

GENERATION  CASH BACK

 CASH BACK  
FOR COMMUNITIES

# ANNUAL REPORT 2021 – 2022





<b>About Generation CashBack .....</b>	<b>03</b>	<b>Outcome 3 .....</b>	<b>15</b>
<b>The Generation CashBack Consortium .....</b>	<b>04</b>	<b>Outcome 4 .....</b>	<b>16</b>
<b>Story of 2020-2021 .....</b>	<b>05</b>	<b>Outcome 5 .....</b>	<b>17</b>
<b>Reach 2022 .....</b>	<b>06</b>	<b>Outcome 6 .....</b>	<b>18</b>
<b>The People We Worked With .....</b>	<b>07</b>	<b>Evaluation Overview .....</b>	<b>19</b>
<b>SIMD Breakdown .....</b>	<b>08</b>	<b>What Next .....</b>	<b>20</b>
<b>Accreditation .....</b>	<b>09</b>	<b>Priorities for Year 3 .....</b>	<b>21</b>
<b>Participation by Local Authority Area .....</b>	<b>10</b>	<b>Case Studies .....</b>	<b>22</b>
<b>Social Stories .....</b>	<b>11</b>	<b>Generation CashBack Year 1 2020-21</b>	
<b>Generation CashBack Positive Outcomes</b>		<b>Local Authority Data .....</b>	<b>35</b>
<b>and Destinations .....</b>	<b>12</b>	<b>Generation Cashback Year 1 2020-21</b>	
<b>Outcome 1 .....</b>	<b>13</b>	<b>Financial Report.....</b>	<b>36</b>
<b>Outcome 2 .....</b>	<b>14</b>		

# About Generation CashBack



## Generation CashBack is part of the CashBack for Communities Programme in Scotland.

The CashBack for Communities Programme takes monies recovered through the Proceeds of Crime Act 2002 and invests them into community programmes, facilities and activities largely for young people. The programme is designed to support the Scottish Government's aim to tackle inequalities by having a greater focus on young people from areas of deprivation and other disadvantaged young people. In addition, Phase 5 prioritises tackling anti-social behaviour in communities and plans to maximise the diversionary impact of Youth Work.

Generation CashBack has been funded as part of Phase 5 of the CashBack Programme which runs from 1 April 2020 to 31 March 2023. It is delivered by a partnership consortium of four of the largest volunteer-led youth work organisations in Scotland, comprising of: Scouts Scotland, Girlguiding Scotland, The Boys' Brigade Scotland, and Youth Scotland. It centres around two main strands of project delivery ('Grow' and 'Lead') tasked with growing membership and increasing engagement in disadvantaged communities. Each organisation within the consortium employs one or more Local Development Officers (LDOs) to provide local level support to groups across both strands. While each organisation approaches delivery according to their own successfully established practices, all LDOs work closely with staff and volunteers.

### Grow

Development Officers help new and existing youth groups to grow their offer for young people. Using a needs-analysis approach, LDOs support Grow groups to increase their focus on tackling anti-social behaviour and delivering diversionary activity. Their support includes helping groups recruit new volunteers, upskilling youth workers to meet these needs, delivering new activities, providing information and advice, as well as providing access to small scale capacity-building funding for essential resources and running costs.

### Lead

The Lead strand supports disadvantaged young people to learn and develop new skills which improves their educational and employability options. Young people are supported to put these skills into practice in their communities, developing their leadership skills, while gaining a range of youth awards through each consortium partner. These awards are designed to meet young people's needs; enabling them to develop their pathways into further learning and employment.

# The Generation CashBack Consortium



The Generation CashBack consortium is comprised of 4 leading national youth work organisations.

## Girlguiding Scotland

Girlguiding Scotland is the leading charity for girls and young women in Scotland, supporting nearly 40,000 young members. We help girls discover how much they're capable of, through experiences they might not otherwise have. They will have fun whizzing their way through challenging activities, making friends for life, growing in confidence and making a positive difference to others.

## Scouts Scotland

As Scouts, we believe in preparing young people with skills for life. We encourage our young people to do more, learn more and be more. Each week, we give almost 35,000 young people in Scotland the opportunity to enjoy fun and adventure while developing the skills they need to succeed. We're talking about teamwork, leadership and resilience—skills that have helped Scouts become everything from teachers and social workers to astronauts and Olympians.

## The Boys' Brigade Scotland

The Boys' Brigade engages with over 13,000 children and young people providing opportunities to meet together in their communities and engage in a range of fun and developmental activities. We believe that empowering children and young people is important and do this by involving them in decision making at all levels of the BB and giving responsibility appropriate to their age and aptitude.

## Youth Scotland

Youth Scotland is the national charity for supporting and delivering youth work in the community. We believe in changing lives through youth work. We are the largest national youth work organisation in Scotland, supporting 82,454 young people, 1,730 youth groups and over 9,397 youth workers. Youth Scotland has been around since the early 20th century and has a diverse membership network—from small rural youth groups to large urban projects.



## The Story – April 2021-March 2022



**At the beginning of Phase 5 Year 2 of Generation CashBack, Scotland was still in a country-wide lockdown. While young people were still able to go to school, this looked very different from the norm with masks, bubbles, distancing, and no extracurricular activities. Youth workers returned to the remote and online delivery they'd become well practised at, sustaining engagement until face-to-face activities could be reinstated.**

From summer 2021 onwards, groups were able to meet in person again, and provide much needed spaces for young people to socialise, develop skills, and rebuild confidence lost during the isolation of the pandemic. This brought with it the challenges of navigating Covid guidance and keeping everyone safe.

Generation CashBack worked hard to support groups with both online and face-to-face delivery. While in lockdown LDOs offered online worker training, video resources and digital Lead sessions for young people. As groups began meeting face to face, LDOs helped them to interpret Covid guidance and implement precautions, and supported with finding venues and other necessities to get in person sessions up and running again. LDOs also delivered Lead opportunities to build back young people's confidence about being in a group setting. The flexibility of Generation CashBack's delivery model allowed LDOs to meet bespoke needs of groups as much as possible, and provide effective support with long-lasting impact.

The Generation CashBack story of 2021-22 has also benefitted from the success of Phase 5 Year 1 (2020-2021). The consortium successfully supported groups through the first Covid lockdowns, and could leverage this experience and

expertise to continue delivering high quality support and advice in Year 2. The consortium continued with their targeted approach, identifying groups based in areas of multiple deprivation who were reaching many of the most vulnerable young people across almost all 32 Local Authorities in Scotland, for whom the support was even more important in the light of Covid recovery. Despite the ongoing challenges presented by changing Covid restrictions, the consortium has exceeded targets for Year 2 and the evaluation of the programme continues to show that Generation CashBack has significant positive impact on the young people involved.

The consortium spent £566,667 across the partnership to fund both the Grow and Lead strands of the programme. The cross-consortium event, 'Reach', was reinstated as four smaller, local events in different locations across Scotland in order to reduce the risk of spreading Covid. Unfortunately, the Arran event was unable to go ahead due to ferry disruptions, but will take place in Year 3. The events in Dundee, Alloa and Glasgow ran as planned, and were an exciting chance to bring together young people from across the consortium face-to-face again to celebrate the power and resilience of youth work.

# Reach 2022



## Our cross-consortium event, 'Reach', went ahead for the first time since 2019.

The event was split into four smaller, local events in order to have fewer participants at each event, thereby reducing Covid risk. Reach has always been an event for young people, designed by young people, and 2022 was no different. A team of Young Advisors from across the consortium and across Scotland met on a monthly basis from November 2021 – March 2022 to plan the events. They decided on the locations of Dundee, Alloa, Arran and Glasgow in order to allow young people from across Scotland to attend. Unfortunately, the Arran event was postponed due to ferry disruption, and will be run in Year 3. The other events went ahead as planned, with a visit from the Cabinet Secretary for Justice, Mr Keith Brown, at the Alloa event.

The Young Advisors selected workshops for the day including special effects makeup, environmental arts and crafts, 'feel good' activities to support wellbeing, active games, and creative thinking. They opened and closed the events with speeches, ran energisers, and even provided a musical performance.

