

CashBack to the Future

Year 2: External Evaluation Report

June 2022



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1. Introduction

Cashback to the Future

- 1.1. CashBack to the Future (CTTF) has become a flagship programme for Impact Arts following its development and delivery through Phase 4 of Cashback for Communities (2017-2020). A £19m national programme, CashBack for Communities is the route through which the Scottish Government repurposes money seized from criminals to investment in projects for young people who face disadvantage.
- 1.2. In 2020, Impact Arts was awarded funding for a further three-year programme in Phase 5 of CashBack for Communities. Building on learning from Phase 4, Impact Arts developed the CTTF programme to offer more intensive support to those affected by multiple deprivation, at risk of disengaging from school or at risk of anti-social behaviour. Young people are referred to the programme by a wide range of partners and support agencies including schools, third sector organisations and public services.
- 1.3. CTTF is youth led and facilitated by youth workers and creative practitioners. The programme gives 14-19 year olds across Scotland a high quality, fun and rewarding creative experience, unlocking the talent of young people through a variety of creative approaches including animation, performance, music and visual arts. By empowering expression through art and creativity, young people are supported to achieve their potential through increased confidence and greater skills.
- 1.4. While most projects in receipt of Cashback for Communities report on Year 1 and Year 2 together, Impact Arts requested a report at the end of Year 1 to help inform Year 2 delivery. The Year 1 report, published in May 2021, is appended. This report focusses on Year 2 of the programme only.
- 1.5. In Phase 5 Year 2, the programme had two main delivery strands:
 - **Summer programmes** – this strand was delivered over four days per week across four weeks in July 2021, with young people having the opportunity to participate in multiple art forms and gain an accredited Dynamic Youth Award.
 - **CashBack to the Future Hubs** – a year-round programme with workshops on a Saturday and two afternoon or evening sessions per week, which allowed participants to experience a range of creative forms, develop soft skills and form positive peer relationships. Some afternoon sessions involve partnerships with schools, targeting pupils who have disengaged with school or have low attendance.
- 1.6. CTTF was delivered digitally for the first quarter of Year 2 due to the COVID-19 pandemic. As restrictions were lifted throughout the year, the programme moved to a blended model for a few months, with options for both in-person and online sessions. In January 2022, the programme returned to face-to-face delivery for all groups.

Participant profile

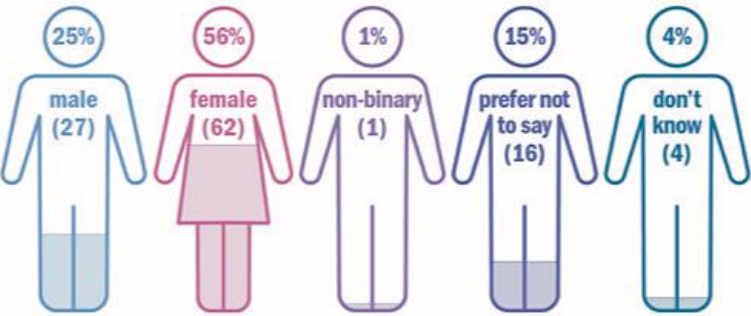
- 1.7. In Year 2, a total of 110 young people participated in CTTF for the first time, bringing the total participation levels across Phase 5 to 294 young people so far. An overview of the profile of the 110 young people who joined the programme in Year 2 is provided in the

following infographic. It is broadly comparable to the profile of young people who participated in Year 1. Key details are:

- More young women took part in the programme than young men (62 compared to 27)
- More than half of the participants (61, 55%) were aged 16-18
- 40% of participants lived in SIMD decile 1 or 2 postcodes, which are among the 20% most deprived areas in Scotland¹
- 49 young people had a disability
- 8% were from ethnic minority groups

Participant Profile

Gender:



Age:



SIMD Decile:



¹ Based on the Scottish Index of Multiple Deprivation, which provides a relative measure of deprivation based on different indicators including income, employment, health, education, housing, and crime.

