

The cover features a vibrant, abstract background of large, overlapping circles in blue, green, yellow, and red, all covered in white and colored splatters. A large white circle in the center contains the title text.

**CASHBACK FOR CREATIVITY**  
**ANNUAL REPORT 2016/17**

The logo consists of a yellow chevron pointing left, followed by the text 'CASH BACK FOR CREATIVITY' in a bold, sans-serif font. The text is arranged with 'CASH' and 'FOR' on the top line, 'BACK' and 'CREATIVITY' on the bottom line. The entire logo is set against a yellow circular background with white splatters.

**CASH  
BACK** **FOR  
CREATIVITY**

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# 1 Summary

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CashBack for Creativity is part of the Scottish Government's CashBack for Communities Programme, which reinvests the proceeds of crime back into communities to benefit Scotland's young people.

## 1.1 CashBack for Creativity Phase 3, 2014 – 2017

CashBack for Creativity Phase 3 is funded by a £3 million CashBack for Communities grant, which was allocated through the CashBack for Creativity programme over three years from 2014 – 2017, across art forms including dance, film, music, drama, visual arts and literature. The CashBack for Creativity programme was linked to other key initiatives such as the Youth Arts Development Hubs, the [National Youth Arts Strategy – Time to Shine](#), the [Youth Music Initiative](#) and the [Creative Learning Plan](#).

Project activity for the programme was staggered across a portfolio of Strategic partners (Strategic Fund and Training and Employability Scheme) and Open Arts Fund projects. Projects became active in October 2014 and all project activity ended in December 2016.

Phase 3 of the CashBack for Creativity programme delivered three strands that contributed directly to the aims of the CashBack for Communities programme:

- Open Arts Fund (Fund allocation: £600,000 + £24,074 of unclaimed CashBack funds from Phase 1 and 2, distributed over three rounds, for up to £10K projects of a duration up to 12months)
  - Round 1: October 2014 – June 2015
  - Round 2: July 2015 – June 2016
  - Round 3: January 2016 – December 2016
- Strategic Fund (Fund allocation: £1,470,000 distributed over two rounds, for projects between 9-18 months)
  - Round 1: October 2014 – March 2016
  - Round 2: April 2016 – December 2016
- Training and Employability Fund (Fund allocation: £500,000, with £414,734 so far allocated and distributed over 2 rounds, for projects between 9-18 months)
  - Round 1: October 2014 – March 2016
  - Round 2: April 2016 – December 2016

## 1.2 CashBack for Creativity 2016/17

This report details the final year of the programme activity, which continued the delivery of a highly diverse and exciting programme of creative activity for young people across Scotland. A summary of the 2016/17 project activity is as follows:

### Open Arts Fund

The Open Arts Fund continued to deliver activity to projects who were funded in Round 2 (Round 2 activity completed June 2016 and included in Annual Report 2015/16). Delivery of Round 3 projects began in January 2016 and it is Round 3 figures highlighted in this report.

- Round 3 of the Fund continued the delivery of 32 projects.
- Delivered in partnership with YouthLink Scotland who administrate the Fund.
- A total of 2,964 young people participated in Round 3 of the Fund.
- The fund achieved spend and activity in 17 local authority areas.

### **Strategic Fund**

- Across 2016-17 the Strategic Fund awarded 12 organisations to deliver activity in Round 2 of the Fund. All project activity ran from April 2016 – December 2016.
- A total of 2626 young people participated in Round 2 of the Fund.
- The fund achieved spend and activity in 20 local authority areas across Scotland.

### **Training and Employability Fund**

- Across 2016-17 the Training and Employability Fund awarded 3 organisations to deliver activity in Round 2 of the Fund. All project activity ran from April 2016 – December 2016.
- A total of 143 young people participated in Round 2 of the Fund.
- The fund achieved spend and activity in 7 local authority areas across Scotland.

### **Research Report**

In 2016/17 CashBack for Creativity commissioned the delivery of a research report to explore what children and young people experiencing additional challenges gain from engaging in arts-led creative work.

BOP Consulting were successful in tendering for the project and completed fieldwork and the submission of a completed report in May 2017. The published report [‘How do you draw a rainbow the wrong way? Understanding young people’s development in creative activities’](#) can be found on the Creative Scotland website along with a Literature Review detailing further related research work.

## 2 Finance 2016/17 Local Authority Figures

In Table 1 there is a summary of project spend per local authority per financial year, with a total annual spend of £656,027 for 2016-17. We have also included the total programme spend per Local Authority in Table 2.

**Table 1 – Project spend across FY 2014/15, FY 2015/16 and FY 2016/17**

	Financial Year 2014/15	Financial Year 2015/16	Financial Year 2016/17	Total
Aberdeen City	£46790	£38220	£33932	<b>£118942</b>
Aberdeenshire	£8000	£8068	£0	<b>£16068</b>
Angus	£22500	£1600	£55500	<b>£79600</b>
Argyll and Bute	£12312	£23230	£1933	<b>£37475</b>
Comhairle nan Eilean Siar	£10000	£5242	£1932	<b>£17174</b>
Clackmannanshire	£0	£6568	£1932	<b>£8500</b>
Dumfries and Galloway	£30966	£37808	£11857	<b>£80631</b>
Dundee City	£117522	£189316	£32100	<b>£338938</b>
East Ayrshire	£68333	£17516	£6933	<b>£92782</b>
East Dunbartonshire	£0	£10351	£0	<b>£10351</b>
East Lothian	£12348	£20238	£7437	<b>£40023</b>
East Renfrewshire	£0	£0	£0	<b>£0</b>
City of Edinburgh	£214295	£280718	£160751	<b>£655764</b>
Falkirk	£11587	£6018	£1932	<b>£19537</b>
Fife	£18020	£36046	£8205	<b>£62271</b>
Glasgow	£158324	£164156	£56289	<b>£378769</b>
Highland	£43875	£72850	£72628	<b>£189353</b>
Inverclyde	£11850	£10648	£5253	<b>£27751</b>
Midlothian	£11252	£22140	£0	<b>£33392</b>
Moray	£12500	£2634	£6494	<b>£21628</b>
North Ayrshire	£16233	£42172	£13408	<b>£71813</b>
North Lanarkshire	£9910	£21790	£2920	<b>£34620</b>
Orkney	£0	£0	£7251	<b>£7251</b>
Perth and Kinross	£3750	£17938	£3753	<b>£25441</b>
Renfrewshire	£23115	£33506	£25151	<b>£81772</b>
Scottish Borders	£28736	£73295	£23683	<b>£125714</b>
Shetland Islands	£7462	£0	£0	<b>£7462</b>
South Ayrshire	£16817	£11601	£66107	<b>£94525</b>
South Lanarkshire	£0	£1468	£1932	<b>£3400</b>
Stirling	£29250	£24468	£4782	<b>£58500</b>
West Dunbartonshire	£5253	£0	£0	<b>£5253</b>
West Lothian	£38500	£30568	£41932	<b>£111000</b>
<b>Total</b>	<b>£989500</b>	<b>£1,210173</b>	<b>£656027</b>	<b>£2,855700</b>



