

CashBack Move Forward

Year 3: External Evaluation Report

June 2023



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1. Introduction

Cashback for Communities and shmu

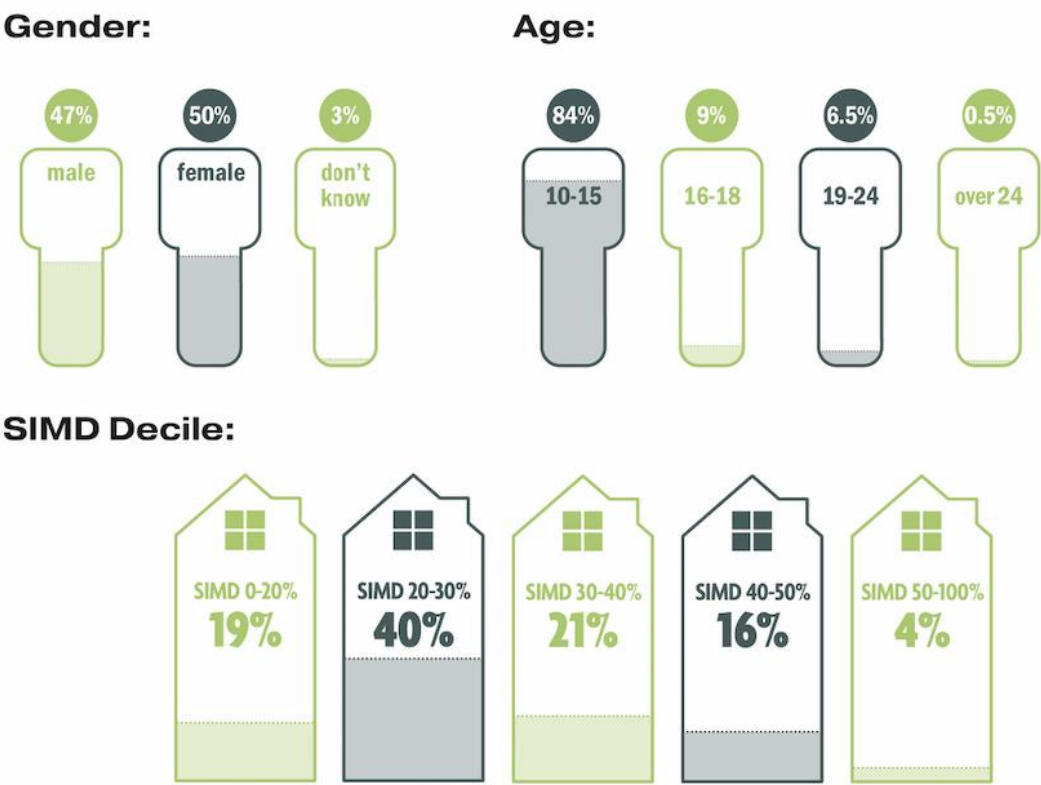
- 1.1. CashBack for Communities is a national Scottish Government programme which funds a range of positive activities for young people between the ages of 10-24. The Government uses money seized from criminals to invest in projects for young people who face disadvantages. CashBack for Communities began in 2008 and runs in three-year phases. Phase 5 began in April 2020 and ended in March 2023.
- 1.2. In Phase 5, Station House Media Unit (shmu) was awarded £292,500 for *CashBack – Move Forward* to work with over 500 young people in Aberdeen and Aberdeenshire over three years. *CashBack - Move Forward* supports young people's personal development in various ways and offers young people opportunities to develop radio, film and music skills to avoid them becoming involved in anti-social or criminal behaviour.
- 1.3. *CashBack - Move Forward* is structured around three projects:
 - **Youth Media Project** - person-centred creative opportunities for young people (aged 10-18 years) from the regeneration areas of Aberdeen to participate in a range of media activities, supporting them to access transformational pathways in personal development and progression.
 - **Training Academy** - support for secondary school leavers who are unlikely to achieve a positive destination. Young people can engage in media-related activities to build skills and experience at this transition point.
 - **Media Access Project** - working with young prisoners in the Creative Media Unit within HMP & YOI Grampian and with those recently liberated on media and employability activities. Young people have opportunities to gain experience, develop creativity and confidence, and build a positive and stable life post-release.
- 1.4. The Lines Between was commissioned to deliver an independent evaluation of *CashBack - Move Forward*. This report sets out the programme's achievements in Year 3, presenting progress against targets and feedback from stakeholders alongside the context of work undertaken throughout Phase 5.