2. Evaluation

- 2.1. As a condition of receiving Cashback for Communities funding, Impact Arts were required to commission an external evaluator to gather evidence about the programme and report on progress towards programme outcomes agreed between CashBack for Communities and Impact Arts².
- 2.2. The Lines Between, an independent social research agency, was selected to deliver the evaluation, which has involved observing CTTF sessions, undertaking primary research with those connected to the programme, reviewing and analysing secondary data and producing annual reports and quarterly case studies.
- 2.3. This report is based on the following evaluation activity carried out throughout Year 2:
- Focus groups and interviews with 18 young people
 - Interviews with 4 Impact Arts project staff
 - Interviews with 5 other stakeholders (1 referrer, 3 parents and 1 teacher)
- 2.4. In these interviews and focus groups, we explored a range of experiences and engagement with CTTF, including online and in-person delivery, and both the summer programme and year-round Cashback Hubs. Consistent themes emerged through our conversations with evaluation participants, giving us reliable data and a clear picture of the key successes and impact of CTTF, and also challenges facing the programme.
- 2.5. Researchers from The Lines Between also analysed secondary data sources including Impact Arts' quarterly reports to Inspiring Scotland and the Scottish Government and monitoring data collected directly from young people.
- 2.6. The scorecard data presented throughout chapter 3, which indicates whether or not the CTTF outcome targets have been met, is based on self-evaluation forms completed by young people. During one of their last CTTF sessions, participants complete a short online questionnaire which contains statements that relate to each of the outcome indicators. For example, young people are asked the extent to which they agree with the statement 'the programme has supported me to be more confident.' Responses to the survey are collated and analysed by Impact Arts each quarter, who produce the scorecard data to show whether the targets have been met. The Lines Between worked with Impact Arts at the start of Phase 5 to ensure the questionnaire was clearly linked to the relevant CashBack outcomes.³
- 2.7. The remainder of the report is structured as follows:
- Chapter 3 describes the impact of CTTF on young people and shows progress toward programme outcomes.
 - Chapter 4 reflects on Year 2 delivery, describing highlights and challenges.
 - Chapter 5 presents a short conclusion.

² Programme outcomes are set out in Appendix 1.

³ Impact Arts also collect stakeholder feedback to inform the stakeholder elements of the scorecard. This data is collected from Impact Arts tutors on a quarterly basis and presented to The Lines Between as percentages. While the set-up of the scorecard means we can't report on Year 2 stakeholder data specifically, performance in Phase 5 to date is above target for all stakeholder feedback measures.

3. Impact on young people

- 3.1. This chapter explores the impact of Year 2 of the CTTF programme on participants, drawing on self-evaluation forms and qualitative research with young people, project staff and other stakeholders including teachers, referrers, and parents.
- 3.2. The evidence is structured around the following six programme outcomes agreed between CashBack for Communities and Impact Arts:
- Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk taking behaviour
 - Outcome 2: Young people develop their physical and personal skills
 - Outcome 3: Young people's health and wellbeing improves
 - Outcome 4: Young people participate in activity which improves their learning, employability, and employment options (positive destinations)
 - Outcome 5: Young people contribute positively to their communities
 - Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system
- 3.3. While progress has been made towards each of the outcomes, most targets set for Year 2 have not been met due to lower levels of engagement with the programme than anticipated. Impact Arts faced significant recruitment challenges during recovery from the COVID-19 pandemic:
- The programme relies on referrals from support agencies including schools, third sector organisations and public services, many of whom were still experiencing significant disruption, caseload backlog and other challenges due to the pandemic. For example, SDS careers advisors were not operating in school settings, so could not identify participants to refer to the programme.
 - Impact Arts' own staffing levels were affected, which limited their ability to deliver sessions and promote the programme to referrers.
 - Many young people were isolating or reducing their in-person contact with others which impacted their availability and willingness to participate.
 - The programme targets a hard-to-reach group of young people, many of whom face multiple challenges e.g. disengagement from school, being socially isolated or dealing with poor mental health. Lockdown exacerbated these issues and made it even more difficult to engage this target group.
 - There were restrictions throughout Year 2 on the number of individuals from different households who were allowed to meet for the in-person delivery of youth services, which limited the number of young people who could take part in each group.
- 3.4. Despite these challenges, 110 young people engaged with the programme for the first time in Year 2, and their feedback was overwhelmingly positive. The infographic overleaf provides an overview of the key statistics from Year 2.

Year 1: Outcome Progress



Outcome 1: Building confidence and resilience

80

YP report increased confidence
(Target: 104)

80

YP report they are able to do new things
(Target: 104)

75

YP feel more resilient
(Target: 104)

75

YP report positive changes in their behaviour
(Target: 98)



Outcome 2: Developing physical and personal skills

80

YP demonstrate increased skills
(Target: 104)

27

YP gain accreditation for learning and skills development
(Target: 99)



Outcome 3: Improving health and wellbeing

76

YP report increases in wellbeing feelings against SHANARRI indicators
(Target: 99)



Outcome 4: Positive destinations

64

YP achieved a positive destination
(Target: 99)

43

YP improved school attendance
(Target: 78)



Outcome 5: Positive contribution to communities

76

Contribution, links with communities and social interaction are improving
(Target: 65)

73

YP perception of neighbourhood improves
(Target: 65)

76

YP have heightened sense of belonging to their community
(Target: 91)

60

YP motivated to positively influence their community
(Target: 65)



Outcome 6: Diverted from criminal behaviour

44

YP report own participation in anti-social behaviour reduced
(Target: 65)