**Table 2 – Total Programme Spend 2014 - 2017**

	Strategic and T&E Round 1	Strategic and T&E (2015-2017) R2	Open Arts Fund R1	Open Arts Fund Rd2&3	Management/ Project Expenses x 3years	Writebacks Phase 2	Total
Aberdeen City	£65505	£40000	£6037	£7400			<b>£118942</b>
Aberdeenshire	£0	£0	£0	£10000		£6068	<b>£16068</b>
Angus	£45000	£33000	£0	£1600			<b>£79600</b>
Argyll & Bute	£10505	£0	£7060	£19910			<b>£37475</b>
Comhairle nan Eilean Siar	£0	£0	£10000	£7174			<b>£17174</b>
Clackmannanshire	£0	£0	£0	£8500			<b>£8500</b>
Dumfries and Galloway	£52125	£0	£9866	£18640			<b>£80631</b>
Dundee City	£215505	£102409	£9769	£11255			<b>£338938</b>
East Ayrshire	£51667	£25000	£7500	£8615			<b>£92782</b>
East Dunbartonshire	£5000	£0	£0	£1450		£3901	<b>£10351</b>
East Lothian	£16505	£5000	£6348	£12170			<b>£40023</b>
East Renfrewshire	£0	£0	£0	£0			<b>£0</b>
Edinburgh	£95355	£109500	£29639	£106917	£370919	<b>-£56566</b>	<b>£655764</b>
Falkirk	£6000	£0	£5587	£7950			<b>£19537</b>
Fife	£24496	£3000	£6000	£28775			<b>£62271</b>
Glasgow	£152259	£94312	£53898	£78300			<b>£378769</b>
Highland	£87250	£93103	£9000	£0			<b>£189353</b>
Inverclyde	£8571	£1500	£8100	£9580			<b>£27751</b>
Midlothian	£6000	£1250	£0	£8820		£17322	<b>£33392</b>
Moray	£7500	£9562	£0	£4566			<b>£21628</b>
North Ayrshire	£70163	£0	£1650	£0			<b>£71813</b>
North Lanarkshire	£8571	£10000	£6160	£9889			<b>£34620</b>
Orkney	£0	£7251	£0	£0			<b>£7251</b>
Perth and Kinross	£8571	£0	£0	£16870			<b>£25441</b>
Renfrewshire	£13183	£36402	£9932	£22255			<b>£81772</b>
Scottish Borders	£58543	£49824	£0	£17347			<b>£125714</b>
Shetland Islands	£0	£0	£7462	£0			<b>£7462</b>
South Ayrshire	£51667	£34175	£5983	£2700			<b>£94525</b>
South Lanarkshire	£0	£0	£0	£3400			<b>£3400</b>
Stirling	£58500	£0	£0	£0			<b>£58500</b>
West Dunbartonshire	£0	£0	£0	£0		£5253	<b>£5253</b>
West Lothian	£71000	£40000	£0	£0			<b>£111000</b>
<b>TOTAL</b>	<b>£1,189441</b>	<b>£695288</b>	<b>£199991</b>	<b>£424083</b>	<b>£370919</b>	<b>-£24022</b>	<b>£2,855700</b>

### 3 Outputs/Indicators

The total number of participants in 2016/17 is 5788. Table 3 details activity numbers per Local Authority across the programmes three Funds.

**Table 3 – Activity Numbers**

Local Authority	Strategic	Training and Employment	Open Arts Fund R3	TOTAL
Aberdeen City	301	0	555	856
Aberdeenshire	0	0	0	0
Angus	0	13		13
Argyll and Bute	0	0	29	29
Comhairle nan Eilean Siar	0	0	19	19
Clackmannanshire	0	0	0	0
Dumfries and Galloway	85	0	92	177
Dundee	189	23	19	231
East Ayrshire	0	37	173	210
East Dunbartonshire	0	0	0	0
East Lothian	23	0	43	66
East Renfrewshire	0	0	0	0
Edinburgh	444	15	1091	1550
Falkirk	0	0	0	0
Fife	10	0	365	375
Glasgow	461	20	176	657
Highland	347	0	0	347
Inverclyde	12	0	42	54
Midlothian	19	0	35	54
Moray	42	0	37	79
North Ayrshire	0	0	0	0
North Lanarkshire	204	0	70	274
Orkney	10	0	0	10
Perth and Kinross	0	0	37	37
Renfrewshire	84	0	159	243
Scottish Borders	292	0	22	314
Shetland Islands	0	0	0	0
South Ayrshire	9	35	0	44
South Lanarkshire	0	0	0	0
Stirling	0	53	0	53
West Dunbartonshire	0	0	0	0
West Lothian	96	0	0	96
<b>TOTAL</b>	<b>2628</b>	<b>196</b>	<b>2964</b>	<b>5788</b>

## 4 Outcomes

With a new reporting process implemented mid-way through the programme (2015) Creative Scotland worked with the portfolio of funded organisations towards developing better processes in the gathering of outcomes focused data for the CashBack programme. The outcomes for each of the Funds is highlighted below (Table 4, Table 5, Table 6) along with a case study highlighting the impact of the programme on young people (the external evaluation report for Phase 3 of CashBack for Creativity contains more case studies and will be published following this report).

### 4.1 Strategic Fund

The Strategic Fund delivered a diverse range of creative opportunities for young people across Scotland with a particular emphasis on targeting young people experiencing disadvantage and engaging young people in project models that allowed them to access and progress in the creative sector as well as their own personal development.

The case study below exemplifies the high level of achievement gained by young people involved in the CashBack for Creativity programme, some of whom exceeded their own personal expectations of success. For one young boy participating in the Greats Feat programme at Dancebase in Edinburgh, a project for young people disengaging with school or not in employment, sustained engagement resulted in the major achievement of having a play that he penned performed at the Royal Court Theatre in London.

