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# IMPACT EVALUATION OF THE CASHBACK FOR COMMUNITIES PROGRAMME

## PHASE THREE

Final Report

September 2017

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## Executive summary

### About this report

This report is an impact evaluation of phase three of the CashBack for Communities Programme. The Programme is a unique Scottish Government initiative, which takes funds recovered through the Proceeds of Crime Act 2002 and invests them back into communities. It commenced in 2008, and phase three ran from April 2014 to March 2017. The Programme is designed to focus on positive outcomes for young people aged 10 to 25, and their communities.

Phase three involved 14 project partners across six themes – culture, employability, youth work, sports, sport for change and sport facilities. Almost £20 million was invested over phase three – just over £15.6 million in the first five themes, with an additional £4.3 million invested in sports facilities between 2013/14 and 2016/17.

It is worth noting that approximately a third of investment was in the sports theme; a quarter in youth work; a fifth in culture, 15 per cent in sport for change and 10 per cent in employability.

### Intended outcomes

The CashBack for Communities Programme intended outcomes for phase three were set out in an outcomes focused logic model. It contained 25 short term and intermediate outcomes, and CashBack partners selected the CashBack outcomes that were most appropriate for their projects. The outcomes are broadly grouped around the headings of:

- Participation;
- Diversion and protection;
- Progression pathways; and
- Engagement.

Over phase three, CashBack partners most commonly selected outcomes around participation (including of difficult to engage and equalities groups); skills development, confidence and self-esteem; new skills and accreditation for learning; and positive changes in behaviours and aspirations. Some partners included an explicit focus on working with disadvantaged or vulnerable people in their application, particularly within the sport for change, employability and culture themes.

### Participation outcomes

Increasing participation in positive activity was an intended outcome for many phase three project partners. However, it is challenging to identify a precise number of individual young people who have participated across the CashBack Programme. Many partners, particularly those working intensively with small numbers of young people, have precise participation figures. However, some larger projects – particularly those offering informal and drop in opportunities - find it challenging to monitor the number of distinct young people involved.

Annual figures suggest that between 220,000 and 256,000 young people were involved in CashBack activity each year. A high proportion – up to 196,000 – are within the sport theme which includes a high volume of sessional activities for large numbers of participants in school settings.

We worked with each partner to identify or estimate the number of young people involved across phase three. This suggests that approximately 357,000 young people were involved. There is evidence that at least 107,000 young people took part in culture, employability, youth work and sport for change activity, with an estimate of 250,000 involved through sporting activities.

In addition, more than 13,600 young people use CashBack funded facilities each week. Due to the time it takes to build these facilities, these figures reflect facilities developed and completed from 2010. Facilities funded as part of phase three are still being developed, so this figure is likely to increase over time as facilities are completed and come into use.

## Equality outcomes

Increasing participation by young people who are difficult to engage and from equalities groups was a priority for many phase three partners. Each partner defined and monitored 'difficult to engage' in different ways.

Across the programme approximately 40 per cent of participants were young women, and 60 per cent were young men. This varied between themes, and the profile of participants was often influenced by target groups and wider trends in participation.

Theme	Young Women	Young Men
Employability	31%	69%
Sport	39%	61%
Sport for Change	47%	53%
Culture	61%	39%
Youth Work	46%	54%
<b>Average</b>	<b>40%</b>	<b>60%</b>

During phase three of CashBack, socio-economic disadvantage was not a protected characteristic by law. However, one of the overarching aims was to support communities most affected by crime and antisocial behaviour, which can include people living in the most deprived areas of Scotland. Partners had different levels of focus on socio-economic disadvantage, reflecting their application and grant award criteria.

- **Employability** – an average of 46 per cent of participants were from the 15 per cent most deprived areas.
- **Sport for change** – At least 30 per cent of participants were in the 15 per cent most deprived areas.
- **Culture** – Between 35 and 39 per cent of participants were in the 20 per cent most deprived areas.

- **Youth work** – For YouthLink Scotland, 32 per cent of delivery was in the 20 per cent most deprived areas; and for Youth Scotland between 14 and 18 per cent of awards went to groups in the 20 per cent most deprived areas.
- **Sport** – Schools of Football, Rugby and Basketball were targeted at schools in the more deprived parts of Scotland, and diversionary activity such as Midnight League involved around 4,700 young people on a weekly basis.
- **Facilities** – There was an increasing focus on supporting facilities in the most disadvantaged parts of Scotland. In 2016/17 when YouthLink Scotland managed the Facilities Fund, 36 per cent of awards went to facilities in the 20 per cent most deprived areas.

Many young participants, particularly within the employability theme, were long term unemployed, care leavers, homeless, had criminal records or involvement in the criminal justice system, or were educational under-achievers.

## **Skills development**

Through involvement in CashBack, young people have developed their skills through:

- personal skills – including confidence, self-esteem
- skills for life and learning – including skills in communication, time keeping, planning, leadership, socializing, team working, flexibility, problem solving, willingness to learn, self-evaluation and motivation
- skills for work – including attitude to work, interview skills, aspirations, understanding opportunities for the future, sector specific skills.

At least 21,800 young people undertook learning for which they received accreditation. The activity also brought about an interest in new topics – including arts, sports and community work.

## **Progression**

There was a strong focus on progression into positive destinations within phase three of the CashBack programme. For the purposes of this report, we have gathered figures on positive destinations in relation to volunteering, training, employment and education. Across all themes, evidence suggests that more than 5,500 young people moved into positive destinations as a result of support received from CashBack partners. Overall, project partners within the employability theme had the strongest and clearest focus on progression and positive destinations as a core intended outcome of their work. Progression into positive destinations was also an important outcome for the culture and sport for change themes.

The Youth Scotland Young People Taking the Lead Programme also supported more than 19,000 young people to develop their skills as leaders, volunteers and community contributors. Project partners within the sports theme focused less on progression and more on participation.

## **Community engagement and empowerment**

In terms of involvement in communities, the strongest evidence of achievement of outcomes is in the youth work strand. Both project partners indicated that participants had contributed significantly to community based activities.

YouthLink Scotland found that over phase three:

- around 73,000 young people have increased their participation in positive community based activity
- CashBack funding for small youth organisations allowed them to attract match funding of over £2.6 million over the three years of phase three, which helped to sustain community based activity.

The Youth Scotland Small Grants Scheme involved over 5,800 volunteering opportunities for people of all ages (not just young people) in supporting youth work. This involved over 441,000 volunteer hours which equated to an economic value of more than £4.6 million.

Some sport, sport for change and culture partners have evidence that young people are developing more links with their local community, through volunteering and encouraging young people to engage more with community groups.

## **Diversion, protection and wellbeing**

There is strong evidence from youth work around building safe and comfortable places. Youth Scotland highlighted a supportive environment and safe, comfortable places as crucial if young people are to develop and thrive as young leaders. YouthLink Scotland indicated that over 60,000 young people now felt they had places to go where they felt safe and comfortable.

In terms of outcomes relating to community safety, the strongest evidence is from Scottish Football Association and Scottish Sports Futures. These organisations found that their activity supported young people to behave more responsibly, to reduce antisocial behaviour, and to resist pressure from other people to do things that might get them into trouble.

Evidence from sport and sport for change partners shows that CashBack activity has an impact on young people's health – improving their physical activity levels, improving fitness, passing on messages about healthy lifestyles and helping young people feel fitter and healthier.

## **Impact on CashBack partner organisations**

Most CashBack partners indicated that their involvement in CashBack had also had an impact on their organisational sustainability. Partners highlighted that participating in CashBack for Communities had helped to build their capacity around:

- impact measurement and evaluation;
- collecting and using data to track performance;
- collaborative working;

- evidencing successful approaches and building these in to future work;
- working with new groups, including the CashBack target groups; and
- thinking about equality and diversity.

## Successful approaches

CashBack partners identified a number of key ways of working which contributed towards positive outcomes during phase three:

- Working in partnership – including within the CashBack family;
- Having an approachable, committed and highly skilled staff team;
- Targeting the CashBack target groups proactively;
- Engaging with young people over a relatively long period;
- Taking a flexible approach which involves young people; and
- Recognising and celebrating young people's success.

## Challenges

CashBack partners also identified some challenges and lessons learned for the future. The main challenges related to:

- evidencing progress towards outcomes – particularly qualitative, softer outcomes; and
- focusing on tackling inequality, while also offering activities which were open and accessible to all.

## Lessons learned for the Programme

This evaluation also highlights some lessons for consideration for the future development of the CashBack Programme as a whole, as it moves forwards. The Scottish Government and its partners may wish to consider these issues as it develops the next phases of the Programme.

- **Focus** – Partners have learned that focusing more on targeted interventions, rather than mass participation, can help to ensure that key CashBack target groups are involved and that outcomes can be measured more effectively.
- **Monitoring and evaluation** - Lessons have been learned about the need for clarity about the intended outcomes, indicators and reporting arrangements for each partner from the outset, and this learning has been built into phase four.
- **Overall aims of the fund** – CashBack partners value clarity in intended aims. Given the shift in the focus of the Programme between phase three and four and the development of a new logic model, it is important to ensure this shift is clearly recognised by partners. There has been a strong focus on embedding the logic model and intended outcomes within processes for reporting for phase four.

- **Gender balance** – Overall, more young men benefit from the CashBack opportunities than young women. It is important to reflect on whether there is a reason for this balance and focus, and consider how best to ensure that both young men and young women have access to the opportunities offered through CashBack. Some individual partners have explored this as they move into phase four, but it would also be useful to explore this at programme level.
- **Access to funding** – It is worth considering whether organisations which have not previously received CashBack funding face any ongoing barriers to submitting successful, high quality applications to the Programme.
- **Informing phase four** – The lessons learned during phase three, particularly in relation to focus, monitoring and evaluation, have been built into the planning and delivery of phase four. This includes some partners focusing their activities on more targeted interventions rather than mass participation, and the development of a focused logic model with associated indicators to inform the whole of phase four from application to reporting.



# The Power of CashBack

2014 - 17

Education

Arts & Culture

Sports with Learning

Skills Development

Volunteering

Employment

Leadership

Training

Facilities

## Community Engagement & Empowerment

73,000

young people increased their participation in positive community based activity

£2.6 million

match funding attracted by small youth organisations to sustain community based activity

5,800

volunteering opportunities in communities

441,000

volunteer hours

=

economic value of

> £4.6 million

## Skills Development

21,800

young people received accreditation for learning

5,500

young people moved into positive destinations of employment, education, training or volunteering

19,000

young people developed their skills as leaders, volunteers and community contributors

Provided young people with:

increased confidence and self-esteem

improved communication, time keeping, planning, leadership, socialising, team working, flexibility, problem solving, willingness to learn, self-evaluation and motivation

enhanced attitude to work, interview skills, aspirations, understanding opportunities for the future, sector specific skills



Participation



Diversion & Protection



Progression Pathways



Engagement

357,000

young people involved 2014 - 17

13,600

young people use CashBack funded facilities each week

2 in 5 young people

aged 10 to 25 in Scotland took part in CashBack in 2014 - 17

## CashBack Funding

Providing positive impact to young people aged 10 to 25 and their communities

£20 million

committed to community initiatives to improve life opportunities for young people across Scotland in 2014 - 17



## Equalities

Approximately 40% of participants were young women, and 60% were young men

## Supporting Most In Need

46%

of participants on employability projects were from the 15 per cent most deprived areas

32,500

young people participating in employability, youth work, sport for change and culture projects from the top 15% or 20% most deprived areas

36%

of Facilities projects awarded in the 20% most deprived areas

## Diversion, Protection & Wellbeing

60,000

young people felt they had places to go where they felt safe and comfortable

## Impact on CashBack Partner Organisations

Partners felt CashBack helped build their capacity and sustainability around:

- impact measurement and evaluation;
- collecting and using performance data;
- collaborative working; and
- proving and adopting successful approaches into future work

# 1. The CashBack for Communities Programme

## Introduction

1.1 This chapter sets out the context to this evaluation. It covers:

- the background to the Cashback for Communities Programme;
- phase three of the Programme, which began in April 2014; and
- phase three funded activity.

## The Programme

1.2 The CashBack for Communities Programme was announced in 2007, with funding commencing in 2008. It is a unique Scottish Government initiative, which takes funds recovered through the Proceeds of Crime Act 2002 and invests them back into communities. It focuses largely on providing opportunities for young people aged 10 to 25 years old to take part in free sporting, cultural, youth work and employability activities.

1.3 The Programme has three aims:

- to use the proceeds of crime in a positive way to expand young people's horizons and increase their opportunities to develop interest and skills in an enjoyable, fulfilling and supportive way;
- to provide activities which are, where possible, open to all children and young people, while focusing resources in those communities suffering most from antisocial behaviour and crime; and
- to increase levels of participation to help divert young people away from 'at risk' behaviour, and increase positive long term outcomes for those who take part.

1.4 The Programme is designed to focus on positive outcomes for young people and communities. The logic model for the Programme highlights that it aims to support six national outcomes:

- our young people are successful learners, confident individuals, effective contributors and responsible citizens;
- we live our lives safe from crime, disorder and danger;
- we live longer, healthier lives;
- we have improved the life chances for children, young people and families at risk;
- we have strong, resilient communities where people take responsibility for their own actions; and
- we live in well-designed, sustainable places where we are able to access the amenities and services we need.

1.5 The CashBack Programme is freely accessible to all young people – although there is a targeting towards those areas where there is the greatest incidence of antisocial behaviour, crime and risks.

- 1.6 Activity began in the financial year 2008/09. Between 2008/09 and 2016/17 the Programme delivered more than 2 million opportunities and activities for young people across Scotland.

### Programme development

- 1.7 There have been three broad phases of CashBack activity. The first phase (from 2008 to 2011) was an initial stage where approaches to using proceeds of crime to have positive impacts for young people and communities were developed and established.
- 1.8 In 2011, the Scottish Government's Safer Communities Division carried out a review of the CashBack Programme and a number of changes were made to strengthen Programme management and delivery. This included the appointment of an external delivery partner to:
- create coherent processes for partners;
  - support individual projects in delivering and measuring their outcomes; and
  - support monitoring, evaluation and reporting at project and Programme level.
- 1.9 Since July 2012, this role has been undertaken by Inspiring Scotland.
- 1.10 The second phase of activity ran from 2011/12 to 2013/14, and involved 14 project partners, reducing to 13 partners by the end of phase two. One project partner continued its phase two delivery into the first quarter of 2014/15. Phase two was evaluated in May 2014. The evaluation made a series of recommendations relating to the processes within the Programme. It also highlighted positive initial steps towards understanding the outcomes and impact of the Programme.
- 1.11 The third phase of activity ran from April 2014 to March 2017. Phase three involved 14 project partners. Ten of the project partners were also involved in phase two, and four were new for phase three. The project partners are listed at Appendix Two.

### Themes and project partners in phase three

- 1.12 Phase three involved 14 project partners across six themes. Across the phase:
- approximately a third of investment was in the sports theme – this included a substantial amount of rollover funding from phase two, which was carried into 2014/15;
  - approximately a quarter of investment was in the youth work theme;
  - approximately a fifth of investment was in the culture theme;
  - approximately 15 per cent of investment was in the sport for change theme; and
  - approximately a tenth of investment was in the employability theme.

Theme*	Project Partner	Grant Offered Phase 3	
		£	%
Culture	Creative Scotland	£3,000,000	19%
<b>Culture subtotal</b>		<b>£3,000,000</b>	<b>19%</b>
Employability	Action for Children	£500,000	3%
	Celtic FC Foundation	£175,000	1%
	The Prince's Trust	£570,000	4%
	Glasgow Clyde College	£214,896	1%
<b>Employability subtotal</b>		<b>£1,459,896</b>	<b>9%</b>
Sports	<b>basketballscotland</b>	£600,000	4%
	Scottish Football Association	£2,250,000	14%
	Scottish Rugby Union	£2,250,000	14%
<b>Sports subtotal</b>		<b>£5,100,000</b>	<b>33%</b>
Youth Work	YouthLink Scotland	£2,094,228	13%
	Youth Scotland	£1,649,100	11%
<b>Youth work subtotal</b>		<b>£3,743,328</b>	<b>24%</b>
Sport for Change	Scottish Sports Futures	£1,500,000	10%
	Street Soccer Scotland	£500,000	3%
	Ocean Youth Trust Scotland	£375,000	2%
<b>Sport for change subtotal</b>		<b>£2,375,000</b>	<b>15%</b>
<b>Total</b>		<b>£15,678,224</b>	

Source: Grant Offer Letters

\*This does not include CashBack for Facilities funding which runs over different timelines.

- 1.13 The CashBack Programme also involves a capital investment programme to provide sports facilities – CashBack for Facilities. This was delivered through **sportscotland** from 2010 to 2015, and by YouthLink Scotland in 2016/17.
- 1.14 Over 2013/14 and 2014/15 **sportscotland** distributed £2.4 million in 12 dual use synthetic grass pitches through the CashBack for Facilities programme. In 2016, responsibility for programme management was moved to YouthLink Scotland. In 2016/17 YouthLink Scotland distributed £1,942,811 to 41 community projects.
- 1.15 This evaluation focuses on the impact of previous investment through the CashBack for Facilities programme, looking back to the 2010 to 2014 round of investment which is currently being evaluated by **sportscotland**. The retrospective focus recognises the nature of capital programmes, and the need to measure impact and outcomes over a longer term period.
- 1.16 Most of the partners deliver CashBack projects directly. However, three of the partners (Creative Scotland; YouthLink Scotland and Youth Scotland) provide small grants to other organisations. In addition, one of the partners (The Prince's Trust) provides small grants to individual young people to support them into positive destinations by helping them overcome the financial barriers to accessing education, employment or training.

## Agreeing intended outcomes for phase three

- 1.17 In August 2012, an outcome focused logic model for the CashBack Programme was developed. The model was intended as a simple tool by which projects could identify and track the outcomes they delivered and demonstrate how their activities contributed to wider outcomes. It initially contained a mix of 27 short term and intermediate outcomes (although this was subsequently reduced to 25). From April 2013, all project partners used the logic model to select the CashBack outcomes that were most appropriate for their projects.
- 1.18 When partners applied for phase three funding, they were asked to align with the original logic model. Inspiring Scotland then worked to simplify the model, working with CashBack partners and the Scottish Government, in light of the recommendations from the phase two evaluation report. However, as projects had already applied and aligned themselves with a wide range of the original outcomes, the logic model was only reduced by two outcomes, to 25.
- 1.19 Within the phase three logic model, there are 14 short term outcomes grouped around four headings:
- participation;
  - diversion and protection;
  - progression pathways; and
  - engagement.
- 1.20 Short term outcomes are described as the changes that are expected over a period of up to one year. These are the outcomes which have been considered the most relevant to this evaluation, given that it focuses on the first year of phase three.
- 1.21 There are 11 intermediate outcomes which are all grouped under confident communities and include outcomes around sustaining participation; increased horizons; progression to positive destinations; and reduced levels of crime and antisocial behaviour. These are the changes that should occur over a one to two year period.
- 1.22 The logic model also includes six long term and national outcomes, which are described as the changes we hope to see in Scotland over a time period of three years or more. The full logic model used during phase three is attached as Appendix Three.
- 1.23 The grant offer process for phase three was closely aligned to the logic model. Each grant offer letter specifies the outcomes – both short term and intermediate - that the funded organisations will achieve.
- 1.24 As part of the grant offer process, project partners were also asked to undertake Equality Impact Assessments (EQIAs) covering all of the groups with protected characteristics, as set out in the Equality Act (2010). Inspiring



Scotland worked with project partners to ensure that they developed equality action plans, which took forward the findings of their EQIAs.