44

YP less inclined to participate in anti-social behaviour
(Target: 65)

Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk taking behaviour



Outcome 1: Building confidence and resilience

80

YP report increased confidence
(Target: 104)

80

YP report they are able to do new things
(Target: 104)

75

YP feel more resilient
(Target: 104)

75

YP report positive changes in their behaviour
(Target: 98)

3.5. While some Outcome 1 targets were missed due to lower participation levels than expected, over 70% of young people surveyed (80 out of 110) reported that their confidence had increased and they felt able to try new things after taking part in CTF. In addition, over two thirds (75 out of 110, 68%) reported positive changes in their behaviour and feeling more resilient. Stakeholders surveyed across Year 2 also

3.6. Evaluation participants described how the programme led to increased confidence and resilience and among young people, many of whom struggle with poor self-esteem and social anxiety.



"I feel more confident in my ideas and with other people my age and I feel happier about that." [Young person]

"Usually, the biggest change is confidence. Loads of the young people that we work with suffer from really bad anxiety, so coming regularly to a weekly session with us and engaging with other people through art and group work, you can really see how in two or three weeks, they start coming out of their shells and revealing this beautiful personality that before you didn't have access to." [Tutor]

"I think that she's now more confident to go into a room of people that she doesn't know, in an environment she doesn't know, to do what she loves to do." [Teacher]

3.7. For some participants, their lack of social interaction during lockdown had a huge impact on their confidence levels and ability to go out and engage with other young people. They viewed CashBack to the Future as a positive step toward rebuilding some of the confidence, drive and resilience they lost over lockdown.



"During Covid you didn't really chat to anyone or go out. So going out and actually getting the chance to talk to people you've never seen before, it was a nice confidence boost." [Young person]

"She wasn't wanting to go into social situations or engage with other young people so she stayed at home, and that creates a lot of anxiety. It was a very bad cycle in which she didn't want to go out. But she started coming to the music sessions and it has been really incredible to see how she has come out of her shell. The first session, she was really shy. It was the first time in many

months that she was in a situation where she was with new people. And then she kept coming to the sessions and started forming very strong relationships with the other young people. You can see in the way that she acts and expresses herself, she's more confident speaking out loud and telling her opinions or jokes to the rest of the participants. It's been really nice to see her putting herself back out there.” [Tutor]

- 3.8. A few participants discussed how the programme helped young people build up their levels of independence which had regressed during the pandemic, for example giving them the confidence to undertake independent travel again.

“*It’s really helped them to rebuild their confidence because they need to put themselves out into the situation of taking a bus, taking a train, which in the last two years, they just didn’t have to. And you can see how that has made a good impact.” [Tutor]*

“One young person that is engaging with us had never taken a train by themselves before. The fact that they have to come here and travel here, that pushes them outside their comfort zone and they engage in other activities that are part of a more kind of functional life, like taking public transport.” [Tutor]

- 3.9. Many examples of young people building confidence through their engagement in CashBack to the Future were shared. This included developing the confidence to speak at public events, present their work at a showcase, try new activities and perform live music. Others demonstrated increased confidence by being more trusting with other young people and making friends.

“*I’m proud of him because he’s done a good job and he’s looking for any chance to show his art.” [Parent]*

“The band that we created as part of the music workshops, they were really keen on playing live as part of our showcase. These three young people that couldn’t speak to each other on the first day, then at the end of the project, they really, really wanted to play live for this audience of 100 people.” [Tutor]

“She was someone who had a lot of social anxiety, and doesn’t like public speaking. But she was invited to come on stage and speak. And the young person in question ended up speaking in front of this wide audience and talking about the process of making this animation. It was just mind blowing to see the change in the confidence of this person. We had never seen this side of this person before the event. This really gave her so much confidence.” [Tutor]



Presentation at the 2022 Cashback to the Future Showcase

- 3.10. CashBack to the Future gave participants a level of agency and creative freedom to take ownership of their own projects, which in many cases resulted in increased self-belief, drive and motivation.

“When young people are learning new things and they see the results of the whole process - especially with printmaking, because the printmaking process is so long - seeing the smile on the young person’s face, when they reveal their print for the first time, that’s just magic. You can see how confident they feel that they have made something from scratch, they did this on their own.” [Tutor]

- 3.11. Some young people noted that being in a supportive environment where their work was praised and validated by others had helped to boost their confidence and build self-belief.