**Table 4 – Strategic Fund Outcomes 2016-17**

Outcome	Indicators	Number
<u>Outcome 1:</u>	Number of participants	<b>2628</b>
Increased participation in positive activity	Number of participants from SIMD Number of participants from Equalities groups Number of participants from difficult to engage groups	<b>(81%) 2128</b>
<u>Outcome 4:</u>	Number of opportunities created across programme	<b>2628</b>
Increased opportunities to develop interests and skills		
<u>Outcome 9:</u>	Young people demonstrate increased skill in art form Young people demonstrate improvements in personal skills (team/work/time-keeping/problem solving) Young people demonstrate new behaviours (more motivated/attend regularly)	<b>1191</b>
Participants demonstrate new skills and positive changes in behaviours		
<u>Outcome 11:</u>	Number of young people demonstrating increased confidence and self esteem Number of young people with an aspiration/pathway for progression Number of young people who progress onto other community based activities/other arts activities	<b>617</b>
Participants develop confidence in their skills and develop aspirations for further learning and development		



	Number of young people achieving an award or accreditation	<b>232</b> <ul style="list-style-type: none"> <li>• 99 Arts Awards,</li> <li>• 28 SQA Awards (and a further 26 working towards awards)</li> <li>• 52 Saltire Awards,</li> <li>• 18 Dynamic Youth Awards</li> <li>• 12 Duke of Edinburgh Awards</li> <li>• 11 Youth achievement awards</li> </ul>
<u>Outcome 15:</u>  Sustained participation in positive activities	Number of young people who sustain engagement	<b>1191</b>
<u>Outcome 20:</u>  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	Number of young people who progress onto other learning/training/personal development opportunity	<b>634</b> (53% of those who sustained their engagement) progressed onto further learning or development opportunities. This included: <ul style="list-style-type: none"> <li>• Moving into other learning activities (in house) 551</li> <li>• Four participants progressed on to the BFI Film Academy course</li> <li>• Moving into other learning opportunities in other organisations (134)</li> <li>• Volunteering (69)</li> <li>• Further or Higher Education (44)</li> <li>• Work experience (35)</li> </ul>

### Case Study Strategic Fund

Outcomes
1. Increased participation in positive activity 4. Increased opportunities to develop interests and skills 9. Participants demonstrate new skills and positive changes in behaviours

11. Increased confidence and raised aspirations for learning
15. Sustained participation in positive activities
<b>Local Authority</b>
Edinburgh
<b>Organisation</b>
Dancebase
<b>Background</b>
“The Great Feats project delivers high quality dance activities to young people at risk. It fully supports participants by providing pastoral care, a healthy eating programme and support with further education/employment. This year will include a new outreach element to the programme and extend Great Feat’s reach to the hardest to reach young people to provide additional support for young people who have become disengaged from mainstream education, are at risk of exclusion and those who are P.E. Refusers.” <i>Project Description from Application</i>
<b>What Happened?</b>
<p><b>Background</b></p> <p>M had studied Acting and Performance at College (HND) and wanted to go to study acting at Drama School. He applied to Drama School but was not successful. At that point he felt as if his ambition to work in the theatre was finished.</p> <p>Whilst M has not been officially diagnosed as autistic it has been suggested to him by college that he may be. He found this incredibly upsetting and it knocked his confidence.</p> <p>He had got a job in retail, but his confidence and his motivation were low and had found it difficult to sustain the job. Eventually, he was sacked and became unemployed.</p> <p>M comes from a background where family and friends don’t tend to go on to higher education and many are confused at his desire to do so. Many of his friends are involved in petty crime and heavily use drugs. He therefore does not have much encouragement or support from friends and family for his interest and choices to pursue theatre as a career.</p> <p><b>Engagement with Great Feats</b></p> <p>M had finished college, was unemployed and was struggling with lack of motivation and not having any structure in his life when he heard about Great Feats.</p> <p>He found out about Great Feats through a Youth Theatre project that he was involved in, and although he was very sceptical about his ability to dance, he decided to give it a try. He was very under confident in his movement skills, and although he struggled and got frustrated with himself when he felt that he ‘couldn’t do it’, he was also very proud of himself when he was successful in learning a new routine. He became more confident in his movement skills but also more confident in himself and more motivated to continue.</p> <p>Great Feats also takes participants to other performances and theatre visits were probably the highlight of Great Feats for M. He was especially inspired by ‘The Curious Incident of the Dog in the Night Time’ and asked if the group could create theatre and movement inspired by the play in Great Feats. He was particularly involved and enthusiastic about those sessions and took a key role in developing the project. This again helped to build his confidence, his belief in himself and his motivation.</p> <p>Great Feats encouraged M to continue to write and not to give up on his aspirations. Supported by the Great Feats team, M submitted a script he had been working on to the Royal Court Theatre in London. He was selected to join a young artists programme in London where young people ‘took over’ the Royal Court theatre for two weeks.</p>

### Outcomes

He went to London for a three week residential programme where he was mentored by Vicki Featherstone (artistic director of the Royal Court Theatre.) M's play was performed at the Royal Court Theatre.

He has continued writing and has recently been commissioned to write a play for the National Theatre of Scotland.

And he has a recall audition for a new feature film.

## 4.2 Open Arts Fund

The Open Arts Fund delivered a diverse programme of access and participation projects across Scotland, targeting a range of young people. The case study of a young man engaging in a Parkour project in East Ayrshire highlights the kinds of barriers to participation that young people can experience and a good example of how engagement and sustainment in projects can promote positive behaviour.

**Table 5 – Open Arts Fund Outcomes**

Outcome	Indicators	Number
<u>Outcome 1:</u> Increased participation in positive activity	Number of participants Number of participants from SIMD Number of participants from Equalities groups Number of participants from difficult to engage groups	<b>8375</b> <b>(75%) 6311</b>
<u>Outcome 4:</u> Increased opportunities to develop interests and skills	Number of opportunities created across programme	<b>8375</b>
<u>Outcome 9:</u> Participants demonstrate new skills and positive changes in behaviours	Young people demonstrate increased skill in art form Young people demonstrate improvements in personal skills (team/work/time-keeping/problem solving) Young people demonstrate new behaviours (more motivated/attend regularly)	<b>Qualitative evidence demonstrates new skills and positive changes in behaviour</b> <b>See case studies in Section 4.4</b>
<u>Outcome 15:</u> Sustained participation in positive activities	Number of young people who sustain engagement	<b>Sample data for projects awarded over £5000</b> <b>In the sample 85% of participants sustained activity in the projects</b>

