



Generation Cashback Evaluation Report: Year 1

Funded by:



Evaluation for:



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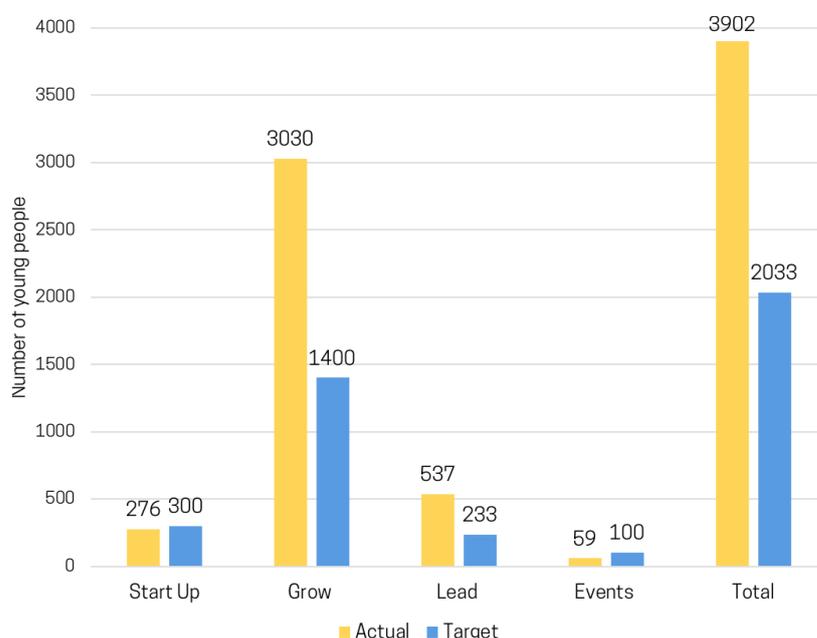
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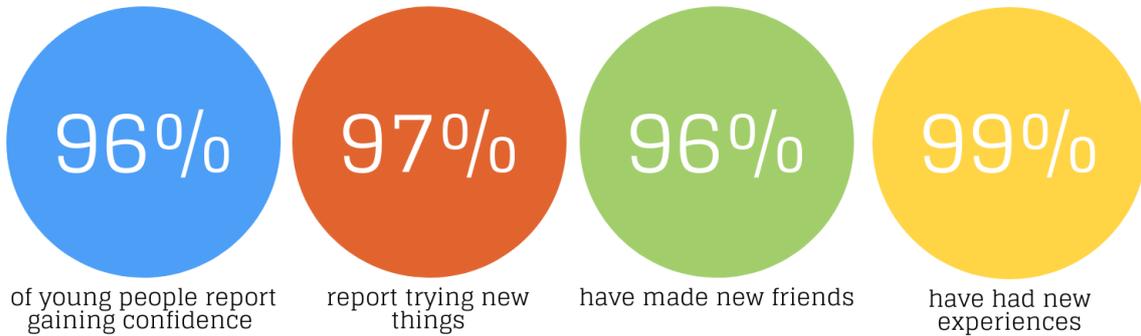
Executive Summary

- i. The CashBack for Communities Programme takes monies recovered through the Proceeds of Crime Act 2002 and invests them into community programmes, facilities and activities largely for young people. The CashBack programme has evolved over a decade and is now in Phase 4.
- ii. Phase 4 of the CashBack Programme runs from 1 April 2017 to 31 March 2020 and is designed to support the Scottish Government's aim to tackle inequalities by having a greater focus on young people from areas of deprivation and other disadvantaged young people. It differs from previous phases in its much more targeted focus on disadvantaged communities and young people.
- iii. Generation CashBack has been funded as part of Phase 4 of the CashBack programme. It is being delivered by a partnership consortium of four of the largest volunteer-led youth work organisations in Scotland, comprising of: Scouts Scotland, Girlguiding Scotland, Boys' Brigade Scotland, and Youth Scotland. It centres around four strands of project delivery tasked with growing membership in disadvantaged communities. The four strands are: developing new self-sustaining groups (Start Up), supporting existing groups (Grow), providing leadership and training capacity (Lead), and developing events to celebrate success and share learning specific to Generation CashBack (Events).
- iv. Each organisation within the consortium employs one or more Local Development Officers (LDOs) to provide local level support to groups across all four strands. Each organisation has taken a slightly different approach to delivery, however all LDOs work closely with staff and volunteers.
- v. Following a relatively slow start to delivery in Quarters 1 and 2 of Year 1, the consortium experienced a significant increase in momentum and delivery across Quarter 3 and particularly in Quarter 4. The Start Up strand has achieved 92% of its target, a figure which is expected to rise in Year 2 having done the initial groundwork and exploratory research for existing and potential provision in new areas throughout Year 1. In the Grow and Lead strands the consortium has significantly over-delivered, demonstrating that there is demand for targeted work in the respective memberships. The Reach Event (Events strand) achieved 59% of its target but was affected by the fact that most of the delivery in the other strands was in Q4, it is expected to reach its target in Year 2. The graph shows the consortium's achievements verses its annual targets and highlights that the consortium almost doubled its total annual target for engaging with young people in Year 1.

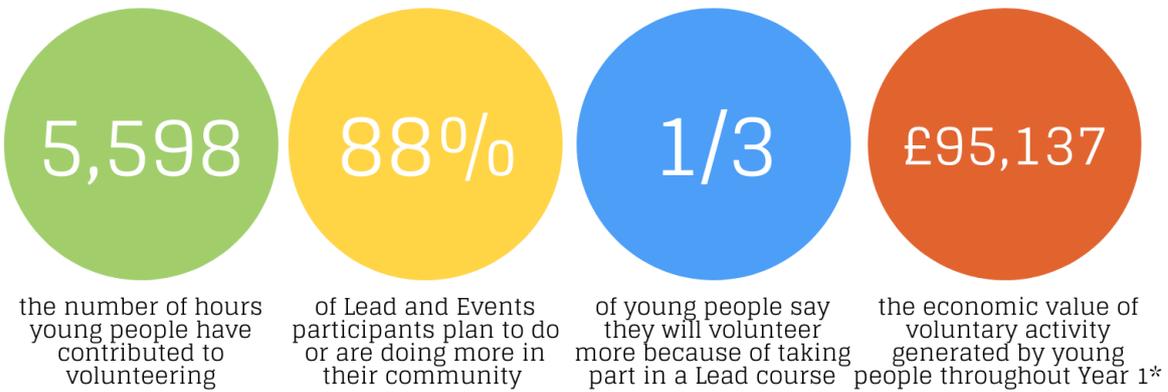


Generation CashBack Impact

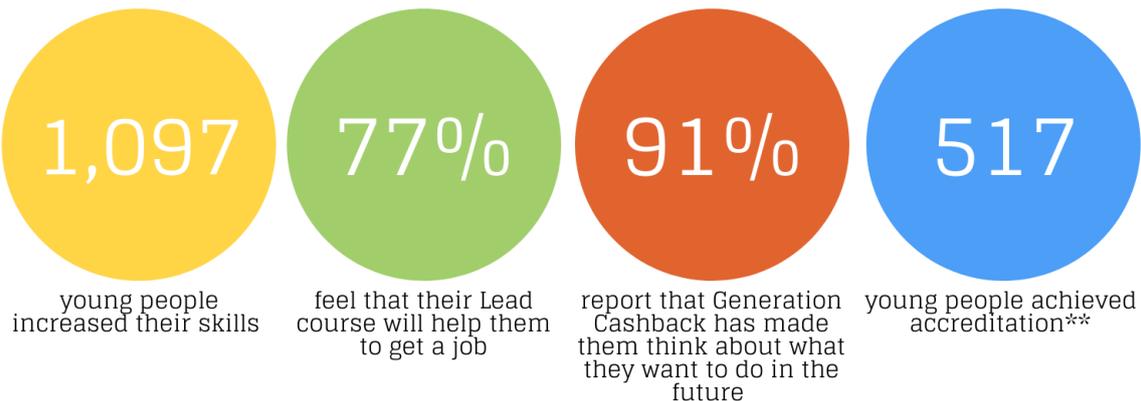
vi. The qualitative and quantitative data available shows Generation CashBack has had a positive impact on all eight outcomes; the following infographic highlights some of its main achievements.



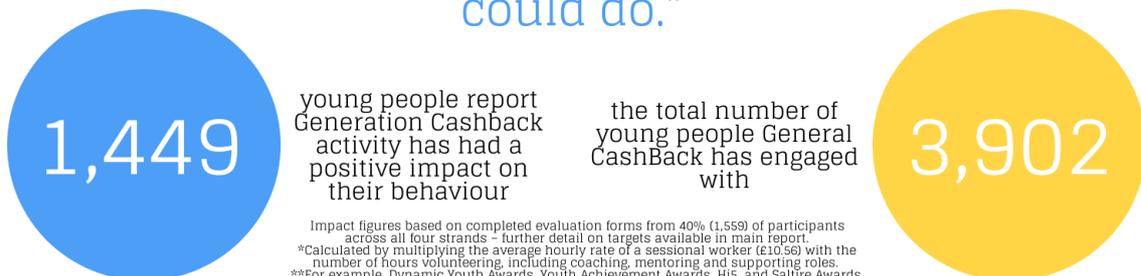
"It's taught me a lot of things I can take back and use with my own Cubs, even with people my own age."



"I'm more confident with loads of stuff now."



"I learnt I can do different things that I never thought I could do."



Impact figures based on completed evaluation forms from 40% (1,559) of participants across all four strands - further detail on targets available in main report.
*Calculated by multiplying the average hourly rate of a seasonal 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.

vii. Young people and stakeholders (managers, LDOs, group staff, and volunteers) were able to cite a wide range of positive impacts on young people. A snapshot of their feedback is provided below. Further detail can be found in the main body of the evaluation report.

viii. Positive impact as a result of their involvement includes:

- The opportunity to try new things, make new friendships and build confidence in themselves.
- The development of a wide range of skills (such as communication and life skills more broadly, but more specifically skills such as using new tools and equipment, literacy and arithmetic, and achieving recognised accredited and non-accredited awards).
- The opportunity to try new things and work with other young people and with staff from different communities; thus building relationships and mixing with different groups of people and making strong connections with adult role models.

ix. Consortium staff (managers and LDOs) discussed their experience of Year 1 of Phase 4. The main points from their feedback are provided below. Further detail can be found in the main body of the evaluation report.

- The LDOs, volunteers and staff all recognised how the groups have benefited from the often-bespoke and proactive support provided by the LDOs. They noted that the one-to-one support, ideas, materials (such as poster and leaflet templates), and guidance about funding provided was invaluable and has enabled the groups to start up quicker and grow more efficiently, and to reach more young people than they would have been able to without that support.
- While the funding's eligibility criteria are strict, stakeholders highlighted several, sometimes unexpected, benefits to this approach. For example, it has encouraged them and the groups they are working with to think about new ways of working, it has pushed them outside their comfort zone, has encouraged them to think more about specific communities, 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.
- While the benefits outlined above have been welcomed, stakeholders also mentioned several challenges relating to the current delivery model. The main challenges highlighted were: adapting to the new way of working and the changes since Phase 3; issues relating to the restrictive nature of the eligibility criteria feeling counter-intuitive to how the organisations would traditionally deliver services (organisations traditionally have an universal offer rather than targeted approach), the restrictions sometimes stifling creativity and longer-term (over 1 year) work; and how far impact can be directly attributed to the funded activity.
- While Phase 4 has brought with it a new way of working for the consortium (compared to their Phase 3 programme) and they have come across some challenges, the relationships and collaborative approach has been strong enough to withstand them. Regular consortium meetings and workshops have continued the success of the Phase 3 partnership working, and the benefits of shared learning (such as having a forum to discuss and overcome common challenges) between the partners are evident as they enter Year 2 of Phase 4.

Thanks and Acknowledgements

Our thanks go to everyone involved in this evaluation so far – we are grateful for the time and trust they gave to the evaluation team and for the insights and experiences they shared. We are also grateful to the young people who have given their time to be involved in the case studies, and consent for the use of their photos.



1 — Introduction

About Generation CashBack

The CashBack for Communities Programme takes monies recovered through the Proceeds of Crime Act 2002 and invests them into community programmes, facilities and activities largely for young people. The CashBack programme has evolved over a decade and is now in Phase 4.

Phase 4 of the CashBack Programme is running from 1 April 2017 to 31 March 2020 and is designed to support the Scottish Government's aim to tackle inequalities by having a greater focus on young people from areas of deprivation and other disadvantaged young people. It differs from previous phases in its much more targeted focus on disadvantaged communities and young people.

Generation CashBack (GC) has been funded as part of Phase 4 of the CashBack programme. It is being delivered by a partnership consortium of four of the largest volunteer-led youth work organisations in Scotland, comprising of: Scouts Scotland, Girlguiding Scotland, Boys' Brigade Scotland, and Youth Scotland. It centres around project delivery and growing membership in disadvantaged communities, and aims to develop new self-sustaining groups, support existing groups, provide leadership and training capacity, and develop events to celebrate success and share learning specific to GC.

GC aims to deliver on the following outcomes, which support the achievement of the Scottish Government's National Outcomes, including:

- Young people build their capacity and confidence
- Young people develop their physical and personal skills
- Young people's behaviours and aspirations change positively
- Young people's wellbeing improves
- Young people participate in activity which improves their learning, employability and employment options (positive destinations)
- Young people participate in positive activity
- Young people are diverted from criminal behaviour or involvement with the criminal justice system
- Young people contribute positively to their communities

About the evaluation

Youth Scotland commissioned The Lines Between to carry out an evaluation of GC. The evaluation aims to evidence outcomes and impact achieved from the funding. It is also tasked with producing examples of projects in action which can be viewed as case studies in the appendices of this report and identify ongoing lessons that may improve programme delivery. The programme logic model can also be found in the appendices of this report.

This Evaluation Report for Year 1 of the programme will:

- a. Demonstrate achievement against project outcomes; providing a quantitative data summary and commentary of the consortium’s achieved outcomes.
- b. Provide some discussion of the additional impact and added value highlighted by those working closely to the programme; including formative learning for Year 2 of the programme.
- c. Present the 6 case studies which provide qualitative evidence of the achievement of the programme’s outcomes through individual examples of impact felt by young people.

The findings outlined in this report were garnered through the following activity:

- a. Analysis of quantitative data and quarterly progress reports provided by each of the programme partners.
- b. Qualitative fieldwork with 21 stakeholders working across the programme (see table below) through semi-structured telephone interviews. The interviews were carried out during the three months between January and March 2018 and used open questions aimed at obtaining views on the programme, its impact on young people and suggestions for improvements for its remaining years.
- c. Discussions with LDOs and Managers at the three cross-consortium evaluation workshops held throughout Year 1.
- d. Analysis of the 6 case studies produced as part of the evaluation – two case studies have been produced each quarter, from quarter 2. A total of 44 young people were interviewed as part of the case study work.

The research tools used are appended to this report for information. The table below provides information on the number of interviews achieved.

Stakeholder Group	No. interviewed
LDOs and Managers	11
Group volunteers and staff	10
Young People	44

We appreciate that the terminology used differs across the partner organisations, for example, Boys’ Brigade groups are called ‘companies’, and Girlguiding groups are called ‘units’. And so, to protect anonymity and for consistency, throughout the report we have referred to all as ‘groups’.

Thanks and Acknowledgements

Our thanks go to everyone involved in this evaluation so far – we are grateful for the time and trust they gave to the evaluation team and for the insights and experiences they shared. We are also grateful to the young people who have given their time to be involved in the case studies. The photographs featured in this report were taken during the fieldwork by Elspeth Parsons from The Lines Between; consent to use the photographs has been given by participants.

2 - Findings



Consortium activity and performance

There are four strands to GC: Start Up, Grow, Lead and Events. To deliver the programme, each partner organisation employs one or more LDOs to work across all four strands providing local level support to groups. The consortium has delivered a significant amount of activity throughout Year 1. The following provides an overview of the strand and the activity delivered by the consortium.

1. Start Up

Aim: LDOs work closely with staff and volunteers to support setting up new groups in areas where there is currently no provision with the aim of leaving a self-sustaining delivery infrastructure – support includes: a tailored needs-analysis session, financial support, free training opportunities and resource development.

Number of young people engaged in Year 1: 276

Activity in Year 1: There has been a good spread of Start Up provision, largely across Scotland's Central Belt from Methil in Fife to Greenock in Inverclyde, with the majority in Glasgow City. Some Start Up groups have not only provided opportunities for young people aged 10-14 to participate but also opportunities for young people aged 14-24 to lead (as volunteers). As well as the membership organisations' provision, groups have included general youth clubs, DJ and music sessions, nature trails and wildlife opportunities, and residential weekends. There has also been significant groundwork done to actively pursue new Start Ups in eligible areas which should come to fruition in Year 2.

2. Grow

Aim: LDOs support established groups to expand and develop the services available with the aim of leaving a self-sustaining delivery infrastructure – support includes: a tailored needs-analysis session, financial support, free training opportunities, resource development and linking in with the wider opportunities the member organisations offer.