“[At school] I didn’t have someone constantly being like, “oh, that’s good”, or complimenting me. Whereas I get more of that here, somebody just sees it and says, “that’s good”, which I feel gives me more confidence. Having people do that feels like I’m getting the validation that helps me try and validate myself as well.” [Young person]

Outcome 2: Young people develop their physical and personal skills



Outcome 2: Developing physical and personal skills

80

YP demonstrate increased skills

(Target: 104)

27

YP gain accreditation for learning and skills development

(Target: 99)

- 3.12. The majority of young people (80 out of 110, 73%) reported that their skills had increased as a result of taking part in the programme, and a total of 27 young people gained accredited learning by completed their SCQF Level 3 Dynamic Youth Award. While the targets for Outcome 2 were not met, the programme clearly had a significant impact on the technical and personal skills of those who participated.

Technical skills

- 3.13. Young people increased their technical skills across a variety of different creative methods. This infographic presents examples of creative skills and techniques young people discussed improving or being introduced to for the first time.



- 3.14. Opportunities to use professional materials and equipment that they would not have access to at home were valued by young people.



"It would be impossible without the tools." [Young person]

"Even though I have more art supplies at home, I don't have the resources to do all of this at home." [Young person]



Young person in an animation session

- 3.15. CashBack to the Future acts as a springboard for some young people, who take inspiration from the skills and techniques that they are introduced to and go on to spend their free time working independently to develop these skills at home.

“During the weekend, they were doing it [making animations] at home, so when we saw them next, they had all these videos which they had created. It means that there's something beyond being part of these sessions, we're making an impact in their lives. They are choosing to use their spare time to be doing it.” [Young person]

- 3.16. One young person reflected that he was reluctant to share his work at the beginning of the programme because he didn't think it was any good. As time went on, he became more confident in showing his work to others because he could tell his skills were improving and the quality of his work was getting better.

“When I started I didn't really want to show it, but now I do because I'm better, the skills have improved.” [Young person]

- 3.17. Participants demonstrated pride in their creative work and new skills they had gained.

“I just found it very interesting to have a chance to learn how to do different artistic things and get to share them and see what everybody else has been up to, it's been really enjoyable.” [Young person]

“Learning little tidbits and educational stuff about specific ways of doing art and stuff, it's very educational that way. Like learning to blend colours with pencils and pastels, it's very fun and educational to learn.” [Young person]

Personal skills

- 3.18. CashBack to the Future provides a supportive, non-judgemental space for young people to develop their personal skills and technical abilities. Tutors and youth workers create a lively, social space for young people which encourages discussion, collaborative working and the sharing of ideas and resources. As a result, young people showed improvements in their soft skills, like communication and teamwork.

“I was told that I was able to pronounce my words really well and that’s the first time that anyone’s ever said that to me.” [Young person]

“The social aspect, it’s good. I’m actually helping [young person] with something - he’s asked me to make about twelve frames and I also made something in Minecraft for him to go with what he’s working on. It’s quite good, I enjoy it - I enjoy people telling me ideas and just trying to do it my own way.” [Young person]

- 3.19. Participants have the chance to meet and share experiences with others who have similar interests. In these situations connections and friendships develop naturally, and social skills grow.

“There often can be bonding moments for the young people because we have groups that have similar pressure points in their lives and they come together and create their own support groups and personal friendships. It was very beautiful to watch.”

“I think the supportive group is a big part of it. I think just having very like-minded people, as well. We’re all people in our late teens, early 20s, doing a remote arts course in the summer. I think, that shows we’re all more introverted people. So I think there was kind of an understanding there.” [Young person]

- 3.20. Tutors and youth workers prompt young people to have conversations, work together and talk about their interests, which helps to build social skills.

“We managed to create a band with them - that puts them in a situation where they have to work with other people and overcome their social anxieties. And they do it through creativity, which is just a great mechanism to break down and overcome those barriers. That is the biggest change we see every week, how they start speaking to each other and making friends with each other.” [Tutor]

“I think I’m more open to people. I didn’t know anyone here before and it helps you make friends in a very natural way without it being terrifying. You’re all working together you’re doing something and you get to know each other that way.” [Young person]

Outcome 3: Young people's health and wellbeing improves



Outcome 3: Improving health and wellbeing

76

YP report increases in wellbeing feelings against SHANARRI indicators

(Target: 99)

- 3.21. Approximately 70% of participants (76 out of 110) indicated that taking part in the programme had improved their wellbeing. While this is below the target of 99 young people, evaluation participants described several examples of the programme's positive impact on health and wellbeing.
- 3.22. CashBack to the Future provides a creative outlet for young people to express themselves, helping them to release stress and work through their emotions.