Reach events were attended by 80 young people and youth workers from across the consortium, and 60 young people achieved Hi5 awards.

## On Generation CashBack and Reach:

**“ Evidence shows that youth work can have a significant impact on improving prospects for young people as well as having a positive effect on communities. Growing community youth groups is vital to this work which is why the experience of established organisations such as Youth Scotland, Girlguiding Scotland, the Boys' Brigade and Scouts Scotland is fundamental to the success of the Generation CashBack programme.”**

Justice Secretary, Keith Brown

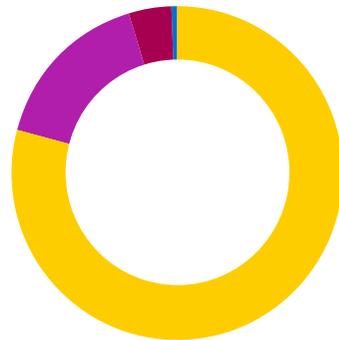
# The People We Worked With



Participation target **2666** – Participation actual **3292**

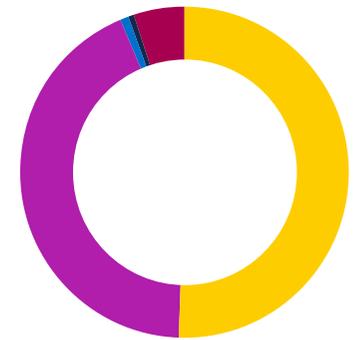
## Age Profile

- 10-15 years - 2610 - 79.3%
- 16-18 years - 530 - 16.1%
- 19-24 years - 143 - 4.3%
- Over 24 years - 9 - 0.3%



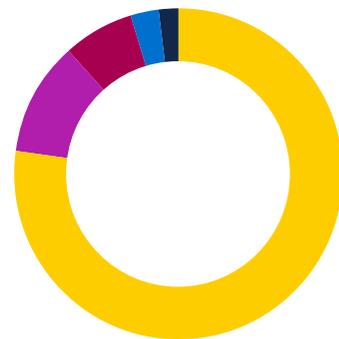
## Sex Identity Profile

- Male - 1673 - 50.8%
- Female - 1418 - 43.1%
- Don't know - 164 - 5.0%
- Non-binary - 9 - 0.4%
- Prefer not to say - 25 - 0.8%



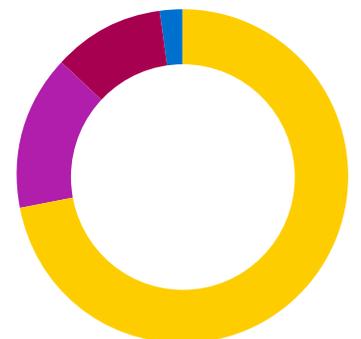
## SIMD Profile

- 0%-20% - 2544 - 77.3%
- 20%-30% - 372 - 11.3%
- 30%-40% - 224 - 6.8%
- 40%-50% - 93 - 2.8%
- 50%-100% - 59 - 1.8%



## Disability Profile

- None - 2370 - 72%
- Don't know - 503 - 15%
- Identifying with a disability - 352 - 11%
- Prefer not to say - 67 - 2%



# SIMD Breakdown

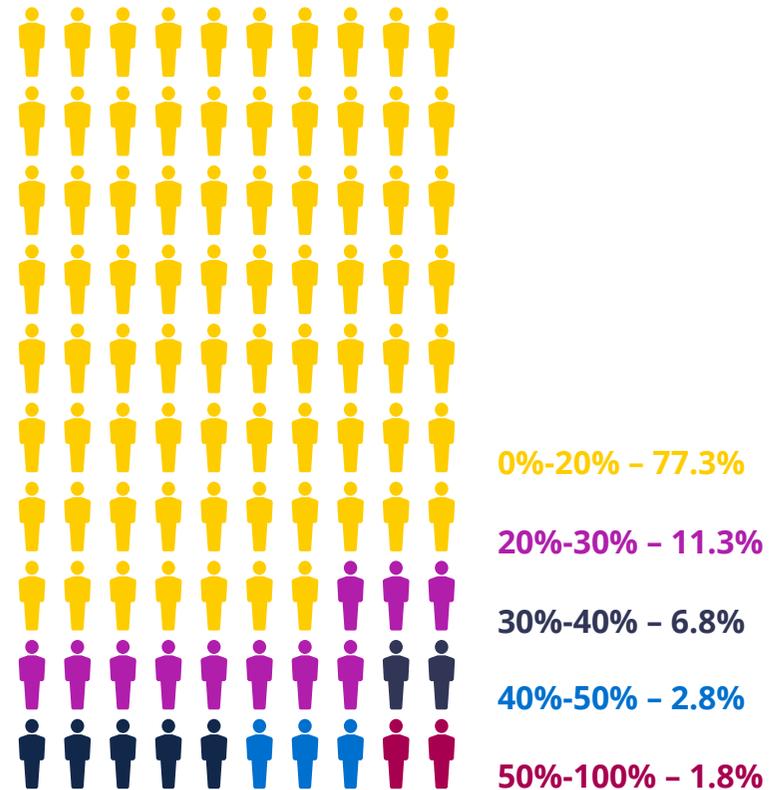


**Generation CashBack engages young people in Scotland's most deprived areas. 77.3% of the young people engaged in Year 2 were from SIMD 1-2. The majority of delivery has reached young people facing the most extensive deprivation shown in the data presented below.**

Generation CashBack calculates the top 20% most deprived Datazones within any given Local Authority area, as opposed to the national measure, which ensures we reach urban, rural and island communities throughout Scotland. For some Local Authority areas (eg Moray, Aberdeenshire, Shetland), the top 20% of postcodes include those in SIMD 3 and 4. SIMD eligibility is checked using an excel tool Youth Scotland created specifically for this project.

Some youth groups have fulfilled the eligibility criteria by being able to produce evidence that they are specifically targeting young people involved in, or at risk of being involved in, the Criminal Justice System and/or anti-social behaviour in the community. Although not all of these groups are eligible by their meeting point postcode, they are clearly addressing Phase 5 priorities. SIMD is a useful starting point for identifying groups in areas of multiple deprivation who would most benefit from support, but this needs to be used alongside feedback from local stakeholders about the issues in the area for a fuller picture. This ensures groups in areas with a higher SIMD average who are facing extensive challenges with anti-social behaviour and crime in the community do not miss out on much needed support.

## Simd Profile of Participants



# Accreditation



Accredited learning gained during Generation CashBack delivery includes Youth Scotland Awards such as Hi5 Awards (SCQF level 2), Dynamic Youth Awards (SCQF level 3) and Youth Achievement Awards (SCQF levels 4-7), as well as a number of non-SCQF qualifications or training courses such as Duke of Edinburgh Bronze-Gold, Explorer Young Leader, Queens Guide, Saltire.

“ You learn like, a lot when you’re there. And I made like a bunch of friends. Like I still talk to so many people that were there. And it was just like a really good weekend.”

## Recognised SCQF qualifications/accreditations achieved over year 2

Level 2	368
Level 3	106
Level 4	28
Level 5	11
Level 6	5
Level 7	14
<b>Non-SCQF qualifications/accreditations</b>	<b>2,315</b>

**NB:** It is likely that the SCQF/ non-SCQF accreditation figure is under-reported as one of the disadvantages of remote self-evaluation (rather than as part of a face-to-face group) is that young people don't have access to the youth worker's guidance when assessing achievements.