Number of young people engaged in Year 1: 3030

Overview of activity: LDOs have worked with eligible groups to identify their needs and develop ways to help their members improve their confidence, skills, attitudes and aspirations for the future. Groups have used financial support for a wide range of purposes. There is a good spread of geographic areas and they have already identified groups for funding into Year 2.

Financial support has been used for a wide range of activities across the groups; for example, it is being used to subsidise uniforms, provide training opportunities to develop skills (e.g. First Aid Ready, British Sign Language, learning new games, learning new life skills like cooking), purchasing camping equipment to take young people on weekend camps to support team building and making friends, funding residential, the purchase of new resources to support leadership skills development, developing sport and health within current provision, and putting on Taster Evenings to encourage recruitment. It has also purchased new outdoor equipment to enable members to work towards qualifications such as Duke of Edinburgh and Queens Guide. Groups outwith the uniformed organisations include those encouraging participation in sport, such as boxing, employability programmes, providing accreditation such as Youth Achievement Awards, and Dynamic Youth Awards, gardening and growing vegetables, youth cafés, working with young offenders, and anti-sectarianism work.

3. Lead

Aim: LDOs work with groups to develop and provide leadership opportunities to upskill and improve young peoples' self-confidence, increasing their learning, leadership skills and employability.

Number of young people engaged in Year 1: 537

Overview of activity: Partners have delivered a range of activities aimed at developing leadership skills in young people. Courses have ranged from one-day First Aid Ready courses to residential programmes. Longer courses include: leadership skills that are transferrable to adventurous activity, skills required to become effective volunteers, and leadership skills for young people. Some provision focused on young people learning and accessing information, resources and learning new skills to take back to their groups and projects. Some groups have also identified peer mentors who have then moved on to deliver training themselves.

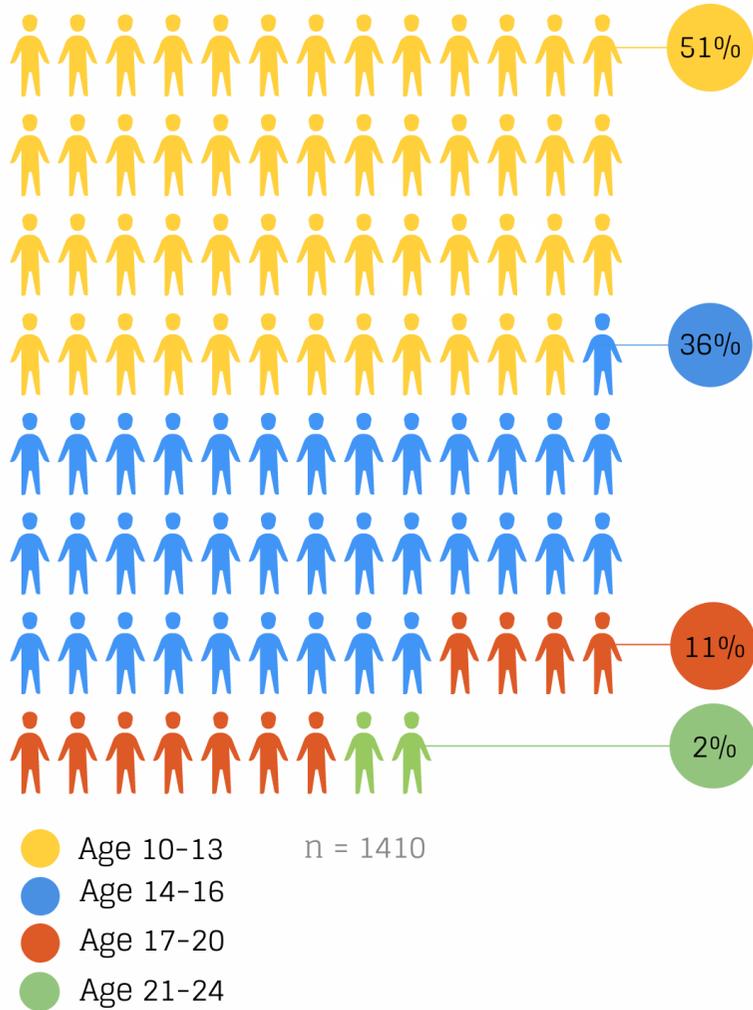
4. Events

Aim: to deliver one cross-consortium event per year facilitated and delivered by Lead young people

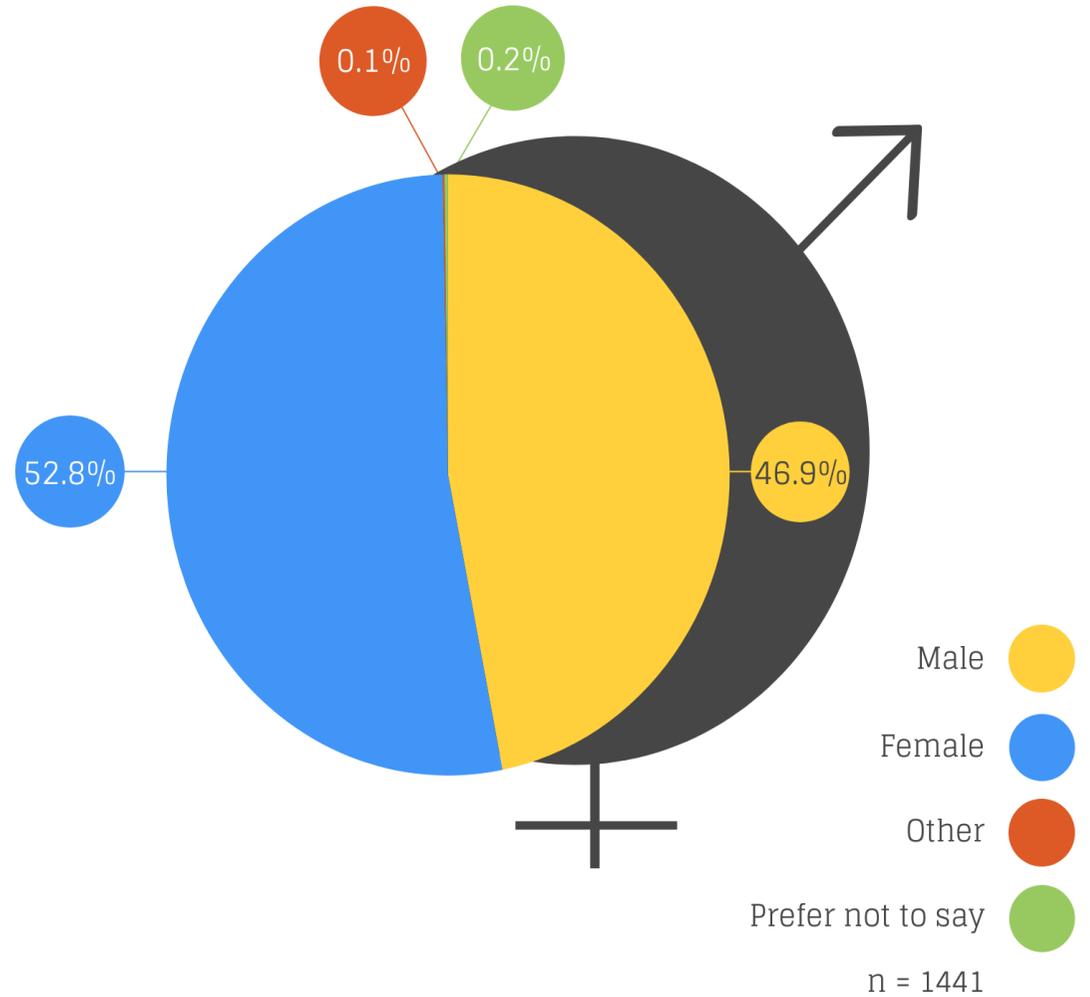
Number of young people engaged in Year 1: 59

Overview of activity: The Reach Event was held in March 2018. The event was organised by an advisory group of young leaders from across the GC consortium. Activities available to the participants included: a hands-on practical workshop in special effects make-up where young people learnt how to create fake wounds with paints, powder and fake blood. A workshop in Youth Work Skills which covered creative and practical ways to consult with their groups and learning new team-building games to use with their groups. A web development workshop to learn the basics of web design and a taster for HTML and CSS design, and a 'Fun, Fun, Fun' teamwork activities workshop which included a blindfolded obstacle course and food challenges. A film of the event was produced by Media Education and can be viewed online: <https://vimeo.com/262714288>. A case study of the event was also produced as part of the evaluation and is available in the appendices of this report.

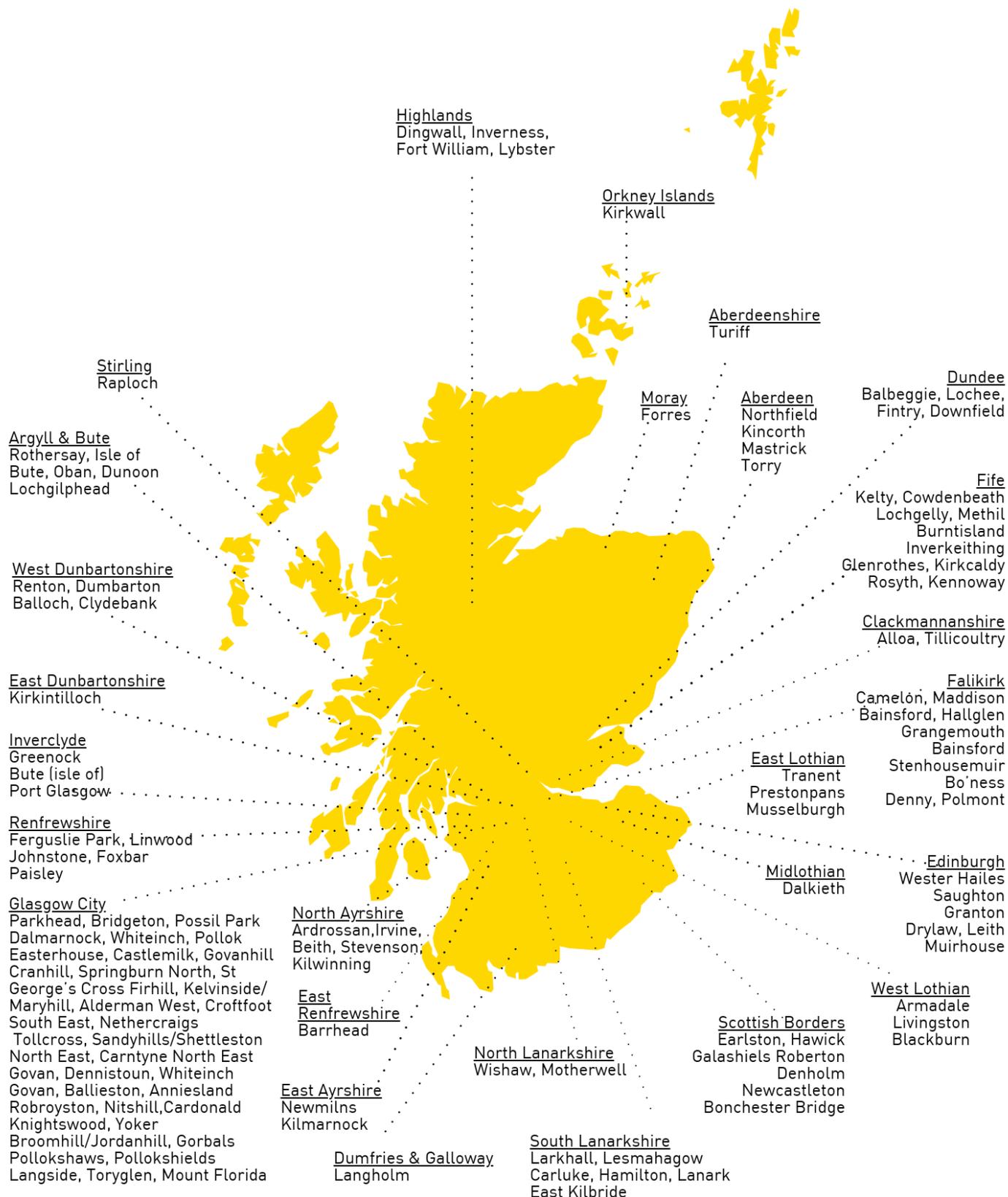
Age of Participants



Participant Profile by Gender



Participation by LA Area



Consortium Performance

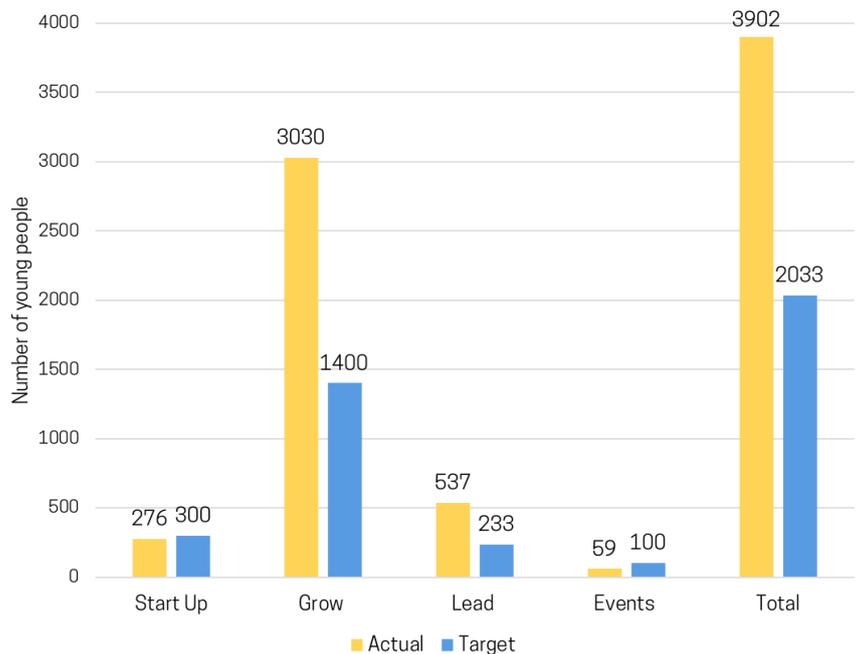
Following a slow start in Quarters 1 and 2, the consortium experienced a significant increase in momentum and delivery across Quarter 3 and particularly in Quarter 4. Despite the challenges they have faced in Phase 4 with a new model of delivery and more targeted work, discussed later in this report, the consortium has delivered well on all four strands, as demonstrated in the graph below.

The Start Up strand achieved 92% of its target, a figure which is expected to rise in Year 2 having done the initial ground work and exploratory research for existing and potential provision in new areas throughout Year 1. In the Grow and Lead strands the consortium has significantly over-delivered (see below), demonstrating that there is demand for targeted work in the respective memberships. The Reach Event (Events strand) was affected by the fact that most of the delivery in the other strands was in Q4. The intention was to mainly recruit young people to Reach from Start Up and Grow groups, but the timescale meant that there was minimal time between contact with these groups and the event itself. Delivery will be more evenly spread in Year 2 and recruitment for the event will be from GC beneficiaries in both Years 1 and 2.

The graph below shows the consortium’s achievements in relation to engaging young people in the programme activity, verses annual targets. The graph shows the consortium almost doubled its total annual target for engaging with young people in Year 1.

Impact on young people’s outcomes

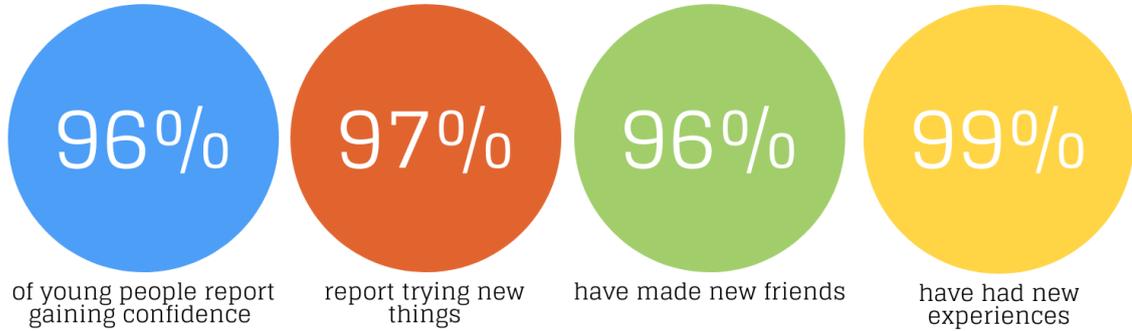
The programme logic model in Appendix 1 shows the target outcomes and corresponding indicators for GC. This section provides an analysis of the available data to demonstrate how far the outcomes have been achieved, drawing on the evaluation forms submitted by young people and stakeholders, supplemented by evidence from young people, volunteers and staff involved in the evaluation fieldwork. Unless otherwise stated, all quotes in this section are from young people involved in GC.