- 1.25 Throughout phase three it was recognised that there was scope to further refine and simplify this logic model. Having learned from previous phases, Inspiring Scotland and Scottish Government worked together with CashBack partners to develop a new, simpler logic model for phase four of the CashBack programme. This was provided as organisations applied for funding, to build in these intended outcomes from the start of phase four.

### Focus of intended outcomes for phase three

- 1.26 As part of this evaluation, we mapped which projects were intending to contribute to each outcome within the CashBack logic model. This was to provide context for our assessment of impact, to help us to understand the outcomes that partners were intending to bring about. In using this information, it is important to note that project partners were encouraged to focus on a relatively small number of key outcomes that they intended to deliver. Many projects may also be contributing to wider outcomes, but did not select these as their main focus for monitoring and reporting on impact.
- 1.27 We mapped all of the intended outcomes highlighted within each partner's grant offer letter. This highlighted that partners aimed to achieve an average of seven short term outcomes and four intermediate outcomes. This appears to be a relatively high number of outcomes to be reporting progress against. However, some large project partners were delivering multiple projects with diverse intended outcomes, and delivering across a particularly high number of outcomes as a result.
- 1.28 This analysis also highlighted that there was a concentration of focus on some outcomes, with less focus on others. In terms of short term outcomes, the most common intended outcomes were:
- Increased participation in positive activity (Outcome 1)
  - Increased participation by difficult to engage and equalities groups (Outcome 2)
  - Increased opportunities to develop interests and skills (Outcome 4)
  - Greater confidence and self-esteem among participants (Outcome 8)
  - Participants demonstrate new skills and positive changes in behaviours (Outcome 9)
  - More participants have achieved accreditation for their learning (Outcome 10)
  - Participants develop confidence in their skills and develop aspirations for further learning and development (Outcome 11).
- 1.29 More than half of all partners aimed to contribute towards these seven short term outcomes. These outcomes largely fall within the 'participation' and 'progression pathways' themes within the logic model. Fewer project partners aimed to achieve outcomes within the 'diversion/ protection' and 'engagement' themes. There was a clear priority given to difficult to engage and equalities

groups, with nine out of the thirteen partners selecting to focus on this outcome.

- 1.30 In term of intermediate outcomes, the two most common intended outcomes were:
- Sustained participation in positive activities (Outcome 15)
  - More participants progress into a positive destination (Outcome 20).
- 1.31 There was a strong focus on positive destinations in phase three. Eleven of the partners aimed to support participation into positive destinations, making this the top priority across all outcomes (both short term and intermediate). Fewer partners stated that they had an explicit focus on reducing levels of crime and antisocial behaviour, either within the grant offer letters or in subsequent discussions.

### Focus on equality and disadvantage for phase three

- 1.32 All partners produced an Equalities Action Plan, and this was included within their grant offer letter. Within these, partners largely focused on the characteristics protected by law (the nine 'protected characteristics'). Many undertook Equality Impact Assessments to underpin these plans, which again largely focused on protected characteristics. It is worth noting that socio-economic disadvantage is not a protected characteristic. While some partner Equality Impact Assessments included socio-economic disadvantage, some did not.
- 1.33 Many partners indicated that the process of producing an Equalities Action Plan was helpful, and encouraged them to think in detail about what was already being done and what could be improved. Analysis of partner focus, and discussion with partners in detail, demonstrates that in phase three, in terms of equality the focus is strongest on three of the protected characteristics - sex, disability and race. These three areas of focus are the protected characteristics which have been most strongly established in law over recent years, before the introduction of the Equality Act 2010. Age was seen as inherently built into the programme, given the focus on 10 to 25 year olds.
- 1.34 Some partners included an explicit focus on working with disadvantaged or vulnerable people within their application, and where this was the case, the focus on disadvantage was embedded as part of the grant offer letters.
- Within the **sport theme**, the Scottish Rugby Union, committed to working with young people in targeted areas of need (including both urban and rural deprivation) through its diversionary programmes – Street Rugby and the Street Rugby Referral Programme – and through all programme strands. The Scottish Football Association committed to ensuring that its programmes were open to all, and engaging with wide, diverse and vulnerable groups of young people, including across all 32 local authorities, in the 15 per cent most deprived communities in Scotland and with those most in need including young people likely to offend, young

people with protected characteristics and unemployed young people. And **basketballscotland** committed to increasing its focus on targeting and engaging underrepresented groups. It committed to working with partners to target young people in deprived areas. There were no specific targets or indicators set in relation to the focus on disadvantaged and vulnerable young people.

- Partners within the **sport for change theme** focused strongly on disadvantaged communities and vulnerable young people. Scottish Sports Futures emphasised that its programmes were designed to engage hard to reach young people living in areas of disadvantage, people who experienced antisocial behaviour and vulnerable young people. Street Soccer Scotland focused on working with young people from socially disadvantaged backgrounds, delivering in areas of deprivation. Ocean Youth Trust Scotland focused on young people at risk of poorer outcomes, including school leavers who have not moved into employment, training or further education, and those at risk of turning to crime.
- Partners within the **employability theme** focused strongly on targeting disadvantaged and vulnerable young people. Action for Children emphasised that it would concentrate on the most deprived communities in relation to deprivation, crime and antisocial behaviour. Celtic FC Foundation focused on young people who had offended or were at risk of offending or re-offending, in areas with the highest crime rates in Glasgow. Glasgow Clyde College emphasised its focus on young people who were disadvantaged, at risk of offending, or who had a criminal record. And the Prince's Trust aimed to work with a wide range of vulnerable young people including those who had struggled at school, suffered long term unemployment, had been in care, were single parents, had additional support needs, were in trouble with the law or were living in areas of high deprivation.
- Creative Scotland, the partner within the **culture theme**, focused on activities in disadvantaged areas, with hard to reach groups, minority ethnic communities, looked after young people and those at risk of offending or re-offending.
- Within the **youth work theme**, there was less of a focus on disadvantage and vulnerability within grant offer letters. Youth Scotland focused on activities being open to all, and YouthLink Scotland aimed to ensure that resources were focused in areas where there is demonstrated need, taking account of a wide range of local priorities, and ensuring that programmes are open to all. YouthLink Scotland distributed its funding based on a formula agreed with the Scottish Government which meant that 80 per cent was distributed based on population size, 10 per cent based on rurality and 10 per cent based on the Scottish Index of Multiple Deprivation.



## 2. Outcomes of the Programme

### Introduction

- 2.1 This chapter explores the outcomes achieved by the CashBack for Communities Programme during Phase Three. It brings together quantitative and qualitative information, including quotes and case studies, to explore the impact of the Programme.
- 2.2 The chapter draws together the outcomes within the logic model, to explore impact in relation to six main themes:
- participation;
  - equality;
  - skills development;
  - progression;
  - community engagement and empowerment; and
  - diversion, protection and wellbeing.

### Participation outcome: Increased participation in positive activity

- 2.3 This section focuses on the difference that the Programme has made in relation to participation in positive activity. This relates directly to outcome one within the CashBack logic model. As the outcome relates to increased participation, this section draws on quantitative information more than other sections of the report.

### ***Challenges in identifying increased participation***

- 2.4 Increasing participation in positive activity was an intended outcome for 10 of the 14 phase three project partners. However, it is challenging to identify a precise number of individual young people who have participated across the CashBack Programme. Many partners, particularly those working intensively with small numbers of young people, have precise participation figures. However, some larger projects find it challenging to monitor the number of distinct young people involved.
- 2.5 The main challenge is with larger, more informal and drop in programmes, where participants may attend more than once. It is very challenging for project partners to identify distinct participants in these instances. Some project partners needed to use estimates based on informed assumptions about how often individuals may re-attend, or based on individualised data available such as equality monitoring forms.
- 2.6 A range of other factors also influence the robustness of this data, including difficulties accessing data about pupils from schools, challenges gauging repeat attendance across the three years of phase three, and the volume of attendances involved in some of these projects.

## ***Estimating the number of young people involved each year***

- 2.7 Partners report annually on the number of young people involved in their activities. These figures show that between 221,000 and 256,000 young people were involved in CashBack funded activities each year of phase three.

<b>CashBack Theme</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
Culture*	5,745	5,745	5,745
Employability	613	993	846
Youth Work**	29,489	46,236	42,313
Sport for Change	7,384	8,246	11,068
Sport	177,692	160,940	196,677
<b>Total</b>	<b>220,923</b>	<b>222,160</b>	<b>256,649</b>

\*For the purposes of reaching an annual figure for this report, the total unique participants for CashBack for Creativity across phase three have been split equally across each year, as the phases of this programme and associated reporting did not run on an annual basis.

\*\*An additional 14,594 participants were involved through Youth Scotland activity in 2013/14 which fell into phase three.

- 2.8 When reviewing these figures, it is useful to bear in mind the level of CashBack investment in each partner, which varies from £175,000 to £3 million during phase three. These figures are set out in Chapter One. It is also important to bear in mind the type of opportunity offered by different CashBack partners – ranging from one off activities for large numbers of participants through to longer term, individualised and intensive support for smaller numbers of young people.

## ***Estimating the number of people involved across the phase***

- 2.9 We worked with each partner to identify or estimate the number of young people involved in the Programme. This suggests that in phase three, approximately 357,000 young people were involved in Programme activities, across 13 project partners<sup>1</sup>.

<b>CashBack Theme</b>	<b>Young People Engaged in Phase Three</b>	<b>Robustness of Evidence</b>
Culture	17,234	High – likely to very closely reflect the total number of distinct participants
Employability	2,420	High – likely to very closely reflect the total number of distinct participants
Youth Work	Between 61,000 and 132,000	Medium – likely to closely reflect the total number of distinct participants, but with some overlap between years
Sport for Change	Up to 26,700	Medium – likely to closely reflect the total number of distinct participants, but with some overlap between years

<sup>1</sup> This includes all phase three project partners excluding the Facilities Fund (a capital investment programme treated separately for the purposes of this evaluation).

Sport	Approximately 250,000	Low – challenging to identify distinct number of participants, so some proxy figures and estimates included
<b>Total</b>	<b>Approximately 357,000</b>	

Total rounded to nearest thousand.

- 2.10 There is reasonably good evidence that at least 107,000 young people were involved in culture, employability, youth work and sport for change activity, with an estimate of 250,000 involved through sporting activities.
- 2.11 It is worth noting that it is very likely that there is some overlap within this figure. For example, young people involved in one CashBack programme may also be involved in one or more other programmes. For comparison, the number of young people aged 10 to 25 in Scotland is approximately 1 million.

### ***Use of CashBack funded facilities***

- 2.12 It is also important to note that this figure does not include the numbers of young people using CashBack funded facilities through the CashBack for Facilities fund. In 2010 to 2013/14, the CashBack for Facilities fund invested £8.25 million in 67 projects, primarily in pitches and changing facilities but also in some smaller scale infrastructure support projects. These facilities were developed from 2011 through to 2017. There were three rounds of the programme – CashBack for Football Facilities totalling £5 million, CashBack for Rugby Facilities totalling £1.25 million and CashBack for Pitches totalling £2 million (a 3G pitch fund that supported football and rugby).
- 2.13 In both 2015 and 2017, **sportscotland** undertook a survey of facilities developed between 2010 and 2014. The survey responses were from 34 clubs using the completed facilities. This indicated that over 13,600 young people were using the facilities each week (as well as many adults).
- 2.14 However, these figures are likely to under represent the number of young people and visits involved. Firstly, the respondent organisations provided information about their own use of facilities which doesn't include use by other clubs or schools (which often involved considerable numbers). Secondly, only some of the funded organisations responded to the survey – meaning the total numbers could be considerably more. Finally, facilities funded through this work as part of phase three are still being developed, so this figure is likely to increase over time as facilities are completed and come into use.
- 2.15 In 2016 responsibility for managing the CashBack for Facilities Fund moved to YouthLink Scotland. For 2016/17, the focus was on sports facilities and outdoor learning, and 41 community projects received funding. Around half of these projects will complete by July 2017 and then report on their activity, and half will complete by June 2018. It is therefore not possible yet to report on the number of young people using these facilities.

### **Type of positive activity**

- 2.16 The type of activity the young people were involved in was very varied. It included activity across the themes of employability, sport, sport for change, youth work and culture. This includes participation in both in school and out of school activity – such as participation in new sports clubs, youth sports, arts and cultural opportunities, skills development leadership opportunities, volunteering, courses, employment opportunities and accreditation for learning. A flavour of the types of activity involved is provided below.

#### **Example – Sport – Scottish Football Association**

The Scottish Football Association CashBack activity has included Schools of Football; volunteer development activity including coaching, refereeing and wider volunteering; development of football opportunities for girls and women, disabled young people and minority ethnic young people; Midnight Leagues in areas of deprivation; and events targeted at boys and girls aged under 13.

#### **Example – Youth Work – Youth Scotland**

Youth Scotland ran a programme called Young People Taking the Lead as part of its CashBack activity. Leadership opportunities were created for almost 20,000 people. The focus was on developing young people as leaders, volunteers and community contributors. It was a partnership with five national volunteer led organisations – Boys Brigade, Scouts Scotland, Girlguiding Scotland, the Girls' Brigade and Youth Scotland.

#### **Example – Culture - Creative Scotland**

The CashBack for Creativity programme has three funding streams. Firstly, the Open Arts Fund aims to increase the availability of high quality creative opportunities for young people nationwide. Secondly the Strategic Fund provides learning and developmental activities which improve skills and confidence, raise aspirations and provide pathways for further learning, training, education and employment. Finally the Training and Employability programme provided opportunities to build employability skills and raise awareness of job opportunities in the creative and cultural industries.

#### **Example – Employability – Celtic FC Foundation**

Young people attended employability and personal development activities on a regular basis at Celtic Park's training centre. Young people received training on physical activity and wider skills such as conflict resolution, coaching children's football, first aid and fire safety. They also received volunteering opportunities, personal development support through external speakers, group discussions and one to one sessions with staff, and support developing their CV and searching for employment.

#### **Example – Facilities – The Zone (YouthLink Scotland)**

The Zone Initiative was established in 1985 by a local community steering group to establish an adventure playground in the local community due to lack of facilities. The Zone Initiative's overall vision was to improve quality of life for children, young people and the community. The £100,000 CashBack

funding will be used to install a new Multi Use Games Area and purchase adventure education equipment. The children and young people who will benefit from this project are from one of East Ayrshire's most rural and deprived area. In the area where the project is situated a high proportion of children (89%) receive free school meals and clothing vouchers. As a result of the CashBack funding award the project has secured a further £90,000 from the European Union LEADER rural development fund to refurbish the building adjacent to the games area and adventure park.

**Example – Sport for Change – Ocean Youth Trust Scotland**

Ocean Youth Trust Scotland ran 32 sailing voyages for young people either not in full time education, employment or training, or in danger of falling out of education. Participants are supported to develop skills around teamwork, leadership, communication and confidence.

## Equality outcomes

- 2.17 Increasing participation by young people who are difficult to engage and from equalities groups was a priority for nine of the 14 phase three project partners.
- 2.18 There was no overarching definition of 'difficult to engage and equalities groups' within this outcome. Each partner defined and monitored 'difficult to engage' groups in different ways. Different young people were 'difficult to engage' for different partners.
- 2.19 Many partners focused on increasing participation by some people with protected characteristics under the Equality Act 2010 (who may previously have been described as 'equalities groups'). There are nine protected characteristics, including age, sex, sexual orientation, disability, gender reassignment, race, religion and belief, pregnancy and maternity and marriage and civil partnership.
- 2.20 The targeted focus on age (10 to 25 years old) was built into the Programme. In phase three, partners focused most strongly on equality in relation to sex, disability and race. There was some focus on religion and belief, sexual orientation and gender reassignment. There was limited focus on the other protected characteristics, across partner organisations.

## ***Equality outcomes - participation of women and girls***

- 2.21 All partners were keen to promote equality for women and men, and many took steps to increase female participation as a direct consequence of participating in the CashBack programme. Some introduced projects for girls or women only. The figures demonstrate that across the Programme, approximately 40 per cent of participants in phase three were young women, and 60 per cent were young men. A small proportion of participants indicated that they would prefer not to say. These findings are in line with the proportions reported in the 2014/15 evaluation of CashBack for Communities activity, in the first year of phase three.

Theme	Young Women	Young Men
Employability	31%	69%
Sport	39%	61%
Sport for Change*	47%	53%
Culture	61%	39%
Youth Work**	46%	54%
<b>Average</b>	<b>40%</b>	<b>60%</b>

\*No breakdown for Street Soccer Scotland

\*\*No Youth Scotland breakdown for Small Grant Scheme

#### **Example – Sport – Scottish Football Association**

The Scottish Football Association (SFA) has six CashBack funded Girls and Women's Club Development Officers, one assigned to each Scottish FA region. The work has involved supporting the development of new girls only clubs and teams, supporting female volunteers and providing training. The number of young women registered as players has increased substantially – from 3,880 in 2012 to 10,666 in 2016. This is significantly in excess of target figures. A sample of young women surveyed highlighted that as a result of participation they felt their fitness had improved, they felt more confident and had made new friends.

#### **Example – Sport for Change – Scottish Sports Futures**

Scottish Sports Futures (SSF) delivered bespoke female-only basketball sessions. Shell Twilight Basketball sessions (which are jointly funded by CashBack) have encouraged female players to join female-only teams in the community and one former participant is now playing professionally for Scotland. These sessions have also included an even split of female and male coaching staff. Shell Twilight Basketball also ran a girls only game within a tournament to focus on female participation in the sport, and reviewed its promotional materials to increase the visibility of young women within these.

- 2.22 Discussion with partners highlighted that there are challenges engaging women and girls in CashBack employability work, as many of the employability programmes have focused on traditionally male dominated occupations such as construction and engineering<sup>2</sup>.
- 2.23 The profile of target participants also impacts on gender balance. For example, some of the employability programmes have also focused on offenders, and there are more young male offenders in Scotland than young female offenders<sup>3</sup>. In addition, statistics show a slightly higher proportion of young men as not in employment, education or training than young women<sup>4</sup> (although many young women are not included in these figures due to being out of the labour market, for example with childcare or other caring

<sup>2</sup> In 2012, 88.5% of construction jobs in Scotland were undertaken by men. Women in Scotland's Economy (WiSE) Briefing Paper 2013

<sup>3</sup> Scottish Crime and Justice Survey 2012/13

<sup>4</sup> Analysis undertaken in 2016 showed that in 2015, 10.4% of 16 to 19 year old men were not in employment, education or training compared to 8.8% of young women.

responsibilities). There are real variations in profile of participants within the employability partners. While a third of Prince's Trust participants are female, this is a fifth for Action for Children, and below a tenth for both Celtic FC and Glasgow Clyde College (which focus on supporting young people at risk of offending).

- 2.24 Within sport, partners are affected by wider trends in sports participation. For example, there are well documented trends showing a fall in sports participation for 13 to 15 year old girls<sup>5</sup>. Women also often choose to participate in different sports from men. Evidence from England found that the most popular sports for women were swimming, athletics and tennis, while the sports popular with men were football, cricket and rugby<sup>6</sup>.

**Example – Sport – basketballscotland**

**basketballscotland** aimed to achieve a target of 40% female participation by the end of phase three. They managed to achieve an increase to 32% and female participation grew proportionally year on year. All clubs now have youth sections delivering girls basketball. It has also set up a Female Strategy Group to look at a whole sport approach to raising the profile and participation of women and girls' basketball.