"Art is therapeutic on its own, so if the young person is struggling with something, they will find the tools within themselves to deal with it. It's creating the space where they physically have the space to feel stuff. I think that's what art can do." [Tutor]

"I push myself to do too much sometimes and then it gets too stressful and I have to stop. And I don't have anything to bounce back off to make myself not become more upset... I didn't have anything like that for the past couple of years, so being able to get myself back into doing art and scrapbooking, I think that's a good way to bounce back instead of stressing myself out completely." [Young person]

"It means a lot to work with younger generations who need to find ways and avenues to express themselves in a more healthy way and engage with the rest of the community and feel part of a broader community, through activities such as creativity and art." [Tutor]

- 3.23. As youth workers have a pastoral care responsibility over participants, the programme gives young people another adult in their lives who is concerned for their health and wellbeing. Project staff get to know the young people and can identify if something is wrong physically or mentally and can address this with the young person, or signpost or refer them to someone else for help.
- 3.24. Many of the staff and stakeholders interviewed noted how the COVID-19 pandemic and associated lockdowns negatively affected participants' mental health. Some participants became very isolated during lockdown, with a few reporting they had not left their house or socialised in any way for lengthy spells during the pandemic. CashBack to the Future provided an opportunity for them to re-immerses themselves in social situations and reduce their isolation. The social and creative environment helped many participants work on their social anxiety, reduce levels of stress and depression and generally improve their mental health.



"I'm finding that young people are at the very core of those most affected by the pandemic. And seeing all of the anxiety and mental health issues being developed at such a young age is very sad. So being part of Cashback really makes me feel that I'm at least doing something - even if it is a tiny bit - to improve that situation and do something to help them kind of cope with the reality after the pandemic." [Tutor]

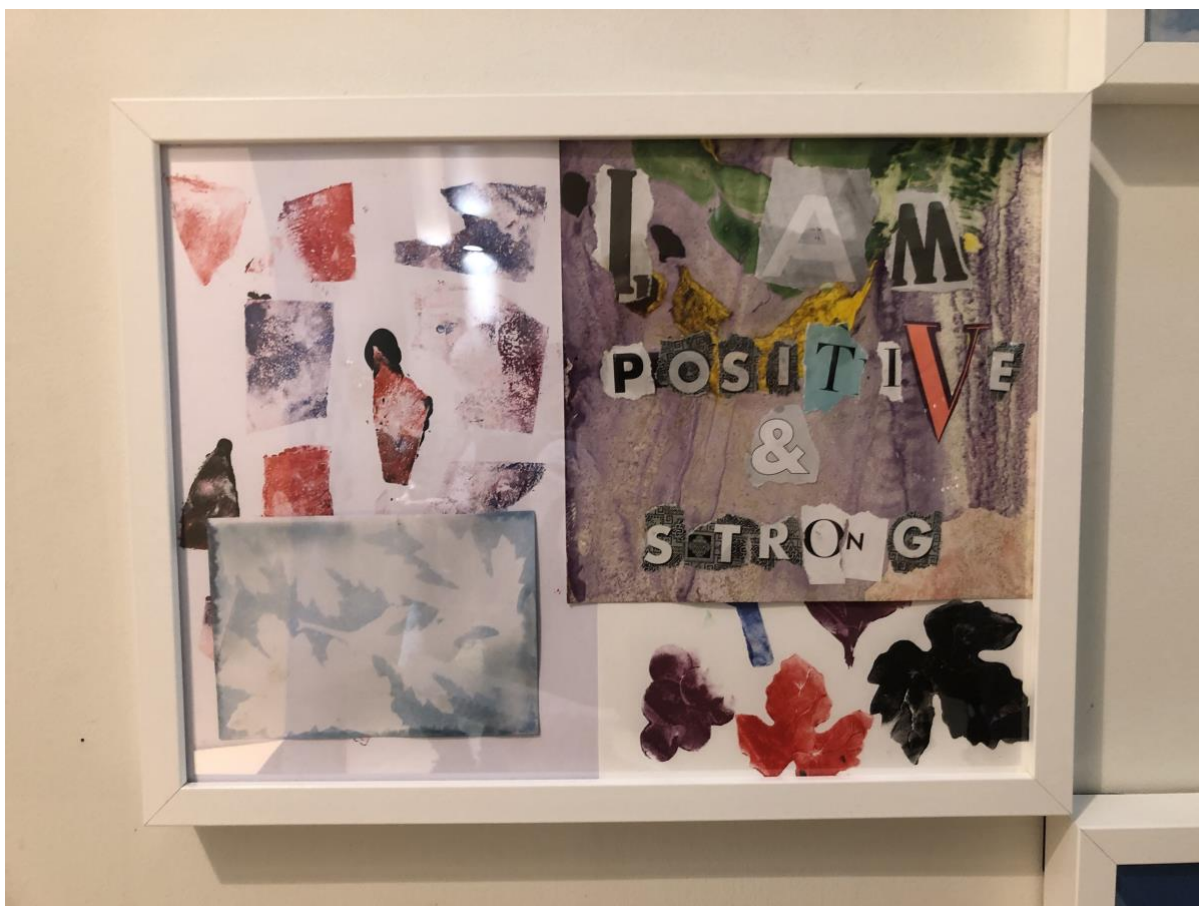
- 3.25. In addition, some young people had developed unhealthy habits during lockdown, like being inactive for long periods, not eating regularly, spending excessive amounts of time online and having erratic sleep patterns. The programme re-introduced some structure into participants' lives and helped them to establish more healthy daily routines. Even the act of leaving the house and physically walking to the session was a positive step towards more healthy and active behaviours for some.