# Participation by LA Area

## Generation CashBack funded activity across Scotland in 2021-22

### Aberdeen

Mastrick, Rosehearty, Rosemount, Strichen, Woodside

### Aberdeenshire

Balmedie, Belhelvie, Blackdog, Fraserburgh, Kintore, Macduff, Newburgh, Peterhead, Pitsligo, Potterton, Sandhaven, Whitecairns

### Angus

Arbroath, Brechin & Edzell

### Argyll & Bute

Bowmore, Helensburgh

### City of Edinburgh

Burdiehouse, Craigour, Ferniehill, Gilmerton, Gracemount, Granton, the Inch, Liberton, Mayfield, Moredun, Muirhouse, Neilston, Niddrie, South Queensferry

### Clackmannanshire

Alloa

### Dumfries & Galloway

Dumfries, Stewartry

### Dundee

Douglas, Fintry, Lochee, Stobswell

### East Ayrshire

Bellsbank, Dalmellington, Kilmarnock, Newmilns

### East Dunbartonshire

Bishopbriggs

### East Lothian

Cockenzie, Dunbar, Musselburgh, Port Seton, Prestonpans, Tranent

### East Renfrewshire

Eaglesham, Thornliebank

### Eilean Siar

Arnol, Bragar

### Falkirk

Banknock, Bonnybridge, Dennyloanhead, The Drum, Eastern Bo'ness, Grangepans, Muirhouses

### Fife

Cardenden, Cupar, Drumoig, Dunfermline, Galdry and Balmarino, Kelty, Kirkcaldy, Newport-on-Tay, Rosyth, Rothes, Tayport, Wormit



### Glasgow City

Ballieston, Barlanark, Carntyne, Castlemilk, Craigend, Dennistoun, Drumchapel, Easterhouse, Govan, Govanhill, Laurieston, Milton, Nitshill, Pollok, Priesthill, Riddrie, Scotstoun, Shettleston, Springburn, Tollcross

### Highland

Alness, Balintore, Central, Dalneigh and Merkinch, Inverness, John O'Groats, Reiss, Watten, Wick

### Inverclyde

Gourock, Greenock, Larkfield

### Midlothian

Bonnyrigg, Lasswade & Rosewell and surrounding area

### Moray

Lossiemouth

### North Ayrshire

Ardrossan, Dreghorn, Hurlford, Irvine, Kilwinning, Millport Isle of Cumbrae

### North Lanarkshire

Airdrie, Bellshill, Cambuslang, Coatbridge, Kilsyth, Tannochside/ Viewpark, Uddingston, Wishaw Motherwell

### Orkney

Kirkwall

### Perth & Kinross

Perth

### Renfrewshire

Cardonald, Craigton, Drumoyne, Eaglesham, Foxbar, Glenburn, Hillington, Johnstone, Paisley, Penilee

### Scottish Borders

Galashiels, Stow, Tweedbank

### South Ayrshire

Ayr

### South Lanarkshire

Carlisle, Lanark, Springhall,

### Stirling

Bannockburn, Stirling (City)

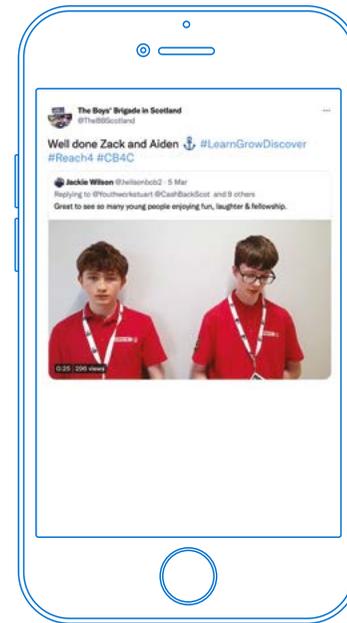
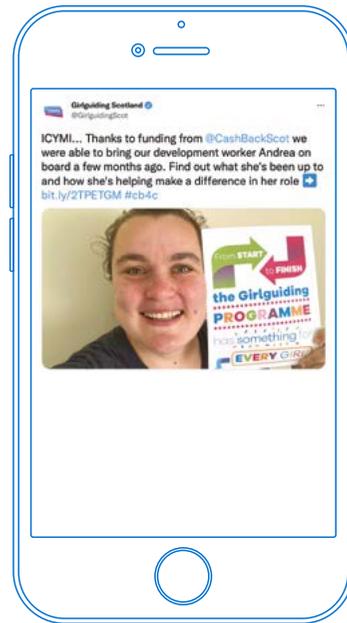
### West Dunbartonshire

Drymen, Raploch, Stirling

### West Lothian

Linlithgow

# Social Stories



# Generation CashBack Positive Outcomes and Destinations

The qualitative and quantitative data available shows Generation CashBack has had a positive impact on all six outcomes. The following statistics highlights some of those achievements.

**99%** of young people report Generation CashBack activity has had a positive impact on their behaviour

**99%** of stakeholders report skills increasing in young people

**97%** of young people reported improved wellbeing (against SHANARRI indicators)

**3,292** the number of young people who participated in a GC activity

**£357,466** the economic value of voluntary activity generated by young people throughout Year 2

**98%** of young people report that they feel more confident

**97%** of young people have a heightened sense of belonging to a community

**30,976** the number of hours young people have contributed to volunteering

**99%** of young people feel more resilient

**97%** of participants have increased motivation to positively influence what happens in their community



# OUTCOME 1: Young people build their capacity and confidence

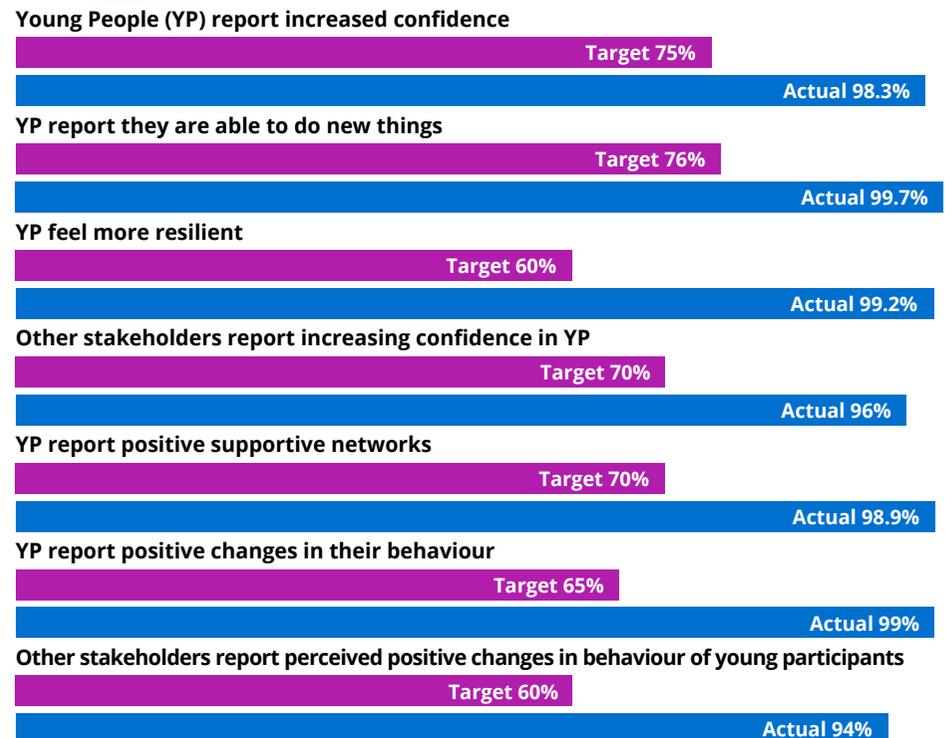


Performance against outcome 1 remained very high throughout the year and well above the target set for each indicator.

Year 2 was particularly effective in increasing young people's confidence and helping them feel more resilient, especially relevant against the backdrop of youth work recovery post-lockdown.

“ Yeah, no, it's like we both before this were very shy. Like very shy. Doing this has really helped me.”

## Outcome 1: Young people build their capacity and confidence



## OUTCOME 2: Young people develop their physical and personal skills



Across the consortium young people are being given various opportunities to develop their skills, take part in training and gain accreditation. Analysis of the evaluation data available suggests that the consortium has had a positive impact on this outcome.