- 2.25 Some partners have seen shifts in levels of participation over the three year period within phase three. For example, Scottish Sports Futures has seen an increase in participation of young women over time, resulting in a broadly even split between young men and young women. Youth Scotland's Young People Taking the Lead project saw an increase in participation of young men, resulting in a higher proportion of young men than young women within the project. The evaluation report highlighted that the nature of some of the partners in YPTTL may affect the gender balance, and suggested it would be interesting to explore the reasons for the changes in participation over phase three.
- 2.26 The figures for sports facilities are presented separately. The survey responses received by **sportscotland** for both 2015 and 2017 are varied in quality, but they indicate that 82 per cent of participants were boys and 18 per cent were girls. Some clubs connected with new facilities undertook specific initiatives to attract women and girls, such as setting up the club's first ever women only football team.

***Equality outcomes - participation of people from disadvantaged areas***

- 2.27 During phase three of CashBack for Communities, socio-economic disadvantage was not a protected characteristic by law. However, the Scottish Government plans to introduce a duty to tackle inequalities of outcome caused by socio-economic disadvantage in the near future.

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<sup>5</sup> Scottish Government (2015), Active Scotland Outcomes: Indicator Equality Analysis

<sup>6</sup> Department for Culture Media and Sport (2011) Adult Participation in Sport, Analysis of the Taking Part Survey



- 2.28 One of the overarching aims of CashBack is to support communities most affected by crime and antisocial behaviour. The Scottish Crime and Justice survey<sup>7</sup> shows that people living in the most deprived areas of Scotland are more likely to be victims of crime than those living in the least deprived areas.
- 2.29 Partners had different levels of focus on socio-economic disadvantage. This reflected their application and grant award criteria, as agreed with the Scottish Government, and agreements about the extent of coverage across Scotland. Some partners were aiming to work across all local authorities in Scotland, which influenced the extent to which they were able to focus on the most deprived communities.
- 2.30 Partners within the employability theme had the strongest focus on socio-economic disadvantage and working with vulnerable young people, and this was a core part of their work. Partners within the sport for change and culture theme also focused strongly on tackling disadvantage, as reflected in their grant agreements. Some youth work, culture and Cashback for Facilities partners - such as YouthLink Scotland, Creative Scotland and **sportscotland** - prioritised applications from organisations working in deprived parts of Scotland, based on their application guidelines and assessment procedures. However, all indicated that they worked with a range of vulnerable and personally disadvantaged young people.
- 2.31 Partners within the sport theme undertook a range of targeted activity focused in areas of disadvantage, but this was not the core focus of their work. However, tackling disadvantage was not an overarching initial priority for youth work partners, with grant conditions and applications within this theme focusing on being open to all.
- 2.32 Many project partners were able to provide useful indications of their focus on socio-economic disadvantage:
- **Employability** - Across all four partners an average of 46 per cent of all participants in the employability projects were from the 15 per cent most deprived areas. This ranged from 98 per cent of participants with Celtic FC Foundation, 58 per cent for Glasgow Clyde College, 52 per cent for Action for Children and to 41 per cent for the Prince's Trust. Looking more widely, three quarters of Action for Children participants and two thirds of Prince's Trust participants came from the 30 per cent most deprived areas in Scotland.
  - **Sport** – Around 4,700 young people took part in Midnight League activity run by the Scottish Football Association on a weekly basis – which is actively targeted in areas of deprivation. More than half of the Schools of Football have more than a third of their pupils living in the 20 per cent most deprived areas of Scotland. Nearly a third of Street Rugby Referral programmes run by the Scottish Rugby Union took place in the 15 per cent most deprived parts of Scotland.

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<sup>7</sup> Scottish Crime and Justice Survey 2014/15, published in 2016



- **Sport for Change** – Analysis of the postcodes of Scottish Sports Futures participants show that at least 30 per cent of participants were in the 15 per cent most deprived neighbourhoods in Scotland, with a similar proportion (27 per cent) for Ocean Youth Trust Scotland.
- **Culture** – Within the Open Fund of CashBack for Creativity, 35 per cent of participants came from the 20 per cent most deprived areas of Scotland, rising to 39 per cent for Strategic Fund projects. The funding was allocated to focus on areas of deprivation, with 42 per cent of Open Fund funding going to deprived areas.
- **Youth work** – Within the YouthLink Scotland programme, analysis of the postcode of delivery for 1,673 available postcodes demonstrated that 32 per cent of delivery was in the 20 per cent most deprived areas of Scotland. For Youth Scotland grants, slightly more (52 per cent) were awarded to youth groups operating in postcode areas in the 50 per cent most deprived areas than in the least deprived areas of Scotland. Detailed analysis focusing on the most deprived areas shows that while just five per cent of awards went to groups in the ten per cent most deprived areas of Scotland in 2015/16, this increased to nine per cent in 2016/17. This analysis was undertaken specifically in preparation for phase four of CashBack funding and is not available for earlier years.

#### **Example – Sport – Scottish Rugby Union**

Clackmannanshire Schools Support Service supports young people who have been excluded from mainstream education, and aims to support their return to mainstream schools. After a successful Street Rugby Referral programme in 2015, it established another programme in 2016 involving nine pupils ranging in age from 11 to 16 years. The programme involved one weekly rugby session for 10 weeks. Support workers felt that the programme had a positive impact on the young people involved. It was seen to provide a good release for anger or frustration – “a controlled way of releasing emotional stress”. This approach was found to improve behaviour, confidence and fitness, and provide pupils with a new interest.

#### **Example - Culture – Creative Scotland**

A Dundee and Angus College project was aimed at young people aged between 18-24 from the more deprived areas of Dundee and Angus (those in the lowest SIMD areas) who had been unsuccessful in gaining qualifications from school and/or were not in employment. A unique aspect of the project design was that it gave participants opportunities to work on a ‘live project’ with local small businesses.

#### **Example – Youth Work – YouthLink Scotland**

i-zone offers detached youth work in Greenock, Inverclyde. Youth workers engage with young people on the streets, often involving young people who are disengaged from mainstream activity. The project finds that this is one of the most effective ways of reaching young people that are least likely to find their own way into services and activities.

- 2.33 Some partners which had focused on universal or open to all activity within phase three – particularly youth work and sport partners - indicated some surprise about the perceived increasing focus on deprivation, particularly if the focus was on geographically concentrated deprivation based on the Scottish Index of Multiple Deprivation.
- 2.34 More widely, many partners indicated that while vulnerable young people who experienced disadvantage were a key target group for their project, these young people often were not living within areas of concentrated disadvantage. Many highlighted that they took a wider approach to disadvantage than simply thinking about the area in which the individual participant lived, considering a wide range of personal characteristics which impact on individual disadvantage and vulnerability. Some found it very challenging to gather, collate and analyse postcode information – particularly when working with a large number of participants for a short term intervention or opportunity. It is therefore not possible to provide an accurate estimate of the number of participants from disadvantaged areas across the programme.

### ***Equality outcomes – development of facilities within disadvantaged areas***

- 2.35 For the facilities theme, discussion with **sportscotland**, SFA and SRU<sup>8</sup> indicated that the key priority outcome for the CashBack investment in facilities in the early stages of phase three was to increase participation in sport, rather than tackling disadvantage. However, the guidance to applicants placed an emphasis on facilities in and near deprived areas. In assessing applications, **sportscotland** also considered three important priorities for improvement – equalities and inclusion; people development; and collaboration and impact.
- 2.36 A crude analysis of the postcode of the location of facilities funded by **sportscotland** through CashBack for Facilities between 2010 and 2014/15 indicates that most were located within the more affluent parts of Scotland. However, in 2016/17, most were in the more deprived parts of Scotland.
- 2.37 Detailed analysis of the postcode location highlights that many facilities are located in areas which include nearby areas of deprivation, within reasonable travelling distance for using the facility. Analysis undertaken by **sportscotland** shows that most facilities are within a mile of a datazone (a small geographical area used for statistical purposes) which falls into the most deprived 20 per cent of datazones in Scotland. The distance of a mile is used as an indicator of a reasonable walking distance to access the facility.

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<sup>8</sup> This discussion was undertaken as part of the review of the first year of phase three of CashBack (2014/15).

Funded facilities	Total	
	2010 to 2014/15	2016/17
In areas within the most deprived 20% of Scotland	8%	36%
In areas within the 20 to 50% most deprived areas of Scotland	31%	38%
In areas within the least deprived 50 to 70% of Scotland	23%	13%
In areas within the least deprived 70 to 100% of Scotland	39%	13%

**Note:** Most facilities funded by **sportscotland** are within a mile of a datazone which falls into the most deprived 20 per cent of datazones in Scotland.

- 2.38 The location of facilities is strongly influenced by the capacity and interest of clubs to support and manage these and the infrastructure to support new facilities. It is important to note that the location of new facilities does not mean that all (or most) participants are necessarily from more affluent areas.
- 2.39 In the last year of phase three, the CashBack for Facilities fund was managed by YouthLink Scotland. There was a deliberate focus on tackling inequality and creating high quality sport and physical activity experiences for disadvantaged young people, breaking down the barriers to participation in sport which are caused by disadvantage. There was also a focus on putting resources into areas where there was an identified gap in provision.
- 2.40 **sportscotland** has gathered some information on the profile of participants who use the completed facilities. This highlights that the users of CashBack facilities in phase three included both women and men, disabled people, people from deprived areas, ethnic minorities and people who were not previously physically active. The development of new facilities enabled clubs to start new activity involving school and pre-school children, older people, women and disabled people. It is too early to provide this information for facilities funded in 2016/17.

**Example – Facilities Fund – Glasgow Kayak Club (YouthLink Scotland)**

Glasgow Kayak Club has set out to build a junior section within the club that is fully inclusive and open to all, with a specific aim to engage young people from Possilpark and surrounding area to ensure Kayaking does not remain a minority sport. It received an award of £56,000. Possilpark datazones rank high on the Scottish Index of Multiple Deprivation. The broader Ruchill and Possilpark area has the lowest life expectancy of all neighbourhoods in Glasgow; a low employment rate compared with the rest of Glasgow; and a high percentage of young people not in employment, education or training. The proportion of children living in poverty is considerably higher than the Glasgow average<sup>9</sup>.

<sup>9</sup> Ruchill and Possilpark Neighbourhood Profile, Understanding Glasgow, The Glasgow Indicator Project  
[http://www.understandingglasgow.com/profiles/neighbourhood\\_profiles/3\\_nw\\_sector/4\\_ruchill\\_and\\_possilpark](http://www.understandingglasgow.com/profiles/neighbourhood_profiles/3_nw_sector/4_ruchill_and_possilpark)

**Example – Facilities Fund – Y Sort-it (YouthLink Scotland)**

Y Sort-it is a youth information and support network in West Dunbartonshire. It aims to provide diversionary activities in a safe and social environment. It has received £31,000 to purchase sports, cycling and camping equipment for the group, to enable it to deliver a series of sport and physical activity experiences for young people in deprived and rural areas who suffer from a lack of services and provisions.

***Equality outcomes - participation of other difficult to engage or equalities groups***

- 2.41 We used evidence from evaluation, annual and quarterly reports to work to identify participants who may be 'difficult to engage' or from 'equalities groups', beyond socio-economic deprivation. Each partner defined difficult to engage young people differently, and took a slightly different approach. The range of individuals included within this group included disabled people, people with mental health issues, ethnic minority people, people living in the 15 per cent most deprived parts of Scotland and people experiencing personal disadvantage including offenders, ex-offenders, young carers, young people living in care, people who are disengaged from education or learning, unemployed people and homeless people.
- 2.42 Across the programme the most commonly monitored characteristics were gender (covered earlier), disability and ethnic origin. Analysis at programme level suggests that:
- Within the **employability** theme, 15 per cent of participants were disabled or had additional support needs, and three per cent were minority ethnic<sup>10</sup>.
  - In the **culture** theme, 14 per cent of participants were disabled or had additional support needs, and 9 per cent were minority ethnic.
  - In **sport for change**, 4 per cent of Scottish Sports Futures participants were disabled or had additional support needs, and 12 per cent of both SSF and Ocean Youth Trust Scotland participants were minority ethnic.
- 2.43 The information gathered by partners within employability, culture and sport for change was gathered regularly, but partners had concerns that the information may not be robust due to potential double counting (of participants, or of different types of additional support need) or under reporting (due to concerns disclosing information, particularly for short term interventions).
- 2.44 Partners within employability were most likely to gather additional information from their participants about characteristics such as looked after status, homelessness, family circumstances, criminal record and employment status.

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<sup>10</sup> The figure for minority ethnic participants only covers Action for Children, Celtic FC Foundation and Glasgow Clyde College participants. Figures are not available for The Prince's Trust.

The numbers involved are often too small to report in an anonymised way, but headline figures include:

- 85 per cent of the people Action for Children worked with were unemployed, and a fifth were long term unemployed. A fifth were looked after children or care leavers, almost a third had a criminal record, and seven per cent were homeless.
- Over 80 per cent of the people the Prince's Trust supported were unemployed, over half were educational underachievers, a tenth were offenders or ex offenders and just under a tenth were homeless.
- Almost half of the Celtic FC Foundation participants had a previous custodial sentence.
- A tenth of the Glasgow Clyde College participants had involvement in the criminal justice system.

2.45 Within sport and youth work, there were more substantial gaps in information about the profile of participants. It is not possible to provide a detailed analysis of the profile of participants across all partners within the sport or youth work themes. This is due to challenges monitoring the profile of participants for large, informal or schools based programmes, as outlined earlier in this report. However, there is evidence that while much of the activity within the sports theme was universal, there was also clear targeting of difficult to engage or vulnerable young people through a range of activities.

**Example – Sport - basketballscotland**

**basketballscotland** has introduced the Inclusive Zone Basketball programme in three areas, so that wheelchair and able-bodied players can play together. A Scottish Wheelchair Development league has also been established, with 40 athletes competing from five clubs. A

**basketballscotland** survey of members found that 6 per cent said they had a disability, three per cent were LGBTI, 22 per cent were from an ethnic minority and 9 per cent had a caring responsibility.

**Example - Sport – Scottish Rugby Union**

Scottish Rugby Union has entered a formal three year partnership agreement with Trust Rugby International. SRU provides funding and professional support to develop and support the expansion of the Inclusive contact rugby programme, which helps people with physical or learning needs to integrate into a rugby club. The first club, The Clan, is now well established at Kilmarnock Rugby Club and there are plans to develop further clans and 'mini clans' of youth players to feed into adult teams. Caledonain Crushers and Dundee Dragons, both wheelchair rugby teams, are also now affiliated members of the SRU.

**Example - Sport – Scottish Football Association**

The Scottish Football Association's equity project encourages young people from ethnic minority communities to become involved in football. The project recognised that young females from an ethnic minority background were not actively engaging in football. Project staff worked with BEMIS to identify participation barriers, to dispel assumptions and to engage with

those from under-represented communities. A female only participation centre was launched to promote community cohesion and encourage girls and women from multicultural backgrounds to come together and play football. Through these sessions, some participants have become qualified coaches, encouraging them to volunteer to support the work of the women's participation centre.

- 2.46 Overall, small, targeted projects were often set up specifically to work with a particular target group – and so demonstrated a clear focus on difficult to engage young people, and people from equalities groups. This was clearest within the employability theme, where all projects had a very strongly targeted approach. This approach was also clear within funding distribution programmes within the culture, youth work and facilities themes – where projects had specific aims in relation to working with difficult to engage young people.

**Example – Culture - Creative Scotland**

Hot Chocolate developed a programme of music activities for 22 young people from vulnerable/at risk groups (involved in or at risk of offending, substance-misuse and exclusion from school). Of these, 15 were new young people taking part in Hot Chocolate activity for the first time. Seven were already engaged, but the project gave them opportunities to engage in new activities.

**Example – Facilities – The Crags Community Sports Centre (YouthLink Scotland)**

The Crags Community Sports Centre is a Scottish Charitable Incorporated Organisation (SCIO) located on the edge of the Dumbiedykes. The CashBack award will be used to improve access for young people with additional support needs and their carers and encourage young women to participate in physical activity at the Centre by refurbishing the changing rooms including cubicle showers, lockers and improved lighting, replacing the existing front doors to the building with automatic double doors with push-button operation for wheelchair users and creating a dedicated wheelchair accessible 'wet room' with automatic door and appropriate toilet and shower.

**Example – Facilities – Watermill Foundation (YouthLink Scotland)**

The Watermill Foundation Ltd. was created specifically to provide facilities for people with physical disabilities and learning difficulties. In 2013 The Watermill Foundation created the All Abilities Cycling Centre at the Watermill. The Centre offers physically disabled people and those with learning difficulties opportunities to experience all aspects of cycling provision, from riding and competition on specially adapted bikes, through to maintaining them. An award of £150,000 was made for the purchase of four seat pedal carts which are fitted with an electric motor to assist hill ascents, and for suitable storage facilities for this new equipment.

- 2.47 Largely, activity focused on the protected characteristics of sex, disability and ethnic origin, and on wider disadvantage and vulnerability. However, some



partners also highlighted a small amount of work undertaken in relation to the other protected characteristics. For example, in relation to gender identity – **basketballscotland** indicated that it had worked with the Scottish Football Association and Scottish Transgender Alliance to have the appropriate protocols in place to enable transgender people to participate fully in CashBack (and other) opportunities. YouthLink Scotland highlighted work it undertook with young LGBT people. However, some indicated that they felt more required to be done around equality for LGBT people in the CashBack Programme, particularly around the sports themed work.

**Example – Youth Work - YouthLink Scotland**

The LGBT Allsorts Project in Dundee provides a safe environment, where socialising is more achievable than it may be outside the group.

“The loneliness I felt was extremely stressful and this affected my mental health... Now I feel liberated, empowered and happy. ‘Allsorts’ offers a safe place for young LGBT people, a place where I can be myself without judgements being made.”

Young person

- 2.48 Most projects were not proactively working to address inequalities relating to marriage and civil partnership or pregnancy and maternity (both new protected characteristics since the Equality Act 2010). However, Scottish Sports Futures and Street Soccer Scotland both indicated that they had considered how participation could take place fully and equally, as a result of pregnant girls wishing to take part in their programmes.

## Skills development

- 2.49 This section explores outcomes in relation to skills development. This brings together a range of outcomes from within the CashBack logic model, including:

- Outcome 4: Increased opportunities to develop interests and skills
- Outcome 8: Greater confidence and self esteem among participants
- Outcome 9: Participants demonstrate new skills and positive changes in behaviours
- Outcome 10: More participants have achieved accreditation for their learning.

- 2.50 Many project partners focused on skills development. All but one included at least one outcome around skills development. The two which did not focus on skills development were the CashBack for Facilities programme which initially had one intended outcome around participation, and Street Soccer Scotland which focused on engaging the most difficult to reach participants.

## ***New skills and confidence***

- 2.51 Many partners focused strongly on developing soft skills (such as confidence and interpersonal skills); fostering an interest in new topics; and developing skills without formal accreditation. Some examples of the work by theme are outlined below.

## ***Youth work and skills***

- 2.52 YouthLink Scotland demonstrated that 39 per cent of young people developed new skills and interests, and 57,500 young people developed greater confidence and self-esteem. Evaluation by Youth Scotland showed that young people gained skills in communication, leadership, socialising, team working, flexibility and dealing with problems and issues. This was important to young people, as three quarters had got involved to learn new skills.

### **Example – Youth Work - Youth Scotland**

REACH Lanarkshire Autism, which received funding through the Small Grants Scheme, gave young people opportunities around housekeeping, meal preparation, silver service and food hygiene. These were intended to support development of skills for life which were transferrable to the workplace.

