her then outstanding court case, which was delayed again until August 2015. The job has been beneficial for C as it was well within her capabilities and she was interacting with the public and staff, which greatly helped to build her confidence. The job was an ideal building block for C to move on from.

## THEME: EMPLOYABILITY

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### PARTNER: CELTIC FC FOUNDATION

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#### Gateway to Employment, Glasgow

D, aged 25, heard about the Gateway to Employment Programme through his Social Worker. He attended an open day at Celtic Park and couldn't believe that he got to walk in through the front doors. Before he got involved with Celtic FC Foundation, D's parents had passed away. He began drinking frequently, getting into trouble with the police and had been in and out of prison.

"I had been doing nothing with my time [but] drinking and sitting about the house, or walking the streets. I had no motivation in my life."

D joined Celtic FC Foundation's Gateway to Employability programme in 2015. The elements he most enjoyed were the fire fighter taster days and physical activities. He felt that the programme helped to improve his confidence and fitness levels. D also felt that the programme helped him to get into a routine and gave him something to look forward to.

D is now working with pupils in a local high school, delivering sports and nutrition sessions.

"In my home life I have been getting so many compliments about how well I have done that it makes me feel amazing."

## THEME: EMPLOYABILITY

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### PARTNER: THE PRINCE'S TRUST

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#### The Development Awards Programme

H, aged 18, from Glasgow, heard about the Prince's Trust by word-of-mouth. Before becoming involved with the Prince's Trust she had applied for many jobs but had struggled to progress further.

"I couldn't get a job or even an interview for most things."

H felt lost and that her life was challenging. She found it difficult that she could not go out with her friends due to lack of money.

"I felt so low and useless and wondered if I'd ever get a chance to improve my life!"

The Prince's Trust helped H to participate in a 'Get into Retail' course. Following this she was offered employment, but was concerned that she had no money to travel to her new job. The Prince's Trust supported H with a Development Award which paid for a travel pass until she received her first pay cheque. Without this H would not have been able to accept the position.

H is now working full-time and feeling much better about her life. She feels that her confidence has improved a great deal in a short period of time, along with her self-belief and life skills.

"I have money in my pocket for the first time in my life and I am enjoying the challenge of work and the feeling of being employed."

H is continuing to work hard in her job and hopes to progress further in the company.

"I just want to say thank you to everyone involved in helping change my life and giving me the chance to succeed."



## **THEME: EMPLOYABILITY**

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### **PARTNER: GLASGOW CLYDE COLLEGE**

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#### **Horticulture Programme**

Kieran has been successfully working towards developing his confidence since joining the course. Despite having experience of working in the construction industry he lacked confidence in his skills and often questioned his ability to carry out tasks. As the program has developed Kieran has shown more confidence in practical and in written work and is always self-motivated to do his best. Kieran is competent in his use of tools and often demonstrates his knowledge by actively participating in classroom discussion. Kieran is aware of what is expected of him and always fulfils these expectations showing he has developed a very mature approach to work. This has been observed by his lecturers and key workers. When asked how he feels he is progressing Kieran said:

“The routine of being at college is good. I’m enjoying it and it has made me realise that working hard will always get you something and make you successful.”

Since beginning the course, Kieran has also started a part time job 2 days a week. Again this shows self-motivation to do well and shows his determination to achieve his goals.

Kieran is interested in continuing to develop his skills and has applied to study an SVQ level 2 in Horticultural practices. By progressing onto another course he hopes this will help him to build his career for the future.

## **THEME: SPORT FOR CHANGE**

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### **PARTNER: STREET SOCCER SCOTLAND**

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#### **The Change Programme, Aberdeen Sports Village**

C, aged 17, began his journey with Street Soccer Scotland by attending a drop in session at Aberdeen Sports Village. He was having some family issues and was given information about Street Soccer Scotland through his Social Worker. These family issues were the main reasons C started having problems at school both with attendance and performance. C was becoming more disengaged with school and felt he generally had no motivation or ambition for anything within his current situation and circumstances.

