

# GENERATION CASH BACK



## Generation CashBack Evaluation Report: Year 2

June 2019



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## EXECUTIVE SUMMARY

1. Generation CashBack is funded by the Scottish Government's CashBack for Communities Programme, which has a focus on young people from disadvantaged communities. It is a partnership consortium programme delivered by four of Scotland's largest volunteer-led youth work organisations: Boys' Brigade Scotland, Girlguiding Scotland, Scouts Scotland, and Youth Scotland.
2. The partners work together to deliver the programme, which provides (i) capacity-building support for youth groups and (ii) direct activity with and for young people. Generation CashBack is made up of four strands: developing new self-sustaining youth groups (Start Up); supporting existing youth groups to develop (Grow); providing leadership and training capacity (Lead); and delivering events to celebrate success and share learning specific to the Programme (Events).
3. In Year 2 Generation CashBack almost doubled its total annual target and provided support to 3574 young people, from which:
  - 11% were engaged through the Start Up Strand
  - 74% were engaged through the Grow Strand
  - 12% were engaged through the Lead strand
  - 3% attended the national learning event delivered this year
4. A range of target outcomes and corresponding indicators were set for programmes funded by CashBack for Communities. Generation Cashback's achievements are summarised below:
  - 93% of young people report gaining confidence
  - 94% report trying new things
  - 87% have made new friends
  - 88% have had new experiences
  - 95% feel that Generation CashBack has contributed to their well being
  - 88% feel they have increased their skills
  - 68% believe activity they have taken part in will help them get a job
  - 83% felt that Generation CashBack has made them think about what they want to do in the future
  - 57% have achieved accreditation
  - 82% report that Generation CashBack has had a positive impact on their behaviour
5. Non-formal learning opportunities have resulted in accreditation by 57% of the young people who completed a monitoring form in Year 2.

### Participation

6. Generation CashBack has extensive reach, working in 30 out of 32 local authorities in the past two years. The majority of delivery has involved young people facing the most extensive deprivation (73% SIMD 1 and 2). There is breadth across the CashBack for Communities target age groups: 51% are aged 10-13; 32% are aged 14-16; 13% are aged 17-20 and 4% are 21 to 24 years old.

### Formative Findings

7. Generation CashBack's performance showed clear continuity in terms of the positive impact, delivery patterns and reach established in Year 1.
8. The programme has a unique, flexible capacity-building approach. This revolves around a four-strand model to initiate or develop a youth work presence in communities who want to grow their youth work provision. The consortium model allows groups to engage with the programme in many different ways.
9. Membership benefits for groups who engage with the programme include access to networks, information and resources, a full menu of training sessions and other activities. These reinforce a sense of belonging among workers, volunteers and young people. Crucially the LDO model provides a dedicated resource through which to assess and respond to any unmet needs of young people within a local area
10. Each of organisations involved in Generation CashBack is able to bring resource, skills, brands and approaches that offer different benefits for the groups and young people supported by the programme.
11. Many examples of the breadth and diversity of Generation CashBack activity were identified in the evaluation activity. These have a broad-ranging impact on a number of stakeholders. For example, a review of groups engaged in the programme shows delivery of activity which facilitates increased engagement with:
  - Marginalised communities,
  - Young people with complex needs
  - Young people with special interests.
  - Young people in need of safe space for social activity
  - Young people at risk of contact or continued engagement with criminal justice agencies.
  - Young people supporting others in their community who experience social isolation.
  - Volunteers, including parents and carers.

## 1. Introduction

“ I was getting in a lot of trouble with the police before I started coming along. The youth workers helped me get my life together and make new friends away from the trouble I was in.

- 1.1 The Scottish Government’s CashBack for Communities Programme invests monies recovered through the Proceeds of Crime Act 2002 into community programmes, facilities and activities for young people. Over the past decade, the Programme has evolved and is now in its fourth cycle, known as Phase 4<sup>1</sup>. This funds 17<sup>2</sup> programmes with a targeted focus on young people from disadvantaged communities<sup>3</sup>.
- 1.2 Generation CashBack (GC) is one of the Phase 4 funded programmes. It is a partnership consortium programme delivered by four of Scotland’s largest volunteer-led youth work organisations: Boys’ Brigade Scotland, Girlguiding Scotland, Scouts Scotland, and Youth Scotland<sup>4</sup>.
- 1.3 The partners work together to deliver the programme, which provides (i) capacity-building support for youth groups and (ii) direct activity with and for young people. Generation CashBack is made up of four strands: developing new self-sustaining youth groups (Start Up); supporting existing youth groups to develop (Grow); providing leadership and training capacity (Lead); and delivering events to celebrate success and share learning specific to the Programme (Events).
- 1.4 Each partner delivers the programme within its own realm of expertise and capacity. For example, Scouts Scotland would focus on delivering activity within Scouts membership. Conversely, Youth Scotland, as the national network for community-based youth work, has the capacity to work with and support a diverse range of local and national youth groups.
- 1.5 The programme aims to deliver the following outcomes for young people:
  - Build their capacity and confidence
  - Develop their physical and personal skills
  - Positive changes in behaviours and aspirations
  - Improved wellbeing
  - Participation in activity which improves learning, employability and employment options
  - Diversion from criminal behaviour or involvement with the criminal justice system
  - Positive contributions to their communities

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1. This phase runs from 1 April 2017 to 31 March 2020

<sup>2</sup> See <https://cashbackforcommunities.org/partners/page/2/>

<sup>3</sup> The programme is targeted at young people across Scotland who are disadvantaged by living in deprivation and experiencing: unemployment, school exclusion, involvement in antisocial behaviour, offending or reoffending. Information about the eligibility criteria is available at <https://cashbackforcommunities.org/about/>

<sup>4</sup> Terminology differs across the partner organisations, for example, Boys' Brigade groups are called 'companies', and Girlguiding groups are called 'units'. To protect anonymity and for consistency throughout the report we have referred to all as 'groups'.

1.6 In Year 2 Generation CashBack delivered provided support to 3574 young people, from which:

- 11% were engaged through the Start Up Strand
- 74% were engaged through the Grow Strand
- 12% were engaged through the Lead strand
- 3% attended the national learning event delivered this year

## Year 2 evaluation activity

1.7 The Lines Between are undertaking an independent evaluation of Generation CashBack. Essential evaluation tasks are to; provide quarterly and annual reports on the outcomes and impact achieved and to identify ongoing lessons that may improve programme delivery. Another essential contribution to evaluation activity is to develop case studies to provide insights into the nature and impact of Generation Cashback activity. For each quarter, two case studies have been produced, resulting in a total of eight case studies which are referenced throughout this report and can be found in Appendix 2.

1.8 The findings outlined in this report are based on:

- Analysis of quantitative and qualitative data by each partner on a quarterly basis. In year two partners collected quantitative data from all the 3,574 beneficiaries and qualitative data from a sample of 1,621 young people and a range of stakeholders .
- A review of additional qualitative evidence gathered by The Lines Between and Generation CashBack partners, including surveys, feedback forms and creative evaluation tasks.
- Interviews by The Lines Between with volunteers, delivery staff, community representatives and young people during case study visits and attendance at the annual REACH event. This gathered data from 53 young people and 14 stakeholders, such as volunteers, community representatives and delivery staff. Unless otherwise stated, all quotes in this report are from young people involved in Generation CashBack.
- Facilitated discussions with Local Development Officers (LDOs) and Managers at the three cross-consortium evaluation workshops held throughout Year 2.

1.9 This report presents the findings of the analysis in year two.

- **Chapter 2** provides a quantitative overview of the programme's impact and reach among young people in Scotland's most disadvantaged areas.
- **Chapter 3** presents the formative findings. These include identification of Generation CashBack as an effective model of capacity building within the youth work sector, its impact on a range of community groups and stakeholders and consideration of the nuanced delivery challenges overcome by partners. The chapter includes a brief literature review to provide context.
- **Chapter 4** sets out conclusions.
- **Appendix 1** provides a breakdown of results by outcome.
- Finally, **Appendix 2** presents the case studies developed in year two. These provide examples of young people and stakeholders reflecting on the impact of a range of work delivered by Boys' Brigade Scotland, Girlguiding Scotland, Scouts Scotland, and Youth Scotland.

## 2. Impact, Engagement and Reach



*There's a lot of different things that you couldn't do if you weren't part of Scouts, I would never have thought, I'll go to Guernsey, if I wasn't in Scouts, whereas being there, I got the opportunity to go and it's probably one of the best experiences I've ever had.*

- 2.1** This chapter presents quantitative and qualitative evidence on Generation CashBack's impact and reach.



### Performance

- 2.2** Achievements in relation to engaging young people in the programme activity are shown in the infographic on the following page. The consortium almost doubled its total annual target for engaging with young people in Year 2.
- 2.3** The Scottish Government set a range of target outcomes and corresponding indicators for programmes funded by CashBack for Communities. Findings of impact on outcomes has been derived from the analysis of the evaluation forms completed by young people. A total of 1621 evaluation forms were returned in Year 2, which represents 45% of the total number of participants involved (3574). Challenges in collecting data from young people and youth groups are discussed at 3.36. The infographic on the following page highlights key achievements; a breakdown by outcome is provided in Appendix 2.



of young people report gaining confidence



report trying new things



have made new friends



have had new experiences

"I have more confidence and so I'm reaching out and getting more friends."



the number of hours young people have contributed to volunteering



of young people who are going on to leadership or volunteering roles in their communities



feel that Generation CashBack has contributed to their wellbeing



the economic value of voluntary activity generated by young people throughout Year 2\*



young people increased their skills



feel that activity they have taken part in will help them get a job



report that Generation CashBack has made them think about what they want to do in the future



young people achieved accreditation\*\*

"I've met loads of new people here, I tried special effects and I learned all about movie maker and the skills that you need for that, and I want to do it again!"



young people report Generation Cashback activity has had a positive impact on their behaviour

the total number of young people General CashBack has engaged with



Impact figures based on completed evaluation forms from 45% (1,621) of participants - further detail on targets available in main report.  
 \*Calculated by multiplying the average hourly rate of a sessional worker (£10.56) with the number of hours volunteering, including coaching, mentoring and supporting roles.  
 \*\*For example, Dynamic Youth Awards, Youth Achievement Awards, HIs, and Saltire Awards.

## Participation

2.4 Generation CashBack has extensive reach, working in 30 out of 32 local authorities in the past two years. Year 2 delivery locations are shown below.