“My son attended the (hotel) work experience. He was totally in his element there. He was so proud of himself for going to work.”

Parent

## ***Employability and skills***

- 2.53 Evaluations by employability project partners demonstrate that confidence and self-esteem increased for between half and 96 per cent of participants. Evaluation also demonstrates that employability projects resulted in increasing skills around communication, time keeping, planning and preparation, willingness to learn and attitude to work. In addition, some developed sector specific practical skills in areas like horticulture, engineering and construction. The young people involved had often disengaged from learning, and it is unlikely that some of them would have re-engaged without these interventions.
- 2.54 Some employability partners found that increases in confidence were not as high as anticipated, and some were concerned that a minority of participants demonstrated slight decreases in confidence. Generally, this was where participants indicated that they already had high levels of confidence beginning more advanced or specialist courses. Partners also indicated that participants appeared to develop more realistic self-evaluation tools which could account for slight reductions in confidence measures in some instances.



## ***Culture and skills***

- 2.55 More than 800 young people have achieved accreditation for their learning. In addition, young people have developed skills in relation to specific skills such as directing, film, song writing, exploring different art forms and IT as well as more general skills around confidence, self-esteem, sharing opinions and understanding opportunities for the future. Many have demonstrated their confidence and aspirations for further learning through sustained engagement in projects, and progression onto other learning activities. Developing confidence and self-esteem has been a critical stage in supporting young people's journeys on to positive outcomes.

"I actually just want to take a minute to thank yourself and the academy for the skills I learned throughout the BeSomebody project. It's given me so much self confidence in my creative skills to try and develop new and exciting projects."

Participant, CashBack for Creativity

"G's experience here has been nothing short of amazing. When you think back to two years ago, it took us over 8 weeks just to get her through the door, and then she needed my support and the staff support to let her be here... She's gone from extreme social anxiety to thriving."

Parent, CashBack for Creativity

## ***Sport and skills***

- 2.56 Young people developed their skills through participation in sports opportunities, youth leadership programmes, and coaching and officials' programmes. An evaluation of the Scottish Football Association Midnight League found that 73 per cent reported improved confidence; 69 per cent felt they got on better with other people; 68 per cent felt better about themselves; and 67 per cent felt that they were a better person. Surveys undertaken before and after the SFA volunteer development work also found that the courses not only improved football and coaching specific skills, but also personal confidence and transferable leadership and organisational abilities.
- 2.57 The Scottish Rugby Union evaluation highlighted that youth coaching participants developing wider leadership, teamwork and organisational skills for everyday life, as well as particular coaching knowledge. These respondents expressed a strong interest in using their new skills and confidence to benefit others.
- 2.58 **basketball**scotland also found that between 40 and 69 per cent of young people surveyed said that they had increased their knowledge, skills, motivation and willingness to exercise. Participation in the Youth Leaders programme and the Young People's Panel has helped to increase participant's confidence, skills and aspirations.

**Example – Sport – Scottish Football Association**

The School of Football approach was designed to develop the social and academic skills of secondary pupils, focusing mainly on S1 and S2 pupils. Some schools have secured funding to allow the approach to continue with older age groups.

Information from Schools of Football shows that taking part has a positive impact on:

- ability to work with others
- problem solving and decision making
- planning and preparation
- communication
- confidence
- behaviour and attitude.

The phase three evaluation of SFA activity analysed data for 25 schools and showed that there was better school attendance among School of Football participants compared to their overall year group. Attendance was higher than the school average in 22 School of Football S1 groups (88%) and 18 S2 groups (72%).

Initial exploration of positive destinations of participants highlights that a high proportion are going on to further education, training or employment.

A survey of graduates found that:

- 67 per cent felt confidence had improved
- 51 per cent felt behaviour had improved
- 44 per cent felt school work had improved
- 30 per cent said it had helped them to choose a potential career route in the future.

***Sport for change and skills***

- 2.59 Young people developed their skills and confidence, particularly their softer and social skills. Ocean Youth Trust Scotland found that 79 per cent of participants had learned new skills, or improved existing skills – particularly around teamwork, leadership, organisational skills and communication. Almost all (97 per cent) said their confidence had improved in some way, with two thirds saying it had improved a lot. Importantly, young people said that this helped at school and college, in job interviews and more generally in social situations.

“It’s definitely made me more confident speaking and interacting with people. And taking charge of things more in group activities – at school and at work.”

“I’m concentrating more at school because I’ve learned to focus on a task.”

Participants, Ocean Youth Trust Scotland

- 2.60 Scottish Sports Futures found that across their programmes between 74 and 98 per cent of participants felt that they had learned new skills or improved

their existing skills. This included basketball specific skills, but also wider transferable skills like team building, leadership, decision making and communication. Most (80 per cent) said that their confidence in their own ability had increased.

### ***Accreditation for learning***

- 2.61 There is strong evidence that project partners are contributing to developing skills. At least 21,800 young people undertook learning for which they received accreditation. The employability and youth work themes had a stronger focus on accreditation than the other strands.

Theme	Accreditation for learning
Employability	854
Youth Work	3,560
Culture	824
Sport	16,000
Sport for Change	600
<b>Total</b>	<b>~21,800</b>

- 2.62 Young people achieved a wide range of accredited learning – including Duke of Edinburgh Awards, Young Leadership Qualifications, Saltire Awards, Girls Brigade and Scouts awards, Youth Achievement Awards, SQA awards, ASDAN Awards (for skills for life, learning and work), Dynamic Youth Awards, National Progression Awards, Arts Awards and sporting awards. In addition, eight young people achieved their SVQ Level 3 in Youth Work through the Young People Taking the Lead programme run by Youth Scotland.

#### **Example – Sport – Scottish Football Association**

The Scottish Football Association Volunteer Development strand enables young people to develop as coaches and/ or referees. It supports those aged 16 to 25 to access free CashBack funded coach education courses in return for delivering coaching sessions on a voluntary basis. Participants complete courses on the coach education children's pathway within SFA. Most participants complete six hour long courses at level 1.1 'Early Touches', but they also have the opportunity to complete courses through to the 30 hour level 2 'Children's Award'.

- 2.63 However, these figures do not capture the full range of young people receiving recognition for their learning. For example, all participants in Scottish Sports Futures Education through CashBack course received Continuing Professional Development accreditation for their learning. This became SCQF accredited in the last stages of phase three – meaning that learners will receive accreditation in phase four. Youth Scotland also provided a wide range of programmes which were not formally accredited, such as Patrol Leader Training, Peer Educators Mentors and Mediators and Stand Up to Sectarianism. Scottish Rugby Union also runs a Youth Coaching Course which is not yet accredited.

- 2.64 The figures also do not include all of the young people who are gaining SCQF qualifications at the Schools of Football, Rugby and Basketball. School of Football participants sit a SCQF Level 5 over third and fourth year, and average pass rates have been between 75 and 82 per cent. Given the predictions of performance for these pupils in subjects at a comparable level, the pass rate in the course is believed to be very high.

**Example – Youth Work - Youth Scotland**

Laura attended INTOPS (international training and selection weekend) and was selected for a Girlguiding Scotland event in Switzerland. She followed this by attending the #Strive15 event, completing the Young Leader Training weekend and has plans for Peer Education Basic Training, GOLD (Guiding Overseas Linked with Development) and ultimately Adult Leader Training.

“Going forward I definitely think I have more confidence and social skills as a result of attending these events... I also feel attending has encouraged me to go out and look for new opportunities available, after each event I have said to myself ‘Right, what can I do next?’.”

## Progression

- 2.65 This section of the report focuses on outcomes around progression. These have been grouped together as follows:
- Outcome 5: Increased opportunities for continued participation by linking up and signposting to other provision
  - Outcome 11: Participants develop confidence in their skills and develop aspirations for further learning and development
  - Outcome 15: Sustained participation in positive activities
  - Outcome 20: More participants progress into a positive destination
  - Outcome 21: Increased horizons and improved outlook amongst participants.
- 2.66 All but one partner prioritised at least one of the outcomes around progression – which cover both short term and longer term outcomes.
- 2.67 There was a strong focus on progression into positive destinations within phase three of the CashBack programme. For the purposes of this report, we have gathered figures on positive destinations in relation to volunteering, training, employment and education. Across all themes, evidence suggests that more than 5,500 young people moved into positive destinations as a result of support received from CashBack partners, with more than 19,000 developing their volunteering, leadership and community contribution skills through the Young People Taking the Lead programme run by Youth Scotland.

Theme	Positive destinations
Employability	2,015
Culture	2,001
Sport for Change	1,500
Youth Work	<i>More than 19,000 developed volunteer, leadership and community skills</i>
Sport	<i>Theme focused on participation rather than progression</i>

### ***Employability and progression***

- 2.68 Overall, project partners within the employability theme had the strongest and clearest focus on progression and positive destinations as a core intended outcome of their work. These partners focused on progression into further learning, training, volunteering or employment. Most worked with more focused numbers of individuals and had systems in place to track progression – where possible - over a number of months or years.
- 2.69 There is strong evidence from within the employability theme that CashBack funded activity is supporting young people into positive destinations. There is clear evidence from the three partners which work with young people on an ongoing basis that at least 315 young people progressed into employment, further education, training, volunteering or coaching. This is 89 per cent of the 352 participants.
- 2.70 The Prince's Trust has shorter interventions, through the Development Awards. Survey evidence from a small sample of participants suggests that 80 to 86 per cent of participants have gone on to employment, further education or training. This would equate to approximately 1,700 participants.

#### **Example - Employability - Celtic FC Foundation**

Celtic FC Foundation's Gateway to Employment programme works with young people from disadvantaged backgrounds or with criminal convictions, to help them gain employment by developing skills in their areas of interest. It found that 44 per cent of participants moved into employment, considerably above its target of 25 per cent. In addition around a fifth moved into training, and 8 per cent into further education. Celtic FC Foundation found that more participants wished to move into employment than anticipated, so the focus was on this element of the work rather than education and training.

#### **Example – Employability – The Prince's Trust**

The Prince's Trust found that approximately half of its participants moved into employment, a third into further education or training and a tenth into volunteering or coaching. Young people said that they felt happier and more confident, and that the support, guidance and confidence boost helped them in terms of ambition and aspiration for the future.

**Example – Employability – Glasgow Clyde College**

Of the 70 participants, 42 moved into employment, further education, training, apprenticeships or other positive destinations.

**Example – Employability – Action for Children**

Over a third of participants (38 per cent) moved into employment, a similar proportion (40 per cent) went into training and some (8 per cent) went into further education.

***Youth work and progression***

- 2.71 Project partners within the youth work theme emphasised that they recognised the vital role that youth work plays in supporting young people into positive and sustained destinations – such as participation in community learning or third sector settings; volunteering; work experience opportunities; participation in youth awards; re-engagement with school; entering further or higher education or employment. There was some good information about progression available from partners, and a clear focus on supporting young people to achieve their own goals. The Youth Scotland Young People Taking the Lead Programme supported more than 19,000 young people to develop their skills as leaders, volunteers and community contributors. More widely, there are case study examples which demonstrate progression for young people within the youth work theme.

**Example – Youth Work – Youth Scotland**

Young People Taking the Lead is a programme which aims to build confidence and capacity in young aspiring leaders, offering them progression opportunities including accreditation, leadership and volunteering. One participant has gone on to be a student at the Glasgow School of Art while also being a youth worker, consultant, volunteer mentor and an active member of his community.

At 16 he became Youth Scotland's youngest candidate to be awarded the Professional Development Award in Youth Work. In 2014, he became a Youth Scotland Young Advisor to plan, organise and deliver the first ever #YPTTL2014 Youth Conference. He gained a place at university based on the strength of his design ability, potential, community and youth leadership activities. In 2015 he was involved with Greenspace Scotland to co-produce a new training programme, and with the new Young Place Changers programme. In 2016 he was a mentor at the YPTTL National Conference and also represented Youth Scotland at a British-Irish symposium in Dublin.

**Example – Youth Work – YouthLink Scotland**

Young people achieved apprenticeship opportunities in local businesses following work experience; re-engaged with learning; and explored their ambitions for the future.



“I am really interested in politics and that is something I would never have thought. But by giving me the opportunity and supporting me to get involved in various groups I want to have a career in politics.”

Participant

### ***Culture and progression***

- 2.72 Progression into positive destinations was also an important outcome for the culture theme. Across phase three, 2,001 young people progressed into further learning, training and personal development opportunities. The majority of these young people were within the CashBack for Creativity Strategic Fund, where just over 1,900 young people progressed onto further learning or development opportunities including informal learning, volunteering, work experience, further education and employment. This is 46 per cent of those in the Strategic Fund who sustained their engagement. In addition, almost 100 young people who engaged in the Training and Employability Fund projects progressed into opportunities including training, further education and employment.
- 2.73 Progression was not a core intended outcome for the Open Fund. However, many projects provided case study evidence that young people had re-engaged with learning, gone on to volunteer or moved into further education.

### ***Sport for change and progression***

- 2.74 Within sport for change, data suggests that around 1,500 young people progressed into positive destinations. This is approximately six per cent of participants. This figure includes progression into training, volunteering, personal development or further and higher education.

### ***Sports and progression***

- 2.75 Project partners within the sports theme focused less on progression and more on participation. Partners within the sport for change theme largely focused on measuring progression in terms of sustained participation in positive activities, and linking up to other provision.
- 2.76 However, there was positive case study evidence about sport helping to re-engage young people in the learning environment, and encouraging further coaching and volunteering. Across sports partners, there were examples of sport bringing about positive changes in behaviour, incentivised by sports participation and also because of the values underpinning the programme of showing respect to peers, teachers and others. Sporting opportunities have often provided role models, shown pupils they can be good at something at school, and helped young people decide what they want to do in the future.

#### **Example - Sport – basketballscotland**

**basketballscotland's** Youth Leadership Programme offers progression opportunities for young people. Evaluation has shown that around two thirds to three quarters of participants in training and learning with **basketballscotland**

have decided to do further education or training as a result. A high proportion (85 per cent) have become more interested in volunteering in their community. Basketball Scotland has also supported two Modern Apprentices, one of whom it now employs full time.

**Example - Sport – SFA, SRU and basketballscotland**

The ‘School of’ approach has been used to develop Schools of Football, Rugby and Basketball. The programmes are designed to encourage and motivate young people who are at risk of disengaging from school. They help increase participation in sport in the school. Our case study research in Larbert High School in 2014/16 found that young people were very proud to be involved with a school of sport. They feel that it makes them perform better in other subject areas and develop better attitudes and behaviours. Progression opportunities are available, and there is evidence that participants have better attendance compared to their year group.

“(My son) is doing excellently in other subjects because he values the opportunity to take part in SOF (school of football). I thought it would interfere with school but it doesn’t – it just helps!”

Parent, School of Football

## Community engagement and empowerment

2.77 This section of the report focuses on outcomes around engagement and participation in communities, including community integration and cohesion. It brings together evidence around seven outcomes from the CashBack logic model:

- Outcome 12: Participants are more involved in community based activities
- Outcome 13: Participants develop positive peer networks and relationships
- Outcome 14: There is increased community based interaction
- Outcome 19: Increased supportive social networks and feelings of belonging
- Outcome 22: Participants have influenced the opportunities available to them in their community
- Outcome 23: Sustained participation in community based activity
- Outcome 25: Better community integration and cohesion.

### ***Youth work and community empowerment***

2.78 In terms of involvement in communities, the strongest evidence of achievement of outcomes is in the youth work strand. Both project partners indicated that participants had contributed significantly to community based activities.

2.79 YouthLink Scotland found that over phase three around 73,000 young people have increased their participation in positive community based activity. YouthLink Scotland also found that the CashBack funding for small youth organisations allowed them to attract match funding of over £2.6 million over



the three years of phase three, which helped to sustain community based activity.

- 2.80 The Youth Scotland Small Grants Scheme involved over 5,800 volunteering opportunities for people of all ages (not just young people) in supporting youth work. This involved over 441,000 volunteer hours which equated to an economic value of more than £4.6 million.
- 2.81 Youth Scotland also found that participants had contributed significantly to their organisations and youth groups, using their learning and experiences, and planned to do so in the future as adult leaders. For example, some young people were appointed to national boards or committees, international forums, community organisations or charitable initiatives. Many young people went on to deliver activities and training for other young people through voluntary work within their communities.

**Example – Youth Work – Youth Scotland**

The #Strive15 event involved young leaders linking together, learning together and getting their voice heard. It brought together young people to share ideas and realise the power of their collective voice. The #Strive15 advisory team of ten young leaders and a communication team of four young leaders planned, delivered and co-produced this national event for young people.

***Sport for change and community empowerment***

- 2.82 A small number of other partners found that their work resulted in outcomes around community links and relationships. For example, within sport for change, Scottish Sports Futures found that almost all participants made new friends and met new people (99 per cent). It also found that most Active Champions developed positive peer relationships (83 per cent). A survey in 2017 of Shell Twilight Basketball participants within Scottish Sports Futures found that almost all (89 per cent) said that they had been introduced to people of different backgrounds, or people they may not normally have met.
- 2.83 Scottish Sports Futures also estimates that its Education through CashBack activity has a much broader reach and impact on wider communities, through thousands of young people benefiting from the newly skilled coaches using their new skills when working with young people. Ocean Youth Trust Scotland also found case study evidence of young people feeling more engaged, involved and sociable after being involved in CashBack activities.

**Example – Sport for Change – Scottish Sports Futures**

In 2015/16 Shell Twilight Basketball introduced a new topic focusing on inclusion and cohesion in its educational time out sessions. This was in direct response to the terror attacks which took place in Paris in 2015 and Brussels in 2016. Shell Twilight Basketball worked with Show Racism the Red Card to develop relevant content.

## ***Sport and community empowerment***

- 2.84 Within sport, some **basketballscotland** participants indicated that they had developed more links with their local community. Scottish Football Association supported more than 4,500 young people through a coaching qualification. This programme supports young people aged 16 to 25 to access free CashBack funded coach education courses in return for delivering coaching sessions on a voluntary basis. The SFA also supported more than 1,100 new volunteers to become involved in girls and women's football.

### **Example – Sport – Scottish Football Association**

The Scottish Football Association has seen very positive developments in the work of the North Lanarkshire Mosque and Well Foundation, which has developed volunteer led football sessions for under 15s. The group has been very involved in organising these sessions, with the support of North Lanarkshire Leisure and the Scottish Football Association. Fifteen volunteers run the programme. The Mosque and Well Foundation have also worked closely with partners including Active Schools and independent instructors to develop a range of activities for girls in North Lanarkshire, including football, martial arts and basketball.

## ***Culture and community empowerment***

- 2.85 Within culture, these outcomes around community were not selected as intended outcomes for CashBack for Creativity. However, there is some case study evidence of the opportunities offered encouraging people to become more involved in their community.

### **Example – Culture – SHMU TV Group**

SHMU TV Group involves 12 young people who have participated in CashBack for Creativity funded activity with SHMU over phase two and phase three of CashBack. All of the young people now have advanced film making skills and are peer educators, providing mentoring and support to other young people. Through SHMU TV Group the young people plan and deliver their own projects and activities. The group has worked with other community groups to document experiences which affect their lives. For example, six young people who live in Torry (a regeneration area) have volunteered to document the development of the Sistema Big Noise music project in their community.

## ***Employability and community empowerment***

- 2.86 Within employability there was some limited evidence of activity around community engagement and empowerment. For example, Celtic FC Foundation supported participants to volunteer with primary school pupils at a Scottish Sports Futures Jump2It tournament, sometimes with their own former primary school. Action for Children found that just over a tenth of participants felt more part of a community.