"I've literally not seen anyone since before this. I've basically been in my room for the last eight months, the only person I've seen is my mum. It's really nice being able to see people. It's getting me out the house and I can walk here." [Young person]

"I get hyper-fixated on stuff, so I'll be working on something and I'll just kind of forget to eat or I'll forget to go outside or I'll forget to drink anything and I'll just kind of sit there for like twelve hours. Yeah, it's not very healthy but I'm out of the house now and that's good." [Young person]

"There's one young person who was going through a depressive episode. He didn't leave the house at all for a really long time, then he actually made the commitment of coming to the Cashback Hubs, and I think that's a positive change in behaviours." [Tutor]



A young person's work presented at the end of year showcase

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



Outcome 4: Positive destinations

64

YP achieved a positive destination
(Target: 99)

43

YP improved school attendance
(Target: 78)

3.26. More than half of the respondents (64 out of 110, 58%) reported achieving a positive destination through learning, training or volunteering. Examples of the positive destinations achieved include:

- Attending an evening animation class at college.
- Earning a place at college to complete their Nat 5s after they completely disengaged from school.
- Getting a job at a local restaurant.
- Moving on to Creative Pathways, Impact Arts' Stage 2 Employability Programme,

- 3.27. In addition, 43 improved their attendance at school and 22 reported improvements in educational attainment after participating in CTTF.
- 3.28. Young people and stakeholders described how the programme helps young people to build important skills for pursuing and maintaining positive destinations, like interviews and independent travel.

“We were doing things in class afterwards, like interview skills, and she was quite articulate in her thoughts and her speech about what she got out of Impact Arts. She could tell me exactly what she'd done in the evenings, what she'd learned and who she'd worked with. And that wasn't something that she would have done three months before, normally I'd just get a shrug of the shoulders. So, I was quite impressed with her interview skills. I think that when she does apply for college, she's gonna have a lot more to talk about in interviews.” [Teacher]

“Going into Glasgow is a big step for a lot of them, so that one thing, breaking down those barriers of going to a new place will hopefully make the transition to college easier as well.” [Teacher]

- 3.29. Some participants completely disengaged with their schoolwork during the pandemic. The programme helped these young people to re-familiarise themselves with structure, tasks and responsibilities, helping to prepare them for returning to school, or moving on to next steps, e.g. work, volunteering or further education.

“Lockdown started for my school and I just kind of brushed school off, I didn't do any online work, I just didn't really care. The careers advisor from the school contacted me in April/May time asking if I wanted to take part in anything and they gave me a list and I just looked through them and I was like ‘that one looks cool, why not?’” [Young person]

“School wasn't really great for me and then obviously there was lockdown and everything, so I haven't had a routine in my life for years, so it was something in the week that was structured.” [Young person]

“Since last summer, we've started noticing how it was very difficult for the young people after lockdown to put themselves out there again. So going out and having to stick to a routine, timekeeping and travelling to the space, that really helps them to rebuild more of a healthy routine, which I guess is really important for any sort of progression path that they want to do after school or after college.” [Teacher]

- 3.30. Many of the young people taking part in CashBack to the Future are interested in pursuing careers in the arts, and the programme can help them to take their first steps toward this. The programme gives them access to individuals working in the creative sector and inspiration for future careers. Tutors often discuss different creative career paths and further education courses to pursue. A few young people highlighted that they would put the course on their CV, and others noted it was a good opportunity to build a diverse portfolio showing different skills and techniques.

“So many of them are really interested in creating portfolios to apply to college, so that's really good.” [Tutor]

“I think like doing the photography, it kind of helps me practice for like school and the future and stuff.” [Young person]

“It's opened me up towards careers in this line of work.” [Young person]

“I can put it onto my CV for the future. It might get me into college.” [Young person]

Outcome 5: Young people contribute positively to their communities



Outcome 5: Positive contribution to communities

76

Contribution, links with communities and social interaction are improving
(Target: 65)

73

YP perception of neighbourhood improves
(Target: 65)

76

YP have heightened sense of belonging to their community
(Target: 91)

60

YP motivated to positively influence their community
(Target: 65)

- 3.31. Outcome 5 relates to young people making a positive contribution to their community. Targets for Outcome 5 were exceeded, with 76 young reporting that their contribution and links with communities had improved in Year 2.
- 3.32. There were more in-person events and showcases in Year 2 than in Year 1. Showcases and in-person celebration events allow young people, families, Impact Arts staff and wider stakeholders to come together to share and experience each other's work as a community.