Engagement by young people and participant profile

- 1.5. Across Year 3, 289 young people participated in *CashBack - Move Forward* – a 26% rise on Year 2 and evidence of continued growth throughout the funding period. The project surpassed its overall target of 500, reaching 607 by the end of Year 3.
- 1.6. *CashBack - Move Forward* continued to reach the intended target groups that CashBack for Communities seeks to support during Year 3; the 59% of participants who live in the top 30% areas of multiple deprivations represents a decrease from the previous years. However, the figure is 78% over the entire Phase 5 delivery period. The Year 3 reduction may have resulted from shmu gathering more detailed SIMD information in the final year as the staff team stabilised and data collection improved. Another cause may be that some young people from higher SIMD areas have been assigned the post code of the primary school they attended as part of Speak Out, and not their home address, as these can differ.

- 1.7.
- All target age ranges engaged with the programme, with four-fifths (84%) in the 10-15 age bracket during Year 3. This represented a higher percentage of the youngest age range than the 76% achieved over the three-year funding period. Year 3 saw slightly more females (50%) participating than males (47%), reversing the overall trend for Phase 5, where more males (55%) took part than females (43%).
- 1.8.
- The higher number of younger people resulted from shmu’s new largescale One Day Challenge events, and the recovery of its Speak Out work in primary schools following the severe impact of pandemic restrictions in Years 1 and 2.

Participant Profile



- 1.9.
- During Year 3, 289 young people participated in the *CashBack – Move Forward* activities. With the easing of pandemic-related restrictions that affected earlier years, shmu delivered more face-to-face work and developed new ways of engaging young people. For example, the One Day Challenge days were designed to give large groups of young people a quick, creative and satisfying standalone experience and encourage involvement in future and longer-term activities.
- 1.10.
- shmu faced significant challenges linked to COVID recovery despite the end of national restrictions. Key partners HMP Grampian and high schools moved at different speeds to relax rules and prioritise partnership engagement, and this had an impact on the Media Access Project and the Training Academy.
- 1.11.
- HMP Grampian retained some internal restrictions on prisoner movement, and changes to their engagement with external organisations made *CashBack – Move Forward's*

prison-based work model more complicated. Ultimately shmu prematurely ended the Media Access Project in Year 3 and, instead, successfully trialled Engage, a new model of community-based creative media activities for young people. Engage will now form part of shmu's Phase 6 work, with the new 12-week course covering film, music, and radio following the pilot with two groups.

- 1.12. Furthermore, schools were relatively slow to re-engage with shmu's Training Academy opportunities, and some shifted the focus of their school-leaving group, previously a large part of the trainee cohort. Eventually, shmu established new ways of working with schools, as shown by the Bucksburn Academy Case Study in this report.

2. Evaluation Methodology

- 2.1. As a condition of funding, shmu commissioned an external evaluator to gather evidence about the programme and report on progress towards the targets and outcomes set for *CashBack - Move Forward*. The Lines Between, an independent social research agency, was appointed to evaluate the project.
- 2.2. The methodology included primary research with young people and stakeholders connected to the programme, reviewing and analysing secondary data, and producing an annual report and case studies. Working with shmu, The Lines Between developed evaluation and reporting approaches and undertook fieldwork, including telephone, online and in-person interviews and observing activities with young people.
- 2.3. This report is based on the following:
 - Analysis of secondary data sources, including shmu's quarterly reports to Inspiring Scotland.
 - Interviews with four young people and observation of two groups of young people undertaking creative activities at shmu
 - Interviews with two parents
 - Interviews with 12 shmu staff
 - Interviews with four external organisations (partners, referrers)
- 2.4. Stakeholders' experiences with *CashBack - Move Forward* were explored in interviews. The discussion guide covered each project outcome, and consistent themes emerged about the positive value of working with shmu and the impacts on young people.
- 2.5. Scorecard data presented in Chapter 3 illustrates the achievements of the CashBack for Communities outcome targets and is based on self-evaluation work undertaken by shmu with young people.
- 2.6. The remainder of the report is structured as follows:
 - Chapter 3 describes the impact of *CashBack - Move Forward* on young people and progress toward programme outcomes.
 - Chapter 4 presents emerging conclusions based on the learning from Year 3 and the whole funding period.