## ***Facilities and community empowerment***

- 2.87 Within facilities, there was a focus in 2016/17 on supporting and encouraging the involvement of local people (particularly young people) in the development, management and running of funded projects. However, it is too early to see the impact yet in terms of community engagement and involvement - and this will be explored over 2017/18.
- 2.88 There is evidence from the investment made between 2010 and 2014 that communities have been involved in planning, delivering and supporting funded facilities.

### **Example - Facilities – Cumbernauld Colts (sportscotland)**

Cumbernauld Colts is a community football club which benefitted from CashBack investment through **sportscotland**. It received funding through the CashBack for Football Facilities fund in 2011 to create a 3G pitch at Broadwood Stadium in Cumbernauld. As a result of the upgraded facilities at the stadium, the club has experienced increased participation of young people. In addition to Cumbernauld Colts, a wide range of local groups and organisations use the facilities. The new facilities have encouraged high levels of community engagement. Many parents volunteer at the club. Outreach activities are carried out in local schools to encourage young people to be more active. The club is also very active in hosting fundraising and community initiatives.

## ***Diversion, protection and wellbeing***

- 2.89 The final section in this chapter focuses on outcomes in relation to diversion, protection and wellbeing. This includes four outcomes from the CashBack logic model:
- Outcome 7: Participants have places to go where they feel safe and comfortable
  - Outcome 6: Increased involvement in structured pro-social and healthy activities
  - Outcome 16: Sustained improvements in health and wellbeing
  - Outcome 24: Reduced levels of crime and antisocial behaviour

### ***Safe and comfortable places***

- 2.90 There is strong evidence from youth work around building safe and comfortable places. Youth Scotland highlighted a supportive environment and safe, comfortable places as crucial if young people are to develop and thrive as young leaders. YouthLink Scotland indicated that over 60,000 young people now felt they had places to go where they felt safe and comfortable.

### **Example – Youth Work – YouthLink Scotland**

Regen:fx provides reality style drama re-enactments of various scenarios, giving young people a sense of being in the moment without actually experiencing any harm. Youth workers skilfully encourage young people to

rethink the consequences of their own actions, building coping techniques that they can draw on in risky situations in the future.

“The approach taken by staff is different from other types of learning. You are learning and being educated. However, this is done through eye opening topics that involve you in your learning. You can see and experience what’s happening... Your confidence grows through the way staff treat you.”

Participant

- 2.91 There is also some wider anecdotal evidence about the importance of helping to make places feel safe from other themes, such as sports. For example, Scottish Rugby Union has worked to support the merger of two schools which had some history of gang rivalry. The Rugby Referral programme helped to bring pupils from the two schools together, and relations improved between school pupils. Participants have commented on the safe environment fostered at **basketballscotland** activities.

“It’s a safe environment to improve, that’s enjoyable and friendly and you aren’t cold or muddy or being tackled a lot – there’s less chance of serious injury.”

Participant, Scottish Rugby Union

### ***Reduced crime and antisocial behaviour***

- 2.92 In terms of outcomes relating to community safety, the strongest evidence is from Scottish Football Association and Scottish Sports Futures:

- **Scottish Football Association** – Two thirds of Midnight League participants (66 per cent) said that attending had made them behave more responsibly and half (56 per cent) said that they now get on better with those in authority. Many (86 per cent) felt that it created a positive community environment. A quarter (26 per cent) felt that it had an impact on reducing crime and a fifth (22 per cent) felt it had an impact in reducing antisocial behaviour. A small number (2 per cent) attended specifically to stay off the streets or out of trouble.
- **Scottish Sports Futures** – In 2017, three quarters (74 per cent) of Twilight participants indicated that their involvement kept them from getting into trouble on the nights they attended. Many (58 per cent) said that the Twilight sessions had helped them resist pressure from other people to do things that might get them into trouble. Some parents also felt that Twilight had diverted young people away from antisocial behaviour or other activities that have a negative impact on their community.

#### **Example – Sport for Change – Scottish Sports Futures**

Evidence from Police Scotland in Lochgelly (Fife) shows a 25 per cent decrease in calls relating to antisocial behaviour following the launch of Twilight basketball in 2014. Comments from stakeholders reinforce this.

Police Scotland saw a clear reduction on the night the activity takes place, as well as an overall reduction of antisocial behaviour calls.

- 2.93 In addition, Celtic FC Foundation activity focused strongly on working with young people who had a previous custodial sentence. All participants were at risk of offending or re-offending. While engaging with the programme, these participants were engaging in positive activity and demonstrating positive behaviour.

### ***Health, wellbeing and pro social activities***

- 2.94 In terms of outcomes in relation to health, the strongest evidence is in the fields of sport and sport for change. In sport, evaluation of Scottish Football Association Midnight League shows that participants felt that playing had increased their physical activity levels, improved their fitness and made them feel fitter and healthier. Scottish Rugby Union also found that many participants commented on the impact the project had on their fitness.

“It helped me think of fitness as something you have to do every day.”

“Before I was just playing computer games.”

Participants, Scottish Rugby Union

- 2.95 In sport for change, Scottish Sports Futures found that 95 per cent of Jump2it participants said taking part had improved their health. The evaluation shows pupils appear to be retaining messages from Jump2it regarding healthy eating, alcohol and smoking. Ocean Youth Trust Scotland also found that participants had made positive changes to their lifestyle since the voyage. Young people were trying to be more active, maintain good sleeping patterns and make healthier dietary choices.
- 2.96 In youth work, Youth Scotland also found that its small grant scheme projects increased young people’s involvement in structured pro social and healthy activities. For example, in one project parents reported weight loss in children and children spending less time on the computer.

#### **Example - Sport for Change - Scottish Sports Futures**

Participants in the Scottish Sports Futures Jump2it programme in North Ayrshire gained new skills in basketball and learned about different aspects of health and wellbeing that might affect them. They retained important messages from Rocks players about harmful substances and the importance of good nutrition and a healthy lifestyle. Young people felt that the programme encouraged them to be more active and play more basketball, with some joining community clubs.

### 3. Impact Understanding and Lessons Learned

- 3.1 This chapter explores the ways of working which have contributed towards positive outcomes during phase three. It also highlights lessons learned during phase three. It is based largely on discussion with project partners and members of the Strategic Delivery Group for CashBack for Communities.

#### Successful approaches

##### *Working in partnership*

- 3.2 Working in partnership was identified as one of the key success factors of the CashBack Programme during phase three. Working in partnership with other organisations provided:
- access to local knowledge;
  - expertise in tackling inequality and disadvantage;
  - links to and referrals from young people who may not otherwise engage;
  - better connections, signposting and links between organisations;
  - clear links to local provision;
  - access to trusted local venues for hosting CashBack activities; and
  - opportunities for progression, volunteering, learning and work experience.
- 3.3 Partners across all CashBack themes highlighted the benefits of partnership working. In particular, CashBack partners within the employability theme stressed the value of joint working in supporting young people to become job ready over a relatively long period of time – working through multiple barriers, signposting to appropriate services, supporting engagement with other services and building trust and relationships. CashBack partners within the youth work and culture themes highlighted that they were distributing funding to other organisations through CashBack, and valued the strong partnerships and networks which had developed within their own programmes.

##### **Example – Sport for Change – Scottish Sports Futures (SSF)**

SSF staff have worked closely with Police Scotland teams in two local authority areas to become actively involved in all stages of Jump2It delivery, with a view to supporting officers to strengthen relationships with local communities. SSF are also working locally with Active Schools Co-ordinators, youth services and local authorities who provide staff to help deliver sessions, as well as resources in terms of facilities, administration and community links.

##### **Example – Sport – Scottish Rugby Union (SRU)**

SRU is working very closely with schools, and has found that this really strengthens its approach. It finds that schools then value the programme as an education tool, begin to refer people to the programme and the work can have a real impact on young people's lives.



“It has to be part of what the school does, and not an optional add-on. It can give a child a reason to go to school, to learn and can make a real impact on their lives.”

- 3.4 Partners emphasised that joint working can take time, and there can be some challenges around building open and honest partnership working. Some felt there could be some defensiveness around joint working. Some highlighted that having a strong history of joint working and existing positive relationships provided a strong basis for phase three work.

“Having a prior successful relationship with a partner gives you an easy in... Going into areas where we don’t have established relationships, we do need a long lead in time.”

CashBack partner

“The psychology of sharing and being open isn’t always there.”

CashBack partner

“The national assessment panel was fantastic. It worked really well. We had a good mix of people with real expertise that we were able to combine with local knowledge from our local panels.”

CashBack partner

- 3.5 In managing the CashBack for Facilities programme, **sportscotland** found that collaborative working between clubs, local authorities and Leisure Trusts helped to strengthen the delivery and management of projects. All funded projects now have some element of collaboration, even when communities are empowered and taking the lead. This helps to ensure that complex projects are delivered effectively.

### ***The CashBack family***

- 3.6 A number of partners, particularly in the fields of sport for change, employability and sport, highlighted the benefits of being part of a CashBack ‘family’. There were many examples of joint working between CashBack partners across these fields. For some this was unexpected – but all found it positive.

#### **Example – Employability – Celtic FC Foundation**

Celtic FC Foundation worked with Scottish Sports Futures, the Prince’s Trust and SFA to access training and awards. Some of the training provided by CashBack partners was very well suited to the needs of participants, as well as being relevant to employment and the transition to the workplace.

“The ETC (Education through CashBack) training was really beneficial, especially for people with anger management issues.”

CashBack partner

- 3.7 Some partners felt that being part of the CashBack family gave their organisation a platform for expressing and sharing their voice and opinions.



Some also felt that being funded through the CashBack programme gave their organisation credibility – and they were pleased that somebody recognised and valued their approach.

“The CashBack partner meetings are good because there is more support as a collective to say that we all experience the same things, for example young people being further from the labour market than anticipated... And hopefully this informs and shapes policy, and has an impact on what kind of work gets funded.”

CashBack partner

- 3.8 For some, for example in youth work and culture, there had been positive outcomes around developing a CashBack family within their own programme – such as Youth Scotland working very closely with Boys Brigade Scotland, Girls Brigade Scotland, Girlguiding Scotland and Scouts Scotland. Here there were fewer examples of joint work with other CashBack partners across themes and some highlighted that there was more scope for this type of joint working in the future.

#### **Example – Youth Work – Youth Scotland**

Themed workshops provided evaluation capacity building for Young People Taking the Lead partner organisations. These half-day workshops were targeted for operational staff and volunteers involved in the planning and delivery of YPTTL programmes and activities. They provided a core structure for guiding the development and implementation of the YPTTL evaluation, and have been a forum for practice development and sharing across the Partner organisations. A resource folder of evaluation methods was also developed as a result of the themed workshops.

#### ***The staff team***

- 3.9 Many partners highlighted that their staff team was critical to their success. Partners highlighted common characteristics of their staff – including being approachable, committed, highly skilled, professional, flexible, nurturing and non-judgemental. Partners also highlighted the importance of developing an atmosphere which was positive, safe and inclusive.
- 3.10 The three organisations delivering direct support within the employability theme all emphasised that the staff working in their organisation were very connected to the client group, often with personal experience of the issues the young people may be experiencing. This was also highlighted by one of the sport for change organisations.

“It helps because staff are a bit more connected to the client group. We’re more aware and more relatable. And it promotes aspiration for the young people on our programmes, especially the ex-offenders.”

CashBack partner

“We create a really warm, supportive atmosphere.”

CashBack partner

**Example – Employability – Celtic FC Foundation**

Some young people have participated in CashBack funded activity and gone on to work as community coaches with Celtic FC Foundation, through a programme funded by Community Jobs Scotland and SCVO (Scottish Council for Voluntary Organisations). This fund was targeted specifically at young people who were very hard to reach or disadvantaged – for example with criminal convictions. The young people who have become community coaches have at times then worked with CashBack participants, and are becoming very positive role models for other young people.

**Targeting**

- 3.11 Many partners felt that the successful targeting of CashBack target groups had been a real achievement. They highlighted that they were working with disadvantaged young people who may not get access to many other things, and had managed to involve them and keep them engaged. Partners had done this through offering practical support (such as lunch and transport); involving young people and partners in planning activity; working closely with partner organisations with a strong focus on target client groups and hosting targeted events and activities.

“The young people we’re working with are the furthest removed from the job market. Some have literally just walked out of prison. Considering how challenging these young people can be to work with, our retention rates are fantastic.”

CashBack partner

**Example – Sport for Change – Scottish Sport Futures (SSF)**

In some sessions, Scottish Sport Futures now has more young women participating than young men. It has achieved this through:

- A Steering Group – Some very motivated SSF participants wanted to set up a women only steering group, after taking part in the Ambassadors programme.
- Girls only events – SSF has hosted girls only competitions in mixed tournaments, and is planning to have a girls only tournament in the future.
- Promotion – SSF has changed the promotion for Shell Twilight Basketball to provide images of young women on leaflets and posters.
- Peer relationships – SSF has recruited young women to run sessions, and this has helped to encourage other young women to get involved.

**Example – Employability – Action for Children**

One young man had a number of court dates planned when he first began engaging with Action for Children. After beginning his involvement with Action for Children, the judge noticed such a difference in him that all future court dates were cancelled. The young man completed the Action for Children course, found employment and also became involved in local democratic activity.

**Other success factors**

- 3.12 Partners also emphasised the importance of:

- **Ongoing support** – Partners often engaged with participants over a relatively long period, often offering support pre and post involvement. Partners felt that it was very important that their intervention was offered as part of a broader package of support, based on understanding young people’s lives holistically.
- **Flexibility** – Many emphasised the importance of being able to change their planned approach along the way, to meet participant needs.
- **Co-production** – Many partners talked of the importance of encouraging participants to take responsibility, working with young people to gather their views, and involving young people in planning and delivering activities.
- **Recognising success** – A number of partners felt that it was important to have celebratory events to recognise achievements, or offer accreditation for learning so that it can be widely recognised at a specific level.

“The accreditation has helped get more bookings from schools as teachers are always looking for vocational courses.”

CashBack partner

“With a bit of support and encouragement, young people can always surprise you in a positive way.”

CashBack partner

- 3.13 Some partners and strategic stakeholders also highlighted the value of the role played by Inspiring Scotland. Strategic stakeholders felt that partners were more likely to approach an intermediary than the Scottish Government for help, and partners felt that the support provided by Inspiring Scotland was useful.

### Impact on organisations

- 3.14 Most partners indicated that their involvement in CashBack had also had an impact on their organisational sustainability. Partners highlighted that participating in CashBack for Communities had helped to build their capacity around:

- impact measurement and evaluation;
- collecting and using data to track performance;
- collaborative working;
- evidencing successful approaches and building these in to future work;
- working with new groups, including the CashBack target groups; and
- thinking about equality and diversity.

#### **Example – Sport for Change – Ocean Youth Trust Scotland**

CashBack has helped to build the sustainability of Ocean Youth Trust Scotland work – now reaching out to other funders and new income streams. It has meant Ocean Youth Trust Scotland has become more project based, focusing on supporting key groups of people or key issues.

For example, phase three of CashBack introduced Ocean Youth Trust Scotland to the Carers Trust, and a programme of work with young carers. This has then been further developed outwith CashBack, through funding from the Big Lottery.

“Phase three gave us the chance to develop these opportunities and understand partnerships.”

Phase three also helped Ocean Youth Trust Scotland to develop its understanding of outcomes, which has influenced how it demonstrates success across the whole of the organisation – not just for its CashBack funded activities. A case study exploring the impact of CashBack participation on OYT Scotland in more detail is included as Appendix Four.

#### **Example – Sport – Scottish Football Association (SFA)**

As a result of its involvement in CashBack, SFA as an organisation has evolved to become more equitable in the way it works with staff and communities. It’s focus on tackling inequality and disadvantage deepened in the course of phase three. It now employs a Diversity Manager, and has undertaken work to increase opportunities for people from equalities groups. It has also become more aware of the need to promote opportunities to increase participation for equalities groups. In 2015, the SFA published its Equality and Inclusion Strategy. It has also developed an online equalities tool for clubs.

“Being involved in CashBack has helped to embed equalities within SFA’s approach as an organisation.”

CashBack has also acted as a catalyst for the SFA football development department to work more closely with local communities and to support the development of community clubs. They also have a more structured, outcomes focused approach to development work, so that they can track performance, measure impact and consider the sustainability of each approach.

“This wouldn’t have happened if we hadn’t been involved in CashBack.”

A case study exploring the experience of SFA in more detail is set out in Appendix Four.

- 3.15 Some CashBack partners have also adapted their approach to consider sustainability beyond CashBack funding.

#### **Example – Sport – basketballscotland**

Over phase three, **basketballscotland** has developed its approach to align more with the sport for change approach. **basketballscotland**’s outcomes for phase four are now more consistent with its wider goals for sport for change.

**basketballscotland** has also now created a charitable arm – the Basketball Scotland Foundation – that will manage CashBack funded activities for phase four.

“It has been a huge learning curve for **basketballscotland** and we have gone through a lot of organisational change. We are now able to focus on developing individuals and changing people’s lives.”

#### **Example – Sport for Change – Scottish Sports Futures (SSF)**

SSF has been working to improve its sustainability in a range of ways, including handing over activities to local community based organisations. It has successfully transitioned eight Shell Twilight Basketball clubs to be locally run. SSF has worked with local staff including youth services to help them to deliver and to recruit volunteers to run sessions. SSF aims to ensure that local Twilight sessions are sustainable without its support within one year.

SSF has also worked to promote the use of sport for change within other organisations. Without CashBack, programmes like Education through CashBack would not have existed – and it has very much informed how SSF structure their principles, delivery and approach.

“Increasingly we see our role as sharing the sport for change experience and belief, to maximise the use of sport as a tool.”

Other work to enhance sustainability has involved:

- showcasing evidence of impact;
- charging for some activities (for groups who do not meet CashBack criteria);
- fundraising activities and applications for smaller grant funds; and
- working with schools to promote programmes, including discussing future Pupil Equity Fund spending.

### **Challenges and lessons learned**

3.16 Project partners also identified some challenges and lessons learned for the future.

#### ***Evidencing outcomes***

3.17 Early on in phase three, many partners indicated that evidencing progress towards outcomes was challenging. The key issues were:

- using anecdotal, qualitative information – many partners were concerned that the outcomes they were working to were softer, and hard to demonstrate through numbers and figures;
- gathering information from participants – many partners indicated that they worked with harder to reach young people, and fostered a relaxed environment with minimal information gathering – which made it hard to gather information on participant profile; and
- tracking progress to intermediate or longer term outcomes – some partners indicated that their intervention was reasonably short term, and that it could be difficult to expect longer term outcomes, or hard to track these as participants moved on.

3.18 By the end of phase three, a minority of partners were struggling to collect and use data to track performance and measure impact. However, most were more confident in their ability to demonstrate progress towards outcomes. Some stressed that they had undertaken significant work to build the skills and change the attitudes of frontline staff, to ensure that they understood why work was being undertaken and how to demonstrate success. There remained some challenges:

- demonstrating increases in confidence – which could be very subjective;
- logistical issues for programmes with large numbers of participants and brief levels of intervention;
- upskilling for organisations receiving funding distributed by CashBack partners through award schemes, to support these organisations to self-evaluate and report in an outcomes focused manner;
- reporting on outcomes on a quarterly basis, which could be laborious and repetitive; and
- setting targets at a reasonable level.