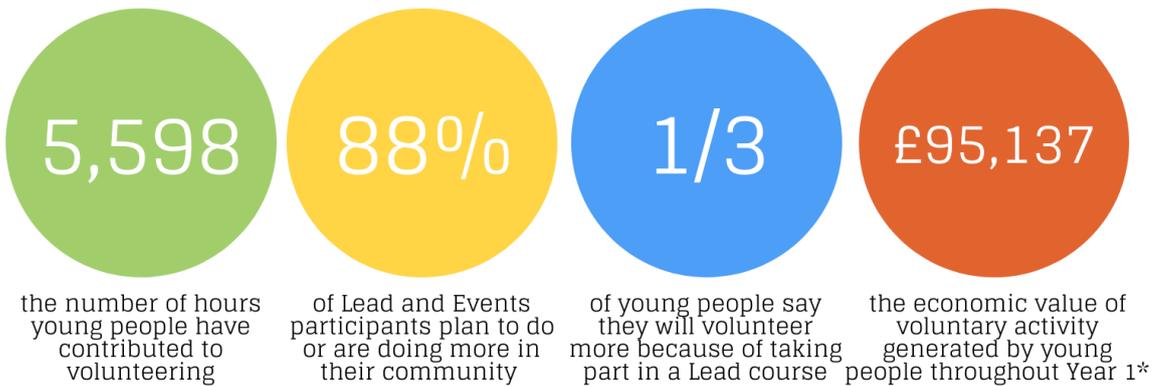
As noted above, impact on outcomes and delivery against targets has been derived from the analysis of young people’s responses in the completed evaluation forms submitted by consortium partners. The number of completed evaluation forms returned in Year 1 was 1559, this represents 40% of the total number of participants involved (3902) and 77% of the consortium’s target for Year 1 (2033). Had the consortium received completed evaluation forms from all its 3902 participants it would have significantly exceeded its targets. As Year 1 has progressed there has been significant learning for the consortium on the process for data collection (discussed later in the report), and their approach has been modified accordingly.

The measures now in place for Year 2 should significantly increase the percentage of completed evaluation forms received from participants. The remainder of this section provides more detail on the consortium’s impact on outcomes and delivery against its targets.

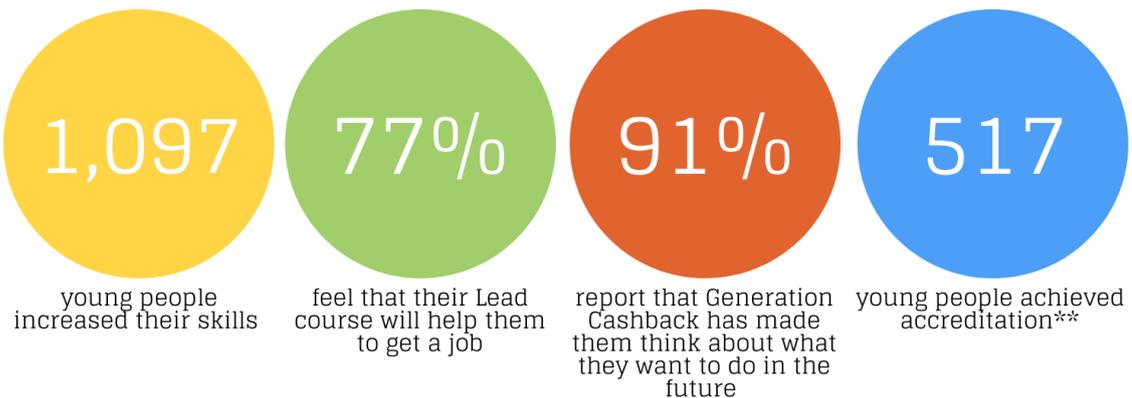
Generation CashBack Impact



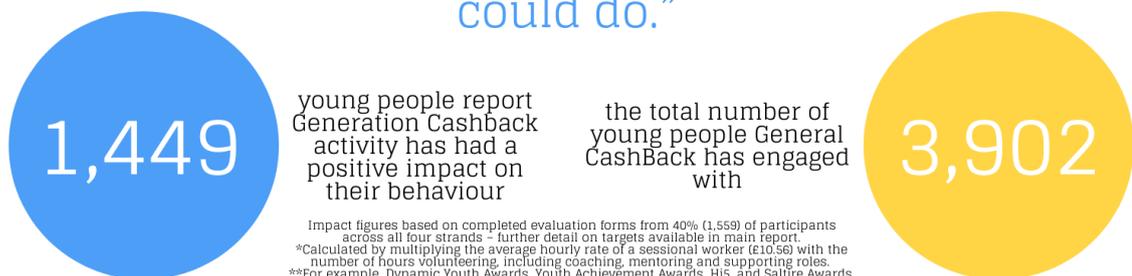
"It's taught me a lot of things I can take back and use with my own Cubs, even with people my own age."



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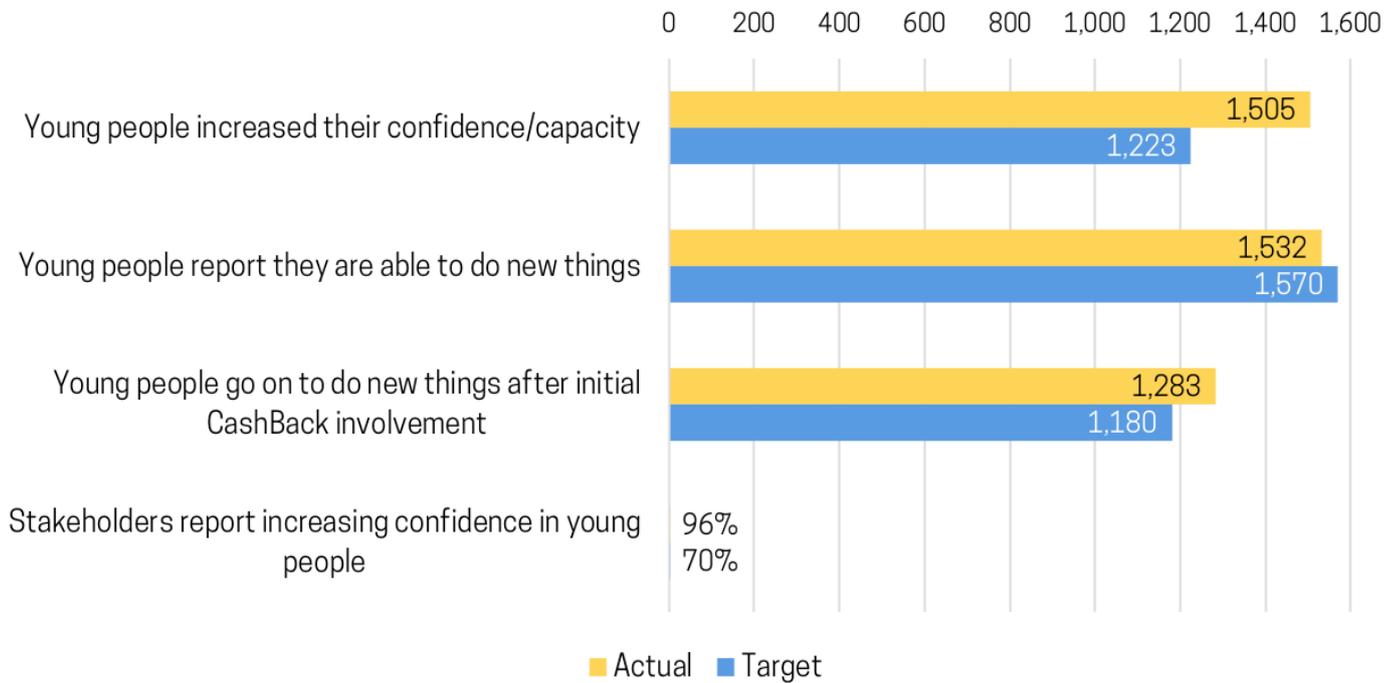


Impact figures based on completed evaluation forms from 40% (1,559) of participants across all four strands - further detail on targets available in main report.
 *Calculated by multiplying the average hourly rate of a seasonal worker (£10.56) with the number of hours volunteering, including coaching, mentoring and supporting roles.
 **For example, Dynamic Youth Awards, Youth Achievement Awards, HIs, and Saltire Awards.

This section will now go on to provide more detail for each of the programme’s eight outcomes.

Outcome 1: Young people build their capacity and confidence

Outcome 1 covered all four strands. The evaluation forms completed and returned by a sample of the young people involved show that the consortium has had a lot of positive impact on confidence and capacity in Year 1.



- START UP: 96% report gaining confidence (62% a lot, 34% a little), and 97% of young people report trying new things (70% a lot, 27% a little).
- GROW: 96% report gaining confidence (54% a lot, 42% a little), and 98% report trying new things (65% a lot, 33% a little).
- LEAD: 96% report gaining confidence (55% a lot, 41% a little), and 95% report trying new things (52% a lot, 43% a little).
- EVENTS: 96% of participants reported that they gained confidence (36% a lot, 80% a little), and 98% reported trying new things (65% a lot, 33% a little).

Young people talked about doing new things because of their involvement in a GC funded activity, some mentioning that this included meeting new people and getting something different out of the activities they usually do.

“You get to meet new people and you get the experience that you can take back to others.”

Perhaps more importantly, many mentioned feeling more able and willing to try new things than they did before and described themselves as ‘changing’ and being ‘better at’ activities or more confident to have a go at opportunities that presented themselves, not just in the GC funded activity or programme, but in other areas of their life too. Some young people who described themselves as shy or under-confident or previously reluctant to try new things, felt that they had learned that they can do and enjoy doing things they would not previously have considered taking part in or putting themselves forward for. For example:

“I learnt I can do different things that I never thought I could do.”

“I was quiet and I’m still quiet now but nowhere near as quiet. If an opportunity came up in school I’d definitely speak to someone about – I think it was the end of the summer and the start of the school year, and we had an opportunity to write an essay on something that would help change Scotland and then we had to send it away and if we won we’d get to meet Barack Obama and I didn’t win but my essay got put in the newspaper, so learning new skills in here would – it does show off when I’m in school or speaking to new people.”

“...[I’m] starting to push myself in things that I wouldn’t normally do.”

Some young people directly attributed greater confidence to their GC funded activities, making links to other aspect of their lives. For some this was about specific skills they had learned and therefore knew more about when they came across them in school or home environments and for others this was about a much more general confidence in themselves and their ability to deal with challenges, to interact with people or to contribute to a team. Many of them talked about learning this through being out of their ‘comfort zone’. For example:

“Yeah, I’m more confident with loads of stuff now.”

“Scouts has changed school a lot. At school I used to get, well sometimes I get bullied, but now I’m at Scouts I’ve got friends to stick up for me and be stronger. ... Yeah, I’ve got more resilience.”

“It’s completely stepped me out of my comfort zone and that’s something that I don’t normally do a lot but it’s really good and I enjoy stepping out of my comfort zone because I learn a lot about myself, I can actually do more and gain more confidence from it.”

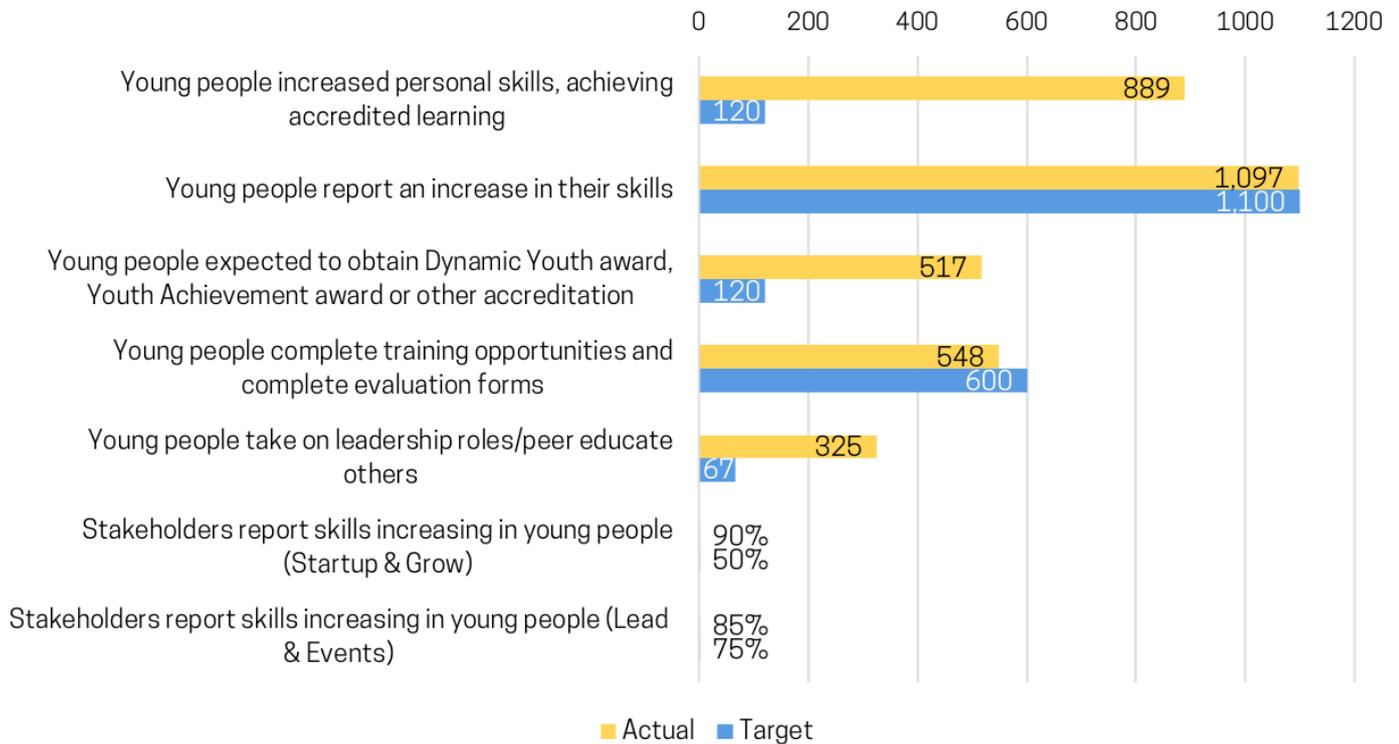
“That I have the potential to lead. The youth group has taught me how to speak up and help to get to know people.”

“That I’m not actually shy like I thought I was and I can interact with other people.”

Feedback from young people is corroborated by stakeholders, including volunteers and staff working with the groups, with 96% reporting an increase in confidence in the young people they are working with across the four GC strands.

Outcome 2: Young people develop their physical and personal skills

Outcome 2 was delivered across all four strands. Young people were given various opportunities to develop their skills, take part in learning and training opportunities and gain accreditations. Analysis of the evaluation data available suggests that the consortium has had a positive impact on this outcome.



- **START UP:** 37% of young people have started or have gained accreditation through Cash-Back activity, and 36% have started or completed some form of training.
- **GROW:** 50% of young people have started or have gained accreditation e.g. Duke of Edinburgh, Saltire Awards, and 41% have started or completed some form of training, e.g. camping, bush-craft, budgeting, cooking, climbing, first aid, young leaders, team work, and survival.
- **LEAD:** the data shows that 88% of young people are taking part in accredited (e.g. Dynamic Youth Awards, Youth Achievement Awards, Hi5 Awards, Saltire Awards) and non-accredited awards (e.g. Duke of Edinburgh Bronze - Gold, and Explorer Young Leader). 76% are also leaders or peer educators within their groups, volunteering from 1 to 4 hours per week.
- **EVENTS:** The Reach Event provided young people with the opportunity to develop their skills, particularly around leadership and team work, but also physical skills such as climbing. All participants were offered the opportunity to complete a Hi5 Award to accredit their activities on the day. A total of 98% of participants reported that they had learnt new skills at the event (85% a lot, 33% a little), 58% learnt something new about themselves, and 56% felt they had developed their physical skills.

The qualitative data shows that young people are reporting increased physical skills and knowl-

edge ranging from simple mechanics to first aid to stage make-up. Some reported improvements to personal skills that help them in other areas of their lives, such as timekeeping and teamworking. The following quotes are from young people:

“I think all the activities I’ve done help you with teamwork skills, so when you’re doing teamwork at school or something you’re not shy or anything and you know what’s going to happen.”

“Just being more organised and getting stuff ready quicker.”

“[I’ve learnt that] I’m good at working with other people. I’m quite good at taking information in and using it elsewhere and I’ve just developed skills.”