### Case Study - Open Arts Fund

Outcomes
1. Increased participation in positive activity 4. Increased opportunities to develop interests and skills

9.	Participants demonstrate new skills and positive changes in behaviours
15.	Sustained participation in positive activities
<b>Local Authority</b>	
East Ayrshire	
<b>Organisation</b>	
Creative Minds, East Ayrshire Council - £8615	
<b>Background</b>	
<p>“The project will provide an avenue for young people, male and female, all over East Ayrshire to be part of a youth dance team. The young people will be transported via bus from the edges of East Ayrshire, and in particular those areas which fall within the top 15% on the SIMD and are geographically in isolation.</p> <p>The young people will be bussed in from their local area on Fridays at 4pm into Kilmarnock, where they will meet and take part in diverse dance workshops, Jazz, Hip-Hop and Parkour, provided by three excellent artists until 7pm when they will be bussed home. The first phase will take place over the course of 10 weeks starting in January, the culmination will be a performance in the Palace Theatre during our annual Dance Festival week.</p> <p>The second phase of the project will be a week-long summer school giving the young people an intensive week to hone in on their skills and further develop their mental, social and physical wellbeing, an end of week sharing will be produced.</p> <p>The final phase of the project will be a week-long dance leaders course in the October school holiday. This will create leaders in dance which will enable us to sustain more dance projects in the future using a buddy system, supported by local teachers and education officers.” <i>Project Description from Application</i></p>	
<b>What Happened?</b>	
<p>R was referred to the project by an Educational Psychologist. He was 11 years old but had already accrued a number of offences.</p> <p>He comes from a family with challenging issues, and has at times been taken into local authority care for his own safety. He was on the child protection register.</p> <p>He is isolated at school (his family and their problems are well known in a small community) and he is totally disengaged from learning. He had never participated in any extra-curricular activity.</p> <p>R was introduced to the project (initially referred through psychological services) and was supported to attend for an hour a week. The tutor had to provide high levels of support as he was initially very isolated and could not engage with other participants.</p> <p>Over time, and with persistence, he continued to develop parkour skills, and as his skills improved, he could participate with other participants and he began to interact with the other participants. He was supported to increase his attendance, and started to attend for 3 hours a week.</p> <p>The social aspect of the project became very important in his life: he found a group of peers who accepted him (at school his peers would avoid him) and he was keen to try hard in order to please his peers in this new group. As a result, he has developed his physical skills, social skills and there has been a marked change in his behaviour inside and out of the Parkour classes.</p> <p>He progressed to the extent that he was able to perform at the showcase. This was the first time that he had ever been included in any form of performance or public event.</p>	

The project put on transport to enable his mum to come and watch him perform – so it was a huge event in building self-esteem for the young person but also a milestone for his family.

His educational psychologist wrote the following feedback.

*I just wanted to share my delight at how well R has been supported to succeed with the Parkour course .....*

*He is still on the CP Register and living with mum but his three younger siblings were removed from the family home and into foster care during the time that he was undertaking the course. This has led to a significant crisis for R and the fact that he persevered with the course and took part in the performance is very impressive. This is the first extra-curricular group that he has successfully managed. He now identifies with the positive peer group he met there, and to the best of my knowledge at present, has not accrued any offences in the community since Autumn.*

*It would be wonderful if we could find a way between us all to continue with this group.*

*Educational Psychologist  
East Ayrshire Council*

### 4.3 Training and Employability Fund

The Training and Employability Fund aimed to develop specially tailored Creative Industries training programmes in partnership with FE and HE institutions across the country. The activities delivered under the Training and Employability Fund were diverse, but each aimed to build employability skills and awareness of job opportunities in the creative and cultural industries.

Dundee & Angus College delivered an exciting and innovative experiential learning programme where unemployed young people were given the opportunity to build skills in web development while delivering live projects to local businesses in the surrounding area. The case study highlights the journey of one of many participants who successfully gained accreditation, new skills and aspirations for further learning by participating in the programme.

**Table 6 – Training and Employability Fund Outcomes**

Outcome	Indicators	Number
<u>Outcome 11:</u>  Participants develop confidence in their skills and develop aspirations for further learning and development	Number of young people demonstrating increased confidence and self esteem Number of young people with an aspiration/pathway for progression Number of young people who progress onto other community based activities/other arts activities	91 developed confidence in their skills
	Number of young people achieving an award or accreditation	59 achieved SQA awards  6 were awarded other certificates
<u>Outcome 20:</u>  More participants progress into a positive destination: such as	Number of young people achieving an award or accreditation	65 young people progressed into other training further education.

learning in a non-school setting, further and higher education, pre-employment training, volunteering, personal development opportunities and employment		
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### Case Study - Training and Employability Fund

<b>Outcomes</b>
<p>11. Participants develop confidence in their skills and develop aspirations for further learning and development</p> <p>20. 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</p>
<b>Local Authority</b>
Dundee & Angus
<b>Organisation</b>
Dundee & Angus College
<b>Background</b>
<p>The project was aimed at young people aged between 18-24 from the more deprived areas of Dundee and Angus (those in the lowest SIMD areas) who had been unsuccessful in gaining qualifications from school and/or were not in employment.</p> <p>A unique aspect of the project design was that it gave participants opportunities to work on a 'live project' with local small businesses.</p>
<b>What Happened?</b>
<p>Background to the young person</p> <p>S had suffered from low motivation at school - he didn't know what he wanted to do after school and was not motivated to study. He left school with some qualifications, but very little idea about what to do next. He managed to get into entry-level jobs, but his lack of motivation meant that he had little interest or incentive to stay in work.</p> <p><i>"I left these jobs fairly promptly without much success or carry over skills."</i></p> <p>His only real interest was gaming and he spent a lot of his life playing computer games. He was successful at gaming and played at a competitive level.</p> <p>S is now 22 years old. He had been unemployed prior to starting on the Programme. He had found out about the Programme through the Job Centre.</p> <p><i>"I was a very self-conscious, introverted person, very unmotivated – sort of like the stereotype of what people think about teenagers. I had been unemployed since January 2014.....I found out about the course when I went to the Job Centre. When they told me about the course I initially thought - why?"</i></p> <p>Activities</p> <p>The programme content recognised that many of the young people would have barriers to progression, including poor motivation. The first week of the course was a motivational training programme which aims to challenge participants to think differently about their motivations and behaviours (GOALS programme).</p> <p><i>"The first day was really difficult – it was what you'd expect from a group of socially awkward, introverted, no-hopers.....completely silent. No-one wanted to talk, no-one said anything"</i></p> <p>The GOALS Programme was a turning point for S.</p>



" It made me look at myself and my attitude to myself.....my mentality was really the worst. The GOALS programme was massive for me.... ..that week really set me up for the rest of the course....."