# Participation by LA Area

Generation CashBack funded activity in 29 of 32 local authorities in 2018/19

### Aberdeen

Northfield, Kincorth, Mastrick, Torry, Sheddocksley

### Aberdeenshire

Fraserburgh, Inverdrule, Rosehearty, Longside, Cromar

### Angus

South Angus

### Argyll & Bute

Rothesay, Isle of Bute, Oban, Helensburgh

### Clackmannanshire

Alloa, Menstrie, Alva, Fishcross, Tullibody

### Dumfries & Galloway

Dumfries, Linluden, Summerville, Lochbarbriggs, Nithsdale

### Dundee

Caird Park, Linlathen, Whitfield, Kirkton, Charleston, Balgay, Menzieshill, Fairmuir, Ardler, Douglas, Pitkerro

### East Ayrshire

Southcraig, Grange, Bonnyton, Drongan

### East Dunbartonshire

Hillhead, Twechar, Kirkintilloch

### East Lothian

Prestonpans, Dunbarton

### East Renfrewshire

Dunterlie, Busby, Auchinback, Artherlie, NeilstoneMearns Village, Cross Stobbs, Thornliebank, Barrhead

### Edinburgh

Pilton, Moredun, Nidrie, Oxcgangs, Bingham, Mountcastle, Northfield, Ferniehill, Greenydes, Broomhouse, Sighthill, Balgreen, Westerhalls, Saughton, Granton, Drylaw, Leith, Muirhouse

### Eilean Siar

Stornoway, Lewis, Broadbay, Harris, Point

### Falkirk

Douglas, Newtown, Blackness, Kinneil, Braes Village, Bonnybridge, Muir

### Fife

Leven, Windygates, Buckhaven, Aberdour, Kelty, Cowdenbeath, Lochgelly, Methil, Inverkeithing, Glenrothes, Kirkcaldy, Kennoway



### Glasgow

Knightswood Park, Gallowgate, Ibrox, Drumoyne, Nitshill, Parkhead, Crookstun, Riddrie, Barlanark, Garthamlock, Drumry, Balornock, Darnley, Penilee, Bridgeton, Possil Park, Dalmarnock, Whiteinch, Pollok, Easterhouse, Castlemilk, Govanhill, Cranhill, Springburn, St George's Cross, Firhill, Kelvinside, Alderman, Croftfoot, Nethercraigs, Tollcross, Sandyhills, Shettleston, Camtyne, Govan, Dennistoun, Whiteinch, Ballieston, Anniesland, Robroyston, Cardonald, Yoker, Broomhill, Jordanhill, Gorbals, Pollokshaws/Pollockshields, Langside, Torrylen, Mount Florida, Strathbungo, Scotstoun, Carmunnock, Braidfauld, Blackhill, Camwadric, Dalmarnuch

### Highlands

Thurso, Caithness, Inverness

### Inverclyde

Greenock, Bute (Isle of), Port Glasgow, Braeside, Inverkip, Bow Farm, Kilmacolm, Lower Bow, Gourock

### Midlothian

Dalkeith, Thornybank, Bonnyrigg

### Moray

### North Ayrshire

Largs, Saltcoates, Ardrossan

### North Lanarkshire

Stepps, Airdrie, Cumbernauld, Townhead, Kirkshaws, Condorrat, Newarthill, Hattonrigg, Kirkwood, Cleland

### Renfrewshire

Johnstone, Paisley, Linwood, Kilbarchan

### Scottish Borders

Burnfoot, Hawick, Newcastleton, Kelso, Cheviot, Berwickshire, Duns, Eyemouth

### South Ayrshire

Carrick, Girvan, Heathfield

### South Lanarkshire

Burnbank, Strutherhill, Lesmahgow, Calderwood, Uddingston, Harleeshill, Lanark, High Blantyre, Whitlawburn, Hillhouse, Little Earnock, Shawfield, Nerston, Westwood, West Mains

### Stirling

Raploch, Bannockburn

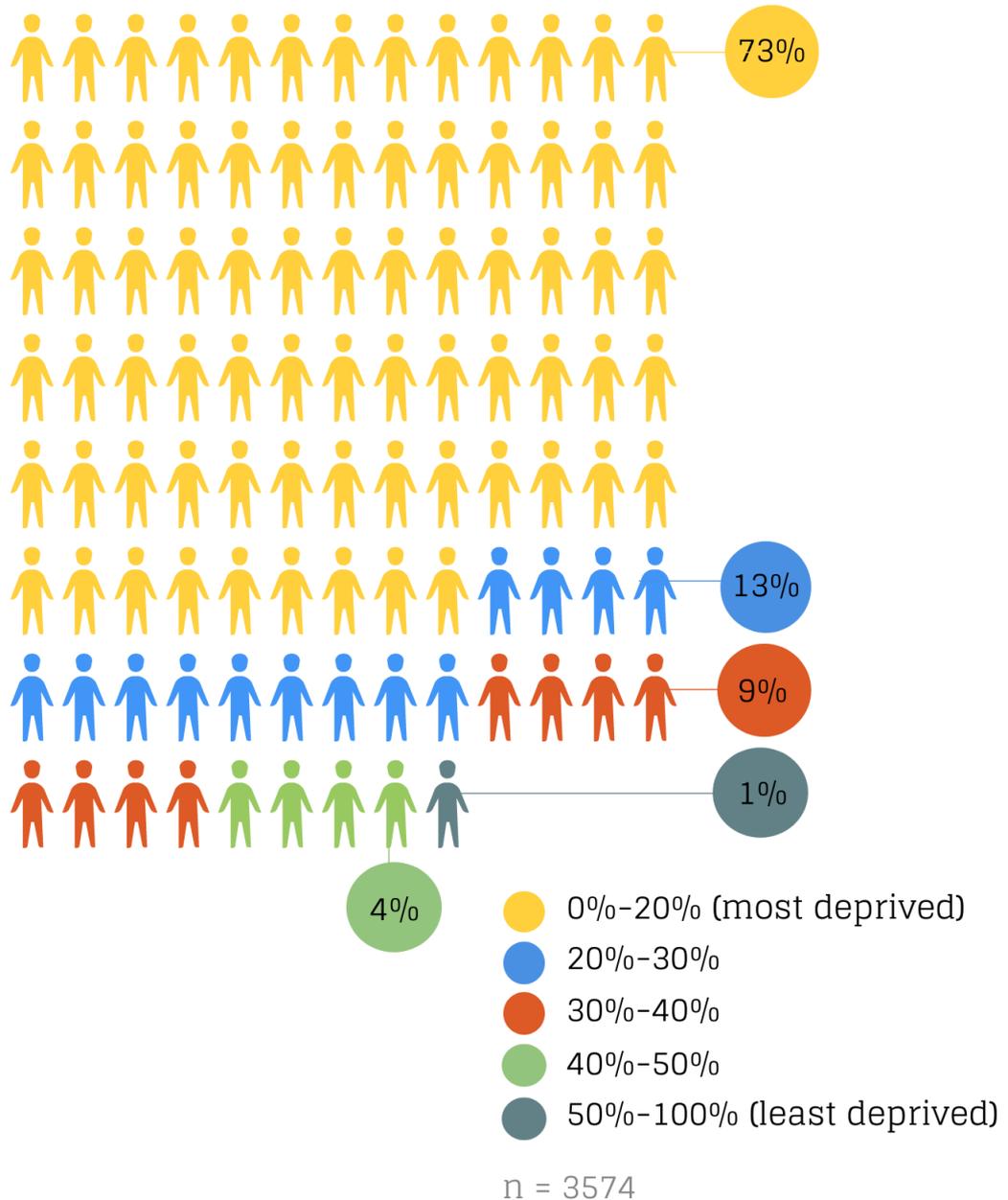
### West Dunbartonshire

### West Lothian

Blackburn, Howden

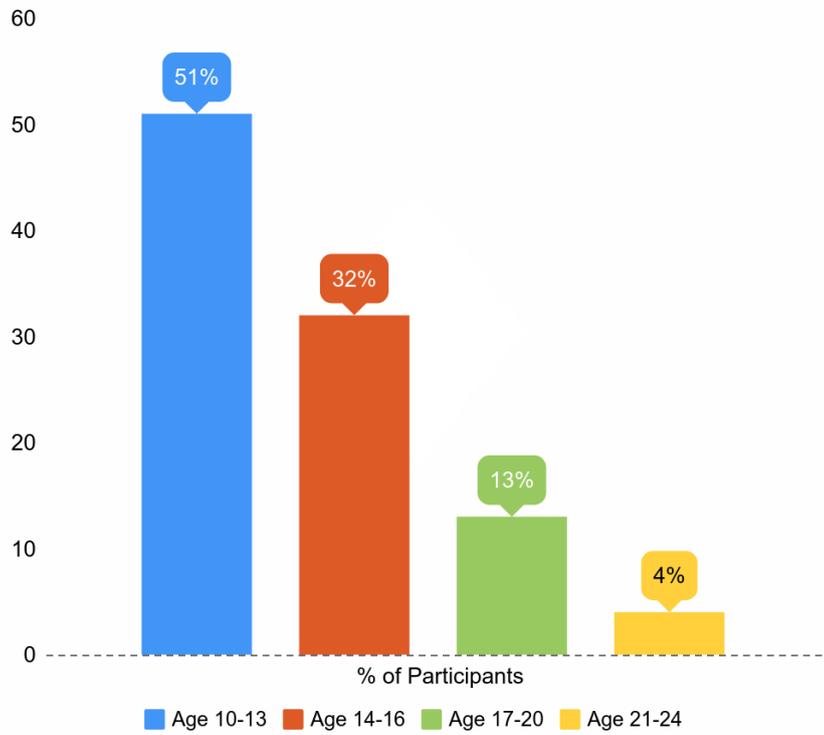
2.5 Significantly, Generation CashBack engages young people in Scotland's most deprived areas. The majority of delivery has reached young people facing the most extensive deprivation (73% SIMD 1 and 2) as shown by the data presented below:

## SIMD Profile of Participants

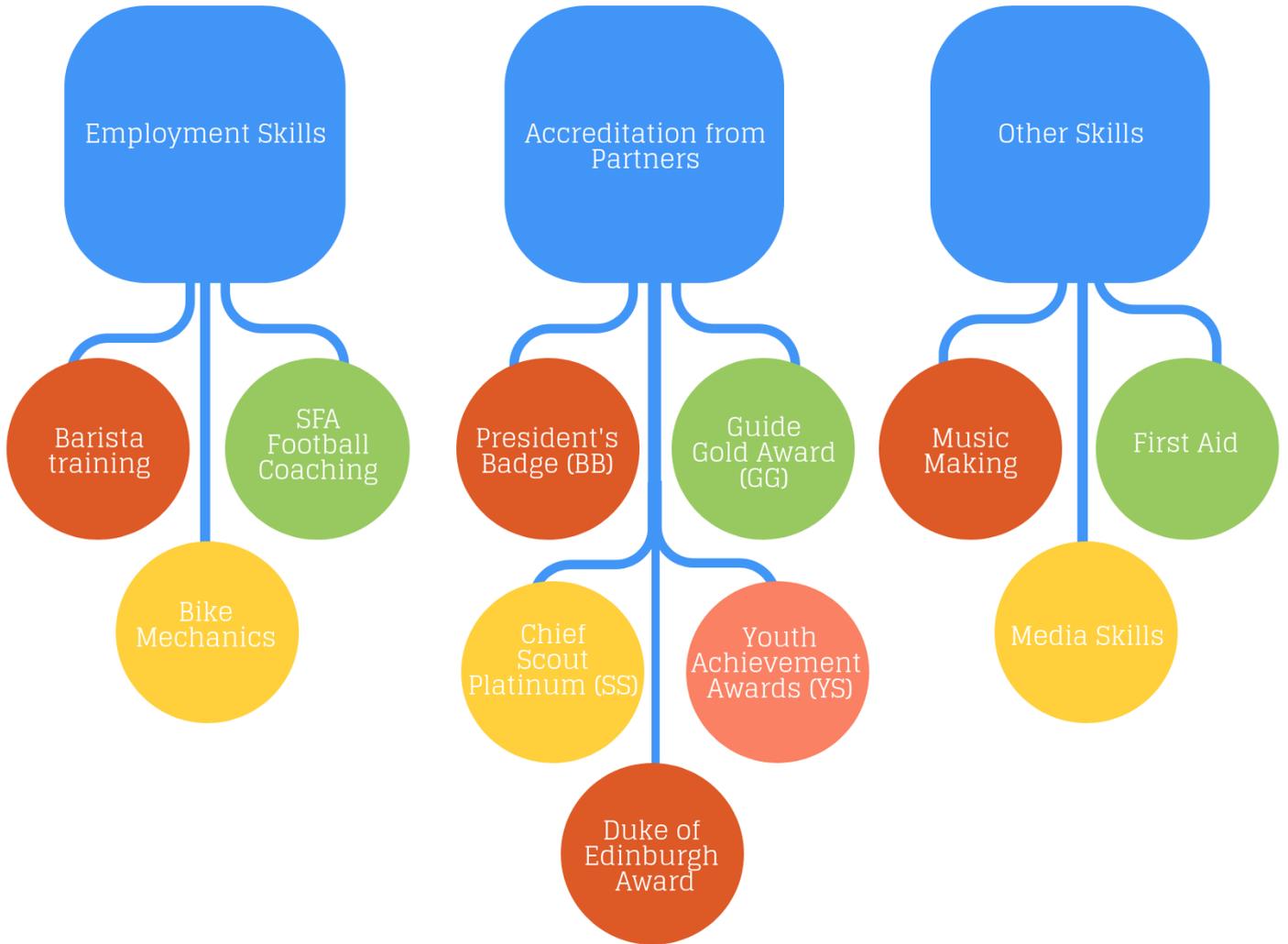


2.6 The programme has a reach across the CashBack for Communities target age groups:

## Age of Participants

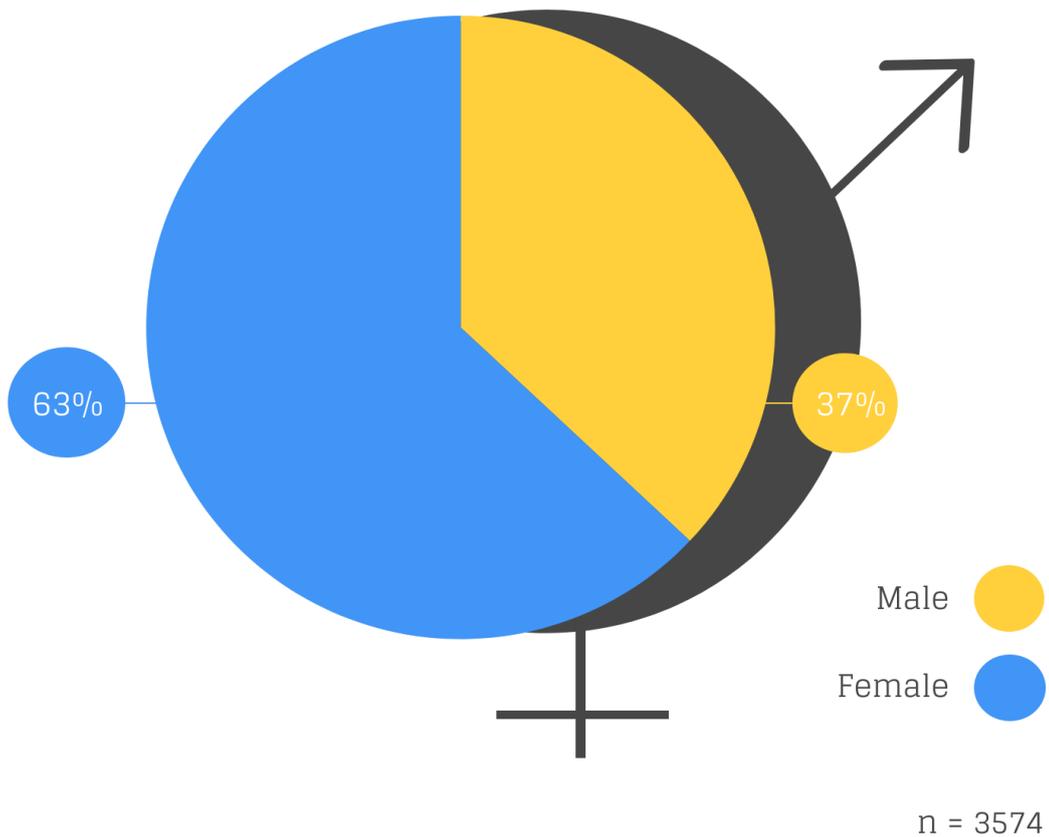


2.7 We highlight the non-formal learning opportunities delivered by Generation CashBack, which have resulted in accreditation by 57% of the young people who completed a monitoring form in Year 2. A range of SCQF awards were achieved, including Hi5, Dynamic Youth Awards, KGIV and Youth Achievement Awards, plus non-accredited awards. Examples are shown in the infographic below:



2.8 The chart below provides a breakdown of participation in Generation CashBack by gender. The greater number of females is explained by the activity delivered by Girlguiding, a single sex delivery partner.

## Participant Profile by Gender



### 3. Formative Findings

“ I think I got really used to a bit more confidence. I've learnt a lot of things from camp, like talking to other people. I've felt like more active cos PE and me, I hate it, I don't like it. But being there helped me a bit. Getting involved in the activities and that. It's basically getting involved all day instead of not doing anything.

#### Progress since year 1

**3.1** An important task in Year 2 evaluation was to consider Generation CashBack's performance against the findings set out in the Year 1 report. This assessment identified clear continuity in terms of its positive impact, delivery patterns and reach. The progress against previous findings is summarised below:

#### **Impact:**

**3.2** Consistent with the findings in the Year 1 report, Generation CashBack has continued to have a wide range of positive impacts on young people. These include: (1) opportunities for young people to try new things, make new friendships and build self-confidence; (2) developing a wide range of skills; (3) working in new ways with other young people and with workers/volunteers from different communities; (4) building relationships and mixing with wider groups of people and making strong connections with adult role models.

**3.3** Generation CashBack has also continued to deliver the additional benefits that were highlighted in Year 1 report. For example, groups are still benefitting from the tailored, proactive support provided by the LDOs. As noted in the Year 1 report, the LDO input is identified as enabling groups to develop and more grow more efficiently, increasing the opportunities available and reaching a greater number of young people than they would have been able to without that support.

**3.4** The focus on young people from disadvantaged communities has continued to encourage partners and the groups they are working with to think about new ways to deliver, to move into areas which they may not have traditionally otherwise gone, and facilitated expansion. It has also encouraged innovation and a desire to try new things, both for the organisations and their membership groups.

#### **Delivery patterns:**

**3.5** Consistent with the pattern recognised in the Year 1 report, much of the progression achieved by young people was reported in Quarter 4.

## **Reach:**

- 3.6** As evidenced in the previous chapter, Generation CashBack exceeded its targets in Year 2. These results continue the impressive progress made in the first year of delivery. The first-year report anticipated an expansion in Start Up activity, building on the initial groundwork and exploratory research for existing and potential provision in new areas. This prediction was achieved in Year 2; the Start Up strand exceeded its target (132%); higher than the 92% achieved in Year 1. There was also significant over-achievement of targets in the Grow (188%) and Lead (189%) this year, reflecting the ongoing demand for targeted work in the respective memberships.

## **Additional findings in Year Two**

- 3.7** The remainder of this chapter sets the additional findings that emerged in year 2, beyond the consistent annual performance described above.

## ***The transformative power of youth work***

- 3.8** Scotland's national policy priorities reflect the potential of youth work. The National Youth Work Strategy (2014-2019) aims to ensure that all young people have access to quality youth work<sup>5</sup>. Phase 4 of CashBack for Communities funding goes beyond the national strategy by asking for a stronger focus on tackling inequalities in Scotland, to bolster the ambitions and aspirations of young people, particularly those from SIMD<sup>6</sup> areas.
- 3.9** There is extensive evidence on the role of youth work as an effective way to support young people to be more resilient, optimistic and ready for their futures, expand their options and knowledge and to take control of their lives. Community-based activities offer safe, positive spaces outwith the home.
- 3.10** Alternative learning and social environments can be particularly important for those who struggle in formal educational settings. Benefits include positive impacts on health, including mental health. When asked how they feel about attending a youth group, young people describe a sense of belonging, reduced isolation and access to new experiences.
- 3.11** While the ambition for Scotland's youth work provision is universal, young people from deprived communities have the potential to reap the greatest benefits, as they may lack access to resources and social infrastructure that support young people to reach their potential. Diversionary youth work<sup>7</sup> in particular can provide crucial assistance for young people at risk of involvement with anti-social behaviour, offending or reoffending.
- 3.12** Youth work settings also offer opportunities for young people to gain accreditation in a non-formal learning environment. A recent publication by Youth Scotland<sup>8</sup> describes a number of ways that community-based learning environments offer additional benefits for young people, particularly those in areas of deprivation. These include:

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<sup>5</sup> (Ways Youth Work is Closing the Attainment Gap, 2017)

<sup>6</sup> (Www2.gov.scot, 2019)

<sup>7</sup> A way of addressing low-level criminal behaviour without putting a young person through prosecution or formal cautions (Centre for Justice Innovation, 2019).

<sup>8</sup> <https://www.youthscotland.org.uk/media/1183/youth-scotland-awards-case-studies.pdf>

- A means to accredit activities young people are already engaged in
- Scope to offer fun and inclusive ways to achieve attainment
- The value of including testimony where others can share stories about a young person; an alternative way to share insights with employers, educators or others who may help a young person to progress
- Accreditation as a route to open up conversations and address behavioural issues or negative activity in a non-judgemental way; and accreditation of an individual's journey – not their learning outcome
- A recognition that for some young people this may be the only accreditation they attain at this stage of their life.