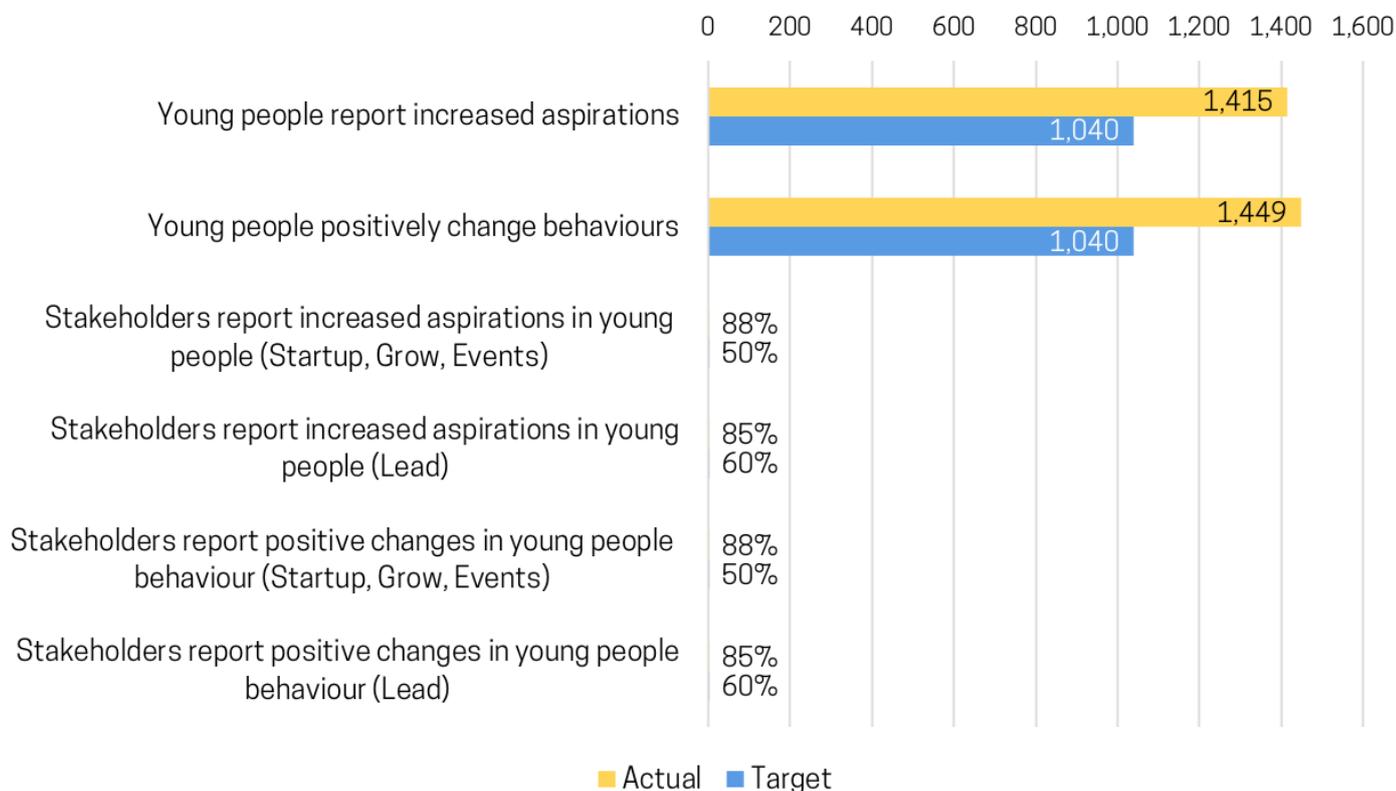
“It’s taught me a lot of things I can take back and use with my own Cubs, even with people my own age.”

Feedback from young people is corroborated by stakeholders, such as volunteers and staff across the activities, with 90% reporting an increase in skills in the young people they are working with as part of the Start Up and Grow strands, and 85% in the Lead and Events strands.

Outcome 3: Young people’s behaviours and aspirations change positively

Outcome 3 was delivered across all four strands.

Feedback from young people suggests that activities offered by consortium partners have



had a positive impact on their aspirations for the future, for example, by encouraging them to think about what they might like to do in the future, and giving them the opportunity to take on more responsibility than they might previously have thought they were capable of.

- **START UP:** young people report that they are getting ideas about things they might enjoy in the future, therefore having a positive impact on their aspirations. e.g. 88% of young people (46% a lot, 42% a little) feel being involved in GC activity has got them to think about their future, and 91% report that it has allowed them to gain more responsibility (52% a lot, 39% a little) therefore having a positive impact on their behaviour.
- **GROW:** Similarly, 90% of Grow young people (44% a lot, 46% a little) feel it has encouraged them to think about their future, and 94% report that it has allowed them to gain more responsibility (50% a lot, 44% a little) therefore having a positive impact on their behaviour.
- **LEAD:** 95% of young people (35% a lot, 60% a little) feel GC has encouraged them to think about their future, and 95% report that it has allowed them to gain more responsibility (55% a lot, 40% a little) therefore having a positive impact on their behaviour.
- **EVENTS:** The Reach Event provided young people with the opportunity to think about what they might like to do in the future. Some felt it had helped them to think about their options and broaden their horizons. 92% of young people (54% a lot, 38% a little) felt the activity at the event got them to think about what they would like to do in the future, and 92% reported that it has allowed them to gain more responsibility (48% a lot, 44% a little).

In terms of aspirations, the qualitative data showed that some of the young people the evaluation team spoke to talked about their experience of GC activity as leading them to have broader aspirations than they had previously had, or about understanding a wider range of possibilities than they had thought existed for themselves. Others had developed aspirations to become young leaders in their organisation or to do some form of youth work. The following quotes are from young people:

“I think I already know what I want to do, I want to be a nurse, but it’s given a wee bit more inkling that I can work with people.”

“[I’ve learnt] that I have the potential to lead. The youth group has taught me how to speak up.”

“It made me think about skills I need, like communication skills are a big factor.”

“I was thinking about going into physics, but it’s helped me think about maybe being a professor and teaching other kids, rather than just doing it for myself.”

“I love working with the Cubs and from being here I’ve realised it’s something I’d really like to continue to do. So maybe working more with youth is in my future.”

A small number of young people reported their behaviour as improving, attributing this to a break from the stresses that can cause them to misbehave otherwise, or to looking forward to an activity such as camp impacting on their mood. They also noted the importance of taking on more responsibility as a key driver to changing their behaviour.

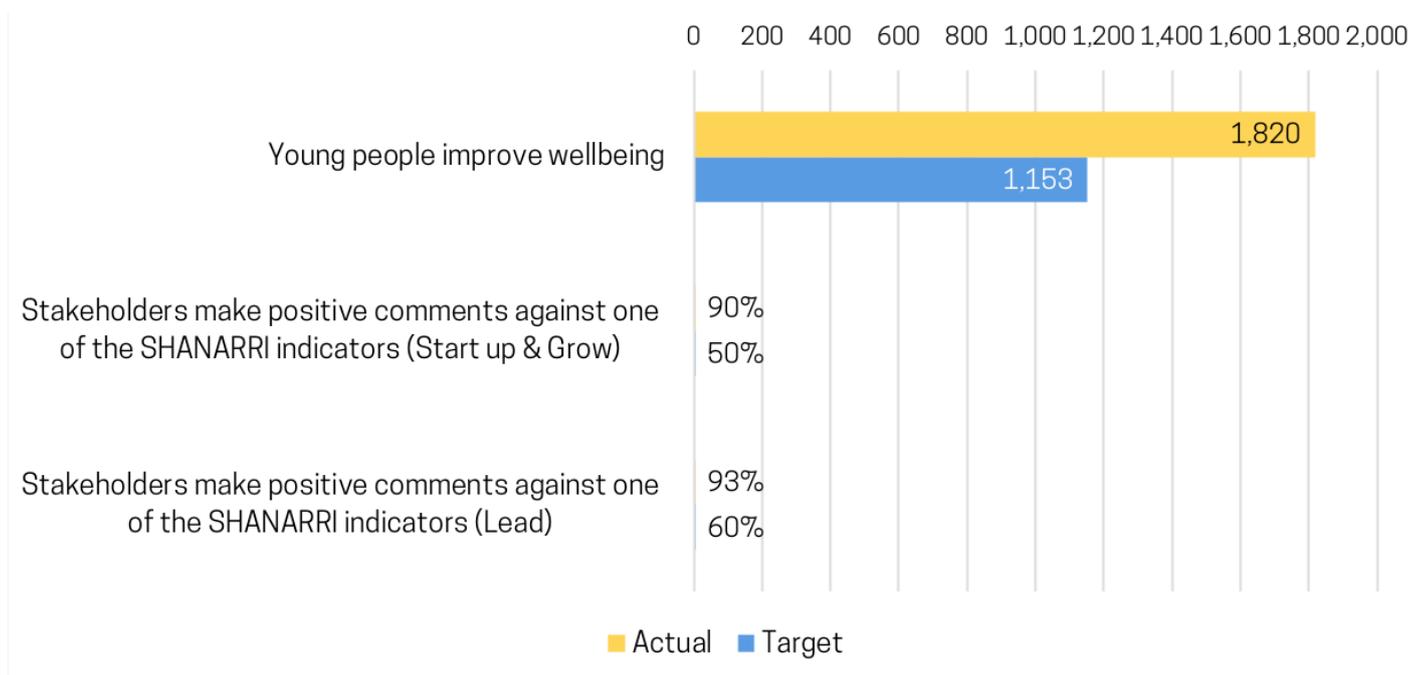
“It brightens you up a bit because then you get a break from maybe stuff at home or stuff with other friends, and you can come in. It’s a bit like a relief sort of thing.”

“I’ve taken responsibility because my wee brother is in the Beavers and he’s looking up to what I’m doing and he’s trying to be like me when he’s older.”

Stakeholders also provided feedback to suggest that GC is helping to improve aspirations and behaviours, with 88% for Start Up and Grow and 85% for Lead strands reporting noted improvements in the young people they are working with.

Outcome 4: Young people’s wellbeing improves

Outcome 4 was covered by Start Up, Grow and Lead strands. Young people reported that being



involved in GC activity has had a positive impact on their wellbeing. The following data shows how young people reported their feelings against SHANARRI indicators using ‘The Wellbeing Web’:

Start Up	Mostly	Sometimes	Not really
I am supported to challenge myself and access training towards opportunities	66%	31%	3%
I am active and do things that interest me in my spare time	67%	28%	4%
I eat healthy food and exercise regularly	61%	36%	3%
I feel included by my friends and the wider community	70%	28%	3%
I feel listened to, respected and supported by others	66%	33%	1%
I am caring, helpful and respectful of others	67%	31%	2%
I am confident and able to ask questions and learn new skills	75%	23%	2%
I feel my youth group provides a safe place to meet new friends and do new activities	73%	24%	3%

Grow	Mostly	Sometimes	Not really
I am supported to challenge myself and access training towards opportunities	60%	36%	4%
I am active and do things that interest me in my spare time	65%	31%	4%
I eat healthy food and exercise regularly	47%	45%	8%
I feel included by my friends and the wider community	70%	27%	3%
I feel listened to, respected and supported by others	59%	35%	5%
I am caring, helpful and respectful of others	68%	29%	2%
I am confident and able to ask questions and learn new skills	78%	20%	2%
I feel my youth group provides a safe place to meet new friends and do new activities	78%	20%	2%

Grow	Mostly	Sometimes	Not really
I am supported to challenge myself and access training towards opportunities	64%	30%	6%
I am active and do things that interest me in my spare time	66%	31%	3%
I eat healthy food and exercise regularly	39%	48%	12%
I feel included by my friends and the wider community	63%	33%	4%
I feel listened to, respected and supported by others	56%	36%	8%
I am caring, helpful and respectful of others	58%	37%	5%
I am confident and able to ask questions and learn new skills	64%	32%	4%
I feel my youth group provides a safe place to meet new friends and do new activities	66%	29%	6%

The additional qualitative data from young people showed some impacts. They talked mostly about making new friends and the benefits to themselves of having a different circle of friends and having something different to do other than be at home or school. Other wellbeing indicators that were mentioned included feeling stronger in themselves, doing 'active stuff your body likes', learning self-care skills that they can take home and apply, learning skills that make them feel of value and that they could help someone else with. Others talked of not being judged and feeling safe to talk about things they might not normally. Some talked of a feeling of inclusiveness, others of feeling supported and respected. Some talked of taking on responsibility for making decisions about their group's space and for finding some of the funding for things they would like to have in that space e.g. bean bags, painting and decorating. The following quotes are from young people:

"It gives us something to do so we're not stuck in a house all day, it gives us people to talk to if we felt like we couldn't speak to teachers or mum or dad, we could come...if we just want to talk to someone about something they'd happily speak to us about it."

"We're all together and it's not about winning but you're all taking part, you're all having fun is what makes it count the most."

"You feel like they're supporting you and they're wanting you to try different things."

"So, we decided to do that and me and another girl, we decided that we were going to apply for the money, we got the money, and then we painted and decorated."

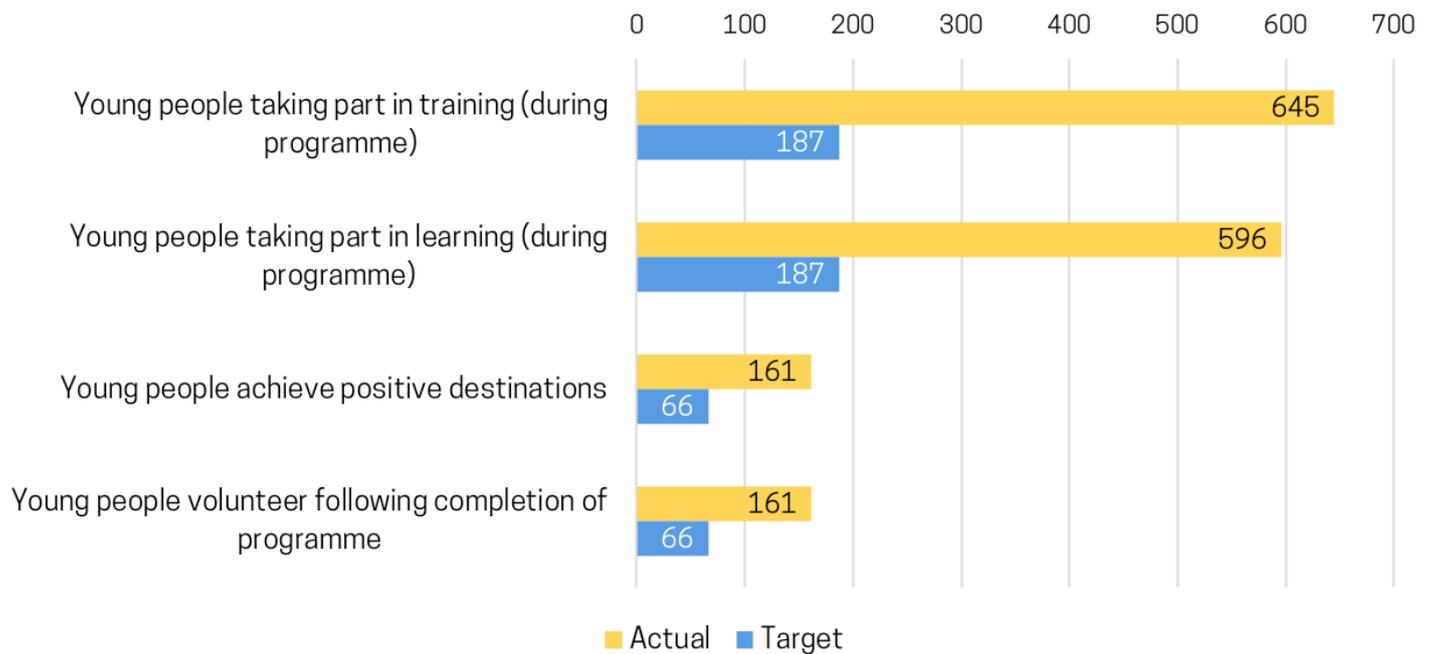
“The first time we went on trips, we funded for ourselves, we went on sponsored swims and stuff which – I think we did enjoy that, to do it ourselves and to get the money ourselves when we were so young, to be able to get stuff ourselves.”

Stakeholders also reported positive impacts against the SHANARRI indicators, with 90% for Grow and 93% for Lead strands reporting positive impacts.

Outcome 6: Young people participate in activity which improves their learning, employability and employment options (positive destinations)

Outcome 6 was delivered across the Lead and Events strands. Training and learning options offered across the consortium have included: First Aid Ready, i:Lead, Peer education Leading Games, Media Makers, Young Leader qualifications, Dynamic Youth Awards, Youth Achievement Awards, Hi5 Awards, Saltire Awards, Duke of Edinburgh Awards, leadership skills that are transferrable to adventurous activity, learning skills required to become effective volunteers, and leadership skills for young people.