### Outcome 2: YP develop their physical and personal skills

YP increased personal skills or achieving accredited learning

Target 25%

Actual 32.5%

YP report an increase in their skills

Target 73%

Actual 99.3%

Other stakeholders report skills increasing in YP

Target 65%

Actual 88%

YP expect to complete training opportunities and develop personal/physical skills

Target 38%

Actual 48.9%

YP take on leadership roles

Target 24%

Actual 47.8%

Accredited learning includes Hi5 Awards (SCQF level 2), Dynamic Youth Awards (SCQF level 3) and Youth Achievement Awards (SCQF levels 4-7), as well as a number of non-SCQF qualifications or training courses such as Duke of Edinburgh Bronze-Gold, Explorer Young Leader, Queens Guide, Saltire.

### Recognised SCQF qualifications/accreditations achieved over year 2

SCQF Level 2	368
SCQF Level 3	106
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SCQF Level 6	5
SCQF Level 7	14
Non-SCQF qualifications/accreditations	2,315

**NB:** It is likely that the SCQF/ non-SCQF accreditation figure is under-reported as one of the disadvantages of remote self-evaluation (rather than as part of a face-to-face group) is that young people don't have access to the youth worker's guidance when assessing achievements.

## OUTCOME 3: Young people's health and well-being improves



Partners have delivered well against Outcome 3, with young people reporting that being involved in Generation CashBack activity has had a positive impact on their wellbeing. The following data shows how young people reported their feelings against SHANARRI indicators using 'The Wellbeing Web':

### Wellbeing (SHANARRI)

The Getting it right for every child (GIRFEC) approach supports children and young people so that they can grow up feeling loved, safe and respected and can realise their full potential. At home, in school or the wider community, every child and young person should be:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included

These eight factors are often referred to by their initial letters – **SHANARRI**.

### Outcome 3: YP health and well-being improves

YP improve wellbeing against SHANARRI indicators

Target 56%

Actual 97.5%

Other stakeholders report perceived increases in SHANARRI indicators

Target 65%

Actual 98%

Performance against Outcome 3 was consistently well above target throughout the year- 98% of young people recorded an increase in their wellbeing against the SHANAARI indicators – well above the target of 56%. Similarly, 98% of Stakeholder feedback reported increased wellbeing among young people (compared to the target of 65%).

“It's a fun to have fun and forget about all your problems and a space away from school and not to think about school.”

## OUTCOME 4: Young people participate in activity which improves their learning, employability and employment options (positive destinations)



### Training and learning options offered across the consortium have included:

iLead, Peer Education opportunities, Leading Games, Laughter Yoga, Goal Setting, Digital Literacy, Mental Health Awareness, Young Leader qualifications, Dynamic Youth Awards, Youth Achievement Awards, Hi5 Awards, Saltire Awards, Duke of Edinburgh Awards, leadership skills that are transferable to adventurous activity, learning skills required to become effective volunteers, and leadership skills for young people.

A significant majority (99.5%) reported that they have participated in a positive activity as a result of being in their youth group or completing a Lead opportunity – this could be gaining new skills or completing training or undertaking leadership or volunteering roles. This is above the target of 73%.

### Outcome 4: YP participate in activity which improves their learning, employability and employment options

YP reported that they have participated in a positive activity as a result of being in their youth group or completing a Lead opportunity



“ It has given her options to learn about things that she wouldn’t have done before, and some of the things that they do are different from what they would do at school.”

## OUTCOME 5: Young people contribute positively to their communities



### Young people's views on, and interaction with, their communities also continue to be very positive.

In terms of volunteering, 47.8% are either currently volunteering or interested in volunteering. This exceeds the target of 24% for this measure. Overall, these young people report undertaking 30,976 hours of volunteering over the last quarter. Volunteering opportunities have been seriously compromised by the restrictions of Covid-19 but impressively young people have still been supported to contribute to their communities during this period.

Stakeholder feedback was also received on this outcome, with 86% of Stakeholders reporting a perceived improvement in young people's contributions to their community, compared to a target of 70%.

“ Best club I have been to, stops me and my friends getting in trouble across at the community centre.”

### Outcome 5: Young people contribute positively to their communities

	Target	Actual
YP take on a volunteering role	24%	47.8%
Number of hours of volunteering by YP		30,976
Number of community focussed awards gained by participants		1,686
YP feel their contribution, links with communities and social interaction are improving	80%	98.7%
Other stakeholders perceive improvement in YP contribution, links and social interaction	70%	86%
Participants perception of their neighbourhood improves		
Participants have heightened sense of belonging to a community	80%	97.8%
Participants have increased motivation to positively influence what happens in their community	60%	97.5%
Economic value of volunteer hours		£357,466

## OUTCOME 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system



There is consistent national evidence to show that Youth Work, with its inclusive, young person-led approach and provision of diversionary activity, has a very positive impact on young people's behaviour.

Results from the Generation CashBack data back up this evidence. On the basis that all the young people who returned data for Year 2 have been participating in online or face to face sessions, 100% have been recorded as participating under the measure 'YP participate in behaviour change sessions and diversionary activities'.

Stakeholder feedback this quarter reports 85% of young people reducing risk-taking behaviour (compared to a target of 40%).

### Outcome 6: YP are diverted from criminal behaviour or involvement with the criminal justice system

YP participate in behaviour change sessions & diversionary activities

Target 40%

Actual 100%

Other stakeholders report a reduction in YP risk-taking behaviour

Target 40%

Actual 85%

“ It helps me get like my temper out, gone. I'm no getting in as much trouble outside an that - I used to get polis chases all the time before I started coming here.”

# Evaluation Overview



**The Lines Between has been contracted to continue its independent evaluation of Generation CashBack in Phase 5. A summary of their findings is reported below:**

Phase 5 of Generation CashBack continues to be a success story, with consistent evidence of the programme's positive impacts. Local Development Officers (LDO) have been innovative and worked flexibly with youth groups throughout the challenging context of covid. The tailored, proactive support for youth groups across the consortium has helped them to sustain engagement with young people, achieve positive impacts for young people, and extend youth work's reach across Scotland's most deprived communities. Generation CashBack supported groups also continue to benefit from being part of the wider membership offer of the consortium partners. This offers added value and sustainability for groups and ensures a legacy of support after the year has passed.

## **Year 2 evaluation activity has involved:**

- Focus groups and interviews with young people
- Interviews with other stakeholders (8 youth group leaders, 1 parent)
- Delivery of two action learning sets with Learning Development Officers (LDOs) and programme leads from the Generation CashBack Consortium
- Attendance at the Generation CashBack annual Reach events

Practitioners and young people have described the positive impact that Generation Cashback-funded projects have had across different aspects of young people's lives this year. **Key features of impact include:**

- Giving them a space where they are listened to, respected and valued.
- Building relationships with trusted adults who they can depend on and turn to for advice.
- Providing opportunities to try new things and develop skills that they won't learn anywhere else.
- Helping them to see their strengths and potential.
- Increasing aspirations and self-belief and encouraging them to think about life beyond school and support them into their next steps e.g. college, employment and independent living.
- Providing them with information to help them make better, safer and healthier choices.
- Helping young people to cope better, re-engage with school, friends and society and build resilience after a difficult period during the COVID-19 pandemic.
- Provide opportunities to undertake activities that benefit their wider community.

## What Next?



Despite the ongoing challenges presented by changing Covid restrictions, Phase 5 Year 2 has been very successful. Youth workers across Scotland have continued to benefit from a wide range of online training and digital resources. Grow groups have fed back that the support with returning to face-to-face delivery and implementing Covid safety precautions has been invaluable. Groups have been excited to get back to their usual activities and incorporate new outdoor activities into their programme. This appetite for activity is reflected in our increased participation numbers – in Year 1 2781 young people participated (104% of target) and in Year 2 this increased to 3292 (124% of target). Generation CashBack support continued to enable groups to initiate new programmes or build on existing work allowing them to address issues of anti-social behaviour and division in their communities.

Though the landscape is beginning to look more 'normal', the challenges facing young people and youth groups are far from over. The pandemic will have long term effects on young people's mental health, wellbeing, confidence, educational attainment, and engagement with services. These factors can make young people more vulnerable to engaging in anti-social behaviour or criminal activity. Youth work will be a crucial part of the nation's Covid recovery, providing spaces where young people feel safe, make friends, develop skills, achieve, and engage with activities that help them to feel positive.