### *The value of flexibility*

- 3.13** Generation CashBack has a unique, flexible capacity-building approach which revolves around a four-strand model to initiate or develop a youth work presence in communities who want to grow their youth work provision. The consortium model allows groups to engage with the programme in many different ways; as described below.
- 3.14** Key to the programme is the role of the Local Development Officers (LDOs). These hail from each partner and provide strategic insight, contacts, advice, access to resources and support specific to each partner organisation. Each partner has a national remit and structure, so the model enables new or developing youth groups to benefit from the collective experience, resources and networks shared by the consortium.
- 3.15** The programme offers flexibility in participation; some of the groups involved with Generation CashBack have engaged in different ways over the past two years. For example, many of the fledgling groups that first engaged through Start Up support have developed and now participate through Grow; opportunities to enrol young people in Lead activity provide additional avenues for groups or individuals to engage in the programme. The annual Reach event is another opportunity for groups from across the strands to engage in the programme, and also to meet and learn from other participants from across the consortium.
- 3.16** Membership benefits for groups who engage with the programme include access to networks, information and resources, a full menu of training sessions and other activities. These reinforce a sense of belonging among workers, volunteers and young people. Crucially the LDO model provides a dedicated resource through which to assess and respond to any unmet needs of young people within a local area. They can also access practical support and resources, including information about safeguarding, sample policies and templates.

## Partners' contributions

- 3.17** Each of organisations involved in Generation CashBack is able to bring resource, skills, brands and approaches that offer different benefits for the groups and young people supported by the programme.
- 3.18** The uniformed organisations (Boys' Brigade, Girlguiding and Scouts Scotland) provide a range of benefits such as the expertise, status, activities, resource, progression routes and membership associated with their world-recognised institutions.
- 3.19** A case study included in Appendix 2 describes a flexible group established by Girlguiding to engage girls in Start Up activity in Glasgow. The LDO who instigated that activity reflected on the value of the Girlguiding brand when initiating or expanding provision in an area; the name is trusted by parents and carers who often have positive perceptions about the activity Girlguiding delivers. Similarly, another case study provides an example of the value of access to the Boys' Brigade's national network. A summer trip to Cumbrae provided an opportunity for young people from Glasgow to develop confidence and social skills when meeting young people from companies from other parts of Scotland for the first time. Parents and carers agreed to their children attending the trip, because of the company's longstanding history and presence in the local community.



**Case Study:** Read more about the flexible group established by Girlguiding and its impact on Emma, age 10, in Appendix 2.



**Case Study:** Read more about the impact of the Boys' Brigade summer trip to Cumbrae Island from the perspective of two young people, Robert and Callum in Appendix 2.

- 3.20** Conversely, Youth Scotland's model offers scope to do something different. Its vast knowledge of the various models of youth work delivery in Scotland provide valuable expertise. This gives it scope to support groups to establish or develop unique local provision that responds to youth work gaps within an area; to create effective activity explicitly tailored to the needs of the young people that live there. Through its membership structure Youth Scotland is able to network and link groups together through training, events and social media platforms.
- 3.21** A case study about Turf, a Youth Scotland member group based in Pollok, is attached in Appendix 2. It shows the efforts of staff and volunteers to tackle unmet need in the area, and the insights gained from working with young people in the community to address these gaps. Turf's

founders reflected on the invaluable role of the LDO in overcoming hurdles and knowledge gaps in the early stages of the groups' development.

**3.22** The case study provides an example of young people, workers, volunteers, police, community counsellors and other local stakeholders working together to map out local needs and develop the project. They have applied for funding, identified and designed a new site and space for young people. The group has secured a vacant shop and believe their new larger premise and central location will increase the profile and reach of the project among young people in the area, offering diversionary activity for young people at risk of antisocial behaviour and contributing to the regeneration of the locality. Young people described the opportunities for fun, inclusivity, new experiences, social activity and development as hooks which keep them engaged and contribute to the group's growing presence in the community through word of mouth recommendations.



**Case Study:** Read two case studies about Turf in Appendix 2. The first focuses on the experiences of two young people. In the second case study workers, volunteers and a local councillor describe Turf's impact on the local community.

**3.23** The example described above echoes with findings in the Year 1 case study of About Youth, which used a co-production process to develop a successful funding application for 'The Flat'; a unique, safe and welcoming space for young people in Wester Hailes, Edinburgh.

### ***Breadth and diversity of impact achieved by the Generation CashBack Model***

**3.24** There are many examples of the breadth and diversity of Generation CashBack activity, which has a broad-ranging impact on a number of stakeholders. For example, a review of groups engaged in the programme shows delivery of activity which facilitates increased engagement with:

- **Marginalised communities**, such as the Community Renewal Govanhill Project<sup>9</sup> which works with young people from Roma communities in who live in the local area.

“

*I have got better friendships since joining the project, and we have a day where we celebrate Romany culture and we have a day where the girl's group, so it's building a community.*

<sup>9</sup> (Communityrenewal.org.uk, 2019)

- **Young people with complex needs**, such as Hope for Autism, a community project in North Lanarkshire that offers activities and social groups for children and young adults living with autism<sup>10</sup>. In another example, young people who participated in the case study about the Boys' Brigade (see Appendix 2) reflected on the value of a summer camp, funded by Generation CashBack, in supporting those with ADHD and autism to gain independence and have a shared social experience in a safe, supported environment.



*I like that we do everything from cooking to baking to going out, going to the panto, the cinema. It makes a difference because I know I have somewhere to go, cause I'm in the ASN base so I have got friends in school and out of school, so I know that if something happens at school I can just go up there and just be happy.*

- **Young people with special interests**. This theme came up in different ways. For example, the evaluation identified groups that meet the needs of young people with a specific passion, such as Movement Park which offers a range of activities from Parkour to Ninja training and Graffiti classes<sup>11</sup>. This project offers growth and development opportunities for young people who, because of the niche nature of their interest, may lack opportunities to do what they enjoy or experience social isolation in a school environment. In another example, a young person described the value of a youth group because it gave them a somewhere to practice their instrument and develop their musical skills; they did not have that space at home, living in shared, busy accommodation.



*I like just getting involved with other people, it's much better training with other people than on your own. You push yourself and each other.*

- **Young people in need of safe space for social activity**. Some of the young people who participated in the evaluation activity highlighted the value of having a safe place to socialise in, particularly if they lived in an area where they felt at risk of violence or harm. They described it as a relief to themselves, and their families, that they had somewhere to go.



*You can come here and just feel safe physically and mentally as well, it's a safe environment. For the young ones too, they know that they're safe here, they just know that they can trust us and that they're safe.*

<sup>10</sup> (HOPE for Autism, 2019)

<sup>11</sup> (Movementpark.org.uk, 2019)

- **Young people at risk of contact or continued engagement with criminal justice agencies.** Generation CashBack has a range of diversionary elements. These include the direct provision of leadership training with young people at HMP YOI Polmont through the Lead strand (see Appendix 2). More generally, youth workers and young people who took part in the evaluation highlighted the diversionary power of youth work delivered in areas of multiple deprivation, achieved across the Start Up, Grow and Reach activity. This links to the lessons identified in the literature review, as described at 3.8.



***Case Study:** Read more about Youth Scotland's leadership programme in the HMP YOI Polmont case study in Appendix 2. Two young men reflect on the value of opportunities for learning and development in prison settings.*

- **Young people supporting others in their community who experience social isolation.** Groups supported by Generation CashBack are also engaging in activity to support others in their local community. For example, a Scouts representative described activity in which young people engaged in Generation CashBack visit other young people in long-term hospital care; in an evaluation interview at the REACH event, a group of young people reflected warmly on their visits with older people with dementia.

“ *We’ve got wee allotments at our bit, and sometimes we go down and help out, painting sheds, giving a hand out. We help a group with Alzheimer’s, the dementia group, we play music to them, play pool and darts, and talk to them and we ask them about things from earlier in their lives, things that we can remember because they remember things from when they were younger but not as much from now.* ”

- **Volunteers, including parents and carers.** The Start Up and Grow strands also facilitate intergenerational reach through volunteering opportunities. These have provided routes for skills development among people interested in youth work; or with family members who are interested in supporting youth groups to flourish. In Appendix 2 the case study presents parents’ reflections on their contribution to a Scout Group in the Isle of Bute; they also describe the benefits they have accrued through volunteering.

“ *I got to meet other volunteers that worked here and it just seemed like a really nice group of people, so I’m getting involved in the local community, that’s something I’m committed to, something I enjoy and spending my free time doing.* ”



**Case Study:** Read more about the impact of volunteering for Scouts and the volunteers hopes for their group as an integral part of their community in the Isle of Bute case study, Appendix 2.

- **Learning opportunities.** As presented in Chapter 2, Generation CashBack provides non-formal learning opportunities for many young people, resulting in the numerous SCQF and non-accredited awards achieved in Year 2. Activity delivered by Generation CashBack is a natural fit for this type of learning; groups have been able to embed ways to accredit activities that young people are already engaged or interested in. In addition, the programme has also provided opportunities for youth workers and volunteers to develop their skills and capabilities, extending the capacity of the sector to provide high quality support for young people in community settings.



*I want to go into health and fitness job and now I've done staff classes, worked with lots of boys – so that helps build your confidence to work with people – I have all these qualifications but I also know how to put them into practice – I know how to train people and I am confident I can do that.*

## Delivery insights

**3.25** During workshops partners reflected on their learning during the first two years of Generation CashBack. They identified some considerations that have informed evolution and development within the programme and described the steps taken to overcome delivery challenges.

### *Meeting the breadth of need among new groups*

**3.26** LDOs reflected on the range of challenges experienced by youth groups, particularly those in the Start Up phase. These include taking significant time to establish and address support needs, and discovering inequality in local assets to build on, depending on the area. Themes in these comments included the high levels of ambition among youth workers to achieve change in their communities, and variation in their skills, confidence and experience.

**3.27** An understanding of the steps and processes that underpin the development of new local initiatives in community settings is an important reference point when considering the work of Local Development Officers within Generation CashBack. The following stages are drawn from 'A Guide to Starting a Youth Club'<sup>12</sup> and Youth Scotland's Youth Work Essential page<sup>13</sup>, 'Getting Started':

- Firstly, understanding the market is critical when establishing any new project. In the context of Start Up, this entails reviewing data to identify gaps in existing provision and consulting stakeholders including young people and other interested organisations to discover whether there is a desire and need for a new project.
- Retaining interest from target groups when starting a new project is often difficult, and can result in a failure to launch. If the activity/project is established, it should be shaped to fit with the needs of the specific area and potential users.
- Communication about new projects needs to be accessible and engaging for those in the target audience. Whilst continued communication with those who have shown interest is needed to ensure that they follow through and attend a new project or activity, it can be more efficient at this stage to focus on retaining the attention of young people who are already engaged<sup>14</sup>. Once the project is established and with a committed attendance,

<sup>12</sup> Malvern Hills Guide to Starting a Youth Club, 2017:

<https://www.malvern hills.gov.uk/documents/10558/125552/Guide+to+starting+a+youth+club-Web.pdf/867a6230-4f1a-4f64-8d03-6f0f911ab86f>

<sup>13</sup> <http://www.youthworkessentials.org/getting-started.aspx>

<sup>14</sup> (TrackMaven | The Marketing Insights Company, 2019)

then it is more likely to engage young people who were hesitant at the beginning of the project.