- LEAD: The consortium has provided courses on a wide variety of topics for young people

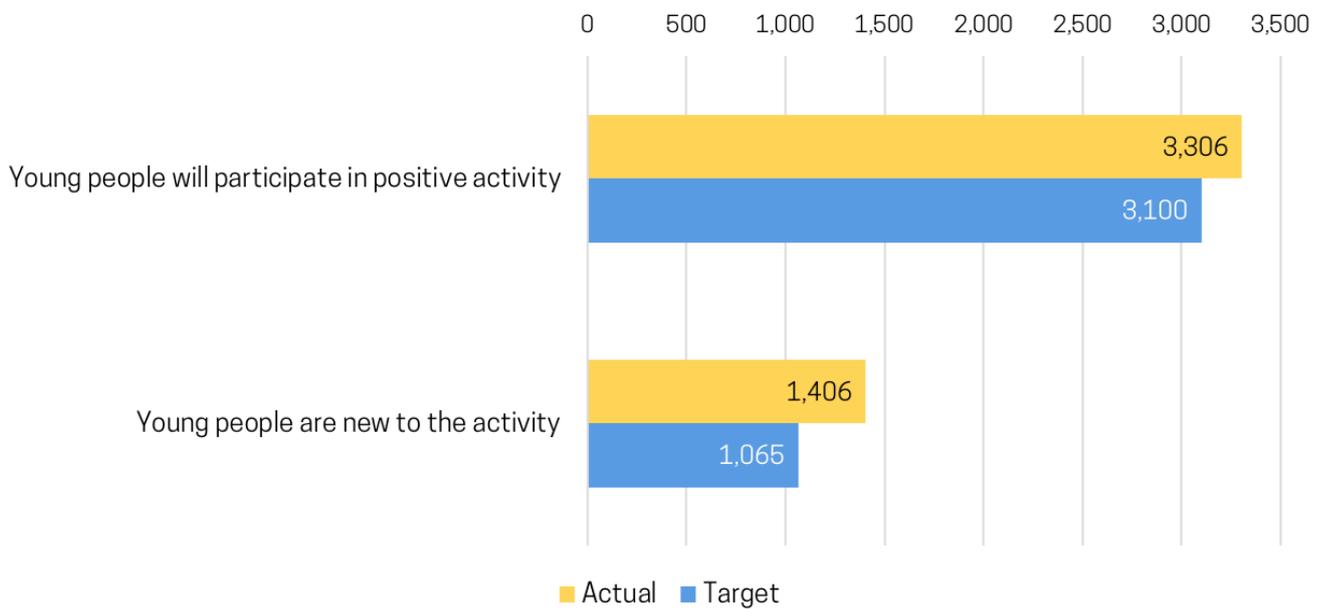


as part of the Lead strand (as outlined above), offering training and leadership opportunities across the partner organisations. Outcome data shows this activity has had a positive impact. For example: 95% young people who responded reported that they have learnt new things (52% a lot, 43% a little), around 1 in 3 felt they will volunteer more because of taking part in a course, and 77% feel it will help them to get a job (23% a lot, 54% a little).

- EVENTS: Outcome data from the Reach Event showed that: 98% young people who responded reported that they have learnt new things (65% a lot, 33% a little), 78% felt it has increased their opportunities for volunteering and 57% feel their experience has helped towards them getting a job (13% a lot, 44% a little).

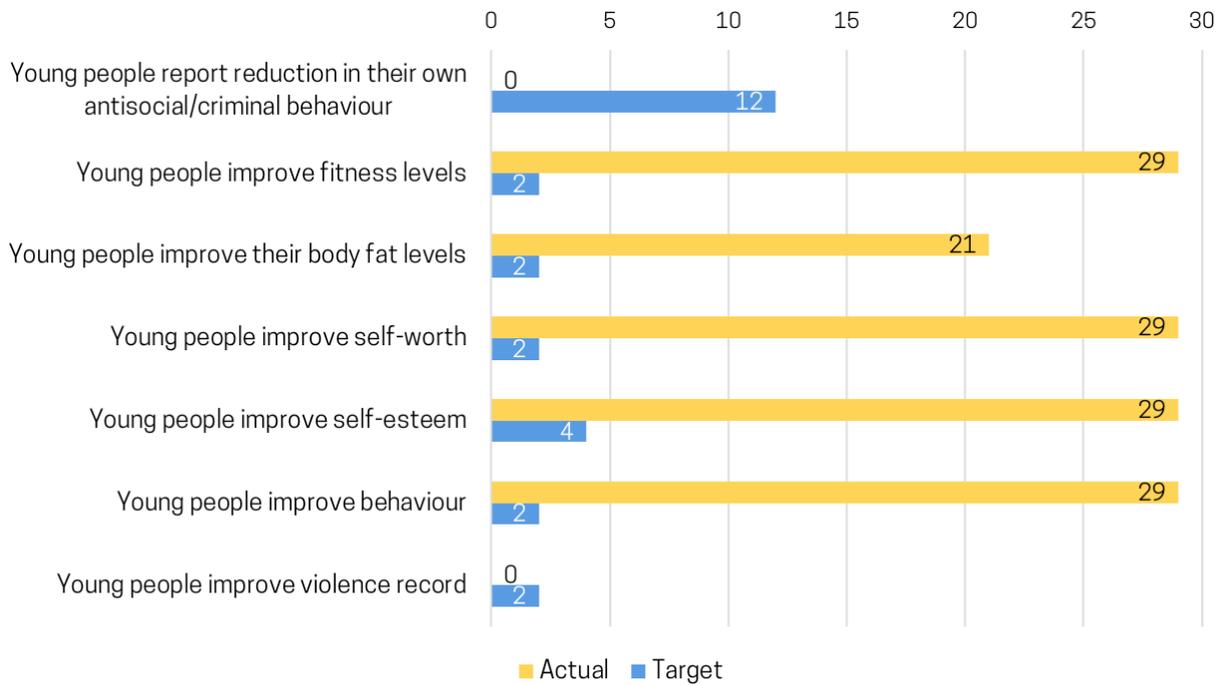
Outcome 7: Young people participate in positive activity

Outcome 7 was a focus for the Start Up and Grow strands.



- **START UP:** The Start Up strand activity involves starting up new groups and encouraging participants to take part in positive activity, so all the young people engaged as part of this strand are participating in new and positive activity. The outcome data shows that 99% report having new experiences, and 95% report having made new friends.
- **GROW:** From the outcome data available, 98% of young people involved in the Grow strand report having new experiences (72% a lot, and 26% some), and 96% report having made new friends (72% a lot, 24% some).

Outcome 8: Young people are diverted from criminal behaviour or involvement with the criminal justice system



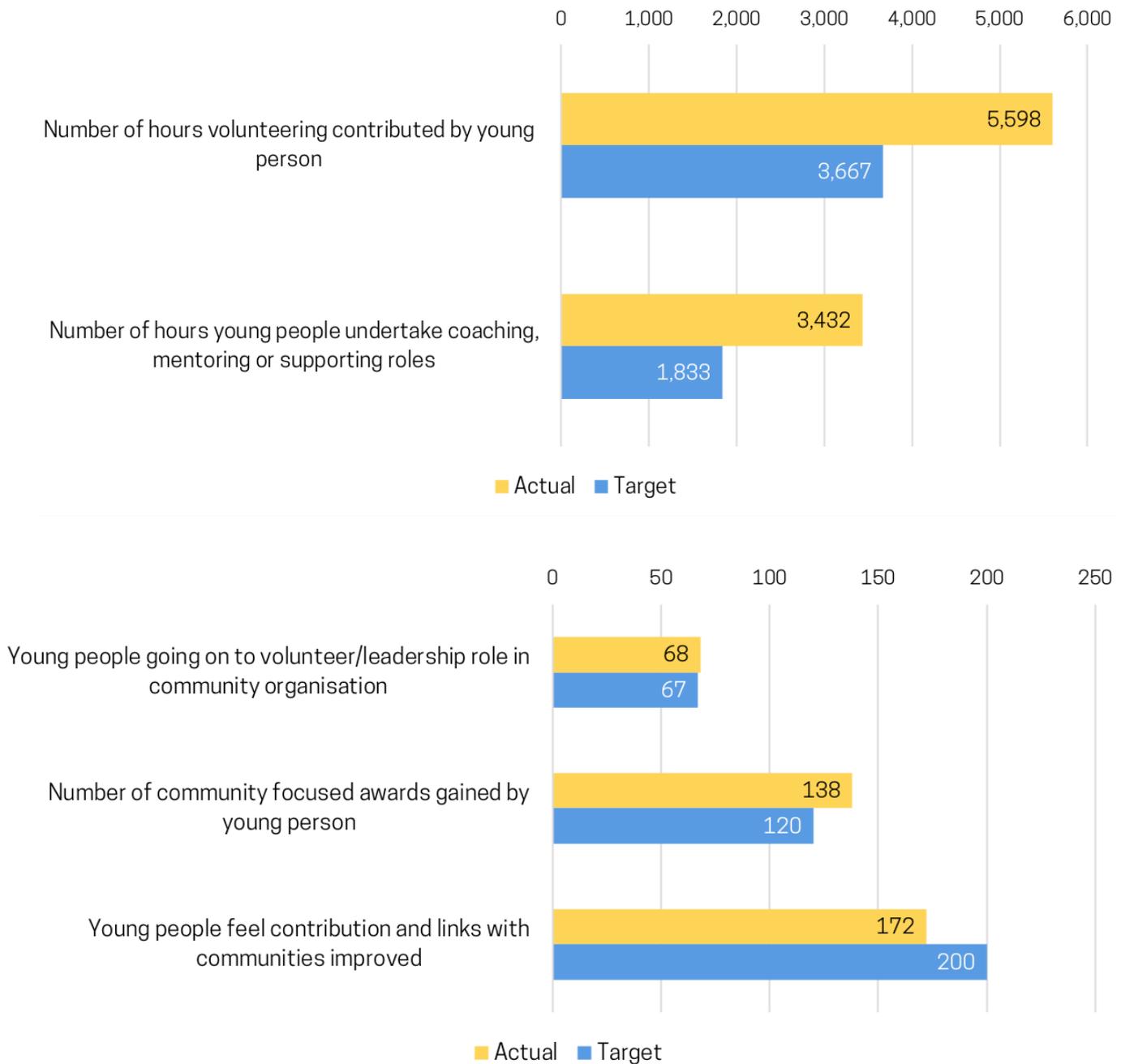
Outcome 8 involved some targeted activity at Polmont, Scotland’s national holding facility for young offenders aged between 16 – 21 years. The male young offenders participated in a variety of Leadership sessions as part of the Polmont’s Fittest Programme; 21 young offenders participated in this programme, taking on a Peer Mentor role where they provided support and assistance to other prisoners. The Peer Mentors supported the development of “Health Week” with a core group of 6 mentors taking responsibility for the set up and coordination of a 2-day marketplace Health Event. Over 100 male young offenders attended the event over the 2 days. In addition, 12 female prisoners participated in Sports Leaders UK Dance Leaders Courses and gained formal qualifications at SCQF Level 4 and SCQF Level 5. From the 12, 9 took on a peer mentoring role with the prison, actively encouraging other female prisoners to get active and think about their Health and Wellbeing. 6 of the female peer mentors also participated in the delivery of the 2-day Health Event. A case study will be produced to showcase this activity in Quarter 1 of Year 2. The following quotes are from young people:

“This week has boosted my team-working skills along with my Leadership Skills.”

“I learned the proper way to teach others.”

“I enjoyed this week and I am looking forward to a new career path.”

Outcome 9: Young people contribute positively to their communities



Outcome 9 was delivered across the Lead and Event Strands.

- LEAD: From the outcome data available, 90% (37% a lot, 53% a little) report that they plan to do or are doing more in their community.
- EVENTS: From the outcome data available from the Reach Event, 85% (38% a lot, 47% a little) report that they plan to do or are doing more in their community. A small number of young people also talked about how they would plan to use their new skills learnt throughout the day at the groups / units etc that they currently lead or volunteer at.

Additional stakeholder views

As part of the evaluation fieldwork the research team spoke to a selection of stakeholders, including staff and volunteers, about the impact of the programme on young people; this section reports on their feedback.

Stakeholders talked about the positive impacts on young people of the work that the GC funding supports. Although some felt it was too early to demonstrate specific impacts, they talked about planned activities (trips, awards, leadership events etc.) and anticipated that these activities would be very likely to have positive impacts on the young people involved.

Others were able to identify positive impacts from events and activities to date, including:

- Skills (for example learning physical skills, using new tools and equipment, transferable skills in arithmetic)
- Working with other young people and with staff from different communities and through that building relationships with adult role models
- Making new friendships and building confidence in themselves.

As one member of staff pointed out, youth work takes place through the conversations that happen during activities: pointing out to young people the skills they are gaining, and the ways they can use them in the future.

“The key part of the youth work side is joining those dots so they’re not just digging a hole, they’re using a tool for the first time, thinking about the motor skills that are attached to that, the strength element that is attached to that, the confidence of picking up that tool that they haven’t used before.”

Staff

“I’ve seen changes, there’s no doubt about it, even just in the weekend that we had because what happened was in the closing hours of the weekend these young people had a handful of awards... so their confidence level rose at the end of the weekend, the skill levels certainly rose... they still talk about it. ... all the young people get something tangible. It’s there for everyone to see and for them to be proud of.”

Volunteer

“The Dynamic Youth Award they’ve done themselves, for some of the kids that have attained that qualification, that is their first qualification. It’s the first thing that they’ve really achieved.”

Volunteer

Stakeholders highlighted the impact of giving young people more control over the decisions that affect them through a co-production approach to decision-making about how the funding is spent. For some, the funding had allowed for specific equipment to be purchased, in consultation with young people about what they would like to have, both enhancing the attractiveness of the group’s offer and involving young people in decision-making, beneficial in terms of developing skills, confidence and empowerment. Others discussed the benefits, skills and confidence that young people can gain by working together with peers and the transferrable nature of what they learn through this approach.

“They work in teams all the time so they’re getting skills that are completely transferable into the workplace or into college and university and stuff like that. ... You see them come in, pick up some confidence, and then they’ve got the confidence to go away and do what they want to do...”

Volunteer

Some stakeholders talked about the funding enabling young people they already worked with to have more opportunities than previously, as well as supporting the creation of additional groups to allow more young people to access these opportunities. The provision of additional awards or activities have also been supported in some instances.

“We’ve done some feasibility studies and given some funding to allow people to go to camps and events that they wouldn’t be able to afford to do.”

Manager

“The funding for Grow has allowed them to do things they wouldn’t have been able to do because they wouldn’t have had the money to do it.”

Manager

Stakeholders were able to attribute positive impacts to Start Up and Grow activity. They highlighted instances where starting up groups in areas that previously had not had provision had encouraged young people to mix with others they may not have mixed with before, and how the Grow funding has allowed them to provide activity that adds value to their core offering, for example in providing activities or events they had previously wanted to but did not have the resources to do so e.g. residential. Stakeholders could identify impacts on confidence, skills levels and independence as a result.

“The fact that they’ve got the chance to interact with [young people] that are not from their same area or from the same school, it’s made them a lot more confident. They’ll go out there and they’ll speak to people that they weren’t used to speaking to, they’ll sit with someone else, it’s growing their confidence a lot.”

Volunteer

“Opening the group has benefitted a lot of [young people] in getting the chance to meet new people and try new activities that they’ve never had the chance to do before.”

Volunteer

“[Local organisations] have been very appreciative of the chance of having some financial support to allow them to do something that they couldn’t afford to do otherwise, so from that point it’s definitely a positive impact on them and the young people obviously get other opportunities which they might not have had, had the funding not been available.”

Manager

For some organisations, the support has allowed them to develop the facilities they need to deliver their activities or to take a risk on trying an approach that they otherwise would not have had funding to do.

“It’s enabled us to buy couches and get the basic resources that were needed in order to create the platform for delivering youth work here.”

Staff

“The Grow funding has afforded us the opportunity to take risks and to try things with a bit of freedom and support’ ... These young people, at this stage we’re just trying to individually one by one try and lessen the chances of them going down a really depressing trajectory of offending and reoffending.”

Staff

“Just to sum up, with the existence of these funds we have been able to do much more than we would otherwise have done and young people from these areas are benefiting greatly from these funds and long may it continue.”

Volunteer

For others, the funding has allowed their groups to take forward organisational learning in a way that would not have been possible otherwise.

“We’ve been able to pay for things that otherwise we would have had to put laborious applications in, like membership fees to places - or one of the things we’ve been able to access is getting some support from a funding guru to help us develop our funding strategy and give a second opinion on funding applications and stuff...given that it’s our first real year of activity, that’s something that we have needed.”

Staff

Feedback from delivery staff and volunteers

This section reports on the qualitative interviews carried out as part of the evaluation fieldwork. Participants were given the opportunity to provide feedback on the delivery of Phase 4 to date and any suggestions on how it could be improved in Year 2. This section looks first at the current delivery model, and then the GC consortium itself.

The Delivery Model

“My feeling is that over the next couple of years skills will be honed and partners will definitely see the benefits [of being involved] because it’s in everybody’s strategic plan to work with all communities.”

Manager

As mentioned in the introduction to this report, Phase 4 differs from previous CashBack phases in its much more targeted focus on disadvantaged communities. It centres around project delivery and growing membership in these communities, and aims to develop new self-sustaining groups, support existing groups, provide leadership and training capacity, and develop events to celebrate success and share learning. Inclusion of young people in the programme is driven by its eligibility criteria: participants’ resident postcodes being in the lowest 20% SIMD, and participants being between 10 and 24 years old.

To deliver the programme, each organisation within the consortium employs one or more LDOs to provide local level support to groups across all four strands. The partner organisations have had some level of flexibility in how they deliver their LDO support, to ensure they operate within their own boundaries and ways of working and staffing. Each organisation has taken a slightly different approach, however all LDOs work closely with staff and volunteers to support setting up new groups in areas where there is currently no provision (Start Up), support groups to expand and develop the services available (Grow), develop and provide leadership opportunities (Lead), and deliver cross-consortium events (Events).