The Programme - an NPA in Web Design – aimed to teach students new skills in web design and business marketing. It also aimed to enhance students' employability skills and involved delivering a project for a local small business. So, as part of the Programme, Scott had to present his design solutions to a real 'client'.

"I have worked before, so I do understand a bit about the etiquette, but what was useful was working to a schedule where you've got to meet the demands of a client"

S was motivated to complete the Programme and achieved his SQA National Progression Award in web design fundamentals. His confidence and aspirations had grown considerably, and at the end of the Programme, Scott spoke at the celebration event, the first time he had ever spoken in public.

"The course has helped shape how I see myself and how I interact with things – in all honesty, I'm quite removed from the person I was, just a few months ago."

### **Outcomes**

Completing the Programme had increased Scott's motivation and aspirations.

"I've moved on – I've moved into more education - I went from that course into the BBC Digital Course, and then I'm going into another course in January.

I want to get into Marketing – this course has helped me, defined that goal for me"

S progressed onto the BBC Get into Digital Programme, where he also did a work experience placement, building his employability skills and his confidence.

He also took part in the CashBack 'Digital Summer School' (funded in Round Two) where he acted as a volunteer mentor to other students.

S has now progressed into a full time Further Education course. He is studying for an HND in Interactive Media. He is very motivated and is considered by lecturers to be a 'leader' in his class. S has recently been chosen as one of three students from the HND class who will go on an international exchange programme to study for three months at Northern Virginia Community College in the USA.

S has not only achieved new skills and confidence, but also has aspirations for further learning. He is highly motivated and after completing his NHD, he wants to go to University to get a degree in Marketing.

"In the future I would like to be a project manager for a company: specifically specialising in branding and market strategy."

## 5 Equalities information

The Phase 3 CashBack for Creativity programme was successful in engaging disadvantaged young people across Scotland.

Across the three Funds, projects have demonstrated their capacity to increase participation among young people from the harder to reach groups:

- Of the 8,375 young people who engaged through the Open Arts Fund projects, 6,311 (75%) were young people from the target groups.
- 72% of all young people engaged through the Strategic Fund partners are from groups which are typically excluded from opportunities.
  - 39% from communities in the 20% most deprived datazones
  - 10% from rural or remote communities who are excluded through lack of access
  - 23% young people who are vulnerable or at risk (including young people at risk of offending, young people in care, young carers).

The tables below highlight the target groups and numbers of young people included in the delivery of activity in the Open Arts Fund and the Strategic Fund.

### Open Arts Fund

**Table 7 – Open Arts Fund Equalities Statistics for Phase 3 Programme (2014 – 2017)**

	Number of projects	Number of young people	% of young people
Most deprived communities (SIMD)	38	2922	35%
Rural/remote communities	6	794	9%
BAME	3	897	11%
Disabled people	11	461	6%
Other vulnerable or at risk groups	14	1237	15%
Open access: Filling gaps in provision	20	2064	25%
<b>TOTAL</b>	<b>92</b>	<b>8375</b>	<b>100%</b>

**Strategic Fund**

**Table 8 – Strategic Fund Equalities Statistics for Phase 3 Programme (2014 – 2017)**

	<b>SIMD</b>	<b>RURAL EXCLUSION</b>	<b>VULNERABLE/ EXCLUDED GROUPS</b>	<b>TOTAL TARGETED</b>	<b>OPEN ACCESS/ NOT TARGETED</b>	<b>TOTAL NUMBER OF PARTICIPANTS</b>
ROUND 1	1866	401	1372	3639	1675	5314
ROUND 2	1212	421	488	2,121	507	2628
<b>TOTAL</b>	<b>3078</b>	<b>822</b>	<b>1860</b>	<b>5760</b>	<b>2182</b>	<b>7942</b>
%	39%	10%	23%	72%	28%	100%

## 6 External Evaluation/Lessons Learnt

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The external evaluation report, completed by Arrivo Ltd, is due for publication following the Annual Report. The draft report highlights some of the lessons learnt over the course of the CashBack for Creativity programme delivery. Lessons learnt have been included in the CashBack for Creativity Phase 4 planning and include:

**Project models** – understanding a project model in delivering both access and participation, and learning and progression outcomes for vulnerable young people. Phase 3 has enabled a deeper understanding of some of the variables needed in order to engage and sustain a young person in creative activity and sustain a young person’s engagement long enough to enable them to gain the outcomes of the programme.

This learning has resulted in the Strategic Fund (now identified as the ‘Targeted Fund’ in Phase 4) changing its criteria to allow for organisations to apply for up to 3 years of funding in order to facilitate the delivery of long term activity and outcomes for targeted young people.

**Targeting young people** – an outstanding success of the CashBack programme was the targeting of young people experiencing disadvantage. One of the key factors in a project’s success in targeting included the relevant partnerships organisations had established with key referral partners who worked alongside young people from the target groups. Another key factor was the project model and a balanced approach toward offering introductory sessions for young people to test out their desire to participate, and then offering young people options for ‘next steps’ to build on skills and stay active.

This learning has resulted in the refocus of the criteria for applicants to the CashBack for Creativity programme with an emphasis on detailing project models that exemplify good practice in partnership building and relevant networks that enable the delivery of activity to targeted young people.

**Cost per participant** – some interesting analysis on the average cost per participant across the funds highlighted the significant raised level of investment for projects delivering positive destination outcomes for young people.

This learning has been incorporated into the planning for the delivery of both the Open Arts Fund and the Strategic Fund in Phase 4.

### 6.1 Research Report

CashBack for Creativity commissioned the delivery of a research report to explore **what children and young people experiencing additional challenges gain from engaging in arts-led creative work.**

The further research questions were:

1. How are participants developing their creative skills and how is this linked to broader development?
2. What are the unique ‘active ingredients’ of projects that are leading to positive outcomes?
3. What practices and approaches have been more successful or less successful and why?
4. How are arts projects valued and understood by those involved (the young people, artists, parents/carers and non-arts partner organisations)?
5. How can current good practice be applied to project models for future delivery?

BOP Consulting were awarded the tender for research and focused the above questions on seven case studies including five CashBack for Creativity Strategic Fund organisations and two other projects, one based in England and the other in Spain, for comparative purposes. A summary of the research findings is below.