“Just being together in a room and doing the same activity, it just makes you feel like you're part of something.” [Tutor]

“it's a great achievement for them, to see their work on display and to be able to present it to strangers, especially with the few years that they have had. It's great to get them out.” [Teacher]

- 3.33. Young people told us about CashBack to the Future projects and activism related to COP26 in Glasgow, including making animations about climate change, and a young person who had the chance to speak about a film she made at a community Climate Hub event in Glasgow.

“It was during COP26 so I had decided to make a film with them and then send it to this challenge with Film Access Scotland. So they ended up making a film together and they got selected to come and talk during COP26 at a New York Times event.” [Tutor]



52 likes

impactarts #ProudMoment - Eva one of our #CashBack participants & #ImpactArts tutor @elle.bry spoke at the #Climate Hub at the weekend!

Eva went out her comfort zone & spoke on stage about the yp's film & the importance of their message. #achievement #youngvoices #activism #cop26 #climateemergency

A post about the Climate Hub event shared on Impact Arts' Instagram

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



Outcome 6: Diverted from criminal behaviour

44

YP report own participation in anti-social behaviour reduced

(Target: 65)

44

YP less inclined to participate in anti-social behaviour

(Target: 65)

- 3.34.** Outcome 6 focuses on diverting young people from criminal behaviour or involvement with the criminal justice system. This outcome is less directly relevant than the other outcomes, given that few of the young people taking part in CashBack to the Future are at risk of being involved in criminal behaviour. However, 44 young people reported feeling less inclined to participate in anti-social behaviour.
- 3.35.** CashBack to the Future provides young people, many of whom are from deprived areas, with a safe space to go to take part in positive, supported activities. The programme gives young people access to trusted adults and positive role models to support them with any personal issues they are having. Parents, carers, and teachers have also expressed their appreciation at having activities and a safe space that young people can attend.



“I think it’s making a huge difference for the future, especially at that age, it’s keeping him out of trouble, keeping him off the streets.” – [Parent]

“For me, I feel happy because he’s spending his time on useful things, on something he likes to do. So he’s not wasting his time and he’s happy to come here.” – [Parent]

“I’ve got a huge amount of young people that go home, and they see no one in the evenings, see none of their friends at the weekend, they don’t see anyone through summer. And, you know it’s a worry and I think that impact Arts and other development programmes can definitely fill that gap and work with education providers to kind of make sure that they’re kept busy and not left behind, I suppose.” – [Teacher]



Photography and light workshop

4. Year 2 delivery

- 4.1. This chapter describes the delivery of CashBack to the Future in Year 2, reflecting on achievements and some of the challenges faced.

Programme successes

- 4.2. Most sessions have returned to face-to-face delivery. The Impact Arts team have made every effort to adhere to all COVID-19 precautions and guidelines to provide safe environments for young people. For example, during the summer programme, masks were worn, social distance was maintained, hand sanitiser was available and equipment was cleaned regularly.
- 4.3. Young people enjoyed being back in a physical space and socialising with others. The space is lively and vibrant, with an atmosphere that encourages co-working and the sharing of ideas and resources. Impact Arts staff agreed that it is easier to facilitate interaction and build relationships in person.



“We missed seeing young people interacting in a space. It’s been great seeing them finally getting out of their shell again, speaking to each other, because online, as much as we try, it will never be the same, it won’t be the same personal relationships.” [Tutor]

“Going back into physical delivery has made an incredible change in the way that young people engage with the sessions. It that creates more of a physical space for them to come and feel welcome and meet other people.” [Tutor]

“We get quite an active room because you’ve got lots of things happening so people can be working but you can feed off the energy from all the other projects that are taking place which I think is really positive.” [Tutor]

- 4.4. Inclusivity is an important value in the programme delivery. Many young people with additional support needs participated in CashBack to the Future , and tutors and youth workers ensured that everyone was supported to take part in all activities. One tutor gave an example of incorporating a young person’s wheelchair into their art project.



“We always find a way of including everyone in all the activities that we do. Maybe it looks at first like it wouldn’t be possible, but everything is actually possible. Like we were doing printmaking and a young person was pressing the objects on the paper using their wheelchair. So instead of using a press, they’re using the wheelchair in order to press. I think that’s the way we are; like, you know what? You’ve got another tool that you can use which is helpful.” [Tutor]

- 4.5. A small number of CashBack to the Future activities remain online; this allows young people who would face barriers to in-person participation, for example those who live in remote or rural areas, those who have social anxiety and those with physical or learning disabilities.
- 4.6. The delivery model which sees tutors supported by youth workers at each session is working well. Tutors feel the youth workers offer a pastoral care role and manage behaviours, meaning the tutor can focus on teaching technical skills.