Evaluation participants were asked to feed-back on how they felt the main elements of the current delivery model works. This section highlights the key themes from those discussions. LDOs and wider staff recognise that the current delivery model is a new way of working for them, and while they have recognised several benefits they also highlighted some challenges. However, despite the challenges they agree the support is getting directly to young people who are meeting the criteria of GC as it currently stands.

What's working well?

Local Development Officer Support

Most groups, particularly those in the uniformed organisations, are run by volunteers. The LDOs, volunteers and staff we spoke to all recognised how the groups benefit from the often-be-spoke and proactive support provided by the LDOs. They noted that the one-to-one support, ideas, materials (such as poster and leaflet templates), and guidance about funding provided by the LDOs was invaluable and has enabled the groups to start up quicker and more efficiently, and to reach more young people than they would have been able to without that support.

"The increased capacity of a designated paid role can move things on much quicker than volunteers can do it."

Manager

"the facilities [the LDO] has been able to provide us have been great."

Volunteer

"I don't think we would've been able to do it without [the LDO]."

Volunteer

"We have received the type of help and support that we needed; in a climate where you're constantly chasing funding to be proactively approached and asked if they can support you, that's not something that occurs in my experience, and I'll take whatever strings come attached with that because it's an innovative way of distributing funds."

Volunteer

"Spending that bit more time with the [groups] and getting a better idea of what they want and what they need [...] taking some of the workload off them, supporting them and seeing what their needs are."

LDO

Additional benefits of the LDO role highlighted by the LDOs themselves were:

- They can go back to the grassroots, and support groups in a way that is more sustainable, encouraging them to maximise their awareness and use of the ongoing benefits of being involved in a membership organisation and the support that is available through that.
- Their support encourages ownership and enthusiasm and enables groups to try new things and expand their programme of activities.
- That using a needs-based approach has given them a better understanding of groups' needs, particularly when starting up a new group and thinking of innovative ways of growing their groups.

- LDOs also mentioned the benefit of having access to development and evaluation tools and outputs that they would not have had had they not been involved in the programme – whether that be the evaluation tools and ideas that are shared at the cross-consortium evaluation workshops, or the case study outputs produced as part of the external evaluation that can then be used for marketing and profile-raising purposes.

“When it comes to things like case studies and evaluation tools, it’s not just Generation CashBack that’s benefiting, it’s other pieces of work that we’re doing as well where we can implement those ideas. It’s a win-win situation.” LDO

Other benefits of the LDO support highlighted by the volunteers were:

- Having an LDO who knows the organisation well and knows how it works enables them to give fit for purpose advice, and to hit the ground running when it comes to dealing with issues they come across.
- Having someone available to do some of the necessary activity within working hours, such as relationship building and networking, meeting with other local groups and speaking to local councillors and other community leaders, and leaflet dropping. This was particularly the case with Start Up activity; many volunteers have paid employment and cannot do the necessary groundwork themselves within normal working hours.
- Volunteers also praised the limited amount of paperwork and ease of accessing financial support and wider organisational support through the programme.

The benefits of the targeted approach

The focus on the postcodes of those living in the lowest 20% SIMD has meant that the programme is reaching some of the most disadvantaged young people across Scotland. While the funding’s eligibility criteria are strict, stakeholders highlighted several, sometimes unexpected, benefits to this approach. For example, it has encouraged them and the groups they are working with to think about new ways of working, it has pushed them outside their comfort zone, has encouraged them to think more about specific communities, to move into areas which they may not have traditionally otherwise gone, and facilitated expansion, particularly for some of the uniformed organisations. It has also encouraged innovation and a desire to try new things, both for the organisations and their membership groups.

“it’s taken Scotland’s leading youth work organisations into new areas. Providing impetus for organisations to work in these areas that can be more difficult to get established in, providing extra capacity for this.” Manager

“It’s challenging us to work in ways that we didn’t work before, we’re asking our groups to step out of their comfort zones so it’s only right that we do too.” LDO

“I think that anything that encourages us to go into areas that we might not naturally go to is positive, because I think you could say that [young people] who are in these deprived area, who have fewer opportunities, would benefit all the more from being involved with us, so I think that’s really positive.” Manager

“It encourages variety, which then encourages other [young people] and volunteers to join.” Volunteer

Organisations also talked of the funding enabling them to offer activities to young people, such as residential weekends away from home, that they know their young people would not be able to afford without the financial help offered by the programme.

“There’s quite a lot of young people coming from areas of deprivation where they’ve never maybe had a holiday.” Volunteer

In addition, organisations have had to be innovative to avoid the perceived stigma for young people of being identified as being within the lowest 20% SIMD. For example, in some cases to encourage more inclusive approaches LDOs have supported groups to identify other pots of money that then means they can run two programmes alongside each other, therefore alleviating or avoiding the stigma, and encouraging young people to mix with those from different backgrounds.

“It’s a success when you know you’re achieving the outcomes but the young people aren’t feeling stigmatised for receiving support. Bringing in other sources of funding to make it possible to run the activities alongside one another – almost match-funding Generation CashBack funding to make it non-exclusive.” LDO

“It’s up to us as sensible adults to make sure there’s no stigma attached.” Volunteer

The Challenges

“So many factors needing balanced to achieve what we are being asked to achieve.” LDO

While the benefits outlined above have been welcomed, stakeholders also mentioned several challenges relating to the current delivery model. The main challenges highlighted were: adapting to the new way of working and the changes since Phase 3; issues relating to the restrictive nature of the eligibility criteria; the wider funding limitations; and attribution.

“I think it’s the different way of working, the fact that Phase 3 was successful all the way through and there was a real sense of achievement and then it completely changed and as with anything, there have been a few teething problems [it sometimes feels we are no longer following our] usual way of working, which is an inclusive approach for youth work.” Manager

A new approach to working

There is a sense that the targeted approach adopted in Phase 4 contradicts the universal approach the partner organisations are used to taking. Additionally, some explained that the current delivery model feels much like a ‘capacity building’ programme within which a lot of LDO time is spent working directly with adults (staff and volunteers) rather than their recognised traditional youth work approach of working with young people. However, despite this, partners do recognise the real value of this approach to supporting the leaders of the groups, particularly regarding the sustainability of the group and that the eventual impact of the support they provide is on the young people the groups engage with.

“It’s been very difficult for us because it’s no longer has the interpersonal youth work approach which is what we tend to use within [our organisations].” Manager

“There is far less face-to-face contact with young people under this Phase, which is different from any other year. [...] we’ve helped to develop programmes, we’ve helped to develop staff, we’ve helped to develop policy within organisations which has had a knock-on effect and the young people have benefited as a result, but we haven’t physically gone in and done any face-to-face work [with young people].” LDO

An added issue relating to this, highlighted by LDOs and Managers, is that there is currently no way of recording or tracking the LDOs activity with the groups, and as a result so much of the impact of it, beyond its longer-term impact on young people, is not recognised or reported on.

“CashBack outcomes are all focused on young people, [...] all the eventual impact is aimed at young people but, for example, if we’re working with groups, we’re supporting workers to make the place a safe area to be in so looking at policies, looking at how they manage their groups, looking at what training needs to be done, making sure that we’re signposting them to the right thing, so all of that has got impact on volunteers, on workers, and on group development which eventually impacts on young people but there’s all of these extra activities and beneficiaries that we don’t record because that’s not what we’re being asked to measure but it’s very, very strong, those outcomes, which you think could be recorded in some way.” Manager

Other issues relating to the new way of working highlighted by evaluation participants were:

- The way the delivery model works means there is a lot of time spent with the individual groups providing support and advice. The requirement to spend so much time with one group has made it more challenging to meet targets within the LDO capacity. Suggestions were made that it may have been better to do more information/training events for groups, which would have enabled the LDOs to reach more people at one time, recognising however that this could run the risk of impacting negatively on sustainability and/or lose the benefits of the individual needs-analysis approach.
- Some stakeholders talked of the long lead-in time at the beginning of the year and how this led to a slow start and therefore a struggle to meet targets in Year 1. A significant, and unanticipated, amount of time at the beginning of Year 1 was dedicated to relationship building, communication, and familiarisation with the new approach.

- In addition, because the volunteers tend not to be used to having a development worker (i.e. an LDO) to support them, in some instances this has meant they have taken a back seat, assuming that the LDO will do the work, which again runs the risk of impacting negatively on sustainability. LDOs continue to work hard to ensure roles and expectations are clear.
- Some groups may need more support that can be provided by the LDO, and if LDOs need to move onto new groups in Year 2, there was concern about the fate of those that they were supporting in Year 1. Some LDOs raised concerns about sustainability of the Year 1 groups once support is reduced/stopped.

The Eligibility Criteria

The strict funding eligibility criteria driving the targeted rather than traditionally universal approach in Phase 4 has been a significant issue for the organisations involved, particularly in relation to the Start Up strand for the uniformed organisations.

The recognised group structure of the uniformed organisations is such that they tend to have younger pre-10yrs ‘feed in’ groups with the young people progressing through the sections as they get older. For example, for Girl Guiding, girls start Rainbows at 5 years old, progress to Brownies at 7, Guides at 10 and Senior Section at 14. The GC criteria have meant that in some instances, the LDOs have been attempting to start up new groups in areas where there are no ‘feed in’ groups and therefore no prior presence of the organisation in the area. Starting new groups in these areas for some has been very labour intensive, as well as feeling quite ‘counter-intuitive’, particularly when they are aware of other areas that have sufficient feed-in groups that would like help to start up an older section, but they do not fall within an eligible postcode and are therefore not eligible for LDO support.

LDOs and managers admit that the criteria were agreed before Phase 4 started, however in practice it has been more of a challenge than anticipated, and while they have developed approaches to deal with the challenges, the frustrations continue.

“The uniformed organisations are all the same, we’re having the same issues. [...] just starting with [10-year olds] is not the bit that comes easily if there hasn’t been a provision there before.”

LDO

“A lot of young people don’t come into [our organisation] at 10, they come in at 5 [...] the majority of our membership is under 10.”

Manager

“It’s difficult to recruit new members [under 10] unless they know people who are involved. It’s better to bring people through the [feed-in groups], through natural progression.”

Volunteer

While partners and wider stakeholders alike recognise that there is a need to have a measure to channel the funding to areas of most need, they highlighted the issues and frustrations they had in only concentrating on the lowest 20% SIMD as a measure of whether support can be given to individuals and/or groups. They included:

- Postcodes don't always reflect the circumstances that people are living in, running the risk of missing out areas and other groups and individuals where there is equal need. Conversely, some groups have found that they have young people with the eligible postcodes who have parents who are teachers or doctors.
- It goes against the 'universal provision' ethos of the organisations, and they struggle because traditionally the organisations do not just deal with the lowest 20% but try to ensure that people of all backgrounds mix together.
- Initially there were issues with 'over-crowding' of provision in East Glasgow, which has the highest percentage of postcodes in the lowest 20% SIMD. Three of the organisations were attempting to set up new groups in a relatively small radius without being aware of the others' activity. This issue has now been overcome, but did raise the issue of risk of 'over-saturation' in an area.
- The drop-in nature of many groups means that they lack a certain amount of control over who walks through their doors. So, despite doing the groundwork, opening the group in the correct place, and targeting the right communities, there is no guarantee that they will have sufficient numbers of young people living within the lowest 20% SIMD come through the doors. One volunteer commented:

"It's very variable, say we have two kids who are two streets apart, we are aware that they go to the same school, they have the same social deprivation issues but based upon an index one of them is in the top 20% and one of them is just outside. We understand you've got to come up with some criteria and some people are going to win and some people are going to lose; how else are you going to target the areas with the worst deprivation? But it sometimes feels a bit daft."

Volunteer

The perceived funding limitations, including the significant numerical targets set for each discrete financial year, have led some to feel less able to encourage innovation amongst their groups and LDOs. One manager talked about being limited in the size of grants they can allocate groups due to the low numbers of young people who have eligible postcodes within the groups, which then stifles their creativity. The same manager went on to discuss their initial aims of working with Roma, Traveller and Refugee communities, which they had to abandon due to the need for quicker results, i.e. targets that need to be achieved within a strict financial year rather than over a longer period.

"We did set out that we were talking to the Traveller community and we were talking to the refugee community and we were going to some of the areas that were most academically challenged, and we've had to shy away from those because we weren't going to get quick enough results, and that's silly. We know that with a lot of effort we really could make a difference to these young people, but it wasn't going to happen in discrete financial years so now we're doing what we have to do, which means that the money is being spent on young people who meet the criteria but they're not necessarily the hardest to reach."

Manager

LDOs and Managers also highlighted the challenge they have regarding how to communicate the support to groups, and how important it has been to ensure it is done in a way that avoids stigmatisation. One Manager felt that the complicated nature of the financial support has meant they have avoided providing too much detail about it for fear of causing confusion, with the consequence of limiting how much awareness raising they can do about CashBack funding and its aims and objectives.

“Communication is a challenge - our groups are inclusive of every young person in the UK, normally we would say we have funding and everyone is welcome to apply, not wanting to stigmatise.”

LDO

“We’ve had to dilute it in its explanation as we’ve gone out into the regions and the districts. They’ve all known that we’ve got the support of a LDO but we wouldn’t even begin to try and explain how and why that LDO was being funded and what their targets and aspirations were because it’s just far too complicated and I think that’s a sad side-effect from it, is that we’d like people to be able to correlate everything that is happening, to be able to put it back to CashBack, so they hear about how criminal proceeds are being reinvested in the youth.”

Manager

Attribution

The challenge of attribution, particularly of the Start Up and Grow funding, was mentioned by a small number of stakeholders. The main issue being that in many instances the small amount of targeted funding and/or support the groups receive through the GC programme is used to part-fund or support larger universal provision. Young people rarely have any awareness of the funding arrangements of a group so can struggle to attribute a certain activity/equipment/learning opportunity to a wider positive outcome.

“Attribution always going to be tricky with Start Up and Grow groups. Young people filling in evaluation forms based on experience of what they’ve got from their group. But young people [are often] filling evaluation forms based on their whole life rather than activities.”

LDO

“That’s been the big challenge, just attributing it back. I found that bit the hardest bit. ... How is that impacting young people? Where is that impacting on young people? We’re kind of hoping it is but there’s no real guarantee that it will or it could.”

LDO

The Generation CashBack Consortium

Evaluation participants were given the opportunity to provide feedback on how well they thought the partnership is working between consortium members. Feedback was generally positive. Stakeholders appreciate that while it is not a new partnership, Phase 4 has brought with it a new way of working (as outlined above), and despite some challenges, the relationships and collaborative approach has been strong enough to withstand it. Regular consortium meetings and workshops have continued the success of Phase 3 partnership working, and the benefits of shared learning between the partners are evident as they enter Year 2 of Phase 4.

“It’s a development of Phase 3, I think it’s tantamount to the fact that we have got that relationship, that it’s still strong and we’re working together in what has been quite a difficult year.”

Manager

Stakeholders talked about the level of interaction between partners as adequate, and how they benefited from the knowledge that the partners are working through similar issues, both at strategic and operational levels. Through collaboration, partners have learnt from their experiences around recruitment of new groups, identifying suitable existing groups for Grow support and data collection issues. They mentioned the benefits gained from the quarterly workshops, such as the sharing of ideas and learning, and the supportive network the consortium provides – more information is provided below.

Benefits

1. **Consortium workshops:** The consortium has three workshops throughout the year (funded outwith GC). The workshops bring LDOs and managers together and are designed as learning opportunities as well as being a forum for sharing ideas. They have provided an opportunity for consortium member staff, particularly the LDOs, to get together and discuss progress and issues relating to delivery. Overall, the consortium members have found the workshops useful. They have largely benefited from the opportunity to share ideas and discuss delivery concerns and achievements.

“The workshops have been quite helpful to know how other people have been tackling the same issues that we have.”

Manager

LDOs prefer the workshops when they have a positive focus; they want to use them as constructive opportunities and leave with ideas about future activity.

“It’s good when it’s positive; [it’s much better] when we leave thinking, you did that, I’ll try that.”

LDO

There was a sense that there is no need for more frequent workshops, particularly since some of the LDOs are working on part time contracts so time for networking / collaborating is limited, but to ensure that the workshops are set up in a way that they are about overcoming problems / issues rather than just discussing them.

2. **Supportive network behind the funding:** Participants felt that the wider CashBack for Communities funding programme provides a good foundation of support, and being part of the consortium and therefore part of the wider CashBack ‘family’ is a positive thing.

“It’s definitely a great thing to have that wider network of organisations and be part of CashBack, there’s a lot of support behind CashBack..”

LDO

Challenges

Year 1 of Phase 4 has presented some challenges to the consortium as outlined below. They have had ongoing discussions on organisations' differing approaches to achieving targets, data collection, reporting on progress and outcomes, and evaluating impact. Simplifying the evaluation process mid-year with the 'one form' has addressed some of the barriers to collecting data, the LDOs are incorporating more creative consultation techniques and they are continuing to work on the most appropriate methods to measure outcome data for additional needs groups.