## “Overall findings

**It’s all about self-directed goals.** One of the clearest findings is that progression journeys must be made on the terms and needs of individual participants. The reason that the projects work is because young people are there to do and make something creative and if there are other benefits that is a bonus. The programmes will not be successful if the participants feel that they are getting ‘youth work by the back door’.

**Collaboration is key** whether it is about dividing skills across a team to get the best outputs, or about having a more equal relationship with a tutor or creating and producing something that is bigger than an individual ego (or set of egos). Working together, trusting each other and relying on each other is the only way that the best outputs and outcomes can be achieved. Learning to work collaboratively may also be a skill that will be useful in future learning and employment.

**Developing self-identity** is a core part of life throughout childhood and adolescence, but these projects can really move things up a gear and help young people to explore their creative selves in a safe and supportive environment. Being encouraged to explore these identities can have a lasting effect on their health and wellbeing, as well as help them to think about future learning or career paths.

**Authentic, highly skilled and emotionality intelligent staff are required.** The projects only work because of the highly skilled and highly emotionally intelligent staff who draw on a range of professional resources to ensure that participants are encouraged, feel motivated, and are challenged in a way that is appropriate to each individual. Relationships are not based on what’s lacking in a young person (or their life) it’s about recognising and building on what they bring to any setting at any time. This is a highly professional practice.

**There is an opportunity to bring theory further into practice.** All those involved in the research were highly engaged and very interested in how theoretical frameworks and concepts from across different academic disciplines (e.g. sociology, psychology, education theory) could be brought into their practice more. This relatively brief research project seeks to make some of these links, but there is scope for existing theory and knowledge to be brought more closely into how projects are designed, delivered, and evaluated. “([‘How do you draw a Rainbow the wrong way? Understanding Young People’s development in creative activities’](#), BOP Consulting, 2017)”

## 6.2 CashBack Research Bites

BOP have also produced five ‘Research Bites’; five short reports based on the five main themes explored in the case studies and further research questions that arose during the fieldwork. The themes include:

- Attainment and Progressions
- Employment
- Wellbeing
- Professional approach and pedagogy
- Communities of practice and politics of participation

Each ‘Research Bite’ will be accompanied by a podcast. The podcasts will be completed over the duration of 2017/18 and will include interviews with practitioners delivering CashBack projects and young people participating in CashBack projects, and exploration of the further research questions contained in each ‘Bite’. The aim of the ‘Research Bite’s’ is to contribute to a shared dialogue within the participatory arts sector on what is best practice when delivering creative projects to young people with additional needs.

## 7 Communications

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Creative Scotland worked with the Scottish Government and CashBack for Creativity delivery partners to maximise opportunities for raising the profile of CashBack for Creativity and CashBack for Communities at a national and local level. Coverage was achieved on cross media formats: Print (newspapers, music publications); Broadcast (radio) and Digital media (websites, blogs, fb, twitter). This work was achieved through the following means:

- Dedicated Creative Scotland PR liaison throughout the life of the project
- Creative Scotland Media & PR plan
- Working with CashBack for Creativity delivery partners, funded projects and associated agencies.

### 7.1 Social Media

CashBack for Creativity has an active Facebook and Twitter channel. Across Phase 3 we have been working on building the profile of the programme on social media, including Creative Scotland featured publications online and working with Youthlink to reach recipients of the Open Arts Fund. Organisations across Scotland contributed to the Cashback selfie campaign and this will be continued through the new Phase 4 programme.

The CashBack for Creativity Phase 3 launch announcement was viewed 731 times on the website: <http://www.creativescotland.com/what-we-do/latest-news/archive/2014/07/cashback-phase-3-launch>

And the subsequent awards release in Nov 2014 was viewed 1126 times: [www.creativescotland.com/what-we-do/latest-news/archive/2014/11/14-organisations-awarded-cashback-for-creativity-funding](http://www.creativescotland.com/what-we-do/latest-news/archive/2014/11/14-organisations-awarded-cashback-for-creativity-funding)



**Table 9 - Media log of key CashBack for Creativity Press for 2016/17**

<b>2016.17</b>						
<b>Q1</b>	<b>Project</b>	<b>Organisation</b>	<b>Fund</b>	<b>Publication</b>	<b>Title/Content</b>	<b>Link</b>
03.06.16	Eden Court Creative	Eden Court	Strategic	The Press and Journal	Youth theatre aims to inspire the next generation	No link
16.06.16	Creatability	Beacon Arts Centre	Open Arts Fund	Greenock Telegraph	We are dancing on air	No link
15.06.16	Care2Create	Kibble Care and Education Centre	Strategic	Online	Kibble wins Innovative Partnership Prize	<a href="https://www.celcis.org/training-and-events/sircc-2016-award-winners/">https://www.celcis.org/training-and-events/sircc-2016-award-winners/</a>
<b>2016.17</b>						
<b>Q2</b>						
23.08.16	Care2Create	Kibble Care and Education Centre	Strategic	Renfrewshire 24	Kibble promotes opportunities for young people to attend sessions	No link
01.08.16	Tinderbox	Tinderbox	Open Arts Fund	Online	Video of work to date	<a href="https://vimeo.com/167930757">https://vimeo.com/167930757</a>
29.08.16	Dundee and Angus College	Dundee and Angus College	T&E	The Courier	Mention of innovative approaches to widening participation	No link
02.09.16		Moniack Mhor	Strategic	Ross-Shire Journal	Journalism workshops for young people in Dingwall	No link
02.09.16	Care2Create	Kibble Care and Education Centre	Strategic	Paisley People	Kibble article on music lessons	
<b>2016.17</b>						
<b>Q3</b>						
19.12.16	Care 2 Create	Kibble Care and Education Centre	Strategic	Creative Scotland	Creative Scotland covered an event held by a Kibble Care and Education Centre (Strategic Partner), and published a news piece. Included in the online article is a short film illustrating the impact of the project on the young people involved.	<a href="http://www.creativescotland.com/what-we-do/latest-news/archive/2016/12/care-experienced-kids-get-creative-for-christmas">http://www.creativescotland.com/what-we-do/latest-news/archive/2016/12/care-experienced-kids-get-creative-for-christmas</a>

## 8 Future

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Creative Scotland were delighted to be successful in receiving a further three years of funding to deliver a CashBack for Creativity Phase 4 programme.