3.19 Some partners had undertaken considerable work on their monitoring, reporting and evaluation systems, to ensure that they fit the needs of the CashBack programme. However, a small number of partners felt that while their confidence around outcomes focused reporting had developed, the targets they had agreed for their work at the outset of phase three were unrealistically high and not achievable. This was a particular issue around the targets set for young people to progress into positive destinations.

“The challenge with hard targets and outcomes is that people don’t often recognise the soft outcomes... The biggest successes for me are all the soft outcomes we’ve seen for young people from challenging backgrounds sustaining the programme.”

CashBack partner

“We don’t push young people into awards, it’s up to them to decide what they want to participate in. Youth work is all about choice, awards might be a positive by product of this, but they are not an end in themselves.”

CashBack partner

3.20 Some strategic stakeholders felt that it may now be time to look at whether some CashBack partners (for example across certain themes) could gather longer term evidence about the impact of participation in CashBack activity over a number of years. This would, where possible, explore for example whether initial positive outcomes were sustainable.

## ***Equality***

3.21 Some partners, particularly those in the employability field, felt that tackling inequality and deprivation had clearly been a high priority within phase three, and fit well with the ethos of their organisation. However some others, particularly in the fields of youth work, sport and culture, felt that the focus on deprivation in relation to the Scottish Index of Multiple Deprivation (SIMD)



came up part way through the CashBack programme. These partners felt that expectations were not always clear around how activity should tackle deprivation.

- 3.22 It is important to note that none of the organisations had changes made to their original phase three Grant Offer Letters in relation to SIMD activity, and that there was a strong focus on supporting partners to develop their thinking around socio-economic disadvantage in order to inform and help prepare for phase four of the CashBack programme. However, there were clear messages from partway through phase three about the increasing focus on socio-economic disadvantage, and this was reflected in the evaluation and monitoring information that partners were asked to provide.
- 3.23 Some found it challenging to balance the universal and targeted elements of their approach effectively, and to convey this to their funded organisations or partners. However, others felt that it was useful to have both universal and targeted elements, and this meant that it was possible to work with mixed groups of young people with different skills and backgrounds. Some partners highlighted that this mixed approach was more effective and allowed young people to share skills and learn from one another. There was some concern that a very strong focus on working with people from deprived areas may create a “CashBack enclave” with limited experiences for sharing experiences between different groups of young people.

“The approach must either be universal or targeted, you can’t do both.”

CashBack partner

- 3.24 A small number of partners highlighted that it wasn’t always possible to work in areas of high deprivation. For example, Scottish Sports Futures wants to make sure that participants can access the best sporting facilities – which may not be in areas of deprivation. The Scottish Football Association also raised the lack of suitable venues in disadvantaged areas as a barrier. Some also had concerns that when using local facilities there may be previous negative associations, for example some young people having been excluded from accessing these facilities in the past.
- 3.25 All partners had developed their thinking as part of phase three around how they would tackle inequality and deprivation in the future. Many emphasised their learning over phase three, which would be applied in phase four delivery as appropriate. A number highlighted their work to link with wider approaches to tackle disadvantage and inequality, particularly the work around the Scottish Attainment Challenge and tackling the gap in educational outcomes between pupils in the most and least deprived parts of Scotland.

“We understand the landscape much better and know how to target pupils more effectively using SIMD data.”

CashBack partner

- 3.26 Partners which had received funding for phase four of CashBack for Communities, and strategic stakeholders, felt that there was a much clearer



focus on tackling inequality for phase four. It was felt that this would also have made the focus of phase four of CashBack clearer and more accessible for new organisations wishing to apply. However, one strategic stakeholder highlighted that the strong focus on tackling socio-economic disadvantage may mean that the programme isn't focused enough on tackling other types of inequality.

"Inequality is up front and top line."

Strategic stakeholder

"This focus on tackling disadvantage didn't necessarily filter down to protected characteristics."

Strategic stakeholder

- 3.27 One strategic stakeholder also highlighted a concern that the employability activity may not have effectively tackled issues such as occupational segregation between women and men, due to a focus on skills development in predominantly male dominated occupations, which mainly attracted young men.

## **Resources**

- 3.28 A small number of partners indicated some concerns about the level of resources required to achieve the outcomes agreed for phase three. One partner felt that it hadn't asked for enough funding to deliver its agreed outcomes. It had focused in its programme for phase four, prioritising the activity it felt had the most impact over phase three. Two others felt that their delivery in phase three was very tight, particularly in comparison with previous phases, and didn't allow for any flexibility or additionality in delivery.

"We should have bid for more resources to support delivery at the time."

CashBack partner

- 3.29 Another partner learned that its employability support needed to be delivered over a longer period in order to achieve positive outcomes. This learning has been built into phase four.
- 3.30 A number of partners indicated that they had reviewed their phase three activity, identified the most impactful approaches, and focused in on these for phase four. Often this involved consolidating activity, or expanding particularly successful approaches.

## **Lessons learned for the CashBack programme**

- 3.31 This evaluation also highlights some lessons for consideration for the future development of the CashBack Programme as a whole, as it moves forwards. The Scottish Government and its partners may wish to consider these issues as it develops the next phases of the Programme.

- **Focus** – Evaluation of the programme at national level requires considerable discussion about the figures which set out overall participation numbers, and the profile of participants. It is clear that partners are all working to different intended outcomes, at a different size and scale. However, throughout phase three partners have learned that focusing more on targeted interventions, rather than mass participation, can help to ensure that key CashBack target groups are involved and that outcomes can be measured more effectively. Many partners have built this learning into phase four CashBack activity. One stakeholder suggested that it may be useful to consider the alignment between CashBack and other funding streams going into specific geographical areas.
- **Monitoring and evaluation** - Lessons have been learned about the need for clarity about the intended outcomes, indicators and reporting arrangements for each partner from the outset, and this learning has been built into phase four. As phase four moves forward, there is a need to check that new arrangements are fit for purpose and achieving the intended results in terms of gathering programme level information, which provides both quantitative and richer qualitative information on a regular basis about impact across each of the CashBack themes. It may also be useful to consider whether key Scottish Government policy leads should be invited to some CashBack partner meetings.

The programme has now made a shift towards an outcomes focused way of reporting. It is worth considering whether less frequent reporting of outcomes achieved (perhaps annually) may result in higher quality information. It is also worth considering whether some partners should be encouraged to reflect on longer term outcomes achieved (with additional support to enable them to do this).

- **Overall aims of the fund** – The main intended outcomes for phase three related to general participation, participation by equality groups, new opportunities, skills and behaviours, and positive destinations. Few aimed to reduce levels of crime and antisocial behaviour, encourage sustained participation in community based activity or increase community based action – outcomes which fit clearly with the overall expressed aims of the programme for phase three. For phase four, there has been a clear shift in intended outcomes and aims – as set out in the phase four logic model. This focus was built in from before the application stage, but it is important that CashBack partners are reminded of the overall intended outcomes for phase four and how their activities fit in – to build ownership of the intended outcomes and ensure that these are not a surprise as evaluation of phase four is undertaken. Given the Scottish Government’s clear focus on closing the attainment gap, one stakeholder suggested making a concerted effort to involve Scottish Government education colleagues in strategic discussions about CashBack.
- **Gender balance** – Overall, more young men benefit from the CashBack opportunities than young women. Most of the sport activity focuses on sports that are traditionally more popular with men than women. Most of the

employability activity targeted at specific occupations focuses on roles more traditionally associated with men than women. And most of the users of CashBack funded facilities are young men (although these figures are not entirely robust). It is important to reflect on whether there is a reason for this balance and focus, and consider how best to ensure that both young men and young women have access to the opportunities offered through CashBack. If there is a clear reason that more young men than young women should benefit from the CashBack programme, this should be clearly highlighted. If not, then it is important to ensure that action is taken to ensure an equal balance of young men and women across the programme as a whole (although not necessarily within each individual funded project).

- **Access to funding** – While new partners join CashBack at each phase, and others drop out, there are some partners who have now been involved over a series of phases. Stakeholders believe that existing partners are able to make better quality applications because they have good experience to draw on, understand the outcomes focused approach, and know how to fill in the application form for CashBack. It is worth considering how a wider pool of partners could be supported to produce high quality applications for future phases.

“How do we get them to benefit from what is a significant amount of funding?”

Strategic stakeholder

## Appendix One – Evaluation method

This evaluation involved seven key stages:

- **Desktop review** – Inspiring Scotland provided relevant background information about phase three for review. This included information on the phase three project partners; the grant offer letters; monitoring information including balance scorecards and quarterly reports; annual reporting information including each partner's annual and evaluation reports; case study examples; and wider communications and infographic work by Inspiring Scotland undertaken for the Programme. We reviewed this information to identify the quantitative and qualitative evidence available about the outcomes achieved by each project partner, and collated this at Programme level.
- **Stakeholder interviews** – We held interviews with 12 of the 13 project partners<sup>11</sup> as well as with **sportscotland** and YouthLink Scotland in relation to the CashBack for Facilities programme. We met with project leads on a face to face basis, and undertook a structured discussion about the outcomes anticipated over the three-year period of the project; the impacts achieved; successful approaches; and lessons learned. To minimise disruption to partners, we analysed all of the information already available in advance of this meeting. We also held telephone discussions with three Scottish Government officials to explore views on the impact of the Programme, and lessons learned during this time.
- **New case studies** – This draft report contains one of the four new case studies developed to demonstrate the impact of the Programme – both in terms of tackling inequality and disadvantage, and in terms of organisational development. We selected the case studies in discussion with Inspiring Scotland. Each case study was reasonably light touch, involving a telephone conversation with the project lead for the activity concerned. The outcomes demonstrated within these case studies are also wound through the report, to highlight impact.
- **Existing case studies** – This report also contains short case study examples which demonstrate the range and impact of work across all partners within the Programme, during phase three. These case studies were drawn from existing quarterly, annual or evaluation reports. They were chosen to demonstrate typical outcomes achieved for many project participants, and to provide a flavour of the types of activity undertaken by each partner. These case studies are provided as short, edited, snappy examples of impact within the body of the report.
- **Workshop discussion** – We collated the information about Programme outcomes, and presented our initial findings to project partners, Inspiring

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<sup>11</sup> Street Soccer Scotland exited the programme in 2015/16. They had participated in the 2014/15 evaluation activity and the Advisory Group decided that further follow up discussion was not required with Street Soccer Scotland for this evaluation.

Scotland and Scottish Government in August 2017. We facilitated discussion about the initial findings, and built this feedback into the final report.

- **Reporting** – We collated the evidence about impact and outcomes into this draft report, due to be finalised following an Advisory Group discussion and CashBack partner workshop in August 2017.

## Appendix Two - Phase Three Project Partners

CashBack Partner	Phase 3 Period
Action for Children	Aug 2014 – Mar 2017
<b>basketballscotland*</b>	Sep 2014 – March 2017
Celtic FC Foundation	Apr 2014 – Mar 2017
Creative Scotland*	Jun 2014 – Mar 2017
Glasgow Clyde College*	Oct 2014 – Mar 2016
Ocean Youth Trust Scotland	Oct 2014 – Mar 2017
The Prince's Trust*	Jun 2014 - Mar 2017
Scottish Football Association*	Aug 2014 - Mar 2017
Scottish Rugby Association*	Aug 2014 – Mar 2017
Scottish Sports Futures*	Sep 2014 – Mar 2017
Street Soccer Scotland	Jul 2014 – Dec 2015
YouthLink Scotland*	Jul 2014 - Mar 2017
Youth Scotland*	Jul 2013* – Mar 2016**

\*Also involved in CashBack phase two

\*\*With an additional award given through to March 2017 to align this partner with CashBack funding phases.

During phase three, **sportscotland** administered the CashBack for Facilities fund in 2014/15 and 2015/16. YouthLink Scotland administered the Cashback for Facilities fund in 2016/17.

### Appendix Three – CashBack Logic Model for Phase Three (Showing Intended Partner Outcomes)

Activities <i>What happens in our organisation?</i>	Outputs <i>What are the tangible products of our activities?</i>	Short-term Outcomes <i>What changes do we <u>expect</u> to occur within the short term? (Up to 1 year)</i>	Intermediate Outcomes <i>What changes do we <u>want</u> to see occur after that? (1-2 years)</i>	Long-term and national Impact <i>What changes do we <u>hope</u> to see in Scotland over time? (3 years or more)</i>
<p>Activity Category</p> <p>A range of sporting, cultural, educational, developmental and social activities</p>	<ul style="list-style-type: none"> <li>Establishment of more opportunities to take part in a range of activities</li> <li>An increase in the number of volunteers</li> <li>An increase the number of trained coaches or others in support role</li> <li>More activities for children, young people and other community members within communities</li> </ul>	<p><b>PARTICIPATION</b></p> <ol style="list-style-type: none"> <li>Increased participation in positive activity (10/14)</li> <li>Increased participation by difficult to engage and equalities groups (9/14)</li> <li>Increased opportunities for new experiences or activities for participants (6/14)</li> <li>Increased opportunities to develop interests and skills (9/14)</li> <li>Increased opportunities for continued participation by linking up and signposting to other provision (4/14)</li> </ol> <p><b>DIVERSION/PROTECTION</b></p> <ol style="list-style-type: none"> <li>Increased involvement in structured pro-social and healthy activities (4/14)</li> <li>Participants have places to go where they feel safe and comfortable (5/14)</li> </ol>	<p><b>CONFIDENT COMMUNITIES</b></p> <ol style="list-style-type: none"> <li>Sustained participation in positive activities (8/14)</li> <li>Sustained improvements in health and well-being (2/14)</li> <li>Sustained improvements in self esteem and confidence (3/14)</li> <li>Sustained improvements in awareness of the benefits of play, interactive, physical and social activities (4/14)</li> <li>Increased supportive social networks and feelings of belonging (4/14)</li> <li>More participants progress into a positive destination: such as learning in a non-school setting, further and higher education, pre-employment training, volunteering, personal development opportunities and employment (12/14)</li> </ol>	<p>Our young people are successful learners, confident individuals, effective contributors and responsible citizens</p> <p>We live longer, healthier lives</p> <p>We have improved the life chances for children, young people and families at risk</p> <p>We live our lives free from crime, disorder and danger We have strong resilient communities where people take responsibility for their own actions</p> <p>We live in well-designed, sustainable places where we are able to access the amenities and services we need</p>



		<p><b>PROGRESSION PATHWAYS</b></p> <p>8. Greater confidence and self esteem among participants (9/14)</p> <p>9. Participants demonstrate new skills and positive changes in behaviours (9/14)</p> <p>10. More participants have achieved accreditation for their learning (8/14)</p> <p>11. Participants develop confidence in their skills and develop aspirations for further learning and development (7/14)</p> <p><b>ENGAGEMENT</b></p> <p>12. Participants are more involved in community-based activities (5/14)</p> <p>13. Participants develop positive peer networks and relationships (6/14)</p> <p>14. There is increased community-based interaction (2/14)</p> <p><b>Average of 7 per partner in GOL</b></p>	<p>21. Increased horizons and improved outlook amongst participants (3/14)</p> <p>22. Participants have influenced the opportunities available to them in their community (2/14)</p> <p>23. Sustained participation in community-based activity (1/14)</p> <p>24. Reduced levels of crime and antisocial behaviour (4/14)</p> <p>25. Better community integration and cohesion (5/14)</p> <p><b>Average of 4 per project in GOL</b></p>	
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## Appendix Four – New Case Studies

### **THEME: Tackling Inequality and Disadvantage**

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#### **CASE STUDY 1: Scottish Sports Futures work in Polmont Young Offenders Institution**

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##### **About this case study**

This case study explores Scottish Sports Futures (SSF) work with young offenders within Polmont Young Offenders Institution. In 2017, Scottish Sports Futures (SSF) ran two Education through CashBack programmes at Polmont. The first course was planned and delivered as part of phase three, and the second was part of SSF's phase four CashBack activity. This case study was developed through discussion with two SSF staff members. It focuses largely on the first course, delivered within phase three of the programme.

##### **Getting started**

The work in Polmont Young Offenders Institution came about through initial informal discussions between SSF and The Robertson Trust. These discussions explored the potential to develop physical activity within Polmont. SSF staff then attended a conference and met the new Governor of Polmont, and began discussions about their potential involvement. SSF staff then went on a tour of Polmont to review physical activity opportunities, and found that there was a strong focus on strength and weights exercises. However, there was much more potential given the space available within the facilities.

Initial discussions focused on supporting personal trainers in Polmont through the Education through CashBack training programme. However, SSF then realised that the programme may actually be more useful if delivered to inmates. SSF also realised that many of the inmates fit the CashBack target groups in terms of age, Scottish Index of Multiple Deprivation, and focus on reducing crime and antisocial behaviour.

As a result, SSF offered an Education through CashBack Programme to inmates at Polmont Young Offenders Institution. The course was certificated as a continuing professional development opportunity, which helped to encourage participation. Polmont Young Offenders Institution had a culture of recognising achievements and was keen to offer lots of different learning opportunities for the young people. The ultimate aim of the support was to help young people to not reoffend and to live a positive life. The course involved modules on the benefits of sport and physical activity,

working with young people, the human connection, communication, goal setting and conflict resolution.

### **Delivering the activity**

Initially, an SSF staff member had training on safety issues so that SSF staff could safely access the facility and provide the training. Arrangements were made for a member of staff from Polmont Young Offenders Institution always to be present as the activity was delivered.

The group of participants involved ten inmates from across the prison, meaning that they didn't know one another. The group received eight Education through CashBack sessions, and seven inmates completed the course. The three who didn't complete the course withdrew because of wider security issues within the prison, not related to the course. The completion rate was seen as positive compared with wider completion rates for other activities within the institution. Glasgow Rocks basketball team attended the first and last session, reflecting on their own experiences of the sport and their life choices.

The approach involved eight classes. It cost £250 in staff time per session, so in total the block cost £2,000 in tutor time, plus a small amount for time for a tutor to attend safety training. The Glasgow Rocks team donated their time.

### **Impact**

SSF measured the impact of the work through asking the participants what they thought about different issues at the beginning and end of the course. This gave very powerful evidence. They are also working with a criminal psychologist to evaluate the approach in depth, which will be available in August or September 2017.

The participants all enjoyed it and said it built their confidence. Many also said that it had changed their life through knowing people have their back and achieving a certificate for learning. Evaluation of the approach found that all participants said that they developed new skills and interests. Participants particularly developed their skills around developing positive and respectful relationships, communication, equality, problem solving and team work.

### **Success factors**

- **Positive role models** - The Rocks were involved in the first and last week. They sat round the table in week one and talked about their own personal story. The participants really seemed to look up to them. They talked about tough times in their own lives, where they could have made different choices and gone in a different direction. They emphasised to the participants that there was still time to make positive choices and they could still achieve things. They also attended a celebration in the final week.

- **Celebration** – At the end, participants took part in a celebration on stage in the theatre space in the prison. Participants received certificates from guest presenters, which they very much appreciated. Many looked forward to the presentation for the whole course. They were also very excited that they would have cake at the celebration, as the only other time they get cake is at Christmas time.
- **Sports focus** – SSF adapted the Education through CashBack modules so that they were even more sports specific. There was no writing as a few participants had literacy issues or learning difficulties.
- **Tutors** – The two tutors were fantastic, and tailored the course to the participants. They got to know them well and took a personal approach.
- **Partnership** – The tutors from SSF were never on their own in the class. Polmont staff were always present. The approach also helped to build relationships with the Polmont staff, who would see the young people achieving something positive – when often their role involved stopping fights and violence.

### Challenges

The young people hadn't worked together before. There was lots of banter and making fun of one another. It took the tutors quite a while to get the group focused. Many found working as a team very hard, as they were not used to this. Some also felt that participants messed around too much in the class.