1. **Organisations working in different ways:** the managers mentioned the difference in ethos and approaches to delivery as a challenge for the consortium. While they feel this has led to some fragmentation within the consortium, it is not something that cannot be overcome.

"Because of the way we've had to make do to achieve what we needed to achieve we're not all necessarily approaching it in exactly the same way, and that can make the consortium a bit more fragmented than it should be. ... I think the different approaches aren't necessarily helping."

Manager

"We're all very, very different organisations [...] it's a challenge but it's not something we can't overcome."

Manager

"I think there's also that argument of, well we're all very different so we have to do it the way that suits the organisation so it's a challenge but [...] I think the main thing is that the young people get the opportunities and I do think we're achieving that, it's just taking maybe a wee bit longer than we had envisioned."

Manager

2. **Data gathering and reporting:** Over the course of Year 1 there have been various changes in the data gathering and reporting requirements, made in response to LDO feedback, which has caused some tension between partners. However, while there is a certain amount of frustration that it has taken so long to resolve, there is a sense going into Year 2 that this has been improved, and the experience can be considered good learning.

3 — Formative learning



The following provides some suggestions on how the learning from Year 1 can be taken into Year 2.

- **Evaluation:** An on-going issue is data collection and how to best capture data to demonstrate impact on outcomes in Year 2. A further iteration of the data capture form has been produced and will be piloted in early Year 2 along with creative evaluation tools to be distributed amongst the LDOs. LDOs and manager will also be thinking of new and creative ways to do evaluation, with the support where possible of the external evaluation team. It is important for the evaluation workshops to be as useful as possible and to respond to the challenges being faced out in the field by LDOs.
- **LDO Communications:** As the LDOs get more comfortable in their role, we would encourage as much communication as possible to share learning and to ask for information, support and advice. One LDO mentioned the idea of having an open forum for discussion between the LDOs (outwith the workshops), where they could collaborate online, and share ideas and resources e.g. a Dropbox folder.
- **Encouraging Peer Support** between supported groups – one volunteer suggested how beneficial it would be to have an opportunity to make contact and network with other groups involved in GC (particularly Start Up and Grow groups) who have received financial and/or LDO support, to learn from each other and share ideas. This provides an opportunity to encourage sustainability and take the onus off the LDOs to provide longer-term support to groups.

- Capturing the wider outcomes: The current way of reporting is not capturing the extent of the work that the consortium is doing. Next year's evaluation could have a focus on capturing more from the wider stakeholders, particularly volunteers working with the groups, on how they have benefited from the funding. The consortium is keen to have some way of capturing the outcomes from the work being undertaken directly with groups. Could these be considered 'added value' outcomes.

Implications for the evaluation

Evaluation activity in Year 2 will consider:

- Speaking to more young people outwith the case study activity: now partners are delivering well across all strands we will work with the consortium to have a more targeted approach to capturing qualitative data from young people throughout the year.
- Capturing more from groups' volunteers and staff: we will work with the LDOs to consider ways of capturing more qualitative data from volunteers and staff, such as an online survey, or integrating GC feedback channels with others to minimise the burden on already busy volunteers.

Appendix 1 - Programme Logic Model

Phase 4 CashBack for Communities – Logic Model

Activities	Short to medium term outcomes	Long term outcomes	Links to Scottish Government National Outcomes
What we will do	The changes we want to see the CashBack programme deliver over three years	What the CashBack programme exists to achieve	The changes we hope CashBack for Communities to contribute towards in Scotland, at the completion of the programme in 2020
<p>Provide a range of activities which aim to raise the aspirations, ambition and levels of attainment for young people aged 10 to 24.</p> <p>The young people will:</p> <ul style="list-style-type: none"> live in areas of deprivation; or be disadvantaged by being unemployed, not in education or training; or be excluded, or at risk of exclusion from school; or be at risk of being involved in anti-social behaviour and offending or re-offending. 	<p>Young people build their capacity and confidence</p> <p>Young people develop their personal and/ or physical skills</p> <p>School attendance and attainment increases</p> <p>Young people participate in activity which improves their learning, employability and employment options (positive destinations)</p>	<p>The gap in attainment levels between the most and least disadvantaged young people in Scotland is reduced</p>	<p>We have tackled the significant inequalities in Scottish society</p> <p>Our young people are successful learners, confident individuals, effective contributors and responsible citizens</p> <p>We have improved the life chances for children, young people and families at risk.</p>
	<p>Young people's behaviours and aspirations change positively</p> <p>Young people's wellbeing improves</p> <p>Young people participate in positive activity</p> <p>Young people are diverted from criminal behaviour or involvement with the criminal justice system</p> <p>Young people contribute positively to their communities</p>	<p>Aspirations and ambition increase for disadvantaged young people in Scotland</p>	<p>We live longer, healthier lives.</p> <p>We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.</p> <p>We live our lives free from crime, disorder and danger.</p> <p>We realise our full economic potential with more and better employment opportunities for our people.</p>

The outcomes in bold are those which we expect all projects funded through the CashBack programme to contribute towards.

Phase 4 CashBack for Communities – Outcomes, measurement and indicators framework

Outcomes	Measurement	Indicators
The changes we want to see the CashBack programme deliver over three years	What you will measure	The indicators that will provide evidence that there is progress towards each outcome. They will act as an 'indication' that a positive difference is being made.
Outcome 1: Young people build their capacity and confidence	<ul style="list-style-type: none"> • Confidence of young people • Capacity of young people – increasing the young person's ability to achieve more in what they do 	<ul style="list-style-type: none"> • Young people report their confidence increasing • Young people feel able to do new things • Other stakeholders (other people involved with the young person e.g. parents, teachers, youth workers, etc.) report perceived increases of confidence and ability to do new things among young people • Young people go on to do new things after their initial CashBack involvement
Outcome 2: Young people develop their physical and personal skills	<ul style="list-style-type: none"> • Personal skills, including: <ul style="list-style-type: none"> ○ learning skills such as literacy, numeracy and thinking skills; ○ skills for working with others; ○ leadership skills; ○ personal learning planning and career management skills; and ○ skills for enterprise and employability. • Physical skills – including: <ul style="list-style-type: none"> ○ physical co-ordination and movement skills 	<ul style="list-style-type: none"> • Young people gain accreditation (including youth awards) for learning and skills development • Young people report their skills are increasing • Other stakeholders (other people involved with the young person e.g. parents, teachers, youth workers, etc.) report skills are increasing
Outcome 3: Young people's behaviours and aspirations change positively	<ul style="list-style-type: none"> • Change in behaviour • Change in attitudes 	<ul style="list-style-type: none"> • Young people report increased aspirations • Other stakeholders report perceived increased aspirations in young people • Young people report positive changes in their behaviour • Other stakeholders (other people involved with the young person e.g. parents, teachers, youth workers, etc.) report perceived positive changes in the behaviour of young participants
Outcome 4: Young people's wellbeing improves	<ul style="list-style-type: none"> • Increases in young people's feeling of being safe, healthy, achieving, nurtured, active, respected, responsible and included (<i>These skills link to the SHANARRI indicators</i>) 	<ul style="list-style-type: none"> • Young people report increases in feelings against SHANARRI indicators: <ul style="list-style-type: none"> ○ Safety ○ Health ○ Achievement ○ Nurture ○ Activity ○ Respect ○ Responsibility ○ Inclusion • Other stakeholders (other people involved with the young person e.g. parents, teachers, youth workers, etc.) report perceived increases in SHANARRI indicators among young people

The outcomes in bold are those which we expect all projects funded through the CashBack programme to contribute towards.

Phase 4 CashBack for Communities – Outcomes, measurement and indicators framework

Outcomes	Measurement	Indicators
The changes we want to see the CashBack programme deliver over three years	What you will measure	The indicators that will provide evidence that there is progress towards each outcome. They will act as an 'indication' that a positive difference is being made.
Outcome 5: School attendance and attainment increases	<ul style="list-style-type: none"> • School attendance • School attainment 	<ul style="list-style-type: none"> • Participants' attendance at school improves • Participants' attainment at school improves • Overall school attendance improves • Overall school attainment improves • Overall school exclusion rates decline
Outcome 6: Young people participate in activity which improves their learning, employability and employment options (positive destinations)	<ul style="list-style-type: none"> • Young people participating in training which improves their soft, core and/or vocational skills • Young people participating in learning • Young people progressing to employment • Young people participating in volunteering 	<ul style="list-style-type: none"> • As part of the programme, the number of participants taking part in: <ul style="list-style-type: none"> ○ training ○ learning (this includes staying on at school) ○ employment ○ volunteering • Progression outcomes after completion of the programme, the number of participants:- <ul style="list-style-type: none"> ○ remaining at or returning to school ○ taking a course of further or higher education ○ undertaking a Skills Development Scotland-funded training programme ○ engaging in an Activity Agreement; ○ participating in learning or training offered by Third Sector providers/ Social Enterprises / Community Learning and Development ○ volunteering; ○ undertaking work experience, where it is part of a recognised course or programme; ○ participating in opportunities offered through Community Jobs Scotland ○ being employed / a Modern Apprenticeship
Outcome 7: Young people participate in positive activity	<ul style="list-style-type: none"> • Level of participation in positive activity • Extent of increase in positive activity 	<ul style="list-style-type: none"> • Number of young people participating in the activity • Number of young people who are new to that activity (had never done that type of activity before)
Outcome 8: Young people are diverted from criminal behaviour or involvement with the criminal justice system	<ul style="list-style-type: none"> • Reduction in criminal behaviour • Reduction in involvement with the criminal justice system • Reduction in antisocial behaviour 	<ul style="list-style-type: none"> • Reported antisocial behaviour and/or criminal behaviour reduces in the area concerned • Young people report that their own participation in antisocial and/or criminal behaviour has reduced • Communities report reduced antisocial behaviour and/or criminal behaviour
Outcome 9: Young people contribute positively to their communities	<ul style="list-style-type: none"> • The contribution young people make to their communities 	<ul style="list-style-type: none"> • Number of participants going on to volunteer or take a leadership role in community organisations • The number of hours of volunteering contributed by participants • The number of community focused awards gained by participants • Young people feel their contribution and links with communities are improving • Other stakeholders (other people involved with the young person e.g. parents, teachers, youth workers, etc.) perceive that young people's contribution and links are improving • Young people are undertaking coaching, mentoring or supporting roles

The outcomes in bold are those which we expect all projects funded through the CashBack programme to contribute towards.

Appendix 2 – Case Studies

The following case studies were produced by The Lines Between to demonstrate the impact of specific Generation CashBack activity on individual young people.



Case Study: Finn, participant in Grow activity

Finn,* aged 11, is engaged in Generation Cashback funded Grow activity delivered by Scouts Scotland in the Fife region. The Grow activities include 'Dragon Boating', Mechanics training and the 'Big Badge Week' camping residential. When asked to reflect on changes and impacts he had experienced as a result of this Generation CashBack funded activity, Finn described improved confidence, skills, behaviours and attitudes, broadening social networks and increased participation in positive activity. Finn describes this journey in his own words below.

*A pseudonym has been used for anonymity





I joined Scouts in spring this year. Since then I've taken part in things like dragon boating, mechanics and this week is my first camp.

Active living

What I like about Scouts is how you meet friends, and you try and encourage yourself to do more active stuff. When you're at home you just sit and play PlayStation, iPad and Xbox, but when you're at Scouts you do active stuff that your body likes.

Impacts on confidence, capacity, attitude, behaviour and wellbeing

Scouts has changed me to be on the right time and all that, and to just be there. I'm more confident with loads of stuff now. If I was to go anywhere with my parents before I did Scouts, I wouldn't be able to do it, I was like, nah, I wouldn't do it, but now I'm in Scouts I'll give it a go, I'll try it.

I'm up on my behaviour now I'm at Scouts. My behaviour, well I think it's perfect... I always smile, I'm always happy. If I get put down I try to forget about it, but before joining Scouts I would have just sat out, done nothing and been angry or sad.

Scouts has changed school a lot too. At school I used to get, well, sometimes I got bullied, but now I'm at Scouts I've got friends to stick up for me and be stronger... Yeah, I've got more resilience. Like if I've got friends with me, beside me, I can concentrate on learning at school, but if I've got no friends then I can't concentrate.

Physical skills

I'm changing - I didn't used to know how to climb really tall stuff, now I can, and I'm able to ride a boat with team mates and I know how to do all this other new stuff. I feel like I'm enjoying it a lot.

Transferrable personal skills and aspirations

At Scouts, I concentrate and when I'm there I'm like, I'll do that when I'm at football, I'll concentrate, and then I might get better and try and be the best in the world. I'm also wanting to be a marine biologist, so if I don't get far into football I'll do that instead.

I feel independent and stronger with myself and if I need help I'll get help, but most of the time I don't need it. Like that's what Scouts are for, they're for learning and getting better skills for when you're older so you can do all this stuff and be active and skilful.



Case Study:

Heather, participant in Grow activity

Heather,* aged 13, is engaged in Generation CashBack funded Grow activity delivered by Scouts Scotland in the Fife region. The Grow activities include 'Dragon Boating', Mechanics training and the 'Big Badge Week' camping residential. When asked to reflect on any changes experienced as a result of taking part in these Generation CashBack funded activities, she mentioned skills, aspirations, wellbeing, friendships, physical activity and learning she has transferred to other parts of her life. Below, Heather describes this journey in her own words.



*A pseudonym has been used for anonymity



The network of youth groups





This year with Scouts I've done the Dragon Boating team building, the Mechanics training the Big Badge Week camping.

It's quite good to get to meet new people, I'm quite outdoorsy and adventurous anyway, so I think the more outdoor stuff that I do, the better. If you're doing something with other people, you say, oh well, I've done that, I know what I'm doing now. I was interested in outdoorsy stuff before, but it was never as strong as this.

Aspirations

In the future I want to maybe be a young leader when I move up to Explorers, and I know I want to do the Duke of Edinburgh too. In the long-term, I know I definitely want to be a teacher, whether it's a primary or a high school, I'm not sure yet. Since I know first aid now, if one of the kids gets hurt, then I know I'll be able to help and I know what to do if there's a broken bone.

Active living and growth in skills

I like going to camps, it's something different than staying in the home or just being back at home. I like the whole aspect of being outside and learning how to do stuff that I wouldn't normally do. I probably wouldn't have been as confident doing CPR if I hadn't done it this week, and I certainly wouldn't have been as confident with cars if I hadn't done the mechanics badge.

Expanding social networks

It's always good to meet new people because then you can find people with the same interest as you and you can get along really well. Scouts is quite good because I can keep the friends right the way through until maybe like I grow up, like keep in contact.

Wellbeing

If I get told I'm going to camp, then I'm normally quite excited about it in the run-up to it. That changes my mood a bit, say, if something's went a bit bad and maybe I'm in a bad mood, and I get told, 'you get to do this with Scouts, you're going to go away, you're going to do a camp' – it brightens you up a bit because then you get a break from maybe stuff at home or stuff with other friends. It's a bit like a relief sort of thing.

Transferrable learning and impact on home life

Normally at campsite we have to make our own meals and then I can maybe take the stuff home and make my own dinner back at the house, and give mum a hand. We get made to do our own dishes and stuff, so I could take all the skills that I've learnt – the housework stuff that we do outdoors here, and take it back to help at home with it.





Case Study: About Youth

About Youth is a dynamic and nimble youth work organisation that has just celebrated its first birthday. They are an active member of LAYC and Youth Scotland and receive Generation CashBack support for their pioneering youth-led project in the Calder in Wester Hailes, Edinburgh. The young people asked for a place where they would be able to use the internet, play computer games, take part in other games, listen to music, watch films, prepare food and eat together. As a result, every week this project welcomes locals aged 11 to 17 who gather in the Calder Community Flat as a space to meet safely indoors with peers to relax, socialise and take part in activities.

Here we speak to youth workers Alan Ross and Jon Smiles (pictured) about their co-production approach, the importance of strong relationships both within the youth group and the community, the value of the Generation CashBack (GCB) funding and their learning so far.

“Relationships are key... that’s the essence of what we’re doing here”



Safeguarding through strong relationships

“The fact that we’ve been around in the Caldera for as long as we have is definitely an important factor in terms of building up relationships. This group relies on both the relationships we’ve got with the young people and those with the rest of the community. These young people are speaking with us openly, about sexual health, about alcohol, that sort of thing. Obviously, there are things that come out that can raise concern around what’s happening.

Where we’re lucky - and that’s where you can’t underestimate the importance of community based organisations - is that we’ve got really good informal relationships with the police, social work and a lot of the key statutory agencies which means that we can check out things and speak with people without having to go immediately down formal routes that are going to have impacts on the young people.

Safe haven, safe space

If you live in a community like this, you’re under a stress all the time. In terms of the stuff that these kids see in the community outside, this place is a safe haven from that. If anything, one of the things that we are trying to achieve is stopping some

of that stuff becoming normalised in their own attitudes and lifestyles. Maybe that’s part of the reason they come here, for contact with people who believe in them, who encourage them to be aspirational and aim to achieve in their lives. They don’t all have that at home or in school.