“If they [young people] have any anxiety, I always have a youth worker with me. And they are usually the person who would be taking care of all those other aspects of our work. I think it's working really well and it's really good for the young people.” [Tutor]

Challenges

- 4.7. COVID-19 restrictions were lifted gradually throughout the year which allowed delivery to take place in person. However, the pandemic was still a prevalent issue in Scotland throughout Year 2. Impact Arts' staffing levels were affected, and many young people were isolating or reducing their in-person contact with others which impacted their availability and willingness to participate.
- 4.8. As mentioned throughout the report, some young people developed severe social anxiety and mental health struggles throughout lockdown, and tutors faced some challenges in supporting young people through this. For example, some behavioural issues stemmed from this which caused disruption during sessions, and one tutor described a young person expressing thoughts of self-harm and suicide.



“Loads of them suffer from anxiety or self-esteem issues, and they come up with defence mechanisms and coping mechanisms which are not the healthiest. In some cases, through self-harm, or in other cases, by creating this persona and using very crude language. Oftentimes they create this persona in which they act out this kind of bully or tough person. And we've had many people that unfortunately have communicated that they do have self-harming thoughts or suicidal thoughts. And as facilitators, we are not psychologists, so we are not in a position to know if that has actually gone away.” [Tutor]

5. Conclusions

- 5.1. Overall, the individuals who participated in the evaluation agreed that Year 2 of CTF has been a success. Through interviews and focus groups, they articulated how crucial the programme has been in helping young people to recover from the negative impacts of the COVID-19 pandemic, in terms of building confidence and resilience, facilitating social interaction, re-establishing structure and routine and improving mental health.
- 5.2. The programme has provided participants with a safe, supportive environment to develop their technical abilities and personal skills, and helped many to take steps toward achieving positive destinations. Creative opportunities are clearly valued by young people who are dealing with complex challenges and are an effective way to deliver support that brings about meaningful, positive change in their lives.
- 5.3. Some Cashback targets have not been met in Year 2 due to struggles with recruiting young people to take part in the programme. This was in part due to the ongoing COVID-19 pandemic, which affected referral partners, staffing levels within Impact Arts and the availability of young people. However, feedback from those who did take part has been overwhelmingly positive. With COVID-19 restrictions lifted, Impact Arts should encounter fewer recruitment challenges in Year 3 and are therefore more likely to meet their outcome targets in the final year of the programme.
- 5.4. Prospects for Year 3 look positive; if Impact Arts can continue to deliver an enjoyable, educational and inspiring programme as in Year 1 and 2, powerful outcomes for young people will be achieved in the final year of the programme.

Appendix – CashBack to the Future Outcomes Phase 5 Year 1 & 2

	Outcome Target / Scorecard Measure	Y1 Target	Y1 Achieved	Y2 Target	Y2 Achieved
Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk taking behaviour					
1a	YP demonstrate increased confidence	112	111	104	80
1b	YP will report they are able to do new things	112	99	104	80
1c	YP feel more resilient (e.g. believing in yourself, taking things in your stride, being determined, being self-disciplined, being optimistic, adapting to different situations)	112	105	104	75
1e	YP report positive changes in their behaviour (e.g. reduced risk taking/ increased understanding of risk/ better ability to make positive choices/ improved understanding of rights and responsibilities)	105	98	98	75
Outcome 2: Young people develop their physical and personal skills					
2a	YP will gain accreditation for learning and skills development	105	91	99	27
2b	YP will demonstrate increased skills	112	97	104	80
Outcome 3: Young people's health and wellbeing improves					
3	YP will report increases in wellbeing feelings against SHANARRI indicators	105	101	99	76
Outcome 4: Young people participate in activity which improves their learning, employability and employment options (positive destinations)					
4a	YP will achieve a positive, destination. This will be through learning, training and volunteering	105	101	99	64
4b	YP will improve school attendance	84	47	78	43
Outcome 5: Young people contribute positively to their communities					
5a	YP feel their contribution, links with communities and social interaction are improving	-	-	65	76
5c	Participants' perception of neighbourhood improves	70	91	65	73
5d	Participants have a heightened sense of belonging to a community	98	91	91	76
5e	Participants have increased motivation to positively influence their community	70	95	65	60
Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system					

	Outcome Target / Scorecard Measure	Y1 Target	Y1 Achieved	Y2 Target	Y2 Achieved
6a	YP reporting reduced antisocial and/or criminal behaviour	70	64	65	44
6b	YP reporting own participation in antisocial and/or criminal behaviour has reduced	70	64	65	44
6c	YP feel less inclined to participate in anti-social and/or criminal behaviour	70	64	65	44