- 3.28 To meet these needs, LDOs require high levels of knowledge, skills and experience and access to support within their own organisations. This includes implementing a needs-analysis and community mapping exercise at the start of engagement with Start Up and Grow groups.
- 3.29 Linked to the above, LDOs described the importance of managing expectations about the level of support that could be provided by Generation CashBack. Demand for additional resources that was not feasible within the scope of the programme was sometimes evident; in these cases, LDOs signposted groups to other resources.

### ***Delivery in low-density areas with limited numbers of eligible young people***

- 3.30 Partners also reflected on the challenge of delivering small-scale work with limited numbers of eligible young people. These small pockets are typically found in remote rural areas; or in some cases, wealthy areas in which there are low numbers of young people who meet programme eligibility. The cost of establishing or developing groups that might only be attended by one or two young people meant that this type of activity was not cost-efficient within the resource constraints of Generation CashBack as it currently stands. Partners reflected that allocating specific resources for low-density areas, or creating flexibility to provide additional scope for activity within this remit, could be a useful feature of the programme in future

### ***Working with staff from other agencies that support young people***

- 3.31 Partners reflected on the scope for working with other agencies to reach young people who face some of the most challenging circumstances in Scotland. For example, the case study in Appendix 2 shows Youth Scotland's successful work with staff in HMP YOI Polmont to develop and deliver LEAD activity with young offenders. Prison officers talked in glowing terms of the professional learning and development they had taken from the youth work approach, and the transformative and diversionary impact for young people of introducing accredited learning into non-formal learning environments.



**Case Study:** Read staff reflections on the value of Sports and Dance Leadership programmes in the HMP YOI Polmont case study, Appendix 2.

**3.32** While this example is a clear success, the activity in this instance resulted from a longstanding relationship between the two organisations; it was built on a foundation of trust and knowledge which took time to develop. This is an example of added value stemming from the consortium's experience and networks. Consortium partners suggested that timescale and resource restrictions limit their scope to engage in additional development work with agencies that might have provided access to very hard to reach communities, or even directly with members of those communities themselves. They suggested that the focus on delivering annual targets reduced scope for the LDO to undertake 'slow-burner' work, which takes more time.

### ***Programme evolution and future opportunities for enhancement***

**3.33** Insights from the uniformed organisations about the value of early intervention was shared. Based on knowledge from their wider delivery, working with younger age groups (from age 7 upwards) results in longer retention and greater likelihood of involvement by young people, compared to the introduction of activity at an older age. They suggest there is potential for the programme to have a greater reach should the age range be lowered slightly to include young people at a time when they are more open to joining something new.

**3.34** The first-year report noted that, as might be expected, consortium members needed time to embed the new Phase 4 and refine the partnership delivery model. That process was completed in Year 1 and the model now works smoothly. Regular co-working at partnership workshops and participation in joint activities, such as the development of a short film about Generation CashBack<sup>15</sup>, have established effective, mutually-beneficial working relationships. This has resulted in flexibility within the partnership for example, adjustment to delivery activities, depending on who best placed to meet targets.

**3.35** Consortium members shared their reflections on potential refinements to the Generation CashBack. There was an acknowledgement that the programme as it stands is an evident success in terms of the targets it has reached and exceeded. However, opportunities to enhance delivery and build on the knowledge gleaned in Phase 4 were also identified:

- Reflecting on the experiences of LDOs as outlined above, there were suggestions that having more time to work with groups than envisaged in the programme design stage could reap dividend in terms of the scope and scale of groups supported to develop through Generation CashBack.
- Responding to the challenges of delivering small-scale work with limited numbers of eligible young people, partners reflected that allocating specific resources to this aspect of delivery, or building in greater flexibility within the model to make small-scale work feasible, could be a useful feature of the programme in future.

**3.36** Challenges in data collection were acknowledged in Year 1 and this is ongoing. While a greater response would be welcome, we recognise the difficulties inherent in data gathering data at youth work settings. Workers and volunteers reflected on the challenges of securing time for monitoring purposes. The activity detracts from delivery time; and while monitoring forms are engaging and simple, some young people need support to complete the forms, for example if they lack literacy skills and confidence. It also takes workers and volunteers time to explain the

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<sup>15</sup> <https://vimeo.com/305047463/cb362e2dfc>

purpose of monitoring so that young people provide informed consent and are engaged in the task.

- 3.37** Qualitative methods, including visits by the evaluation team, were often described as the preferred form of evidence gathering. These methods have been incorporated wherever possible, for example a creative evaluation station was developed at the Reach national learning event. On balance, the evaluation team suggest that the data returned by youth workers, which relates to 45% of those engaged in the programme, is a success. The sample size also represents a sufficient evidence base for drawing conclusions about engagement and impact.
- 3.38** Partners also observed that Generation CashBack has had a positive impact on their organisations. They described elements of learning linked to the shift from the Phase 3 model, which focused on grant distribution, to the more strategic capacity-building approach taken in Phase 4. These include changes in language and culture, reflecting the current focus on capacity and achievement of outcomes for young people. The development of shared ambitions for youth work, and specific tools and techniques gleaned from partners, were also highlighted.
- 3.39** The three cross-consortium evaluation workshops delivered each year, funded outwith Generation CashBack, are also recognised as a key building block of the effective partnership approach. Partners reflected that they provide structured, regular opportunities to share knowledge and experience.

## 4. Conclusions



*We've got inclusion, empowerment, the ability to offer that, it's very much a relationship thing, allowing young people to have that safe space where they can be themselves, we have young people come in that I watched from when I first met them they were so quiet, and they are now leading activities for others, I've got young people who are very anxious but have come away with us for and whole weekends away, prior to having a panic attacks the night before, but they feel safe with us.*  
[Youth Worker]

### 4.1 Reflecting across the findings in the first two years of Generation CashBack delivery, several elements of legacy have emerged:

- The case studies and other outputs, including a short film about Generation CashBack, are gathering evidence about the power of youth work. This material provides insight into many of the issues affecting young people in deprived communities and the efforts and expertise deployed by youth workers as they support young people to achieve their potential. The case studies promote greater understanding and awareness of the youth work approach and build the profile of specific groups and their activity. These outputs have also supported groups to communicate with stakeholders, including potential funders.
- Generation CashBack has provided more opportunities for youth groups to implement the participatory approaches which are inherent in youth work. For example, Start Up and Grow groups have encouraged young people to shape and engage with the local decisions that affect them. Co-creation approaches to planning, developing funding applications, and consulting about needs and preferences have been adopted.
- A new generation of young leaders is emerging in Scotland's most deprived communities; stemming from those who have taken part in the Lead strand, and those who have had other opportunities to develop as a result of Generation CashBack activity.
- Partners have established monitoring processes that are effective and proportionate in a youth work settings, and introduced creative evaluation tools to maximise engagement.
- Groups have provided a raft of opportunities for young people to thrive in non-formal learning environments; in addition to the qualifications achieved, young people and youth workers frequently reflected on personal development and skills
- Generation CashBack has established a positive reputation and is benefiting from the increased profile and momentum, contributing to the high numbers of participants in Year 2. LDOs have observed rising numbers of word-of-mouth referrals; supporting improved efficiency of the programme, as some of the early 'test the water' hurdles are overcome.
- The programme has created an opportunity for innovative tests of change, including the taster week for Girlguiding, described in Appendix 2. Building on these successes and the evidence gathered during the programme, partners are in a position to seek additional or alternative funding to embed and grow these achievements, above and beyond the resource afforded through Generation CashBack.

## 5. Appendices

### Appendix 1: Results tables

<b>Outcome 1</b>	<b>Target</b>	<b>Achievement</b>
Increased confidence	1223	1515
Able to do new things	1570	1525
Go on to do new things	1180	1525
Stakeholders report increasing confidence in YP	70%	71%

<b>Outcome 2</b>	<b>Target</b>	<b>Achievement</b>
Increased skill, achieving accredited learning	120	1423
Increased skill	1100	1650
Expected to obtain awards and other accreditation	120	679
Complete training opportunities	600	797
Take on leadership roles	76	1155
Stakeholders report skills increasing (Start Up & Grow)	50%	70%
Stakeholders report skills increasing (Lead & Events)	75%	75%

<b>Outcome 3</b>	<b>Target</b>	<b>Achievement</b>
Increased aspirations	1040	1345
Positively change behaviours	1040	1332
Stakeholders report increased aspirations (Start Up & Grow)	50%	94%
Stakeholders report increased aspirations (Lead & Events)	60%	100%

<b>Outcome 4</b>	<b>Target</b>	<b>Achievement</b>
Improved wellbeing	1153	1532
% stakeholders against SHANARRI (Grow)	60%	56%
% stakeholders against SHANARRI (Lead & Events)	70%	75%

<b>Outcome 6</b>	<b>Target</b>	<b>Achievement</b>
Take part in training	187	1114
Take part in learning	187	1351
Achieve positive destinations	67	1351
Volunteer following completion of the programme	67	245

<b>Outcome 7</b>	<b>Target</b>	<b>Achievement</b>
Participate in positive activity	1700	3574
Are new to the activity	1065	1122

<b>Outcome 8: YP are diverted from criminal behaviour or involvement with the criminal justice system</b>	<b>Actual</b>	<b>Target</b>
YP report reduction in their own antisocial/criminal behaviour	20	12
YP improve fitness levels	20	2
YP improve their body fat levels	0	2
YP improve self-worth	20	2
YP improve self-esteem	20	4
YP improve behaviour	20	2
YP improve violence record	0	2

<b>Outcome 9</b>	<b>Target</b>	<b>Achievement</b>
Hours of volunteering	3667	10476
Undertake coaching, mentoring etc	1833	10461
Going on to volunteer in community organisation	67	1279
Number of community focused awards	120	1033
Feel contributions and links with community improved	200	1397

## Appendix 2: Case Studies

The following pages contain eight case studies:

- Girl Guiding: Emma
- Boys Brigade: summer trip to Cumbrae Island
- Boys Brigade: Colin, Captain 208<sup>th</sup> Glasgow
- Turf: Shaking things up at the grass roots
- Digging deep: Turf as a catalyst for change in the local community
- HMP YOI Polmont: young people's reflections
- Reflections from Scouts volunteers
- HMP YOI Polmont: staff reflections

# Emma\*, aged 10, participant in Start-up activity



*“I don’t do much over the summer holidays; it was something to do and sounded really good”*



Emma took part in a flexible Guide unit over the summer in the Bridgeton area of Glasgow. Flexible units are an innovative way to deliver guiding; this unit used Start-up funding and was delivered by Girlguiding Scotland. Emma shared why she loved being part of the flexible unit this summer.