Looking ahead to Year 3, a number of new Grow groups have been identified by consortium partners already. We will continue to work cross-local authority, identifying areas most in need of support using SIMD measures and local reports of ASB and CJS involvement.

Youth worker on the value of Generation CashBack supported work:

“Some of these lads haven't even been outside of their own areas; we're showing them new things, giving them a taste of what else is out there.”

## Priorities for Year 3



- Across the consortium, we will continue supporting our CashBack eligible member groups to ensure they feel safe and resourced adequately to deliver face to face youth work again, and support with navigating any further changes in restrictions.
- Consortium partners will continue to leverage the benefits of their wider membership offers for past and present Grow groups. The support offered through membership of a consortium partner has proved successful in embedding progress made by Grow groups after their cohort has passed. In Year 3 we plan to continue taking advantage of the pre-existing structures in place for the groups we support to ensure change is long lasting and groups continue to thrive.
- The consortium will continue to support a blended model of delivery (both online and face to face) depending on the needs of the group. While the majority of groups are reporting that young people prefer face to face delivery, some groups supporting young people with additional needs (e.g. those supporting young people with autism) are reporting that the online format works best. Online youth worker and young person training enables groups in more remote areas to benefit from the same opportunities as the central belt.
- We successfully increased the evaluation data return in Year 2, and would like to do the same in Year 3. This year LDOs worked collaboratively with groups to ensure they understood the evaluation requirements by offering evaluation workshops, and visiting groups to support with collecting data. This will continue in Year 3.
- The impact of Generation CashBack will continue to be widely promoted across the consortium on monthly newsletters and e-news and through our respective social media channels.

Youth worker on continuing the work they started through Generation CashBack support:

“ Young people need a safe and supportive space to be who they are without judgement they all have wee star inside them waiting to get out if given the opportunity. We will continue this project beyond the funded timeline and incorporate into our existing work with young people.”

## Leading the way

The Generation CashBack Lead strand supports young people to develop new skills through taking part in a range of opportunities, improving their educational and employability options. Young people are supported to put their skills into practice in their communities and further develop their abilities.

The Green Young Leaders programme is one of Scouts Scotland's vehicles for developing the leadership skills and qualities of their young people aged 14 to 17. Delivered over a two-day residential, participants are expected to put their newly developed skills into practice. The support offered through Generation Cashback's Lead strand means that any barriers to participation are minimised for young people, and that the offer truly is open to all.

Callum Holt has responsibility for the Green Young Leaders programme. As this was the first time Young Leaders had been delivered with an underpinning environmental theme, he attended to observe the delivery of the first two programmes. In this case study, Callum tells us about the importance of the Young Leader programme for Scouts Scotland and the difference the programme makes for the young people that participate.

**“ We see young people who want to develop those skills and we provide a way to facilitate and support that where we couldn't before.”**



## Supporting transitions and developing future leaders

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The Young Leaders Scheme has been a long-standing core offer from Scouts Scotland. It provides a platform to develop leadership skills through a blend of practical and theoretical learning opportunities.

“Young Leaders is coming up for being 20 years old, and what we wanted, was to help with that transition [through Scouting sections] so we created the Young Leaders Scheme. So there’s your training around safeguarding, child protection leadership skills, challenging situations, developing a good programme, and so on. This training underpins four missions which are the practical element of putting all the theory together in practice.”

### A focus on the environment

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For the first time, Scouts Scotland used the environment as an underpinning theme for their Young Leaders programme. Green Young Leaders reflects young peoples’ interests and the organisation’s values.

“In 2018 our young people voted and they wanted us to develop a partnership with an organisation that could help them tackle the impact of climate change on the environment, and we partnered with WWF... As Scouts we’re associated with the outdoors, nature and the environment, but beyond that, morally, young people are telling us that we need to tell other people to up their game. It makes us hypocrites if we’re in other spaces telling other folks that they need to get better at doing stuff, if we’re not looking at it and doing it ourselves.”

### Skills for life

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Young people gain transferable skills that can help them in their scouting and other areas of their life. The development of a new generation of leaders also creates organisational benefits for Scouts Scotland.

“The skills are absolutely transferable, our whole work in scouting is around those skills for life. It’s about the things that you learn in scouting that you can use elsewhere. So earlier when I spoke around challenging situations, our focus on that training is in a scout context, but it could come up anywhere.

It might be a challenging situation you face at school or at your part time job. So they’re definitely transferable beyond the world of scouting.”

“What it lets us do is when we’ve got young people who are currently 18, who might be going to college, uni or moving away from home and want to engage as a leader in an area they might not know, they have a skill set that those local leaders can say ‘well they’ve done this so we know what we need to support them with and what we don’t.’”

“Young people who have more understanding of the world around them and with their own angle may be able to do an activity with a beaver or cub section that the leader would never have thought of. So we create a more interactive programme for younger members.”

### Seeing the changes emerge over the weekend

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Skills development continues after the Green Young Leaders weekend, when the young people return to their local communities. However, staff quickly see changes in the young people during the programme, as confidence grows, and relationships are established.

“By the Sunday, the young people were getting each other’s Snapchat and Whatsapp numbers and all that stuff to stay in touch after. And it is in those relationships beginning to form and seeing they have the confidence to just start conversations independent of the facilitators. That’s the moment when you see lightbulbs switching on and the realisation that these connections and ideas exist beyond this space and this weekend. That’s where those young people staying in touch could agree to work on a project together in their communities or start the same project in 3 different places. The potential is huge, and seeing them leave knowing that, it is then that you know you’ve done something right.”

“One of the activities we done on the Saturday was a nature hike, and we split them into 4 or 5 groups and they all led a section of the hike and had to do an activity. We done that twice over the two days and in the first iteration we were hand holding them, whereas by the Sunday you could see those elements of confidence coming out.”

“The bits that make it work is that we recognise that there are young people who – based on their maturity and where they are at – want that sense of responsibility. And before Young Leaders, we didn’t really have a mechanism for doing that for our teenage sections.”

“They started asking us questions about what we thought and what we were doing so there was that element of starting to push boundaries and challenge a wee bit, but in a really nice positive way.”

# Tomorrow's leaders

The Lead strand of the Generation CashBack programme aims to support the development of young people's skills and knowledge, to equip them for the future. Scouts Scotland's Young Leaders programme is designed to do just that – develop young people's leadership skills and support them to put their newfound skills into practice.

In November 2021, two Green Young Leaders courses were delivered, with participation for eligible young people and groups supported through Generation CashBack. The course aims to develop leadership skills and also raises awareness of environmental issues. Young Leaders are expected to cascade their new skills and knowledge and create more Green Champions who will take an active interest in protecting the environment. After attending a course, the Young Leaders share their learning with Squirrel Dreys, Beaver Scout Colonies, Cub Scout Packs, Scout Troops and their peers in Explorer Scout Units.

In this case study, three Scouts who recently participated in the Green Young Leaders course describe their experiences, what they have learned and the skills they have gained. They also share some of their ideas for using their leadership skills to deliver environmental activities with their Scout units.



## Dual appeal

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The environmental theme was highlighted as being of interest to the Green Young Leaders, as well as the draw of being able to get away for the two-night residential at one of the Scout Adventures centres.

"I've always liked the environment. So it's been a thing for me. It's just the things you hear and then you kind of want to save it as well. And I knew there was like some sort of young leader thing involved."

**“ I kind of wanted to go on one of the Scout's residential kind of trips and we thought this would be good because you know, it's something we're interested in and you know, a good weekend away sort of thing. So I went for the Young Leaders because I thought that'd be fun.”**

"I've always kind of done things for the environment."

## Making learning fun

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As well as learning new knowledge and skills, the young people highlighted that the weekend was sociable and fun. None of the young people felt the weekend could have been any better – except for the weather.

"It really was one of my favourite camps that I've done."

"It was actually really good. I think the only thing I'd say about it – it was absolutely freezing so you went out and then like put too much layers on you go back and you'd be like freezing for like boiling and you could never get it right."

## Developing leaders

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The Young Leaders described some of the skills they had developed, and the activities and topics that supported their learning.