When C first went along to the session he was a bit apprehensive as it was something that his social worker referred him to and he didn't know anyone else who attended the drop-ins. He stated that if it wasn't football based he probably wouldn't have gone along at all. He still remembers his first session well as he recalls staff making him feel welcome and having a good laugh with the other players attending. This was mainly due to the fact that other players were in similar circumstances and provided an informal setting for C to get support and advice from those who he can relate to.

Since then, C has really applied himself by completing an 8-week Football Works course where he achieved SQA communications 4 and his level 1 Scottish Football Association coaching certificate. This then led to C accessing volunteering opportunities with Street Soccer Scotland but more importantly he became more motivated to follow through on opportunities available to him. C was selected for a two-week intensive personal development programme in Malta, which was made up of 15 people from Street Soccer delivery sites (Aberdeen, Dundee, Edinburgh and Glasgow). This experience has made significant improvements to C's confidence and motivation levels and he is now determined to improve his own quality of life and help support others to do the same.

Since returning from Malta in May, C has gained employment in a hotel as a maintenance and cleaning worker. He is also continuing his volunteering with Street Soccer Scotland and is on track for the 50-hour Saltire award milestone. This demonstrates the power and impact football can have on individuals when used effectively, the difference in C's confidence and motivation is significant in such a short space of time.

## THEME: SPORT FOR CHANGE

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### PARTNER: SCOTTISH SPORTS FUTURES

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#### Jump2it, St. Agatha's Primary School, East Dunbartonshire

A primary seven class from St. Agatha's Primary in East Dunbartonshire were involved in the programme and attended the Jump2it finals at the Emirates Arena.

Pupils commented on the things they enjoyed most about the programme and all stated that they learned something from it. The participants also expressed a new found interest in basketball whilst learning important messages from the players during the roadshow. They remarked how much fun the players made it and how they found it exciting going round all the stations answering questions and winning badges.

Participants discussed the programme and remembered many important facts on the subjects delivered during the roadshow. These ranged from the many different health risks involved with alcohol and smoking, and the correct things to eat and drink in order to lead a healthier lifestyle.

"I remember the Rocks players telling us about smoking, alcohol and healthy eating."

Jump2it participant, St Agatha's Primary

Most young people stated that they play outside more as a result of the programme, and during break time a lot more children play basketball in the playground. Lots of children also commented on doing more exercise and eating more fruit and drinking more water. One girl in particular told teachers that she got a basketball hoop for her garden and now plays every day, whilst another boy enjoyed the programme so much he has joined a local club.

"I always played basketball but now I go to a club and do more skills when I'm playing."

Jump2it participant, St Agatha's Primary

All of the young people from the class felt that the tournament was their favourite part of the programme, and thoroughly enjoyed travelling together. They felt that this helped them as a team and encouraged them to support each other. One girl stated that she has made new friends through the programme and now feels more confident.

A number of children noted that they learned some new skills and how to play basketball from the coaches who came out to their school and delivered the sessions. Another participant told us he informed his father about all the different chemicals in cigarettes which he was unaware of. Now he only smokes e-cigarettes and is encouraging others to do the same.

## THEME: CULTURE

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### PARTNER: CREATIVE SCOTLAND

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#### Care to Create, Kibble Education and Care Centre

Creativity in Care is an arts project in collaboration with Who Cares? Scotland encompassing several art-forms. Young people work with art professionals to learn new skills and gain confidence. This project is offered to young people in care at Kibble, and also across Scotland through Who Cares? Scotland's network of contacts. Kibble offers placements to all 32 local authorities in Scotland. Through this project young people can access high quality, free art sessions run by industry professionals. Young people will be offered assistance with the cost of transport and assisted with travel arrangements.