In order for project activity to begin as soon as possible the new 'Targeted Fund' was launched in February 2017, inviting organisations to submit applications for projects up to three years in length, with a project budget up to £120,000. Creative Scotland completed a series of Information Sessions across Scotland for those interested in learning more about the criteria and purpose of the Fund.

Creative Scotland is now managing the Phase 4 programme, building on lessons learnt from Phase 3 and working towards the delivery of a programme starting in April 2017 and ending March 2020.

## 9 Appendices

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**Appendix A: Logic Model**

**Appendix B: Outcomes Framework**

**Appendix C: Projects funded through Round 2 of the Strategic and Training and Employability Funds**

## Appendix A: CashBack for Communities Logic Model

<b>Activities</b> <i>What happens in our organisation?</i>	<b>Outputs</b> <i>What are the tangible products of our activities?</i>	<b>Short-term Outcomes</b> <i>What changes do we <u>expect</u> to occur within the short term? (Up to 1 year)</i>	<b>Intermediate Outcomes</b> <i>What changes do we <u>want</u> to see occur after that? (1-2 years)</i>	<b>Long-term and national Impact</b> <i>What changes do we <u>hope</u> to see in Scotland over time? (3 years or more)</i>
Activity Category  A range of sporting, cultural, educational, developmental and social activities	<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>	<b>PARTICIPATION</b> <ol style="list-style-type: none"> <li>1. Increased participation in positive activity</li> <li>2. Increased participation by difficult to engage and equalities groups</li> <li>3. Increased opportunities for new experiences or activities for participants</li> <li>4. Increased opportunities to develop interests and skills</li> <li>5. Increased opportunities for continued participation by linking up and signposting to other provision</li> </ol> <b>DIVERSION/PROTECTION</b> <ol style="list-style-type: none"> <li>6. Increased involvement in structured pro-social and healthy activities</li> </ol>	<b>CONFIDENT COMMUNITIES</b> <ol style="list-style-type: none"> <li>15. Sustained participation in positive activities</li> <li>16. Sustained improvements in health and wellbeing</li> <li>17. Sustained improvements in self-esteem and confidence</li> <li>18. Sustained improvements in awareness of the benefits of play, interactive, physical and social activities</li> <li>19. Increased supportive social networks and feelings of belonging</li> <li>20. More participants progress into a positive destination: such as learning in a non-school setting, further and higher education, pre-employment training,</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</p> <p>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>7. Participants have places to go where they feel safe and comfortable</p> <p><b>PROGRESSION PATHWAYS</b></p> <p>8. Greater confidence and self-esteem among participants</p> <p>9. Participants demonstrate new skills and positive changes in behaviours</p> <p>10. More participants have achieved accreditation for their learning</p> <p>11. Participants develop confidence in their skills and develop aspirations for further learning and development</p> <p><b>ENGAGEMENT</b></p> <p>12. Participants are more involved in community-based activities</p> <p>13. Participants develop positive peer networks and relationships</p> <p>14. There is increased community-based interaction</p>	<p>volunteering, personal development opportunities and employment</p> <p>21. Increased horizons and improved outlook amongst participants</p> <p>22. Participants have influenced the opportunities available to them in their community</p> <p>23. Sustained participation in community-based activity</p> <p>24. Reduced levels of crime and anti-social behaviour</p> <p>25. Improved perception of the community as a place to live</p> <p>26. Increased community esteem and capacity to shape local development</p> <p>27. Better community integration and cohesion</p>	
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## Appendix B: Outcomes Framework

### Framework for Participation and Engagement strand

Intermediate Outcome	Indicators/evidence to be collected	Where/how data is collected	Who
Outcome 1) Increased participation in positive activities	Number of young people participating who do not regularly engage in positive activities	Pre-start survey	Project Partners - staff and artists
	Number and percentage of young people from SIMD areas	Monitoring database  Quarterly summary report by each project	Project Partners - staff and artists
	Number and percentage of young people from difficult to engage groups	Monitoring database  Quarterly summary report by each project	Project Partners - staff
	Number and percentage of participants from equalities groups	Monitoring database  Quarterly summary report by each project	Project Partners - staff

Intermediate Outcome	Indicators/evidence to be collected	Where/how data is collected	Who
Outcome 4) Increased opportunities to develop interests and skills	Number of new and additional places in arts activities	Project plan/monitoring database	Project Partners - staff
	Number of young people engaging in activity for the first time	Pre-start survey	Project Partners - staff
	Number of young people learning new skills	Completion questionnaire Observation by tutors/partner organisations	Project Partners - staff

Intermediate Outcome	Indicators/evidence to be collected	Where/how data is collected	Who
Outcome 9) Participants demonstrate new skills and positive changes in behaviours	Number of young people demonstrating increased confidence and self esteem	Pre and post completion survey Observation by tutors/partner organisations	Project Partners - staff External Evaluators
	Number of young people demonstrating improved personal skills	Pre and post completion survey	Project Partners - staff External Evaluators



		Observation by tutors/partner organisations	
	Number of young people demonstrating positive behaviours	Completion questionnaire Observation by tutors/partner organisations	Project Partners - staff External Evaluators

Intermediate Outcome	Indicators /Evidence to be collected	Where/how data is collected	Who
Outcome 15) Sustained participation in positive activities	Number of young people who sustain engagement	Post completion survey  Feedback from delivery partners/other partners	Project Partners - staff External Evaluators
	Number of young people who progress into other community based activities	Post completion survey  Feedback from delivery partners/other partners	Project Partners - staff External Evaluators

***Framework for Learning and progression strand***

Intermediate Outcome	Indicators/evidence to be collected	Where/how data is collected	Who
Outcome 11) Participants develop confidence in their skills and develop aspirations for further learning and development.	Number of young people demonstrating increased confidence and self esteem	Evaluation tool (pre- and post completion)  Observation by tutors/partner organisations	Project Partners - staff External Evaluators
	Number of young people demonstrating improved skills	Post completion survey  Observation by tutors/partner organisations	Project Partners - staff External Evaluators
	Number of young people with a clear goal for progression	Post completion survey  Observation by tutors/partner organisations	Project Partners - staff External Evaluators

<b>Intermediate Outcome</b>	<b>Indicators/evidence to be collected</b>	<b>Where/how data is collected</b>	<b>Who</b>
Outcome 20) More participants progress onto further learning, training, and personal development opportunities.	Number of young people who sustain engagement in this or other positive activity	Post completion survey  Reports from partners/other stakeholders	Project Partners - staff External Evaluators
	Number of young people who progress into other learning / training / personal development opportunity.	Project reports and reports from other stakeholders	Project Partners - staff External Evaluators