Emma has been a member of a Brownie unit in Bridgeton for two years and while she has loved her time with Brownies, she is now the oldest in the group and ready to move on. She is keen to get to know some older girls and do some of the activities that a Guides unit offers. However, there are currently no spaces in a suitable Guide unit in the local area for her to progress onto. To fill this gap Start-up funding was used to test a 'flexible' Guide unit in the area over the summer in 2018. The unit was led by experienced leaders and younger volunteers as part of their Queen's Guide award.

The flexible Guide unit involved nine girls and ran over five consecutive mornings with one full day adventure to Loch Lomond. Guides is the Girlguiding section for girls aged 10-14 and is part of the biggest movement for girls and young women in the world, and this gave the girls the opportunity to try what Guides has to offer.

The girls did various activities throughout the week like problem-solving, team building, learning how to tie knots, 'litter lotto' which made picking up litter a competition, storytelling, Taekwondo, yoga, puppetry, and a Dragon's Den style activity which involved the girls speaking in front of the group. All activities were taken from Girlguiding's new programme launched this year. About the fun activities Emma said:

*"we learned lots of different skills, like working together as a team, building things and problem solving. I liked everything about it!"*

Emma really enjoyed having the opportunity to make new friends, play games and learn new skills. She also made her Promise, officially welcoming her into Guides. When thinking about what her brand-new section will offer her Emma said:

*"it's much older, and you do activities that are good for your age, I did lots of new activities, we did challenges, we did so many things"*

Emma said she felt more confident at the end of the week and loved the opportunity to have new experiences with the older girls, particularly talking in front of a group. She will soon be putting those new skills into practice again as she makes the big jump up to secondary school.

*"I got new skills out of [Guides] and I enjoyed it, we're having a Christmas extravaganza soon and I'm going to talk at that"*

Emma is really excited about the plans to start a new monthly flexible Guide unit in Bridgeton from the end of November. There are limited opportunities for Emma to get involved with out-of-school activities, so the new flexible unit will offer her a chance to do something instead of Brownies.



\*A pseudonym has been used for anonymity



A regular Friday meeting



The boys at camp

The Generation CashBack programme funds new and broader opportunities for groups and units in Scotland's most deprived communities. With CashBack support, the Boys' Brigade ran a summer camp on Cumbrae Island. The boys spent a weekend camping in a remote, beautiful place and took part in a range of outdoors activities. In this case study interview two young men reflect on their experiences at Cumbrae Camp. They describe the peer support which helped them to overcome social barriers linked to living with ADHD and Autism.

*"I learned how to work with everybody; I learned how to adapt. I learned that everyone here is actually very encouraging and nicer than you think. We were all having a great time. I learned that I can trust them and I can actually go with them places and not feel like I had to go to sleep last."*



## Robert and Callum's experiences\*, in their own words:

**Callum:** 'When I heard about the camp my first thought was "nightmare!". Because he said we'd be sleeping in a tent. It was my first-time camping. I've got ADHD so I get really hyper sometimes. Usually at night I stay up for hours.'

**Robert:** 'He obviously felt a bit anxious at first and he struggles a bit. I understood, I have autism too but I'd been to camp before so I knew it would be ok. I said to him "we'll be fine, just be calm and just don't think of it". My first time I was kind of scared and I was, like, I don't know if I should go or not. Then everyone here encouraged me, saying it's amazing.'

**Callum:** 'When I went it felt like they were all my brothers and I was just in a room with people I knew; I could actually talk to. I felt more comfortable and was so busy it made me feel less anxious, because I usually think about all the bad things that might happen before thinking about fun things. I always think it's gonna go bad. But when I was there they were all coaching me, telling me don't worry nothing's going to happen, it's fine, it's just a regular camp, and we're gonna have fun. It was actually really useful and it helped me get through the camp.'

**Robert:** 'I think I got really used to a bit more confidence. I've learnt a lot of things from camp, like talking to other people. I've felt like more active cos PE and me, I hate it, I don't like it. But being there helped me a bit. Getting involved in the activities and that. It's basically getting involved all day instead of not doing anything.'

**Callum:** 'It's the first time I went without my phone for quite a long time. When I came home I just spent time with my wee brother, with my family instead of going on my phone.'

Pseudonyms have been used for anonymity\*



The Boys Brigade

If there were a couple of words that you could use to describe camp what would they be?

*'Amazing'*

*'Unforgettable'*

*'Thrilling, basically'*

*'We didn't have a bath for three days.'*

## Boys' Brigade: Colin, Captain 208<sup>th</sup> Glasgow

Activity funded by Generation Cashback has wider impacts above and beyond direct benefits for young people. In this case study Captain Colin Harkins, leader of the 208<sup>th</sup> Glasgow Company in Pollok, reflects on positive ripple effects of the annual summer camp to Cumbrae Island. He sees it as an opportunity to build relationships with families and develop cross-community connections.



## Working with families

Organising a trip gives us a chance to speak to the families. And through that we find out so much more about their home life and any issues their parents or carers might be concerned that the boys will struggle with. We can support the boys with any challenges at camp and through the rest of the year.

## Cross-community connections

Camp gives them a chance to bond as part of another group, and make friends with young people from other Companies across Scotland. There isn't much unstructured time at our Friday night meetings – camp gives us that time. I saw friendships develop from the moment we set off in the minibus, and that first night in a tent can be challenging but massively rewarding in getting to know others. New friendships with positive role models can be really important for boys who may be socially excluded... or with boys who for whatever reason don't do well in school.

## Increasing the appeal of out-of-school activities

The camp helps for a couple of reasons. It might be the only summer break some of these young people get. It also could be the thing that makes them want back after the holidays, because we have a long break where we don't see the boys during the summer... you worry they might drift away. However the trip has an appeal and it's another reason to stay involved, they're excited about it.

## The value of informal learning opportunities

Being based in Pollok, the Southside of Glasgow, you may get boys who might not do particularly well at school but come into Boys' Brigade and they excel. They can do fun, practical stuff that they're good at; camp is full of that, activities and challenges all day long. It's also an opportunity for the leaders to show a more informal side.

## Opportunities to be independent

For one boy in particular, the fact that he was able to get away with his peers and the company made all the difference. It brought him out his shell so to speak. He still talks about camp and it's certainly helped him being part of another group. On this recent trip he thrived. If there was anything to be done he'd put himself forward. You've never seen a boy look so happy and elated. He earned new badges and when I awarded them he brought out a badge that he'd got 5-6 years earlier... he'd kept those in his bag all that time until he got his new badges in Company Section. That nearly had me in tears.

“ It gives us a deeper insight into the challenges that some boys might be facing and a chance to build a relationship with families too. ”



# Case Study: Turf

Shaking things up at the grass roots



**Turf is a community-based youth project that works with young people from Pollok and the surrounding areas in Glasgow. Over the last 2 years Youth Scotland has supported Turf through its Generation CashBack project, ensuring they have had tailored information, training and resources to establish and grow the group. This support has enabled the project to develop activities which engage greater numbers of young people from a broader range of ages.**

**Jamie and Jacob\* shared their experiences with Turf for this case study. They described the impact of positive role models, feelings of empowerment, improved well-being, greater confidence, and reflected on the importance of Turf for young people in**

*'Turf is opening a new place for youth work soon, we were talking about how to design it and what should be in it and what funding we'll need for it, and how to contact people and write letters. When I'm older my dream is to open my own business, and seeing how Stacey and Josh [Turf's founders] did all this has helped me visualise that.'* Jamie



## **Gaining responsibility and confidence**

**Both Jamie and Jacob were asked for their help to plan and deliver activities for younger children and now have young leader roles ....**

'I remember when they first asked me, I thought this isn't going to work, I'm not good with kids! But I enjoyed it and I've been getting better at it. The week before last, we planned a game to do. Being a young leader has meant I have like more confidence, and I feel more capable.' Jamie

'I was surprised at first, maybe a bit scared of taking charge at first!' Jacob

'I'm able to do more things and feel more confident in what I do.' Jacob

'The other people who help out, they made me feel very comfortable. I just think it's great because you can meet new people and do different activities, and then as a leader you get to help out the kids and really make a difference.' Jamie

## **Improved well-being**

**Both identified a range of ways that Turf nurtures and supports young people.**

*'It's a nurturing place, because we see all these different role models, like Josh and Stacey, it's good for us and the kids to see how they work.'* Jacob

\*Pseudonyms have been used for anonymity

'I'm not sure about what's going on at home for some of the young people here, but no matter what is going on they know they can come here, and they can get away from it.' Jamie

'Turf is a safe place you can go to and just enjoy yourself really.' Jacob

'... in school I didn't really have many people. Before Turf I was spending quite a lot of time just on my own, or on my phone. Nobody wanted to be associated with me. Coming here it got me more outgoing and got me to talk to people and now I'm doing better with my mental health.' Jamie

'You can come here and just feel safe physically and mentally as well, it's a safe environment. For the young ones too, they know that they're safe here, they just know that they can trust us and that they're safe.' Jacob

## **Positive role models**

**Turf plays an important role in the community and its founders have inspired others.**

'I think it's a great for the community, because parents bring their kids here.' Jamie

(Describing Jacob) 'He used to be a wee shy little lad, and now he's very loud!' Jamie



## Digging deep: Turf as a catalyst for change in the local community

Turf is a community youth project based in the Pollok area of Greater Glasgow. Supported by Youth Scotland’s Generation CashBack project which has provided training and resources, it has grown exponentially to become a space that attracts up to 100 young people over two sessions per week.

In this case study Turf’s founders, an elected local representative and two youth workers reflect on the project’s impact on themselves and the wider community.

Those involved with Turf described its importance as a catalyst for change in the local community. They noted its role in addressing and identifying gaps in services and support, informing and influencing decisions, supporting the creation of a youth forum and bringing about regeneration of derelict spaces. The inclusive approach taken by the founders has brought about opportunities for local people to be part of a change-making community project. There has also been a reduction in anti-social behaviour in the area due the creation of a space where young people feel included, supported and safe.



# Josh and Stacey, Turf Founders

*'We've got young people now who are openly talking about issues that affect them like sexual exploitation, drug and alcohol awareness, talking about friends who are drinking, mental health is a big issue in Pollok, so I think there's massive impacts in Pollok.'* Josh



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Josh and Stacey founded Turf because they realised that Pollok lacked grassroots youth work services. Through their connection to the community and their passion for youth work, Turf has become a place for young people to feel supported and safe.



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Generation CashBack provided support when Turf was starting up through the help of a Local Development officer. Here, Stacey discusses how continued support and resources have helped Turf to grow.

**Josh:** Lots of people now ask us what does Turf stand for? It's giving young people their own Turf in their community. It's about a grassroots project that takes young people from where they are at and it's a journey. It grows.

Pollok is an area that there wasn't really youth work services. It was all removed years ago. Now if you were to ask young people have you heard of Turf, they would know what it is, they might not attend but they know it's there, see for me that's an impact because they know we exist.