3. Impact on young people

- 3.1. During Year 3, 289 young people engaged with the project. This chapter explores the impact of *CashBack - Move Forward* on participants during Year 3, drawing on the self-evaluation data gathered by the project and qualitative research undertaken with stakeholders.
- 3.2. The evidence is structured around the six programme outcomes agreed between CashBack for Communities and shmu; Year 3 results are shown below.

Year 3: Outcome Progress



Data based on responses to self-evaluation survey from young people participating in Year 3 of CashBack to the Future.

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



Outcome 1: Building confidence and resilience

189

YP report increased confidence
(Target: 232)

271

YP report they are able to do new things
(Target: 228)

112

YP feel more resilient
(Target: 164)

84

YP report positive changes in their behaviour
(Target: 104)

3.3. Evaluation and monitoring data collected from young people by the project shows *CashBack – Move Forward's* impact on their confidence and resilience. In Year 3, of the 289 young people taking part;

- The majority (189) reported increased confidence;
- The vast majority (271) felt able to do new things;
- Over one third of all participants (112) felt more resilient;
- Over a quarter (84) reported an increase in positive changes in behaviour; and
- Over a quarter (83) reported an increase in positive, supportive networks.

3.4. These figures show targets for this outcome have mostly been exceeded or are close to reaching the target for the period.

Improving confidence and resilience

3.5. Stakeholders attributed the changes in confidence and resilience to support from *CashBack - Move Forward*. Parents described programme staff as providing a welcoming, encouraging and enabling atmosphere. Young people spoke of participating in new activities and communicating with people, surprising themselves in their ability to do so. Referrers reflected on the value of opportunities for young people to build their confidence by engaging in a different environment and feeling like they have achieved something new.

3.6. There were examples of how achievements cascade and propel further positive impacts; young people gain confidence after participating in an activity which inspires a greater willingness to try new things. These positive experiences with *CashBack – Move Forward* also impact other aspects of home, school and community life.



"They kinda challenge him quite a lot. ... he's come along really well. And I totally attribute that to what's happened here... it's just brilliant to see because he was just like a ghost, floating about in the background." [parent]

"It's had a great effect on my personal life...trying to speak with people that you wouldn't really think about speaking to, put yourself out there ... I always had trouble with that growing up." [young person]



"And then actually speaking, having their voice heard, talking about what they're interested in on a live radio show. I think that's very empowering." [referrer]

"He's done really well. He's come on leaps and bounds. He's actually now on live radio, which would have taken a bit of confidence for him to do... he comes across as quite articulate. His confidence has been built, and talking to new people, he's gained more confidence." [referrer]

Developing self-belief

- 3.7. In some cases, young people experience difficulty in social settings for various reasons. One referrer reflected that COVID restrictions in a supported accommodation setting for de-skilled residents, and said that *CashBack – Move Forward* had offered a safe route to community involvement. Similarly, young people who had become disengaged from school and excluded from peer groups benefited from *CashBack – Move Forward* opportunities.



"The regulations that we have in the care home have gone on for a bit longer than the rest of the general public. So a lot of people were quite fearful of getting out because everything changed. Everything was centred around making sure that nobody got COVID, so it almost de-skilled people in a way because we were practically doing everything for them, things that we would encourage them to usually go out and do, such as use public transport, even just going to the shops and picking up medication - staff were doing all that for them and they weren't leaving the house." [referrer]

"We've got young people coming along who are educated at home or who aren't attending school, aren't engaged with any formal education and maybe very isolated, excluded from social networks ... Here they come into their own, and they just blossom." [shmu staff member]

- 3.8. Some young people have attitudes and behaviours that hold them back, and *CashBack – Move Forward* staff work to empower individuals to think differently, change their mindset and achieve more.