Looked after young people from Kibble and Who Cares? networks participated in art based sessions. The young people involved gained new skills and knowledge in art forms they had never had the opportunity to learn about before, such as sewing and animation. Also available were running classes and drumming/percussion classes, due to requests from young people to continue working on music skills following previous projects.

All the young people involved learned new skills and were willing to participate. Young people requested that the project runs even during the school holidays, and young people in Kibble's residential units have requested more art activities during weekends. Young people often find weekends long in the units, and there is a higher risk of them absconding or turning to antisocial behaviour at these times. The requests for art activities are therefore indicative of extremely positive changes in behaviour

B is a young person in residential care at Kibble Education and Care Centre. In the past he hasn't always engaged well with our education services, and has never engaged with the arts. B decided to try the jewellery making classes offered through the Creativity in Care project. He enjoyed these classes, but found that visual arts weren't his primary interest. However, the variety of classes offered through the project allowed him to remain involved, and he transferred instead to the free running classes.

B very quickly realised that he has a passion for free running, and he has developed a strong relationship with his tutor. He is extremely enthusiastic about free running, to the extent that he now attends weekend classes with the tutor, supported by Kibble, and is investigating the possibility of undertaking training to become a free running tutor himself. B's tutor is confident that B shows promise and could succeed in this career path. Without the Creativity in Care project, B wouldn't have discovered his passion and aptitude for free running, and wouldn't have been influenced by the positive role model of his tutor. It is thanks to Creative Scotland funding that B now has constructive goals to help him pursue a career in the creative sector.

## Appendix Seven – CashBack for Facilities Funded Clubs (2010 to 2012)

### Football Facilities

Aberdeen	Banks O' Dee
Aberdeenshire	Cumineston Youth FC
Angus	Forfar Athletic/Forfar Farmington
Dumfries & Galloway	Dumfries Community Clubs - Dumfries
Dumfries & Galloway	Dumfries Community Clubs - Annan
Dumfries & Galloway	Dumfries Community Clubs - Stranraer
Dundee	Dundee East
East Lothian	Preston Athletic
East Renfrewshire	Barrhead Youth Club
Edinburgh	City of Edinburgh Council
Edinburgh	City of Edinburgh Council
Falkirk	Falkirk Steins
Falkirk	Stenhousemuir
Highlands	Brora Youth
North Ayrshire	Kilwinning Sports Club
North Lanarkshire	Motherwell FC Community Programme
North Lanarkshire	Cumbernauld Colts
Perth & Kinross	Letham FC
Scottish Borders	Gala Fairydean FC/ Gala RFC
Stirling	Local clubs, school and community
Western Isles	Back Football Club

### Rugby Facilities

Aberdeen City	Aberdeen Wanderers RFC
Aberdeenshire	Deeside RFC
Borders	Peebles RFC
Borders	Hawick RFC
Borders	Jed-Forest RFC
City of Edinburgh	Lismore RFC
Dumfries and Galloway	Dumfries Saints RFC
East Ayrshire	Cumnock RFC
East Ayrshire	Kilmarnock RFC
East Lothian	Pennypit Trust (Preston Lodge RFC)
East Lothian	North Berwick RFC
East Lothian	Musselburgh RFC
East Renfrewshire	Whitecraigs Rugby club
Edinburgh	Currie RFC
Fife	Dunfermline RFC
Fife	Glenrothes RFC

Fife	Kirkcaldy RFC
Highland	Lochaber RFC
Inverclyde	Greenock Wanderers RC
North Ayrshire	Ardrossan Academicals RFC
North Ayrshire	Irvine RFC
Perth and Kinross	Perthshire RFC
Renfrewshire	Paisley RFC
Scottish Borders	Duns RFC
South Ayrshire	Ayr RFC
South Ayrshire	Marr RFC
South Lanarkshire	Biggar RFC
South Lanarkshire	Cambuslang RFC
Stirling	McLaren RFC
West Dunbartonshire	Clydebank RFC