You realise that young people really yearn for contact from the youth workers and often use those relationships in a therapeutic fashion. Sometimes, honestly, it’s like group therapy that goes on here, like a space where they can share and explore the types of difficulties and problems they are encountering in their lives and where they can work through their issues together in a way that’s safe and supported. That kind of personal growth supported through the group dynamic, that’s what’s really going on in a space like this.

Co-production

In coming here, the young people in this group feel like it’s somewhere they belong. Part of the reason that they feel so at home and comfortable in this particular project is because of that sense of shared ownership. They like coming here because we deliver projects with them, not on them – we let them decide what they want to do and it’s totally their choice.

Learning to share with others

Something we’ve benefitted from organisationally, is our young people developing our social media strategy. We’ve sat down and said ‘show us what snapchat is’, ‘do you think we could use this as an organisation to communicate with you guys?’ and taken their lead because people don’t stand about and look at posters on noticeboards anymore. We’ve got to constantly adapt and keep learning from young people.

When it comes to youth workers, our approach is: grow your own from within the community, for us that’s testament to believing in young people. There are some members of this group whom we’re already thinking, as soon as the time’s right, you should be on our board and informing what we do.

Impact of the funding

The GCB funding has made it easier for us to do this work, and has allowed us to access resources that are difficult to secure funding for. The Local Development Officer support has brought a lot of encouragement and helpful suggestions. Going forward, we’d like to learn more from the other organisations in this network, especially those from outside our community who we don’t naturally come into contact with.”





Case Study: Melissa

GROW Participant

Melissa, aged 15, is engaged with About Youth, a youth work organisation in the Wester Hailes area of Edinburgh, which is a member of, and supported by, LAYC and Youth Scotland. About Youth is currently accessing the opportunities and support that the Generation CashBack GROW programme offers. This includes supporting the development of a young-person-led evening youth group based in the community.

Chatting about the changes and impacts she has experienced as a result of being part of a Generation CashBack GROW group, Melissa describes growing social networks and horizons, and increased participation in positive activity. Here, she talks about these shifts in her own words.

“My idea of what’s possible has definitely grown”



Engagement in positive activity

“When I’m not coming here I just go home after school and have dinner and then if I have any homework to do I’ll just do that. The youth club gives us something to do so we’re not stuck in the house all the time, it also gives us people to talk to if we feel like we can’t speak to teachers or parents.

Ownership and initiative

When the group started up we all agreed that everything with the place needed touching up because the walls were once maybe white but they had gotten old over time. So, we decided to make it better. Me and another girl decided that we were going to apply for money to pay for it. We managed to get the funding, and then we all painted and decorated the place. We had the chance to have the group somewhere else but we were keen for it to be part of the place we live in instead of doing it somewhere we don’t live in or know well.

Photos below: the Community Flat where the group meet weekly and the park outside.

Opening up to new challenges

It’s made a difference coming along to the group, I’ve started to push myself in things that I wouldn’t normally do. For example, we went on a summer trip to an activity place called Fox Lake. There was no harness on the obstacle course so if you fell you were straight in the water. Now, I don’t like heights so that was something for me to push myself through. Yeah, I’ve definitely opened up to more things.

Increasing confidence and skills

Before I started coming here I wouldn’t speak to many people, I was quiet and I’m still quiet now but nowhere near as quiet. If an opportunity came up in school I’d definitely look into it, like, recently we had the chance to write an essay for a competition, it was to be on something that would help change Scotland - the prize was meeting Barack Obama. I didn’t win but my essay did get put in the Guardian paper, so you see, learning new skills in here does show off when I’m in school or speaking to new people. Also, being told ‘I’m really proud of you’ well, it makes you want to do more of that sort of thing.

Expanding social networks

When I was younger I’d only be friends with the people that were in my year, but now I’m friends with people that are older than me, younger than me and the same age as me. I think that had a lot to do with this group having a lot of different age groups in it.

Expanding horizons

My idea of what’s possible has definitely grown. My focus at the moment is staying on at school and then finding something that I want to study further, whether that be writing or psychology or something like that. I realise that when I first started high school, I thought there was a certain amount of jobs, but from going on activity trips I’ve seen that jobs don’t always have to be sitting in an office. For example, when we went to Fox Lake there were water sports instructors, life guards, there were people that made sure everything was ok, engineers to make sure everything was safe. Basically I’ve realised there are a lot more possibilities than what I thought before.”





Case Study: Stephanie Lee

REACH Event Advisory Group

Stephanie, aged 20, has been a member of Girlguiding since she was seven years old. Having attended a CashBack residential event at Lochgoilhead last year she was invited to volunteer as part of the advisory group to make the REACH event happen, an opportunity she leapt at. Stephanie helped to organise the successful event in the EICA Ratho as part of the Generation CashBack Events funding strand. She does a lot of volunteering alongside working full time in a nursery in Edinburgh. Here, in her own words, Stephanie tells us about her experience being involved with the advisory group.

“It’s given me a boost of confidence to just go and try other things and not be too scared of whether it’s going to work or not.”



Coproduction and Responsibility

This was the first thing I'd ever been involved in as an advisory member rather than a participant. I have a passion for working with young people so to have this opportunity to create an event for young people was fantastic. This event was the chance for me and the other advisory group members to be trusted to put the work in and make the event the best it could be.

The REACH event was designed for the young people, so the activities and workshops we had planned for the day aimed to help them develop important life skills such as team work and leadership. We felt that networking was also a major aspect of the event, so we incorporated ice breakers into our welcome. This allowed the young people to get to know others who had the same interests as themselves.

When the advisory group first met we discussed why and for who we were doing this event. We talked about the aim of the event and what workshops we felt were suitable. We thought about what they would actually want to do on a Sunday Morning. We had free reign, which young people don't usually get so that was really good - it allowed our hopes to become a reality.

Learning to work together

We met a few times in the lead up to the event, in these meetings we'd talk about what we wanted the event to be like on the day. Although there were times we disagreed we learned to work through our differences as a team and come to a fair decision in the end. One thing I learnt was that not everything goes to plan. There was one day we couldn't meet because of the snow, so we ended up doing a phone call conversation. Working in a team

where we were all different to one another showed me the importance of communication skills. I've never worked with different organisations in the past so that was interesting. Within the advisory team, I've made a couple of good friendships that I wouldn't have had the chance to make if I hadn't been on the team.

Confidence for the future

It was nice that someone actually believed in me as a young person to do something because you don't get that freedom in a lot of things. I felt very proud to have been a part of something like that. It's given me a boost of confidence to just go and try other things and not be too scared of whether it's going to work or not work. It's also spurred my passion for working with young people - I've loved working with them - so it's definitely shown me that that's what I want to pursue.





Case Study: REACH Event

Sunday 25th March 2018

REACH was organised by an advisory group of young leaders from across the Generation CashBack (GCB) consortium: Scouts Scotland, Girlguiding Scotland, Boys Brigade and Youth Scotland. The event was funded through the Events strand of GCB funding.

In attendance were nearly 70 young people representing all four member organisations. Young people travelled from all over Scotland to EICA Ratho where the event was being held. Below are some of the activities that were on offer:



Words used by young people to describe the event.

A workshop in **Youth Work Skills** to look at creative, practical ways to consult with their groups. Learning new teambuilding games to use with their groups.

A **web development** workshop to learn the basics of web design and a taster for HTML and CSS design. Exercises included creating content using i-pads.

'Fun Fun, Fun' teamwork activities including a blindfolded obstacle course and food challenges.

A hands-on practical workshop in **special effects make-up** where young people learnt how to create fake wounds with paints, powder and fake blood.



Young people attending the event came away with different kinds of benefits. Some described being introduced to new skills and experiences, getting a confidence boost from working well in a team and taking on new challenges. Others learnt new skills and ideas to use in their own leadership roles. Some mentioned seeing their future in a new light. Here, in their own words, participants reflect on the event:



Learning new skills

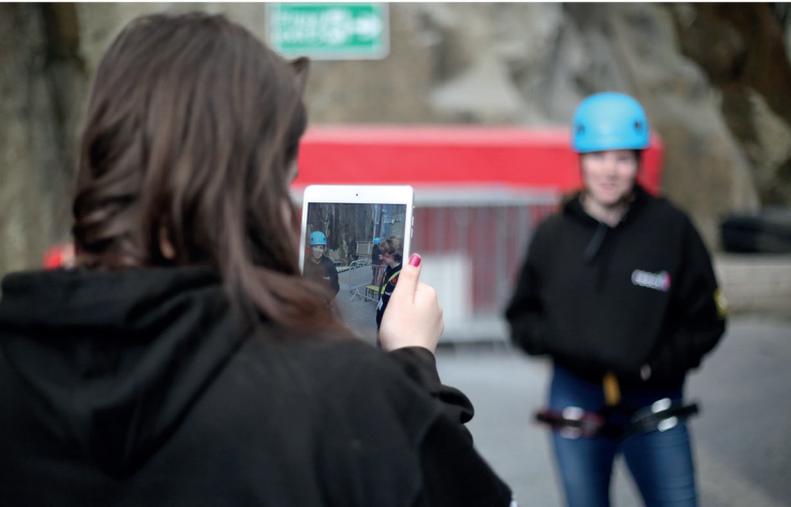
"It made me think about skills I need, like communications skills are a big factor. It's good for people to get out and know each other rather than staying in the same organisation."



"This isn't something I've even done before, even just sitting in the youth skills workshop and learning about games that I can use. I normally wouldn't come to these things, I'm actually really quite shy and nervous and I don't like doing things like this."



"I'm much more team involved than I thought I was. Usually I'm quite individual, I like to have individual goals. My sport is karate, I do it by myself, I'm fighting for me whereas I think doing all the team games and stuff I realised that I'm quite good being involved with a team."





Building capacity and confidence

"I am really good at rock climbing. If I just push myself more, I'm capable of doing more things that I never thought I'd be able to do."

"Just being a bit more confident with people I don't know, trying to speak out a bit more in front of people I don't know."

"It's completely stepped me out of my comfort zone and that's something that I don't normally do a lot but it's really good and I enjoy stepping out of my comfort zone because I learn a lot about myself, I can actually do more and gain more confidence from it."



Looking to the future

"Yes. I love working with the Cubs and from being here I've realised it's something I'd really like to do, continue to do. So maybe working more with youth is in my future."

"This is a great way for me to learn how to work with the kids and it's a great networking opportunity for me."



Supporting leadership

"The youth skills workshop... taught me a lot of things I can take back and use with my own Cubs, even with people my own age."

"I'm a young leader myself, I've taken things away from that that I can incorporate into the group that I work with."



Appendix 3 – Research Tools

Interview Guide: Local Development Officers

Please note this guide is designed to be flexible – the questions are thematic and fairly open-ended as we hope to foster a dialogue that is frank and open (not a formal Q&A interview). Our intention is that participants feel relaxed and share their experiences in whatever narrative approach feels most comfortable for them.

The intention is to discuss in detail LDO experiences and views, probing and prompting to fully understand their motivations for involvement, organisational context and constraints, perceptions of barriers and enablers, expectations for outcomes and impacts, views on synergies and difficulties in partnership working, etc.

Introduction

I am part of the independent evaluation team commissioned by the Generation Cashback Consortium (Youth Scotland, Girl Guides, Scouts Scotland, Boys Brigade) to evidence and understand the impact of the Cashback for Communities: Generation Cashback programme and identify its effectiveness in delivering its outcomes.

Our methodology involves interviewing the Local Development Officers from each of the partner organisations as well as some of the staff working across the programme. The final report is due by the end of May 2020; between now and then we will produce interim reports each April (2018, 2019).

Please feel assured that this is an evaluation of the programme as a whole, not of staff or individuals. We hope to gather evidence of impact and identify lessons that can improve programme delivery during the lifetime of Generation Cashback.

This interview is entirely anonymous; your name will not appear in the report. The final report will describe themes across the interviews and will not be specific to organisations, areas or individuals; we will ensure that any illustrative quotes included in the final report cannot be attributed to individuals. Your views are confidential and will not be shared outwith the evaluation team. Any notes or information gathered through these interviews will be securely stored to comply with data protection legislation. You do not have to answer a question if you do not want to and you can end the interview at any time.

Would you mind if we recorded the interview? You can say no if you wish. The recording is purely for our purposes so we do not have to interrupt the flow of the conversation by writing detailed notes during the interview and so we can refer back to the recording later on if need be to clarify our notes.

The discussion should last about 30 minutes.

Do you have any questions before we begin?

Questions

1. Please give me a brief overview of your role, for example
 - i. What your role entails
 - ii. How long have you been in post
 - iii. The skills and experience you bring to the role
 2. How would you describe the Generation Cashback programme?
 - i. Who is it aimed at?
 - ii. What are the intended outcomes?
 3. Which young people do you think the programme appeals to? Do you feel it is effective in engaging young people from the most deprived/most disadvantaged communities? If so, why?
 4. Generation CashBack aims to have a positive impact on young people in relation to their aspirations, ambition, and levels of attainment (incl. confidence, skills, behaviour and wellbeing). Have you noticed positive outcomes / impact so far?
 - a. How far do you think you can attribute project activity on positive participant outcomes to date?
 - b. What are your thoughts about the value of the GC programme in helping young people achieve these outcomes?
 5. In your view, how effective is the partnership between organisations involved in Generation Cash Back? For example:
 - i. How much do you interact with/work with other LDOs?
 - ii. Is there enough interaction/communication between partners?
 - iii. Have you/your organisation learned anything from other partners?
 - iv. Has the partnership had any other impacts?
 6. Above and beyond the programme goals, do you feel GC has any additional or unintended impacts on participants?
 - a. How about with the groups, overall network or partnership working?
 7. How well do you feel the current delivery model works?
 - a. What are the challenges of working in this way?
 - b. What improvements would you make if you were given the opportunity?
 8. If you have knowledge of other programmes to improve confidence, skills and attainment for young people:
 - a. How does GC compare?
 - b. Does GC offer anything unique?
 - c. Are there lessons from other programmes that could be useful for GC?
 9. Has GC met your expectations so far?
 10. More generally, how could GC be improved in the future?
 11. Is there anything we haven't asked you about that you think it would be useful for us to explore or consider in the evaluation?
-

Thank participant for their participation and time.

Interview Guide: Volunteers

Please note this guide is designed to be flexible – the questions are thematic and fairly open-ended as we hope to foster a dialogue that is frank and open (not a formal Q&A interview). Our intention is that participants feel relaxed and share their experiences in whatever narrative approach feels most comfortable for them.

Interview Guide

These will allow us to: (A) Discuss the volunteers' experiences and views, probing and prompting to fully understand their motivations for involvement, organisational context and constraints, perceptions of barriers and enablers, expectations for outcomes and impacts

Introduction

I am part of the independent evaluation team asked by the Generation Cashback Consortium to see how well it is achieving what it set out to achieve.

Our methodology involves interviewing a small number of volunteers from each of the partner organisations as well as some of the staff working across the programme. This interview will feed into the interim report due in April.

Please feel assured that this is an evaluation of the programme as a whole, not of staff or individuals. We would like to talk to you about the programme's impact and identify lessons that can improve its delivery during the lifetime of Generation Cashback.

This interview is entirely anonymous; your name will not appear in the report. The final report will describe themes across the interviews and will not be specific to organisations, areas or individuals; we will ensure that any illustrative quotes included in the final report cannot be attributed to individuals. Your views are confidential and will not be shared outwith the evaluation team. Any notes or information gathered through these interviews will be securely stored to comply with data protection legislation. You do not have to answer a question if you do not want to and you can end the interview at any time.

Would you mind if we recorded the interview? You can say no if you wish. The recording is purely for our purposes so we do not have to interrupt the flow of the conversation by writing detailed notes during the interview and so we can refer back to the recording later on if need be to clarify our notes.

The discussion should last about 15-20 minutes.

Do you have any questions before we begin?

Questions

1. Can you please confirm your name and give me some brief detail about your volunteering role with xxx
2. How long have you been volunteering with xxx?
3. How much do you know about the Generation Cashback programme?
 1. Who is it aimed at?
 2. What are the intended outcomes/what is it trying to achieve?
 3. What support do you get from it?
4. Do you feel the way it is delivered within xxx means it is effective in engaging young people from the most deprived/most disadvantaged communities? If so, how?
5. GC aims to have a positive impact on young people in relation to their aspirations, ambition, and levels of attainment (incl. confidence, skills, behaviour and wellbeing). Have you noticed positive outcomes / impact so far? How far do you think you can attribute project activity on positive participant outcomes to date?
6. Do you feel GC has any additional unintended impacts?
7. How well do you feel the Local Development Officer (LDO) support works for you and your organisation?
 - a. What improvements would you make if you were given the opportunity?
8. More generally, how could GC be improved in the future?
9. Is there anything we haven't asked you about that you think it would be useful for us to explore or consider in the evaluation?

Thank participant for their participation and time.