"Especially with the prison work and the guys that we've worked with that are struggling - they've normally come to us with very low self-esteem, belief in themselves - that's been instilled through institutions and through their families... we help them to use their journeys and experiences and the negative things that happen that they think are holding them back, which have led to them having mental health issues or relationship breakdowns.... showing them resilience building, how if they can see that and utilise that for positive things, they're way ahead of a lot of people their age, and there's a lot of things they could offer employers and offer the world and their communities." [shmu staff member]

"It's a long process that staff go through with them - picking up on little things they say or reminding them that they'll do something. [they might say] 'Well, I'm not great, I can't do anything' and then they'll finish a radio show, and the first thing staff will say is, 'Remember that person a few weeks ago that said they couldn't do something?'. That's one of the big things to get them to realise their resilience - it's not all these negative and awful things that have happened to a lot of them - there's loads of things you can pull out of it." [shmu staff member]

- 3.9. Staff and young people attributed the growth in confidence and self-belief to participation in shmu activities, explaining that tasks involve communication and presentation skills and require a willingness to be seen.

“... there's one girl coming in, her hair's hiding her face, and she's clearly very shy, and then she goes on the radio, and she chats away, shares music that she loves ... she's able to come out of her shell, and it's genuinely quite amazing to see this incredible difference.” [shmu staff member]

"[what improved was] I think a little bit of confidence in my image, how I viewed myself... I was happy with how I looked [in a video], which is something that, being trans, doesn't really give much space for... but yeah I didn't feel like I was disgusting in any way." [young person]

"If I listen to his first radio show and listen to last week's one, there's a vast difference, he's more confident ... when he first started out, he was a bit stuttery and tripping up on his words - I had to reinforce that when we came off-air to take your time - and if you make a mistake, it's okay. You're still learning...now he just gets right into it, and we have good banter...sometimes he'll come off-script, in regards to what we're talking about, have a wee joke." [shmu staff member]

- 3.10. The environment created by *CashBack – Move Forward* staff offers young people individualised support with sensitively managed group opportunities. Creative activities provide new challenges and a different way of communicating and engaging with others. Young people practise and learn new practical and social skills that enrich other parts of their lives.

“One of the young people said, "I feel like I'm respected here." I think because school is an institution and they're one out of thirty kids, we're able to deliver small group work and one-to-one as well. He said "I felt respected like an adult. Talked to like I was a grown-up"...I think he's at college now... he said that's [CashBack – Move Forward] what definitely helped him." [shmu staff member]

"Just getting out and meeting other people and with having autism as well, his social skills can sometimes struggle a little bit. And so practising them in an environment that he quite clearly feels safe in is good." [referrer]

"I went and spoke to them [young people] and they all seemed quite nervous with the idea. They had lots of questions. I was like 'Guys, I can do radio. You can do radio. Seriously.' They had lots of questions. For me, it's that journey from thinking that it's not possible to 'Oh, this is easy - you can leave the studio now. We've got this!' There's a really big transition of confidence and realisation." [shmu staff member]

"And they can realise that actually you can go to groups and make friends - it's not this scary thing, so even if they then move on to other things it only gives them more confidence to do that...it develops bigger things." [shmu staff member]

"Being in a different environment with a small group of people that they got to know each other a little bit better...there was a lot of bonding that went on during that day... then when they go back to school, they've had that shared experience with those six or seven other people I think all of these things are really just building that person's sense of belonging..." [referrer]

Reducing risk-taking behaviour

- 3.11. Stakeholders reflected that the positive activities and well-facilitated supportive group situations offered by *CashBack – Move Forward* contribute to reduced risk-taking behaviour. They provide young people with a safe space to be themselves and an opportunity to explore issues, using research and discussion for radio shows. Part of the work involves helping young people develop a greater understanding of appropriate levels of sharing personal information.

"Sometimes it's risk-taking behaviour, but maybe not in the most obvious way. So we might have young people who are over-sharers, who forget that you don't tell somebody you don't know your life story. So helping them to learn that oversharing is quite risky to just tell your life story to people you don't know or to make those relationships...One of the things that's really important on the radio is that you don't just disclose too much about who you are." [shmu staff member]

- 3.12. *CashBack – Move Forward* staff aim to offer a supportive environment where opinions can be expressed and challenged, and consequences are explained calmly and constructively. This helps young people to protect themselves in the future.