"We learned how to think up something on the spot. It helps you, you know, kind of be prepared in situations that you might not think you'll find yourself in."

"The three language topics, one stick out in my mind, the autocratic language. And it's like a direct voice but not like shouting. And it helps me a lot."

"We went off and made bug hotels, which was really fun, and we all got to like lead our own part of it. So it kind of covered both things [environment and leadership]."

**“ The whole games thing, trying to organise games for your section was actually really good.”**

## Putting their learning into practice

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The Young Leaders were enthusiastic about opportunities to use their learning and lead on activities with their Scout groups. They shared ideas for improving their local community and environment.

"Our Scout leader is trying to push for us to run a few more nights, you know, but we're also doing some... bushcraft days. So where we have to take the group aside and like rotate them around and we have to run an activity. We had also planned a community sort of thing, so we go round picking rubbish up, and all that sort of stuff around that. But that got cancelled."

"We're working in our unit to make some of the activities that we do more eco-friendly. So stop producing so much rubbish. We're trying to find ways to like reuse it, things like that. I was also thinking about doing like, a beach litter pick or something, just because there's always loads of rubbish down there. And I think we could do better than just chuck rubbish on the beach, and then let it pollute."

"I would love to do something with my Cub section. I'll say it on Friday that I would like to organise to do like a bug hotel making thing or something to put in like the back garden and see what happens."

**“ I think we've got more ideas of how to get the Scouts involved in helping towards climate change. It's helped to think about how you can involve the Scouts more, and make it fun for them as well.”**

**“ You learn like, a lot when you're there. And I made like a bunch of friends. Like I still talk to so many people that were there. And it was just like a really good weekend.”**

## A vital virtual unit: a parent's perspective on the 1st Fife Virtual Guides

In 2021, Girlguiding Scotland launched an innovative virtual unit in Fife; 1st Fife. For girls aged 10-14 this unit provides opportunities for girls to join Girlguiding who may otherwise struggle to participate, including those who live in remote rural areas, girls who have anxiety, or with additional support needs.

Generation CashBack's Girlguiding Local Development Officer (LDO) supported the development of the virtual unit. She engaged with youth work partners and local services across the region to raise awareness of the new unit among the families of girls who might wish to join. The LDO also provided essential resources for the new group, covering start-up costs such as a Zoom platform to host the weekly meeting, printing out and delivering resources, providing uniforms, badge books and activities. One of the Guides has additional support needs, so the LDO provided the volunteer Guide Leaders with tailored communication resources to ensure they took an inclusive and informed approach to support her participation in the unit.

This case study is based on excerpts of a conversation with Lynn\*, whose daughter Chloe\* (age 13) joined the virtual unit earlier this year. Chloe has anxiety, which presented a barrier to engaging with groups and activities.



**In the conversation, Lynn reflected on Chloe's participation in the virtual unit. She described a range of impacts that link to the Generation CashBack outcomes of confidence building, developing skills and improving wellbeing.**

\* Pseudonyms and illustrative photos are used

## The accessibility of the virtual unit

Lynn talked about Chloe's experiences with the virtual unit. Chloe was comfortable with the format because she attends an online school at home. For Chloe, a virtual group was an excellent way to get involved in something new.

**“ I think Virtual Guides is good because she already had the confidence to do things online – she knows that from doing it for school, and so that makes a difference to then attempt the Guides.”**

“It takes away a lot of the things that she finds difficult about going to a place – she's not having to go to a new place with new people and all the kinds of noises and busyness and things that she finds difficult – she can be totally safe in her own house... She knows if she needs to take a break she can do that. She has her own space, and she's a bit more in control of what's happening, which definitely helps.”

## Making friends and growing peer support networks

The virtual unit has provided Chloe with an opportunity to connect with new people and build social confidence in a safe space, as her mum explained:

**“ Online, it's really good, and I think it helps to grow the relationships.”**

“She does look forward to it – she sometimes gets anxious beforehand, but that's just who she is and where she's at, but she always takes part in everything, and she always enjoys it and says she is glad she has been, afterwards.”

“It's different people than she would meet otherwise, which is always a good thing rather than just the couple of close friends she would socialise with, having otherwise not been in school all that much.”

## Developing personal skills and building confidence and resilience

Chloe has taken up the chances to take part in things that she enjoys, to participate in Guides and try new activities. Her confidence has grown; Chloe's parents are on hand if she needs support, but over time she has needed less help from her family to participate in Guides.

“I think any opportunities to talk to other people and to do things that are a bit out of your comfort zone; she's quite creative. If they've done art and things like that, it's always good because it's something that she's confident in and so she can enjoy and build on that confidence and maybe try and develop further.”

**“ It has given her options to learn about things that she wouldn't have done before, and some of the things that they do are different from what they would do at school.”**

“I think she probably has got a bit more confidence – we probably need to sit in with her less than what we would have done at the start.”

## The importance of inclusive approaches for girls who face barriers to participation

**“ I'm very grateful for the opportunity... I think it's a really good thing that they're doing – it definitely makes Guiding be more inclusive for people, whether they are in situations like Chloe or just because they can't get to Guides for whatever reason. I think that's really important.”**



Photo top: by Daria Tumanova on Unsplash

## A thirst for 1st Fife

In 2021, Girlguiding Scotland launched an innovative virtual unit in Fife; 1st Fife. This unit provides opportunities for girls to join Girlguiding who may otherwise struggle to participate, including those who live in remote rural areas, girls who have anxiety, or with additional support needs.

Generation CashBack's Girlguiding Local Development Officer (LDO) supported the development of the virtual unit. She engaged with youth work partners and local services across the region to raise awareness of the new unit among the families of girls who might wish to join. The LDO also provided essential resources for the new group, covering start-up costs such as a Zoom platform to host the weekly meeting, printing out and delivering resources, providing uniforms, badge books and activities. One of the Guides has additional support needs, so the LDO provided the volunteer Guide Leaders with tailored communication resources to ensure they took an inclusive and informed approach to supporting her participation in the unit.

This case study is drawn from excerpts of conversations with 6 Guides, aged 11-13 years old, and 3 Guide Leaders. They described a range of experiences and activities which have supported them to build confidence, develop skills, improve wellbeing and contribute positively within their communities.



## The social impact of virtual opportunities to participate in Girlguiding

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The girls described the virtual unit as a fun and friendly group that is easy to join anywhere.

“It’s a fun experience where you can make friends...” (Guide)

“Friendly, kind and inclusive.” (Guide)

“I liked doing sign language.” (Guide)

“I like learning campfire songs.” (Guide)

New, constructive activities are offered each week. The girls suggested that their Monday evenings would be far less active and interesting if they were not part of the unit.

“I’d probably be playing games on my tablet.” (Guide)

“Either sleeping or doing nothing.” (Guide)

## Strengthening support networks

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Opportunities to forge new social connections across a wide geographical area were highlighted as important by the girls who attend the virtual unit.

“You can join Guides no matter where you are or why you can’t go in person.” (Guide)

“They come from all over Fife – some are over Dalgety Bay, and some are towards Cupar area – that’s why this is even better – we can meet girls from all over Fife.” (Guide Leader)

In addition to their weekly virtual meeting, the group recently had an opportunity to meet up in person and enjoyed getting together in St Andrews, including time on the beach.

“It was easier to talk to people if you knew a bit about them already.” (Guide)

## Building confidence and resilience

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Activities offered by the virtual unit have supported the girls to develop confidence in themselves and feel more comfortable in group settings. One described how this has helped her to embrace other opportunities.

“I gained confidence; then I went to a camp, and the confidence from here helped me to be more confident there.” (Guide)

## Understanding and improving wellbeing

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Self-care, wellbeing and safety were explored in the early weeks of the virtual unit. Activities within the unit are self-directed; the leaders arrange activities that correspond with topics and issues the girls find interesting. The girls learned techniques to manage stress and challenging emotions.