We've got inclusion, empowerment, the ability to offer that, it's very much a relationship thing, allowing young people to have that safe space where they can be themselves, we have young people come in that I watched from when I first met them they were so quiet, and they are now leading activities for others, I've got young people who are very anxious but have come away with us for and whole weekends away, prior to having a panic attacks the night before, but they feel safe with us.

**Stacey:** A lot of these things are grass roots, you need to start from the bottom, you can't just expect because you went to Uni and you've got a qualification that you know, it's different when you're building something, there's a lot more involved than you actually think; finding somewhere, things like storing resources, GDPR, all the paperwork in the background, networking, then opening the doors and hoping people come.

I feel I could pick up the phone to anybody in Youth Scotland, phone up the office, and if they knew the answer they'd tell me or point me in the right direction or do what they need to do because they have been amazing.

For example, when we were applying for charity status we contacted Paul (Local Development Officer) to see about a lawyer, one that deals with charities and he immediately helped us out.

# Councillor Elaine McSporran, Elected Representative for Cardonald

*'We want to try and keep kids off the street and a lot of the things that happen in anti-social behaviour is due to the fact that the young people are bored, they have nowhere to go, and they start to think "well what shall we get up to?" Turf's ideas they've got going forward are amazing, and they make a huge difference to the area. Turf work close to the police as well, it's working because the reports that we're getting back from the police is that there's a massive difference in that area.'*

**Councillor Elaine McSporran discusses plans to develop a youth forum, to get young people and the community to work together to improve the services and opportunities available for young people.**

Turf made us think actually what else do we have in the area, because one of the most important things is that we've got so much poverty so that a lot of kids don't get to do things because it costs too much and they miss out.

We need to make a forum hopefully from Turf and other groups, services, residents, businesses, everything in the community because what Turf are offering is fantastic and nobody else is offering what they've got, but there might be benefits from talking to them. So, I would say that Turf was probably a starting point in us thinking about doing that.



**Elected representatives and local police are also working together to support Turf in acquiring a new space, creating somewhere safe and fun for the local young people.**

Our role as Councillors is to make sure things in the area get refurbished, because it's a bit run down and again because the shops and things like that were derelict in that space, then that street can't move forward. With support from the local police, we approached these properties with Turf. They are massive spaces, so rather than leaving them lying there attracting vandalism and all sorts then let's do something, let these groups get in, let Turf continue to make an impact on the area.

## **Providing an essential space for young people**

Some young people think "ah there's nothing for us", but Turf has changed that, they've got the kids asking questions, what are you doing here, what are you offering... The parents now think "I've got somewhere for my child to go", I think overall the job that they're doing so far has been amazing.



# Alexa and Shona, youth workers

Turf has provided an opportunity for local people to learn new skills, develop confidence and get involved in the community. Alexa (volunteer) and Shona (sessional worker), discuss the impact Turf has had on their lives.



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Alexa discovered Turf when she was looking to give something back to her local community, having recently moved to Pollok, she wanted to get to know the people in her area.



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Shona says her confidence has increased through her work with Turf, which has made her think about gaining new qualifications to expand her skills in youth work.

**Alexa:** I wanted something that was volunteering in the community but also just to meet people in the community, I was looking for different opportunities and this one sounded really interesting, so I came and spoke to Stacey and Josh, and they invited me along. I got to meet other volunteers that worked here and it just seemed like a really nice group of people, so I'm getting involved in the local community.

On a Monday and Wednesday I stand up in work and say I'm going to Turf because that's something I'm committed to, something I enjoy and spending my free time doing, also I've realised that the things that's actually kind of my hobby is more the thing I'd like to turn into my full-time career or passion.

**Shona:** From watching what Josh and Stacey are doing in here we're all reaping the benefits of what they're teaching us. The children will benefit from what they're teaching us as well... I feel that the kids engage better with me now because I've got more confidence too.

The whole experience, just Turf as a whole, is where I look to be, if I was offered full-time hours in here I would jump at the chance, I would jump at the chance to go to college and gain more qualifications to better myself for the kids who come through the doors as well.

If I wasn't here I'd be watching EastEnders, honestly, I wouldn't be out, I'd be in, playing games on my phone, watching the telly, walking the dog, so this is a purpose for me, coming out the house as well, or engaging in adult conversation, I've got three teenagers in the house as well, so this is adult conversation for me.

Both Alexa and Shona are currently undertaking Youth Scotland's Get Ready for Youth Work training course. This course has been offered to support Generation CashBack groups in their development of staff and volunteers.





# Case Study: HMP YOI Polmont

Youth Scotland's leadership initiative for young men serving time in HMP YOI Polmont is an important element of the Generation CashBack Lead programme.<sup>1</sup> By providing opportunities to develop skills, confidence and experience, the programme aims to improve young people's life chances on release, increase their ability to secure employment and reduce the likelihood of re-offending. Lead revolves around HMP YOI Polmont's gym, where peer mentors gain formal SCQF qualifications and achieve Sports Leadership Awards while supporting others to improve their health and wellbeing. In this anonymised case study, Pascale and Bernard<sup>2</sup> highlighted the important reach of activity delivered through a gym within HMP YOI Polmont, noting "the gym is a massive part of life in here". They described the

personal impact of involvement in Lead activity and identified many benefits for themselves and those they have supported through mentoring. Based on excerpts from a conversation with the two young men, this case study explains why the programme is achieving change.

## Why leadership training can be so influential in prison settings

"In here you either sink or swim. A lot of the boys have been in the system before they end up here and all they've known is to act out, or use violence because they don't know how to work with their emotions – whereas there are opportunities here to address that behaviour and to look at how to change... Sports Leadership includes knowing the difference between [being] assertive and aggressive, learning how to look at somebody and see how they might be feeling... after being on the peer mentor course you sort of understand it better – you look at it differently than you would normally"

[Pascale]. "You need to remember the environment we're in as well – people kinda prey on weakness a wee bit – so you need to have a strong character so they'll listen... if you're a bit more outgoing, a bit more confident, they're like 'this guy knows what he's doing, he knows what he's talking about so I'll listen to him'" [Bernard].

## A sense of pride in helping others

"The way I looked at it was a challenge, I liked the boy – but the way he felt about his weight [was affecting him]... we started with diet, circuits, rowing, work on the bike – he was really good and within a week he lost a stone. I saw the fitness levels change in him so I started some progression with light weights... he started to look like he had on the outside and it helped him gain his confidence, the way he'd act in the hall... everything was different about him, the staff noticed it, you could tell he was a different person. After [that] a few other boys came to me for help too" [Pascale].



## Different aspects of leadership

"I've had to mould my way to each person – help them lose weight, make a workout plan, help with strength building – it widened how much I was able to learn because everybody is different – I learned how to motivate and change my teaching style – it was an eye opener to me. Reading how each person needed taught – some people need the lash and hard tough love, others need more motivational support" [Pascale].

## Responding to individual needs

"Basically a guy came in with [a disability] that came with a lot of mental health issues and physical stuff because he couldnae dae as much as he used to be able to, so basically he was sitting in his gaff too much and his muscles were deteriorating... so I volunteered to help. I would try and get him using machines and weights, to help him build his confidence up and show him that he could still do stuff despite his disability. You had to be mindful of things like [accessibility issues]. By the end he was doing quite an extensive workout... targeted exercises to build up strength in his legs because he'd spent so much time in his bed – and you started to notice, you seen him get more confident, start talking to more people. It was eye opening – because you don't think about [accessibility] – you don't spend a lot of time thinking about the restrictions some people face in their lives until you're actually confronted with it – it was different and challenging and I enjoyed it" [Bernard].

## Confidence that Lead funded activity would help their futures

"I want to go into health and fitness jobs and now I've done staff classes, worked with lots of boys – so that helps build your confidence to work with people – I have all these qualifications but I also know how to put them into practice – I know how to train people and I'm confident I can do that on the outside" [Bernard]. "Our Sports Leadership Course covered a wide range of ages so we've also done groups with children – so if you wanted to go down a different route, say be a youth worker – you have a lot more experience" [Pascale].

## Changes to self-esteem and self-worth

"Before I came here I didn't have any qualifications, because I was a wee s\*\*\* when I was younger, I didn't go to school, it wasn't that I was stupid I just didn't spend time to get qualifications. Coming here you get a reality check and think – I'm definitely not going to get a job if I don't have any qualifications, and now I have them, and I know I can do these things – I know my place is quite high in society if I follow this path when I leave prison. I know I can do pretty much anything I put my mind to" [Bernard]. "[Before prison] when I looked inside I didn't feel good about myself. Whereas now I feel good about myself and I've gained qualifications – I'll never be looked at the way I was before, because I've been in prison – but I'll try and regain what I lost through work and education... I may not look as good as I did before prison, but I'm on my way to getting that back as well as now having more confidence" [Pascale].

## Applying new knowledge

"You get a better understanding of what it is you're actually doing – whereas before you'd maybe just think, 'I'll lift some weights', now you're thinking about primary and secondary muscle groups, thinking about gaining mass vs toning muscles, body changes, bone density, differences between men and women" [Pascale]. "If you just go to the gym it's easy to copy another person – but this helps you to understand and apply that understanding to your own needs" [Bernard].

## Next steps

Generation CashBack is a three-year programme. This case study was produced in the first quarter of Year 2. In years 2 and 3, Lead will continue to provide access to Leadership Courses, formal qualifications, personal development training, peer mentor opportunities and events organisation. Young people will also be offered the opportunity to build on Year 1 qualifications e.g. those who have achieved a Sports Leaders Level 4 certificate will progress to level 5. This year there is also an intention to introduce the Level 2 Gym Instructor Qualification (SCQF L5) within HMP YO1 Polmont.

1 It links to Outcome 8: Young people are diverted from criminal behaviour or involvement in the Criminal Justice system.

2 Not their real names.





## Case Study: Reflections from Scouts Volunteers

The Isle of Bute is home to a new Scout Group as a result of the Start-Up strand of Generation CashBack. Only a year old, the Group comprises Beavers, Cubs, and Scouts. A group of dedicated volunteers - parents of some of the young people attending - are supporting the development of the Scout Group.

Group Scout Leader (GSL) Richard, along with volunteers Zoe and Andrew, travelled from Bute to ScoutFest at Fordell Firs to learn new skills and meet other adult members of Scotland's Scouting community. Here they describe the personal impact of volunteering for Scouts and their hopes for the future of their Group as an integral part of their island community.

*“Zoe: There’s nothing else on the Isle of Bute that offers the kids the kinds of skills that Scouts offers.”*

*Andrew: I volunteer to make it happen and it’s great fun.*

*Richard: We’ve implemented a parent rota and that is creating inroads for us to do more. It’s also allowing the community to know what we do.”*

Addressing unmet community needs

Richard: There has not been a Scout Group on the island for around about 10 years, and there’s not a huge amount of other stuff for kids to do. It’s hard to find work on the Island as well because it’s such a small place. Scouts gives young people either in school or ready for leaving school the opportunity to gain experience. It’s a stepping stone towards employment, and it gives people the opportunity to have fun. We’re realising how much benefit we’re bringing to the community and to ourselves.