### Next steps

Moving forward, SSF plans to continue work in Polmont, and also look at other prison facilities. There may be opportunities to link in the future with other SSF programmes such as the healthy eating programme. They are also considering introducing a Twilight session inside Polmont, to encourage people to attend Twilight sessions on their release – while also supporting young people to get fit in the prison.

SSF may also issue a survey in a years' time to explore whether participants have used the skills they developed through Education through CashBack once they leave Polmont.

## **THEME: Tackling Inequality and Disadvantage**

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### **CASE STUDY 2: Encouraging Participation of Young Women in Employability Activity**

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#### **About this case study**

This case study explores the issue of gender balance amongst participants in CashBack for Communities employability programmes. This case study was developed through discussions with staff at three organisations delivering employability programmes: Action for Children, Celtic FC Foundation and the Prince's Trust.

#### **Background**

During phase three, these employability programmes identified a key issue around gender imbalance, with many more young men participating in these programmes than young women. Monitoring data shows that employability programmes had only 31% female participation, compared to 40% for CashBack overall.

Throughout phase three and into phase four, these programmes have been working to identify the cause of this disparity and to address the imbalance.

#### **Identifying the cause**

The main reasons that organisations found for having a higher proportion of males on their programmes were that:

- more males fulfil the target criteria;
- the industry links offered by the programme appealed to more males than females;
- the organisation, and its links to particular training programmes, attracted more males than females; or
- partner organisations referred more males than females.

#### **Target groups**

Some organisations found that more males than females fit their target group, with criteria typically including:

- aged 16-24;
- unemployed/underemployed;
- not in full-time education or training;
- living in areas of high multiple deprivation; and
- history/at risk of criminal conviction.

Labour market statistics show that youth unemployment is higher for young men, than young women. Similarly, a higher proportion of young men have criminal convictions,

than young women. Although it is useful to note that, overall, a higher proportion of young women are outwith the labour market completely.

All of the organisations we spoke with felt that one of the main reasons for the gender imbalance was that they were targeting young people that were unemployed, or with a history or offending.

“There are more young males than females who are unemployed that meet our eligibility criteria. More young males need our support and the unemployment statistics tell us that.”

– The Prince’s Trust –

### **Industry links and organisational reputation**

Action for Children delivered two strands of activity, one of which was a targeted progression pathway, closely linked to industry. Participation in this strand was very much male dominated. Staff feel that this is likely to be because the pathways were industry specific, and in traditionally male dominated industries such as engineering, construction and sports leadership.

Action for Children is also well known for its youth construction programme (Youthbuild), which has historically always attracted more male than female participants. The programme manager thought the organisations strong reputation for working with young men continued to attract referrals for young men, rather than women.

Celtic FC Foundation had similar issues, with the programme being marketed through a football club and delivered in a football stadium. It was felt that the programme was being viewed as a football programme, rather than an employability and personal development programme.

### **Referral agencies**

Celtic FC Foundation found that, during phase three, the organisations that worked with males tended to respond more than organisations working with young women. And generally, staff found young women harder to reach and harder to engage than young men.

### **Addressing the imbalance**

Staff at each organisation have worked to address the imbalance and encourage more participation from young women. They have tried to achieve this through:

- widening referral networks to partner with organisations that work predominantly with young women;
- ensuring that referral partners are aware that programmes are suitable for young women;
- using marketing materials that do not portray gender bias; and
- actively targeting young women in alternative settings.

All the organisations we spoke to were researching and building partnerships with agencies that work with young women, including women's prisons and young offender's institutes.

When establishing new referral partnerships, the Prince's Trust has found that face-to-face contact is most effective. Programme staff have made time to meet potential referral partners in person, and where possible have tried to engage with the wider staff team at partner organisations as well. They felt that building a personal relationship helped to build the partnership and was more likely to result in successful referrals.

“Face-to-face works because then they can see the passion and enthusiasm of our staff.”

– The Prince's Trust –

Action for Children has looked closely at its marketing material to ensure that the language and narrative challenge stereotypes and assumptions associated with construction and engineering.

The Prince's Trust, worked in partnership with Developing the Young Workforce to establish an enterprise programme for young mothers. This was based in a school, where the young women would be bringing their children. As well as providing employment, the programme provided training and qualifications, and encouraged regular engagement between the parents and the school.

The Prince's Trust has also begun recruiting through open day events, where any young person can attend, find out about the programme and apply for a Development Award. The Development Awards manager felt that this approach helped raise awareness and make the programme more accessible to young women, compared to recruitment through specific organisations.

Celtic FC Foundation has used former female participants to help with recruitment. The former participants have been supported to speak at events, and have successfully promoted the programme by word of mouth at a local level. Two key staff members that lead and deliver the employability programme are also female and it is hoped that their continued presence will encourage greater participation from young women.

### **Success factors**

Organisations identified the following success factors:

- clear and gender balanced marketing material that is explicit in welcoming and supporting diverse participation;
- engaging with partner organisations at a personal level;
- a visible presence of female role models, such as former participants or staff members;
- recruiting through open days and events; and
- promoting good news stories.



## **Challenges**

Organisations said that one of the key issues was around challenging the perception that certain jobs and industries are more suited to a particular gender.

It was also difficult for organisations to reach a balance of gender participation as they were, for the most part, reliant on referral agencies or self-referrals. They hoped that broadening the partnership network and improving marketing materials would help address this issue.

The key advice from all the organisations was that perseverance and strong personal relationships with partners would help to bring about change.

## **Next steps**

The Prince's Trust Development Awards staff are working with colleagues from the Prince's Trust Mosaic programme, to engage more young women, particularly those that are minority ethnic. Staff have also made links with Cornton Vale Prison to engage young women with criminal convictions that may need support upon liberation.

Going forward, Action for Children has chosen not to provide industry specific progression pathways. Instead, it is offering a more generic programme of support, that is not linked to any particular industry. Progression routes will be needs led, as identified by individuals. Staff hope that this approach will attract a more diverse group of participants. In addition, it is hoped that this approach will allow the organisation to work with a wider range of industries.

Celtic FC Foundation is researching local organisations and charities that work with young women that meet their eligibility criteria. Staff are working on promoting the programme as much as possible and trying to ensure that young people and partners view it as more than a football programme. Staff will be taking steps to promote the programme with target groups and encourage participation from young women. They have also offered the option of running a female-only programme, provided that there are enough female participants to fill a cohort.

All of the organisations we spoke with mentioned that the steps they are taking are part of a wider strategic effort to engage a more diverse participant group, including more young people from minority ethnic groups and more disabled participants. The organisations recognised that although the proportion of participants may never match the general population (due to the target criteria), there was still room to improve the balance and engage more young women.

## **Considerations for the future**

Although for some key target groups, it is more likely that more young men will fulfil the criteria, it may be useful to note that around 27% of women aged 16-64 are out of

labour market entirely<sup>12</sup>. There is potential to address the imbalance by engaging this group through programmes offering a route back into employment.

One organisation noted that staff would need to be experienced and able to manage the different dynamics in groups of young people, as all male groups will differ from all female or mixed groups.

It was also suggested that some work might need to be done with employers in male dominated industries to ensure that they are willing and prepared to support young women as well as young men.

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<sup>12</sup> ONS, Labour force survey

## **THEME: Organisational Development**

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### **CASE STUDY 3: Ocean Youth Trust Scotland**

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#### **About this case study**

Ocean Youth Trust (OYT) Scotland is a youth work charity which delivers programmes of residential youth work voyages aboard its fleet of sail training vessels. It sails with young people from a wide range of backgrounds throughout Scotland (and beyond) aged between 12 and 25. In most cases, the young people will have no previous sailing experience.

Ocean Youth Trust received £375,000 of CashBack funding in phase three, to deliver residential youth work voyages for young people at risk of poorer outcomes, including school leavers who have not moved into employment, training or further education, and those at risk of turning to crime.

#### **Getting started**

Before becoming involved in the CashBack programme, OYT Scotland had been delivering voyages locally. OYT Scotland then received funding from COSLA to undertake work at the Tall Ships race, which involved people from all over Scotland in activity designed to encourage international friendship and training for young people in the art of sailing. This helped to raise the profile of the organisation with local authorities, and OYT Scotland then wished to develop a new national project focused on social impact.

Overall, being involved in the CashBack programme helped OYT Scotland to develop as an organisation.

“It has helped us to develop and grow as an organisation in lots of different ways, and we are continuing to do so into phase four.”

#### **Clarity of outcomes**

Through involvement in CashBack, OYT Scotland has refined the intended outcomes of its work with young people. There is a clear focus on employability, and a structured approach to developing the skills of young people. OYT Scotland has also enhanced its ability to offer accreditation and qualifications for young people, which provides clear outcomes as a result of participation.

“We really had to up our game around evaluation. We used to do it, but it probably wasn’t as robust as what we are doing now.”

## **Organisational reputation**

Participating in the CashBack programme has helped OYT Scotland to develop relationships with local and national organisations who may be interested in funding their activities. Some organisations have seen what OYT Scotland has achieved through CashBack activity, and have continued a relationship beyond the CashBack programme. Others have heard more about OYT Scotland as a result of being part of the CashBack family, and this has helped with the organisation's reputation. Being selected to receive CashBack funding has helped to build the credibility of OYT Scotland as an organisation able to deliver social impact, having passed a rigorous selection as part of the CashBack application process. The organisation is now seen as more of a "safe bet" than it would have been previously, due to having a strong track record of success.

"There is a certain kudos and credibility that comes from being involved in CashBack."

## **Working with new client groups**

OYT Scotland began working with young carers as part of the CashBack programme. Through this work, it found that there was a real need for this type of activity. The organisation applied for Big Lottery funding to continue this work, and received funding to run around 10 voyages specifically with young carers. Being able to pilot the work through CashBack and demonstrate success helped with this application. It also helped the organisation to understand how to apply for funding, and the time and effort that needs to be dedicated to planning and delivering work with this client group.

## **Access to support**

Through being involved in CashBack, OYT Scotland have been able to access support from Inspiring Scotland's Performance Advisors and probono support programme.

Through probono support, the organisation has managed to attract two new Board members with specific skills in business and marketing. This helped to expand the Board beyond internal volunteers to include motivated experts with new ideas.

"We receive regular and very good advice from Inspiring Scotland, asking challenging questions."

## **Building sustainability**

OYT Scotland is very pleased to have accessed CashBack funding through both phase three and phase four. Participating in CashBack provided slightly longer term funding than the organisation was used to – having previously accessed annual funding

streams. However, staff are mindful that the organisation has been lucky to get funding over both phases, and are already looking at what may happen at the end of phase four if further CashBack funding is not available. OYT Scotland is planning to diversify income streams, and has begun to take a longer term and more strategic approach through developing a five year strategic plan. The new strengths and skills of Board members helped significantly in developing this strategic approach.

## **THEME: Organisational Development**

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### **CASE STUDY 4: Scottish Football Association**

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#### **About this case study**

This case study explores the impact that being involved in the CashBack programme has had on Scottish Football Association's (Scottish FA) overall approach to promoting equality and diversity in football within Scotland. It seeks to highlight key stages in this journey from both the strategic and delivery perspectives. The case study was developed through discussion with two Scottish FA staff members.

#### **Starting point**

As a result of being involved in CashBack, the Scottish FA as an organisation has evolved and deepened its approach to equality and diversity.

"Being involved in CashBack has helped to embed equalities within Scottish FA's approach as an organisation."

The Scottish FA was aware that it should do more to engage with ethnic minority communities. It therefore worked in partnership with BEMIS Scotland in 2012, to deliver the equity project, undertake an equality survey to gather views from ethnic minority groups on barriers to participation in football, and also get their perceptions of SFA as an organisation.

From this it became clear that the Scottish FA needed to do more to make football accessible to ethnic minority groups at community level. They therefore developed a training resource for grassroots clubs to help encourage participation from ethnic minority communities. Through this, they have developed more formal structures and progression pathways linking grassroots clubs to regional participation centres and affiliated clubs.

In addition, Scottish FA has placed considerable focus on increasing female participation in football e.g. a significant part of the phase three CashBack funding has been used to promote the girls' and female game at club level.

#### **Strategic leadership**

Over the years Scottish FA has continued to strengthen its approach to promoting equality and diversity by:

- Publishing its **Diversity and Inclusion Strategy** in 2015, this aimed to ensure that football in Scotland was open to all and that any barriers – real or perceived – were removed;
- Appointing its first **Diversity and Inclusion Manager** in 2016, with the remit of ensuring that Scottish FA meets its objectives towards being progressive, representative and inclusive of all of Scotland. In addition, Scottish FA used their CashBack funding to create six regional Diversity Inclusion Officer posts and six regional Female Development Officer posts;

“My role is to embed diversity and equality in football from the boardroom to the dressing room.

- Setting up an **Equality and Diversity Advisory Board (EDAB)** in 2017 – this is chaired by an Scottish FA board member, but includes six independent members with expertise in different aspects of equality and diversity, as well as the Scottish FA’s Chief Executive, the Head of Human Resources and the Diversity and Inclusion Manager. The EDAB’s role is to provide guidance and ensure that the Scottish FA’s commitment to inclusion, equality and diversity is embedded throughout its structures, plans and activities
- Becoming an **UK Equality Standard Organisation** – Scottish FA is currently at intermediate level, but is in the process of applying for advanced level;
- Working in partnership with **BEMIS Scotland** e.g. to deliver the Football Equity Project, and providing support to their Modern Apprenticeship scheme by encouraging grassroots football clubs to host interns.

## Delivering success

Scottish FA has now supported a range of successful projects and initiatives on the ground, including:

- The **Ethnic Minority Female Participation Initiative** – this project was funded through CashBack and aims to empower and encourage young women from all faiths and cultural backgrounds to participate in women’s football activities;
- **Football Equity Project** – another CashBack funded project that seeks to engage a wide range of ethnic minority groups and other under-represented community groups to participate in football e.g. one of the Diversity Inclusion Officers has helped to integrate Syrian refugees into local grassroots clubs;
- The **Annual Multicultural Football Festival** – this event is organised in partnership with BEMIS Scotland – it features 16 diverse men’s team and four diverse women’s teams – more than 20 nationalities have been represented at the festival. This has led to an increase in ethnic minority female participation,



both as players and coaches e.g. the first hijabi girl is now playing in an affiliated team;

- Through support from Scottish FA, the BEMIS Scotland Modern Apprenticeship scheme has managed to arrange a number of intern placements with grassroots football clubs.

## Challenges

Despite the progress that has been made, Scottish FA is aware that there are still some challenges. Funding remains an issue, due to a reduction in CashBack funding for phase four Scottish FA has had to reduce the number of Diversity and Inclusion Officer (DIO) posts from six to two. In some of the regions, the DIOs have been re-employed by local affiliated clubs, as they can see the benefit of having a DIO. Scottish FA also recognises that changing attitudes and years of embedded culture is not easy, and it will take time, focus and sustained effort.

## Conclusion

Scottish FA has made significant progress as an organisation in developing and embedding its approach to equality and diversity at all levels within football, due in a large part to its involvement in the CashBack programme.

The organisation is now regarded as an equality and diversity 'champion' by other sports governing bodies in Scotland and the UK. FIFA and UEFA also recognise that Scottish FA's approach to equality and diversity is an example of good practice. The Diversity and Inclusion Manager was recently invited to speak at the #FIFA4Equality Conference at FIFA's headquarters.

Scottish FA was one of the first sports governing bodies to sign up to the [LGBT charter established by the Equality Network](#), which aims to tackle homophobia and increase LGBT inclusion within Scottish Sport. In addition, Scottish FA is currently the only sports governing body represented on the LGBT National Sports Co-ordinating Group.

## **Appendix Five – Partner Case Studies (Existing)**

Note: The names of the young people have been changed to protect anonymity.

## **THEME: Culture**

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### **CASE STUDY 1: Creative Scotland**

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#### **About this case study**

Beatroute Arts is a community based youth project in the North of Glasgow which provides opportunities for creative learning. The project provides opportunities for the young people involved to develop new skills and gain confidence. Over the course of 2016, Beatroute delivered a range of music activities funded through the Arts Open Fund.

#### **Background to the young person**

Steven found out about Beatroute through an open day in July of 2015. His father thought that Beatroute might work for his son as he showed an aptitude for playing the piano. It seemed to be the only thing he showed any interest in. He was concerned because his son “just hangs about in his bedroom” without any social interaction.

Beatroute arranged for Steven to take part in a “taster” piano lesson. At the taster session Steven did not make eye contact, said only “yes” and “no” and seemed acutely uncomfortable in a social environment. He continued to come to piano lessons for the next six months. Although his progression was remarkable he still showed little confidence in social situations.

#### **Activities**

When Beatroute received funding to deliver the Cashback project, staff encouraged Steven to participate to meet other young people who enjoyed music. Steven attended almost every session. He engaged with the song-writing and composition activities and through support from the dedicated tutors, also developed an aptitude for other instruments such as the drums and the guitar. Along with the rest of the group, Steven learned how to record music being played by others, as well how to work in the studio space as a musician being recorded. Over time, he became friends with other young people, some of whom attended his school, and formed two bands in which he is still an active member.

#### **Outcomes**

Although it has taken a while, Steven is now a quietly confident young adult with a steady peer group both at school and at Beatroute. In his own words, Steven said that coming to Beatroute had “changed my life”, saying he can now speak to other people “without feeling sick”.

He now demonstrates more self-confidence. Steven now walks with his head up, and will greet staff when he arrives at the project and sometimes comes in for a chat, something which would have been impossible for him in the past.

He performs at Beatroute events in front of audiences, both with his bands and as an accompanist for the younger singers.

He has recently taken up a volunteering role at Beatroute, acting as a mentor and supporting the workers in delivering music sessions to groups of younger participants.

In addition to this increase in self-esteem, he is also excelling at the piano, playing now at grade 4. Steven is also showing real progression at school, and has taken music as one of his National 5 subjects. He still uses the studio space along with other young people to record his band's music and has a solid group of friends.

## **THEME: Employability**

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### **CASE STUDY 2: Action for Children**

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#### **About this case study**

In North Lanarkshire, Action for Children run the Positive Choices Plus programme. This programme is aimed young people aged 14-25 years, including looked after children and those leaving care. It provides early intervention through clear pathways from school and into positive futures. The case study focuses on Leah's experiences of being part of the programme.

#### **Background to the young person**

Leah was referred to Action for Children's Positive Choices Plus (North Lanarkshire) programme by West Lothian Council. She was 15 years old and had recently moved to the area after being taken into the Kinship Care of her grandmother. She was still in contact with her mother and siblings but long-term plans were for her to remain in the area. Leah had not had a positive experience of education and would be eligible to leave school in December 2017. Local schools were reluctant to register her and the Positive Choices Plus programme was intended to provide structure and stability following the changes in her life.

#### **Activities**

Leah fully engaged in the programme - and her attendance and timekeeping were excellent. She completed all coursework and was on track to achieve her SQA Level 3 Award in Health and Wellbeing.

#### **Outcomes**

Leah reported that she felt she had improved in all areas of her development including her communication, team work, budgeting, and general employability skills. She also felt more knowledgeable about her own health and how to reduce risks.

Given her previous experiences of education, real progress has been made. Leah now wants to move on to further training and continue to learn.

At the end of the training period, project staff secured a place for her on the Activity Agreement running locally. Due to her age, she was not able to be paid through Education and she was reluctant to attend without payment.

#### **Next steps**

In the meantime, alternative activities are being sourced for Leah such as community groups running programmes throughout the summer months which hopefully she can participate with at a lower level of structure. Action for Children will continue to work with Leah to ensure she will need less support in the future.