“We were talking about looking after our bodies.” (Guide Leader)

“We had to burst bubbles... using the bubbles to imagine they were getting rid of worries.” (Guide Leader)

## Developing personal skills and contributing positively to communities

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Through the virtual unit, the girls can earn badges, and there is scope to explore broader community issues. Two girls tried to tackle speeding vehicles in their village. They made a life-size policeman scarecrow to draw drivers’ attention to the problem.

“They did something independent – they took action.” (Guide Leader)

At times, the girls have followed up on virtual unit activities at home, showing the development of their skills and interests:

Some of their girls spent the weekends in their gardens, doing pot plants and learning about the insects – making maps of the different insects. They’ve taken the ideas that we’ve told them about... but also taken action to benefit those insects.” (Guide Leader)

“It’s a great experience for us (sisters) since we don’t have many clubs, and we only play video games when we are home.” (Guide)

“We learned how to take care of ourselves in the first two weeks.” (Guide)

“We learned different strategies, how to calm down... like the bubbles, and tensing up all our muscles and then relaxing them again, and things like that to help you when you’re feeling stressed.” (Guide)





# Seeing the potential in every young person

“ It helps me get like my temper out, gone. I’m no getting in as much trouble outside an that – I used to get polis chases all the time before I started coming here.”

**Ferrywell Youth Project (FYP) provides activities and support for young people in the Pilton, Muirhouse and Drylaw areas of Edinburgh. With Christian values at its core, the project – a joint member of Youth Scotland and Lothian Association of Youth Clubs – strives to support young people to make positive choices and changes. Following increased reported incidents of anti-social behaviour in the area, Ferrywell Youth Project joined other local groups in an Action Learning session facilitated by Youth Scotland to discuss the issues and challenges they faced. Subsequent funding from Generation CashBack has helped to ensure Ferrywell Youth Project can continue to engage with, and provide support to those who need it most.**

**In this case study six young people describe their experiences with Ferrywell Youth Project. They explain the difference it has made for them; from positive relationships with trusted adults, activities that bring development and growth opportunities, through to the personalised support that has helped them overcome challenges and make positive change.**



## Nothing much to do

**The young people talked about the need for Ferrywell and what they would be doing if they were not involved with the youth charity. They painted a bleak picture of facilities for young people in the neighbourhood.**

“I’m gonna be honest, I don’t really go out in this area. I just don’t like this area. Same with my mum. The people that hang around there aren’t too great. It isn’t the best, it’s not enjoyable, it’s quite uncomfortable and it’s not a pleasure to be around.”

“There’s nothing to do, like, you don’t have nothing to do.”

“There’s not very much to do, we’ll just go for a walk up the railway. There’s no really anything else. We come here, whenever it’s on. Before the summer it was on every week. So we came every week. And then we had a camp in summer.”

“I’d just be kicking about with my mates, smoke weed, getting in fights, motorbikes, meeting lassies.”

## Getting involved

**A chance to do something different, and a space to meet up with friends and have some fun initially attracted some of the young people involved with Ferrywell. Others were referred to Ferrywell, through agencies that identified the organisation’s ability to effectively engage with young people and support them to make better choices and positive changes.**

“I was picking up charges and that [...] social work had said that I could dae this (come to Ferrywell) or end up in secure [care]. I thought it was going to be hell, I’m gonna go here once and that’s it like. But its

good, it gies you someone to say stuff to, you don’t need to keep it tae yersel.”

“Being able to have fun, with my friends, and not just be running about the streets.”

“I was getting in trouble at school so I got an alternative timetable and I see (FYP staff member) wi that.”

“They were doing stuff in ma school and then I met (FYP staff member), then they like, gave me a letter for a camp, then I joined in. And then that’s how I got involved with this place.”

## The importance of activities and new experiences

**Opportunities at Ferrywell to play games, meet friends and have fun means a lot to the young people who go there. They make extensive use of the space and facilities which have been set up to make them feel comfortable and safe. Young people reflected on the value of chances to do different things and have experiences that other young people might take for granted, like being driven in a car, or going on holiday.**

“Ma mate Mikey and that, we just come up here, sit and chill and have a talk. Ahm here pretty much every day”.

“We can play pool, air hockey, go on the PS4. You have a little chat if like something’s bothering you. Yeah, you can even make like a pot noodle if you really want, you can play board games.”



"And we've just went like on a drive. (Member of FYP staff) said, 'we don't have to sit in the office, we can take a drive'. And even that is amazing because no one in my family drives so it's good for me. So it's a different experience."

"100% especially with new people as well. Because I have not really went like camping it was the first time I went camping. I mean, it was a brand new experience."

"Being able to have fun with my friends, and not just be running about the streets."

**These activities help the young people and staff to develop relationships that underpin effective, personalised one to one support. Over time, the young people build the confidence and trust to reflect on their lives and have open and honest conversations about what is going on for them.**

"It's more than [activities], I get time, you know, even just looking out the window, you've got an hour just to clear your head. It's much better and it's crucial for me, when it's needed. It's effective, it works."

**“To be honest there's been so many things that are amazing, but there's not one thing that's like, helped me over anything else. Every little chat to every drive to every little meal we've had everything adds up to, like how you feel today?”**

"It builds a much much stronger bond... I think that is the most crucial way to do it, with activities, it builds the connection, trust and that."

"It's not only the fun, like, see if you have a problem with something you can go talk to someone."

"If you've got problems and you want to talk to someone[...] They do help me with my problems".

**Relationships are the great enabler**  
**The positive relationships with the staff at Ferrywell were evident in young people's descriptions. They described an environment where they feel cared for by people who have their best interests at heart.**

"It sounds silly because of course it isn't but it feels like a family, which is probably the silliest thing because it's not. You know what I mean, of course, it isn't family. There's no biological relation. But you do get that feeling like as if you were meeting with your family and had such a heart warming time together."

"It's much more than that to them you can tell that it's more than that, no, I think you can see it in them, you know how they do it. You can't fault (FYP staff member), they genuinely do just make you want to be a better person."

"Because (FYP staff member) is such a nice person, they are very caring for people and that, aye."



**Trust is also a critical aspect of these relationships, without which meaningful, open and honest conversations wouldn't be possible.**

"There's been many situations where I haven't wanted to open up. But I knew it was for the best, you might not want to do it, but it's better to do it. I mean, I wouldn't want to talk to my mother about it, but I know I trust them enough and I know it's for my benefit."

"Trust is one of the biggest things in the world for me, trust is the difference between me opening up and not."

"Because aye, with something as strong as that you need to trust someone huge amounts to pass information over. You know what I mean? I mean, it was something really uncomfortable and an uncomfortable thing to talk about. But, you know, I mean, that trust, that level of trust."

**“At first I didnae trust them, and then I got to know them better, then I did (trust them). You know they winnae tell anyone else about it so I tell them.”**

### **Being there when needed**

**Young people described the importance of relationships with adults who are consistently present and available for them. Knowing that there is someone to talk to if you need advice, have a problem to share or just need someone to chat to is significant for these young people, who may lack stability in other parts of their lives.**

"They say you can come in if you want, you don't have to schedule a time, you know, you can just come and see them if you need to."

"They're nice. They're really good. Like if you've got problems and you want to talk to someone. You could talk to (FYP staff member), there's a person called (FYP staff member), and there's (FYP staff member), you can talk to them if something's wrong."

**“So then they talk about, like, if there's anything you need help with as I'm growing up, I can always turn to them.”**

"We just talk about if there is anything on my mind, and they help me out and stuff. Just getting it off my mind and that".

**One young person told us that Ferrywell had supported him and also his mum when she was having a difficult time. It reinforced his positive views of the staff and the difference they make.**

"My mum has had issues as well just from like, her relationships in the past. She says (FYP staff member) has been wonders for her, because like, course they are there for anyone who needs it and they offered that to my mum and she's spoke to them before and even I really liked that, I was really glad that my mum was able to come to them."

### **Equipping young people with strategies and skills for life**

**Staff at Ferrywell Youth Project provide help, advice and support, but they also strive to equip young people with strategies and tools that will help them to do the right things and make the right choices throughout their lives.**

"I will message them if I need to, or sometimes I'll just think back to the amount of meetings that we've had, the amount of chats that we've had and

yeah, I just get these flashbacks like what we've said, it's like, it helps me control myself more independently."