## Appendix C: Projects Funded Round 2 Strategic and Training and Employability Fund

Name of Organisation and Project	Project Description	Local Authority Area	Dates
<b>Strategic Fund</b>			
GMAC Film: <i>Mad About Movies</i>	Mad About Movies creates free, accessible, high quality filmmaking, watching and understanding activities for young people in Glasgow that may not otherwise be able to participate due to financial or cultural barriers or who may not have the confidence to participate. It makes digital filmmaking possible for those who may not have access to digital equipment at home and develops creativity and critical thinking for young people who may not otherwise be supported to do so. Providing free transport to and from all activities in GMAC Film's city centre location means that young people from all over Glasgow can participate without fear of territorial rivalry in a creative and supportive atmosphere.	Glasgow City	April – December 2016
Eden Court: <i>Eden Court Creative</i>	Through multi-arts activities Eden Court offer first-contact creative opportunities for hard to reach young people, providing opportunities, improving self-confidence, teaching transferable skills that lead to progression pathways.	Highlands Moray	April – December 2016
Screen Education Edinburgh	Creative learning project developing filmmaking skills and film knowledge and providing further opportunities for progression for young people living in areas of multiple deprivation. The programme will be delivered in four stages across Edinburgh and the Lothians: Taster, Introduction to Film, Next Steps and Progression.	City of Edinburgh East Lothian Midlothian	April – December 2016
YDance: <i>Routes</i>	YDance Routes is a development and support network for youth dance groups across Scotland, providing skills development opportunities for young people, leaders' training and creation of new youth dance groups. In the past 2 years, the programme has developed new strands in establishing youth dance activity in areas where there is little or no provision (Catalyst), and in enabling the delivery of Arts Awards by local youth dance leaders.	All Scotland	April – December 2016
Voice of My Own: <i>VOMO Pathways</i>	VOMO currently offers young people a unique chance to create their own TV programmes, from a weekly news bulletin on VOMO tv to a variety of other genres including short films. It also enables them to produce and present their own 'Wired' weekly radio programme on Radio Borders;	Scottish Borders	April – December 2016

	the only show on Scottish commercial radio for young people by young people. This new VOMO Pathways project builds routes to personal and career progression, tailoring the experience of making TV and radio programmes to help young people to reach their individual potential.		
Station House Media Unit	The project will provide person-centred creative opportunities across a range of youth media platforms for young people from disadvantaged backgrounds; supporting transformational pathways for personal development and further learning.	Aberdeen	April – December 2016
Bauer Media: <i>Be Somebody</i>	'Be Somebody' provides industry based media training to young people (aged 15-25), with multimedia activities designed to develop key transferable skills, raise aspirations and introduce participants to different arts groups. A four day multimedia training course will be delivered five times across the course of the year and across Scotland, reaching approx. 15 – 20 participants each time.	Ayrshire Inverness Dundee City City of Edinburgh Glasgow City	April – December 2016
Dance Base: <i>Great Feats</i>	The Great Feats project delivers high quality dance activities to young people at risk. It fully supports participants by providing pastoral care, a healthy eating programme and support with further education / employment. This year will include a new outreach element to the programme and extend Great Feat's reach to the hardest to reach young people to provide additional support for young people who have become disengaged from mainstream education, are at risk of exclusion and those who are P.E Refusers.	City of Edinburgh	April – December 2016
Scottish Dance Theatre/DCA/Dundee Rep: <i>Dundee Young Artists</i>	Dundee Young Artists 2016 offers participants exciting immersive arts experiences designed to inspire further learning, give awareness of and support pathways into training opportunities and foster growth in personal development.	Dundee City	April – December 2016
Firefly Arts: <i>A Word in Your Ear</i>	A Word In Your Ear 2 (AWIYE 2) will consolidate the learning and successes of Firefly's initial CashBack programme, extend and generate new partnerships, and deliver greater opportunity for marginalised children and young people to flourish. AWIYE 2 will establish personal, technical and creative skills progression for young people, with project and community partners playing a key role in ensuring that activity meets the specific needs and interests of the young people it aims to benefit.	West Lothian	April – December 2016

Kibble Education and Care Centre: <i>Care 2 Create</i>	Arts from Within is multi-disciplinary arts programme for young people receiving secure care in our Safe Centre during the Easter and Summer holidays.	Renfrewshire	April – December 2016
Moniack Mhor: <i>House of Stories</i>	Moniack Mhor will deliver a programme of activity that supports a programme of learning and progression with targeted groups of young people including young people with disabilities, additional support needs, looked after children or those considered to be vulnerable or at risk of offending. Alongside, a programme of activity open to all (including target groups) in the Highland region will be delivered. A key priority will be to continue working with groups and individuals in the areas that fall into the top 15% on the SIMD index in Highland, for instance Merkinch, Wick, Dingwall and Invergordon. The programme has been devised in consultation with our Young Writers' Forum who steer the direction of activity and with other young people and tutors that we work with.	Highlands	April – December 2016
<b>Training and Employability</b>			
Glasgow Clyde College: <i>Future Textiles</i>	The project will build on the success of Future Textiles. The project works closely with local and national industry to develop opportunities for young people to build confidence and progress through the training programme directly into employment or further training. Workshops have been designed to work with the individual needs of young people and ensure relevant skills are delivered to meet a range of company needs to develop a modern workforce	East, North and South Ayrshire Glasgow City	April – December 2016
Princes Trust: <i>Get Started with Creative Industries</i>	The <i>Get Started with Creative Industries</i> project will deliver 5 x Get Started programmes linked to the creative industries. Get Started is a personal and social development programme for 16-25 year olds who are unemployed or at risk of unemployment through educational underachievement. The programme uses inspiring themes delivered in partnership with specialist organisations to engage young people often on the edges of society who face multiple barriers to employment and who are often lacking the motivation and confidence to take their first step.	City of Edinburgh Glasgow City Dundee City	April – December 2016
Dundee and Angus College:	Working with experienced education, employability and industry staff, this programme will give unemployed 18-25 year olds access to a unique	Dundee City	April – August 2016

<p><i>CashBack Academy Digital Summer School</i></p>	<p>hands-on bespoke learning opportunity they might not otherwise have been able to access. The programme will consist of 2 x 6 week summer schools which will run concurrently at our Arbroath and Gardyne campuses. Each programme will engage unemployed youths, aged 18-25 from the Dundee and Angus districts, in the design and development of a community based web portal.</p>		
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