## **THEME: Employability**

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### **CASE STUDY 3: Celtic FC Foundation**

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#### **About this case study**

Liam is one of many young people who prove that participation in CashBack Gateway to Employment can help change lives. He is now employed by Celtic FC Foundation having completed a 1-year contract with them which was funded through Community Jobs Scotland. He is progressing personally and professionally – working on a range of projects.

#### **Background to the young person**

When Liam was fourteen he fell in with an older crowd who were a bad influence and he gradually stopped attending school. He began drinking and taking drugs, which led to serious criminal charges including assault and robbery. Liam was in and out of young offender's institutes and prison between the ages of fifteen and twenty-two.

“Barlinnie was hell.... It made me realise that I had to make a change for the sake of myself and my family – I was determined to break the miserable cycle of alcohol, drugs and violence.”

After his release from prison, Liam heard from a friend about a course he was doing with Celtic FC Foundation. Liam realised this could be a good opportunity for him to turn his life around and managed to secure a place on the course.

#### **Activities**

Liam learned how to build a CV, fill in application forms and experienced mock interviews. After eight weeks participating in the project he was offered an interview for the role of community coach with Celtic FC Foundation and was successful.

#### **Outcomes**

Liam has gone from strength to strength demonstrating determination, perseverance and how utilising the support around him can bring positive changes. He has now been a community coach with Celtic FC Foundation for one year. He shares his own experience with new participants on the employability courses and he now looks forward to the future.

“I have a real sense of purpose and absolutely no desire to go back to my old ways, this is the happiest I've ever been in my entire life. The opportunities have not stopped for me either... For the first time in my life, I am not afraid of the future – I hope the best is yet to come.”

## **THEME: Employability**

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### **CASE STUDY 4: The Prince's Trust**

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#### **About this case study**

The Prince's Trust Get Started programme covers everything from music and sport to fashion. It is aimed at young people aged between 16-25 who are out of work, education and training. It provides an opportunity to take part in a week of activities with help and support from inspiration experts. This case study looks at Marcus' experiences on the Getting Started with football course.

#### **Background to the young person**

Marcus struggled to find work due to decisions made when he was younger. He has a criminal record and felt there was no help out there for him. He had written himself off as not being good enough to pursue any career.

"I was on my own against the big bad world."

Marcus heard about the Prince's Trust through an adviser at the job centre. Initially he thought the Trust was only dedicated to helping people in the cooking and hospitality sectors.

#### **Activities**

Marcus was offered a place on the Get Started with football course held at Ibrox. Marcus thoroughly enjoyed this course and describes it in his own words as: "...one of the best times of my life and it gave me the kick I needed to go out and grab everything I wanted in life."

During the programme Marcus discovered that he was good at speaking to people, making friends and that he had the potential to do well. Marcus received a Development Award from the Prince's Trust and with the help of Trust staff he was able to purchase the best DJ equipment on the market.

#### **Outcomes**

Marcus is now a student at New College Lanarkshire studying Music and Business. In August, he starts the higher business course and hopes to leave college with a HND in music business. Marcus is also considering going on to university.

"I'm well happy. I'm doing what I love and that is Music! It's always been my passion I just never had the courage to pursue or follow it... I am in a better place on positive vibes."



Marcus plans to run an events company and put on live music shows in Glasgow. His goal is to hopefully provide a stage for young people with an urban and underground background to perform to their highest capabilities.

## **THEME: Employability**

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### **CASE STUDY 5: Glasgow Clyde College**

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#### **About this case study**

Glasgow Clyde College, situated in southwest of Glasgow, and Scottish Power have formed a partnership to provide Powerskills. This programme covers mechanical and electrical SQA units and also develops students' core skills, such as numeracy and communications. This case study looks at the progress that Ross has made as a result of being involved in the Powerskills Programme.

#### **Background to the young person**

Ross had returned to school in S5, but was disengaged and wanted to leave. He had completed a work experience placement at Glasgow City Building and through that, knew he was interested in electrical work. However, he had not performed well at school and did not have the qualifications to allow him to pursue an apprenticeship. Ross has Asperger's syndrome.

He attended a recruitment day and was motivated by the Powerskills Programme which offered a progression route into the Foundation Programme followed by apprenticeship opportunities with Scottish Power.

#### **Impact of the Programme**

Ross enjoyed the Powerskills Programme – the visits to Scottish Power gave him a sense of what both the apprenticeship and the job entailed. He enjoyed and was good at the practical skills, this built his confidence and motivated him. He has enjoyed learning at college and is fully engaged.

During one-to-one sessions with the Key Workers, he was encouraged to consider a range of options for his 'next steps' at the end of the Programme as there was competition for places on the Scottish Power Foundation Programme.

Through the Programme he found that he was interested in electrical work, and was keen to apply for a pre-apprenticeship programme at college. Anyone wishing to apply for an electrician apprenticeship needs to pass the SECTT pre-employment aptitude test. Ross sat the test but failed on his first attempt. The key workers supported Ross to identify the gaps in his knowledge and accessed additional support to help him to practice the test questions.

#### **Outcomes**

On his second attempt Ross passed the SECTT test.

"Being in the Programme has definitely benefited me – I got extra help with the SECTT test – I wouldn't have passed it without it."

With support from the Key Workers, Ross applied to Scottish Power, and passed the initial aptitude test. He was invited for interview by Scottish Power and has been offered place on the Foundation Programme.

“The Key Workers have been really helpful – they push you in a sense - make you think about what you’re going to do after the Programme. To be honest, without them, I probably wouldn’t have applied for all these courses. I probably wouldn’t have anything to go on to. And I’m much better prepared – they’ve helped me with interview techniques and things like that.”

## **THEME: Sport**

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### **CASE STUDY 6: Basketball Scotland**

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#### **About this case study**

This case study follows Zane's journey in basketball since she arrived in Scotland 2012. It highlights the positive impact that being involved in basketball has had on her, and also on the local community by encouraging more young people in Aberdeen to play basketball.

#### **Background to the young person**

Zane moved to Aberdeen with her family in 2012, she had previously lived in Wolverhampton and Cyprus after leaving Latvia. She had always had a passion for basketball and had played since she was seven.

"Basketball has always been a massive part of my life since a very young age."

While she was in Cyprus she was offered an internship with an organisation that promoted basketball, through this she was able to deliver coaching sessions. This helped her to decide that she wanted to pursue a career in basketball.

"I didn't want to do anything else other than basketball."

When she moved to Aberdeen she worked as a part time sports coach with Sport Aberdeen's Active Schools team. She also set up her own basketball club, Granite City Flames, on a voluntary basis to help provide more opportunities for young people to play basketball. Through her work with Sport Aberdeen and Granite City Flames she became a Basketball Scotland coach for the national under 12 girls' team. Through her connections with Basketball Scotland she became aware of their Modern Apprenticeship programme and decided to apply.

#### **Activities**

In August 2016, Zane was appointed as a Modern Apprentice (MA) with Basketball Scotland. The MA was delivered by basketball Scotland in partnership with Aberdeen and Grampian Chamber of Commerce. Her role as an MA included co-ordinating competitions and other basketball sessions for schools and clubs, including RDL fixtures, coach education and officiating courses.

Zane enjoyed her MA experience. She was happy with the support provided by Basketball Scotland and the Aberdeen and Grampian Chamber of Commerce.

**Impact**

Zane felt that the MA role had come at the right time for local basketball clubs and schools as they needed help with providing opportunities for young people to play basketball. Basketball Scotland said that her role had provided 'robust and reliable' support to clubs and school and had led to rapid increase in the number of young people playing basketball on a weekly basis.

As a result of being involved in the MA programme, Zane's confidence grew over time, and she also noticed improvements in her organisation and communication skills. Her experience as an MA helped her to move on to her new role as Basketball Scotland's North East Regional Development Officer in March 2017.

## **THEME: Sport**

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### **CASE STUDY 7: Scottish Football Association School of Football: Kirkland High School**

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#### **About this case study**

This case study focuses on the School of Football at Kirkland High School in Fife. The school is situated within one of the most deprived areas of Scotland, falling into the most deprived ten per cent of areas in the country based on the Scottish Index of Multiple Deprivation.

The School of Football has been running since 2011. At the School of Football, S1 and S2 pupils receive five to six sessions a week.

#### **Impact**

The School of Football has impacted on confidence, self esteem and resilience. Almost all pupils and parents consulted said that this had increased.

"don't give up...like if you muck up, just have a little laugh."

The School of Football has also helped to develop new skills and positive changes in behaviour. Pupils felt that they had learned new skills around stress management, focus, attitude towards teachers, relationships, communication, co-operation. Parents also agreed that these skills had developed. Pupils felt that this would help them both in school and in future work.

"I used to get really mad sometimes...sometimes hit people...I don't do this as much now."

"[School of Football] helps me be less stressful...School of Football calmed me down."

"Even though you may not get along with everyone, then you do it anyway."

"It got me more mature."

## **THEME: Sports**

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### **CASE STUDY 8: Scottish Rugby Union**

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#### **About this case study**

This case study focuses on the experiences of pupils who took part in the Street Rugby Referral sessions delivered at Glencoats Primary School in Paisley.

#### **Background**

Glencoats Primary School is located in Paisley, Renfrewshire, with a roll of 240 pupils from P1 to P7. The school serves an area of high deprivation; with 95% or more of pupils coming from localities in the 20% most deprived areas of Scotland (based on SIMD 2016 data). The case study was developed through discussions with six participants, the Rugby Development Officer the Active Schools Coordinator.

#### **Activities**

Street Rugby Referral sessions are delivered at Glencoats Primary, as simple, fun games suited to the young participants involved. The sessions encourage positive interaction with the sport to promote further progression. They focus on promoting an interest in rugby by delivering fun, simple games designed to encourage children to become familiar with holding, carrying and passing a rugby ball

#### **Outcomes**

Young participants remarked on the beneficial impact the programme had on their ability to learn new skills and enjoy positive social interactions. Despite a few young people saying that poor behaviour occasionally affected sessions, most gave numerous examples of finding it *“really fun and interesting”*, and were keen to continue.

Soft skills developed by the programme included sharing and taking turns: “you only let one person go at a time.”

The Development Officer commented on how well behaved the young people taking part were. Some participants went on to join a local club and continued their positive behaviour.

Not only has the programme given teachers an additional opportunity to engage young people in physical activity, but also a tool to encourage better behaviour. This was echoed by comments from the Active Schools Coordinator.



## **THEME: Youth Work**

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### **CASE STUDY 9: YouthLink Scotland Vogrie Project**

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#### **About this project**

The Vogrie Project ran from 2014 to 2017. It supported 60 young people, and received just over £8,500 of CashBack funding. The project idea came about through a discussion with young people engaged in community learning and development services in Midlothian. It was found that more had to be done to successfully capture and sustain the involvement of young people at risk of offending or other negative social outcomes. The 'Letting Nature Nurture' project was set up, using the outdoors as a way of nurturing young people's positive characters and strengths.

Young people are collected and taken to different woodland locations where they learn to safely use the tools and crafts needed for working in horticulture and woodland management. Through team and individual coaching and mentoring, relationships are formed with youth workers. The focus is on nurturing positive characteristics such as respect for self and others; risk management; time keeping; commitment; team work; and a love of nature.

#### **Outcomes**

The Vogrie Project is a high intensity diversionary youth work project that aims to provide young people with outdoor learning and skills development experience. It aims to contribute to the following CashBack outcomes:

- Increased participation by difficult to engage and equalities groups;
- Increased opportunities to develop interests and skills;
- Greater confidence and self-esteem among young people; and
- More young people have achieved accreditation for their learning.

#### **Commentary on impact**

"The biggest challenge for most of the young people is they've never had a routine in fact their lives are lived 'back to front' i.e. they stay up all night and sleep all day. Building a relationship based on mutual trust is important. We will tell young that we are not teachers and it's OK to make mistakes. We will share our experiences of life and some of the things we had to go through. It's important to connect with young people on a variety levels. For example, one day I brought in a bundle of old superhero comics and one young person had an interest in this. We had a great conversation and I let her keep one. That helped to break down barriers."

Vogrie Project, Youth Worker

“The Vogrie Project gave me new skills and motivation to move on to other things in rural skills work. I didn’t know I would like it as much as I did [because of negative experiences in school]. The staff were amazing and accommodating and very down to earth. They made sure you got the most out of what you were doing, and made learning outdoors fun.”

Vogrie Project, Young Person

“I hated school and always got into trouble. Eventually I was kicked out. My life was like totally a mess. I would just sit about playing on my computer. When I came here I was nervous because I didn’t know anyone. [The worker] helped me through this. He introduced me to everyone and made me feel easier. The difference here is the adults respect you, you can have a joke with them, not like teachers that just talk down to you and treat you like sh\*\*\*. The workers will listen to you and help you do stuff you’re interested in. They also push to try new and different things. I am interested in sport so through [the youth worker] I am planning to help coach an under 12’s football team and hope to go to college to get a sports coaching qualification. Since coming here I am not the wee sh\*\*\* I used to be and my behaviour has improved. I am now more optimistic about the future.”

Vogrie Project, Young Person

“I’ve started to calm down and respect what teachers say. I don’t take part in any carrying on with my friends. I don’t get wide with teachers and I keep my head down.”

Vogrie Project, Young Person

## **THEME: Youth Work**

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### **CASE STUDY 10: Youth Scotland Small Grants Scheme – Flash 55 Dance Group**

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#### **About this case study**

This case study focuses on the Flash 55 dance project based at Gate 55, a library and community hub in the Sighthill area in the west of Edinburgh (part of Sighthill is classed as an SIMD decile 4 area). The project is a member group of Youth Scotland and, with support from the CashBack Small Grants Scheme (SGS), has successfully managed to encourage seventeen young people (girls) in the local community to get involved in dance, and it has also helped them to gain a range of accredited certificates. Through this some of the young people have become dance leaders, and they now work with the younger members participants in the dance group, helping to make the project more sustainable.

#### **Background to the project**

The Flash 55 dance group was already based in the local library and community hub in Sighthill, however the local community learning and development worker was keen to increase the number of young people attending the dance group. Flash 55 embarked on a local advertising campaign, sending leaflets to local community centres, primary and secondary schools, as well as posting on Flash 55's Facebook page. Through this, they managed to attract a number of new participants, boosting their membership to seventeen girls, mainly aged between 10 and 19 years old.

#### **Activities**

The CashBack SGS funding enabled Flash 55 to run a free weekly two hour dance session at the Gate 55 community hub. All participants took part in the end of term dance show in December 2016, where parents and carers were invited along to watch the young people perform. For many of the participants this was the first time that they had performed in public. CashBack SGS funding also helped to fund dance shoes and costumes for the young people.

In addition, the CashBack SGS funding has enabled the Flash 55 dance teacher to attend a tutor training course, and as a result, she was able to run a week long summer dance leader course for members of the dance group. A number of young people who attended the dance leader course have now become dance leaders at Flash 55, and they work with the younger members of the group. This has had the added benefit of making the dance group more sustainable.

#### **Impact**

Flash 55 has given seventeen young girls in the Sighthill community an opportunity to participate in dance, and also to make new friends, meet new people and learn new

skills. In addition, the young people have become more confident in themselves, their self-esteem has grown, and their dancing skills have improved.

As a result of attending the dance lessons and the dance leadership course, the young people have gained the following accreditations:

- 9 x SCQF Level 4 Dance Leader Awards;
- 3 x Dynamic Youth Awards; and
- 1 x Bronze Youth Achievement Award.

"I feel a lot more confident by taking part in Flash 55 and doing the qualifications. I done Dynamic Youth Awards, Dance Leader Awards and Bronze Youth Achievement. I have also made new friends by taking part!"

Young person

"(My daughter) enjoys going to dancing and the money has given her dance shoes to use as well."

Parent

## **THEME: Sport for Change**

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### **CASE STUDY 11: Scottish Sports Futures**

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#### **About this case study**

The Shell Twilight Basketball is a national programme run by the Scottish Sports Futures. It provides basketball sessions infused with education and life-skills. Sessions are free and are available for all 11-21 years olds. This case study focuses on Harry's experiences of participating in the programme.

#### **Background to the young person**

Harry moved to Glasgow with his mum from Poland. Their relationship broke down when Harry's mum met a new partner and returned to Poland leaving Harry alone.

#### **Activities**

Harry was encouraged by his school friends to join them at a Shell Twilight Basketball session. He enjoyed it so much, that he hardly missed a session in the three years of attending. One of the biggest benefits of Shell Twilight Basketball for Harry has been making new friends.

Harry's coach noticed that he started coming to Shell Twilight Basketball sessions in, what he described as, 'a bad state' in terms of this appearance and clothes. The coaches were concerned about Harry and as they got to know him better, he 'opened up to them' and told them about his situation at home. The Shell Twilight Basketball project coordinator contacted social services to help Harry get support.

"It was Twilight that realised and reported it and got me a new family."

Harry has a new arrangement where he lives with the family of one of his friends from Shell Twilight Basketball. He has been living there for three years.

#### **Outcomes**

The support that Shell Twilight Basketball was able to provide Harry with has given him a new lease of life, and in return, Harry volunteers as a coach at every session.

"They helped me and it was a massive thing. They got me a new family. My mum went back to Poland and left me alone. They helped me so much, so I wanted to give them something back, so I offered to volunteer for them."

Harry has been through referee training and is now paid to referee at basketball games across the country. He also recently took on the role of a Shell Twilight Basketball Ambassador, organising and supporting events and plans to continue coaching at Shell Twilight Basketball. Harry's coach nominated him for a SSF award for dedication in personal development – and Harry won!

## **THEME: Sport for Change**

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### **CASE STUDY 12: Ocean Youth Trust (OYT) Scotland**

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#### **About this case study**

Ocean Youth Trust Scotland is a world leading youth work charity. It delivers an annual programme of residential youth work voyages aboard its fleet of sail training vessels. They sail with young people from a wide range of backgrounds throughout Scotland and beyond from 12 to 25 years of age. In most cases these young people will have no previous sailing experience. The case study focuses on Penny's experiences on her first voyage with OYT Scotland.

#### **Background to the young person**

Penny's first voyage with OYT Scotland was through her young carer's group. She was busy caring for two family members and going to school, but was keen to try something new. Prior to engaging with OYT Scotland Penny was not sure what she wanted to do with her life. She sometimes felt overwhelmed and did not have all the support she needed to balance school and her caring responsibilities.

"There was a lot of pressure on me to be a young carer and to be at school. At school they didn't really understand or know what I needed. OYT [Scotland] definitely understand what kind of support I need and they know exactly how to support me."

#### **Activities**

The voyage had a profound impact on Penny and sparked an interest which has led to her pursuing sailing as a career. After returning from the first trip, Penny took up every possible opportunity to sail with OYT Scotland and has completed Bosun training and the Young Leader's Development programme.

#### **Outputs**

Penny notes that her confidence and self-esteem increased greatly. She feels this was mainly down to the support of the sea staff and finally feeling that she had found something she enjoyed doing and was good at.

"High school wasn't for me, but on the boat I felt like I'd found my purpose."

After school, Penny went on to complete an HNC at college, fitting sail training in at every spare moment. She has now started volunteering full-time with OYT Scotland as part of a cadetship. She is hoping that once this is complete she will be able to work as an employee and continue a career in sailing. She has also applied for an international sailing exchange programme that brings together sailing volunteers from across the world. She feels very positive about the future and excited about the possibilities that lie ahead.

"It's cemented that this is what I want to do with my life - I want to work with sailing charities."