"Aye its gave me more things to do to take it out. Like they are giving me options, I wouldn't have really thought if I was angry to do these certain things for calming down or keeping yourself collected. But now that I have, and they're just embedded in my mind, that I now know them you know, I mean, it's good coping mechanisms I can use."

### **Chipping away at barriers, and making positive changes and choices**

**Reflecting on their time with Ferrywell Youth Project, the young people spoke about the difference it had made. For some there was a significant impact on wellbeing, confidence, aspirations, and social skills.**

**“I wouldn't feel, I don't think I'd be as fulfilled. Like it gives me a happy, a heart warming, like a really genuine feeling that I dinnae get off much things.”**

"I'd be less confident. It's being around more people, than what I would have been."

"It's helped me to learn to just be myself around other people."

"Because it builds up people's confidence and instead of them being on the streets and vandalising things."



"I want to get a job and a hoose an that. I was speaking to (FYP staff member) last week about helping me to get a job, and they were like yeah we can look into that."

"This place has only made me more confident talking and being myself. A lot of the times, aye, throughout the years I would be really nervous, panicky, I was quite a fidgeter, I would never really talk."

**“ A lot different. And different maybe like, I wouldn't have as much friends as I've got now. Like, after school, I would have nothing to do like, I would have no one apart from my mum. I'd have no-one to talk to about my problems.”**

**Other young people told us that it had made them stop and think about their own behaviour and choices, and the positive changes this has led to.**

"I would say it's changed me a lot. Changed my behaviour. Definitely. With my parents, I'm gonna be honest, I used to treat my parents like s\*\*t. Like, I wouldn't listen, I would call them names like, I would say 'I hate you' to them like. Since I met (FYP staff member) I've been behaving, I've helped my mum a lot."

"I'd still be getting the police chases and just getting in trouble, doing all that s\*\*t."

"It helps no get in arguments with my mum so much. (FYP staff member) talks to me about how you really should treat your family and how you should speak to them. They've taught me how to be respectful, how to care for other people an that."

**“ It's helping me, like, I'm an angry wee boy. I get angry easy. So coming to them, it chills me oot a bit.”**

"Like if they said, 'Oh, you want to come out?' And like I would say yeah, but at the same time if they were tanning windows I'd be off, I wouldn't be part of it."

**In the accompanying case study, we describe the experiences of staff from Ferrywell Youth Project and three other Youth Scotland/LAYC member organisations supporting some of the most vulnerable and disadvantaged young people in Edinburgh. It highlights the approaches that create change, delivery challenges, young people's emerging needs in the pandemic, and the impact of youth work.**

# Generation Cashback Year 2 2021–22 Local Authority Data

Areas		YP*	%	LA Spend
Aberdeen	Mastrick, Rosehearty, Rosemount, Strichen, Woodside	61	1.9%	£10,500
Aberdeenshire	Balmedie, Belhelvie, Blackdog, Fraserburgh, Kintore, Macduff, Newburgh, Peterhead, Pitsligo, Potterton, Sandhaven, White Cairns	100	3.0%	£17,213
Angus	Arbroath, Brechin & Edzell	43	1.3%	£7,402
Argyll & Bute	Bowmore, Helensburgh	43	1.3%	£7,402
City of Edinburgh	Burdiehouse, Craigour, Ferniehill, Gilmerton, Gracemount, Granton, the Inch, Liberton, Mayfield, Moredun, Muirhouse, Neilston, Niddrie, South Queensferry	205	6.2%	£35,288
Clackmannanshire	Alloa	42	1.3%	£7,230
Dumfries & Galloway	Dumfries, Stewartry	17	0.5%	£2,926
Dundee	Douglas, Fintry, Lochee, Stobswell	163	5.0%	£28,058
East Ayrshire	Bellsbank, Dalmellington, Kilmarnock, Newmilns	121	3.7%	£20,828
East Dunbartonshire	Bishopbriggs	30	0.9%	£5,164
East Lothian	Cockenzie, Dunbar, Musselburgh, Port Seton, Prestonpans, Tranent	53	1.6%	£9,123
East Renfrewshire	Eaglesham, Thornliebank	38	1.2%	£6,541
Eilean Siar	Arnol, Bragar	14	0.4%	£2,410
Falkirk	Banknock, Bonnybridge, Dennyloanhead, The Drum, Eastern Bo'ness, Grange Park, Muirhouses	100	3.0%	£17,213
Fife	Cardenden, Cupar, Drumoig, Dunfermline, Galdry and Balmarino, Kelty, Kirkcaldy, Newport-on-Tay, Rosyth, Rothes, Tayport, Wormit	219	6.7%	£37,697
Glasgow City	Ballieston, Barlanark, Carntyne, Castlemilk, Craigend, Dennistoun, Drumchapel, Easterhouse, Govan, Govanhill, Laurieston, Milton, Nitshill, Pollok, Priesthill, Riddrie, Scotstoun, Shettleston, Springburn, Tollcross	791	24.0%	£136,158
Highland	Alness, Balintore, Central, Dalneigh and Merkinch, Inverness, John O'Groats, Reiss, Watten, Wick	14	0.4%	£2,410
Inverclyde	Gourock, Greenock, Larkfield	80	2.4%	£13,771
Midlothian	Bonnyrigg, Lasswade & Rosewell and surrounding area	44	1.3%	£7,574
Moray	Lossiemouth	20	0.6%	£3,443
North Ayrshire	Ardrossan, Dreghorn, Hurlford, Irvine, Kilwinning, Millport Isle of Cumbrae	183	5.6%	£31,501
North Lanarkshire	Airdrie, Bellshill, Cambuslang, Coatbridge, Kilsyth, Tannochside/ Viewpark, Uddingston, Wishaw Motherwell	349	10.6%	£60,075
Orkney	Kirkwall	29	0.9%	£4,992
Perth & Kinross	Perth	13	0.4%	£2,238
Renfrewshire	Cardonald, Craigton, Drumoyne, Eaglesham, Foxbar, Glenburn, Hillington, Johnstone, Paisley, Penilee	135	4.1%	£23,238
Scottish Borders	Galashiels, Stow, Tweedbank	66	2.0%	£11,361
Shetland		0	0.0%	£0
South Ayrshire	Ayr	10	0.3%	£1,721
South Lanarkshire	Carluke, Lanark, Springhall	99	3.0%	£17,041
Stirling	Bannockburn, Stirling (City)	110	3.3%	£18,935
West Dunbartonshire	Drymen, Raploch, Stirling	92	2.8%	£15,836
West Lothian	Linlithgow	8	0.2%	£1,377
<b>Total</b>		<b>3,292</b>	<b>100%</b>	<b>£566,667</b>

# Generation Cashback Year 2 2021-22 Financial Report

Project Costs	Justification	Actual	Target	Variance
<b>Project Delivery Activities</b>				
Staffing Costs: Local Development Officers		£ 198,948	198,871	-77
Staffing Costs: Senior Development Worker		£ 27,207	27,218	13
Delivery - Grow		£ 217,778	218,105	326
Delivery - Lead	Lead spending was lower than anticipated this year as further lockdowns meant that some delivery was still online, and therefore had fewer costs associated. In Year 3 we expect the default delivery method to be face to face throughout and therefore for spending to be higher.	£ 38,576	41,996	3,421
Delivery - Cross-consortium regional/national events	Due to Covid precautions, our annual Reach event was split into four smaller local events instead of the usual single large event. This meant higher venue, catering and staffing costs, and was subsidised by the consortium partners using a contribution from their Lead budgets.	£ 16,119	12,436	-3,683
<b>Total project activity</b>		<b>£ 494,170</b>	<b>494,170</b>	<b>0</b>
<b>Other Project Costs</b>				
Management and Marketing		£ 56,375	56,375	0
External Evaluation		£ 11,667	11,667	0
<b>Total Other Project Costs</b>		<b>£ 67,042</b>	<b>68,042</b>	<b>0</b>
<b>Total Expenditure</b>		<b>£ 566,667</b>	<b>566,667</b>	<b>0</b>