*“Andrew: It’s great to be physically challenged again. That’s something that doesn’t happen very often in your life, and I think it should happen more.”*

### **New qualifications**

Zoe: We were struggling for volunteer leaders and assistants and I said I’ll come and I’ll give it a go. And after my first week I said, put me down for my four-week challenge and I’ll just stick at it and now I’m Cub leader. I’m now going on to do my HNC in Playwork along with doing the volunteering with Cubs. I’m doing that because of how much I’ve enjoyed being a Cub leader. It’s given me that drive to go on and pursue something that I wanted to do when I left school but never had the chance. It’s shone that light on, yeah, I’m good at this, let’s do it. It’s given me the opportunity to push myself outside of Scouts.

### **Tranferring youth work skills to different settings**

Andrew: I’m a teacher so I’m very experienced with working with young people but when you work with young people at Scouts it’s an entirely different experience because the things you’re doing are not sit down and controlled. It’s really pushing you out of your comfort zone in terms of the kind of activities that you do with young people, how much you can challenge them and that they’ll rise to challenges that you might be afraid of doing in other contexts.

They show you what they’re capable of and that’s an incredibly rewarding experience.

When I see what Scouts can do with young people, I think we need to translate some of that back into the schools. It’s an interest I’ve got professionally in terms of teamwork and cooperative learning and I’ve learnt that in the school previously but in terms of getting kids to be active and outside and doing these kinds of problem-solving tasks, I think there’s a huge scope in a school to do that kind of thing.

### **Presentation and management skills**

Richard: My presentation skills have rocketed because before becoming GSL I didn’t present to anyone. I’m also getting a lot more management skills. I’m dealing with people a lot more and I’m having to manage up as well as manage down. It’s not just a case of me being a GSL and talking to leaders. There’s a lot of other things that need to happen, like getting fundraising going, getting things in place so that we can continue to keep the management going, keep the Scout Hall going.

### **Meeting additional support needs**

Richard: We try to create an environment of inclusion and diversity. We have attended training in child protection and we try to be aware of medical conditions so that we’re able to support young people safely within the group and we do everything possible to ensure the participation of young people with additional needs. We’re creating an environment which all our young people enjoy.

### **Plans for the future**

A challenge facing the Scout Group is expanding its volunteer base, especially to young people for whom it offers a particular opportunity to develop their CV and gain skills for life.

The Group is starting to gain traction as a recognised part of the community through participation in events like the Bute Games and the Bute Gala, and liason with Beachwatch Bute to organise a sponsored beach clean.

There is also an intention to start working with the community forest. At present, Bute’s forest is under-utilised; the Group hopes to revitalise it as a community resource.





## Case Study: Lead in HMP YOI Polmont, staff reflections

The Sports and Dance Leadership programmes delivered by Youth Scotland in HMP YOI Polmont provide opportunities for young people to develop their skills, confidence and experience, thereby increasing their ability to secure employment and reduce the likelihood of re-offending. Activity to divert young people from criminal behavior and improve their life chances is an important aspect of the Generation CashBack programme.<sup>1</sup>

A previous case study highlighted the impact of the Sports Leadership award on two young men at HMP YOI Polmont; this example explores the wider impacts of this programme, including organisational learning, adding value to existing resources and staff development. It is based on anonymous interviews with staff from HMP YOI Polmont (SPS) and Youth Scotland (YS).

*“It allows us to look at a youth work approach rather than a prison approach” (SPS)*

### The partnership

Historically we have a relationship with the Scottish Prison Service dating back to previous work in Corton Vale with young female offenders... when it closed for refurbishment a huge proportion of the female population was rehoused over in HMPYOI so a lot of the staff members we had worked with in Corton Vale also went there too. That gave Youth Scotland the opportunity to work with a wider group of young offenders, both male and female. (YS)

Our work in HMP YOI remains a partnership in a front-line sense between the youth development staff and the physical education instructors (PEIs). PEIs generate interest – they’re in there every day, we’re not, so they’re able to say what’s coming up, tell people the benefits of getting involved... we rely on the instructors to make sure that what is being offered through the CashBack Lead work

is attractive, that young people understand the qualifications attached to it and have the availability to take part. (YS)

The Lead resource has had a massive impact on what we’re trying to do. We’ve used the budget to involve young people in other sports such as boxing, dance, we’ve had yoga... we did a week with Stenhouse Muir football, a week with Sparta Boxing, we’ve had yoga instructors and dance instructors up which again would just have been impossible for us previously. It provides access to different sports that they can continue to access to in the community. It helps get them interested in their physical health. The budget to buy T-shirts, water bottles and stuff like that, prisoners love them and it gives us a reason to set them physical challenges. (SPS)

Youth Scotland decide what we’re going to do with young people, when we’re going to do it, what level of support is coming in, staffing levels, and particular targets in terms of age or gender to meet.



*“The SPS vision is to have [young people] take ownership, then take responsibility to make their own decisions, learning from their mistakes, reflect on their behaviour.”*

Sometimes it's administrative support where we're registering courses and booking things, and providing publicity and marketing materials. Other times we're providing resources for freelancers and all the things needed for qualifications such as workbooks, logbooks and that kind of thing. (YS)

*“Youth Scotland's input is really us putting the programme together.”*  
(YS)

### **Effective ways of working with young people in prison settings**

Before what I would have done is to say “right this week we're running volleyball, or circuits”, it would be my choice. But now I'll put the ethos on the prisoners to then say right, what do you want to do? We're giving them control, finding out their interests, running focus groups and looking at what they actually want, as opposed to me telling them what they are doing. (SPS)

Some never went to school but with Lead they are doing a college course. Doing that while in custody is time used constructively, and if we never had the support from Youth Scotland, Barnardo's, Duke of Edinburgh, a lot of the outside agencies, you wouldn't have these opportunities. (SPS)

With the ethos of giving them responsibility, young people are trained up to provide induction with us. If the induction came from a young person on the same level, using the same sort of terminology and language. It's a bit more informal and it puts the young people at ease. That makes a difference – young people obviously want to come back to the gym. It's great having that support and link,

it's a great resource for us. That's the biggest thing I would say. (SPS)

*“It's an easier and definitely more rewarding way of working with young people.”* (SPS)

Physical activity & well-being activities form an important part of the regime within Polmont and provides high quality purposeful activities and meaningful positive engagement with the young people in our care. The PEIs provide a valuable contribution as role models and enablers to the overall wellbeing of the young people temporarily in our care. The partnership has been a great opportunity to enhance existing skills and unlock potential for those engaged in the programme and hopefully those leaving our care become good future citizens. (SPS)

Once you're increasing their physical activity you are increasing their mental wellbeing, which is then making our guys healthier, more likely to engage with other partnership workers, more motivated, more likely to keep house, more likely to get a family contact, so the benefits are actually massive to organisations in terms of what we're trying to achieve. (SPS)

### **The Year of Young People**

From a staff point of view, in this environment, there's limited choice for what the young people can do. Everything's controlled by somebody else, but the opportunity for them to take responsibility, take ownership, accountability, make their own decisions, ties in with Year of Young People. (SPS)

### **Added value**

It's kick-started a lot of initiatives. You're actually starting to get a balance between guys who just want to come down to the gym and train ... and those who want to learn, too. Management are starting to think about the value of that chance for recognition, the opportunity to gain accreditation. (SPS)

A lot of the work that goes on, the majority of it happens when [Youth Scotland] is not here because [we're] not a full-time member of staff in this prison. It's the officers that do the work, the PEIs that are doing the work alongside the peer mentors, the passmen, the general population of young people that use the gym facility. (YS)

Hopefully the young role models influence how other folk behave, “I want to be like them, I want to behave like them, look what they've done, look what they've achieved”. ... In other areas, staff have not got the same time to spend, and it would make such a difference if they had. (SPS)

It's becoming embedded...if we never had that input to begin with it would have been status quo. The guys wouldn't have had the opportunity. And then they're looking for the next level, they don't just want level one, they want level two. (SPS)

*“With young folk you've got the opportunity here to try and mould. You've still got a wee chance when they go back into the community.”* (SPS)

## Changing the culture among young people in HMP YOI Polmont

It even [affects] the culture of the jail. When guys see a female prisoner walking through the hall, [instead of] shouting... they're actually starting to speak to them because they know them from the Dance Leadership Award. It helps the environment. ... it did break down a lot of the barriers. (SPS)

### Tailored opportunities for accreditation

We also encounter... quite noticeable difficulties with literacy, due to chaotic backgrounds and low level of attendance and attainment at formal education at school. The targets might look low for what we're doing but when you think about how many people coming out of prison have these additional skills and additional qualifications now, and the range of barriers they face to achieving qualifications, it does make it worthwhile. (YS)

*"Qualifications are not necessarily designed for people with a range of barriers". (SPS)*

### Staff development

It's making my job more interesting because previously the gym has been bums in seats, getting the boys into the gym, letting them train hard, and you recorded activity hours, but it wasn't constructive activity hours. You were in there, you were supervising, you weren't really coaching, you weren't teaching, you weren't delivering any recognised qualification. It's helped kick-start us as well, like thinking, let's look at some SVQ work, so now we're looking at starting to get the assessors to deliver SVQs in the gym, again to complement what we already offer. (SPS)

*"It's trying to upskill our role. There might come a time when we're asked, what does your gym deliver? ... It's providing weight, evidence for the value of the work we do..." (SPS)*

Sometimes you feel as if you're sort of giving away your responsibility. And that's a big thing in the prison... staff, need to be in control. When you're giving a young person ownership and responsibility and choices to make decisions, [it can feel] uncomfortable. But

that's what young people need, because they're going to be going back out. They have to make their own decisions, make their own mistakes, learn from them. ... To have a different approach with different individuals. (SPS)

With Dance Leaders – we never had females before so that, even to me that was a brand-new initiative. It's giving staff additional experience on their CVs, working with females. It's enhanced the regime, there's been a gap there in provision that's been identified, that's been targeted. (SPS)

### Next steps

Generation CashBack is a three-year programme. This case study was produced in the first quarter of Year 2. In years 2 and 3, Lead will continue to provide access to Leadership Courses, formal qualifications, personal development training, peer mentor opportunities and events organisation. Young people will also be offered the opportunity to build on Year 1 qualifications e.g. those who have achieved a Sports Leaders Level 4 certificate will progress to level 5. This year there is also an intention to introduce the Level 2 Gym Instructor Qualification (SCQF L5) within HMP YOI Polmont.

1 It links to Outcome 8, young people are diverted from criminal behaviour or involvement in the Criminal Justice system.

*"Lead means we have an opportunity to give that wee bit more, give that bit extra, make it a bit more resource-heavy, to put two workers in instead of one". (YS)*