“*"We were able to say to him, you know, these are the things that can get you in trouble. And he just didn't realise. He was unaware of the comments that he was making could get him in trouble." [shmu staff member]*

Strengthened support networks

- 3.13. Young people described having gained friendships at *CashBack – Move Forward*. For some, this is hugely important as they lacked social networks elsewhere, and they have valued the safe place to experience positive relationships and develop a stronger identity.

“*"There's a lot of people that you can talk to you - I consider myself friends with basically everyone who goes here." [young person]*

"I think that is a big part of what's happened here [positive engagement with people], because he was so crushed, so devastated any time that he went to school. So I think you've hit the nail on it there. It's not about the certificate. It's about community... he's less self-absorbed, less self-focused, he's now trying to try and foster some kind of social life for himself." [parent]

"Some haven't had real friends before. They'll have drug acquaintances, they'll have things like that, but they haven't had real friends who are in the same place that they are... this group has been key for that, they are very different people but they have all supported each other, been respectful of each other and now built this friendship group." [shmu staff member]

- 3.14. Stakeholders also said the broader support available at *CashBack – Move Forward* is important in reducing barriers to engagement. This includes advising on benefits entitlement and accessing housing support which assists young people in practical elements of their lives.

“*"We are definitely some people's support network...we help them with like bus passes and a lot of background stuff... let's get your life sorted out first, then we can concentrate on the other stuff, because they might have barriers and we can help them overcome that. And then we can go back to the education side of it." [shmu staff member]*

"It's that bigger package that allows them to come and have fun in our sessions and be able to engage and do things because they know there's somebody taking care of some of these other things." [shmu staff member]

- 3.15. Some of this wider support has helped young people to enhance their general life skills and empowered them to become more independent.

“*"When people have trouble in terms of getting from A to B independently, we look at the best way to do that. ... we use media to do some of the Travel Training. I take that person out and we'll take photos of the whole journey...something that they can use as a tool for future trips on their own." [shmu staff member]*



A new way to communicate: the Youth Media Project

shmu's Youth Media Project operates in the regeneration areas of Aberdeen and offers person-centred creative opportunities for young people (aged 10-18 years). They participate in various media activities, while the shmu team supports them with personal development and progression.

In Ellie's interview about her involvement in Youth Media, she talked about the shows she had helped to plan, write and present, and the benefits she had gained from those experiences. Many of the impacts she described link directly to the CashBack for Communities outcomes of building confidence and resilience, improving skills, strengthening support networks and contributing positively to the community.



Introduced to new opportunities

Youth Media has offered Ellie opportunities to try filmmaking and radio. She has surprised herself by enjoying radio, a medium she was unfamiliar with before.

"I didn't know I had an interest in it [radio] until I tried it. It's like another way, not a better way, but another way to communicate with your friends. And also, you get to research things which you probably would never research. So right now, my topic for this week will be endangered animals – so I have to do research on those."

Teamwork and independent writing skills

Ellie described the teamwork involved in selecting the theme a radio show would be based on. She reflected that she has learned how to take a topic and write about it – her scripts are now longer and more detailed. The issues she has tackled have varied from endangered species, to witchcraft to community-based ones like Neighbourhood Niceness – 'It's a winter topic. Like things you could do to help your neighbours if there's a blackout'.

"On Tuesday, if we don't have a topic planned, we all discuss and vote on what topic we want to do. And once we get a topic we want to do, we get split into smaller topics... then you go home, do your script, wait till Saturday and present."

"Some of my scripts are now two pages long...it depends on the topic I'm doing. If it's a really difficult topic. I'm only going to be able to do one page. If it's a really easy topic, I'm able to do two pages."

Increased confidence and its knock-on effects

Ellie recognises that she has gained a lot of confidence from presenting as well as the skills and experience gained from preparing a radio show. "Because I'm live [on radio] every week... the first time it was exciting but nerve-wracking because I didn't know how it would go."

Her increased confidence has meant that she participates in new ways at Big Noise, a music group she is involved in.

"Having the confidence to talk on radio, like having interviews... before I joined shmu, at Big Noise, when there was interviews, I wouldn't allow myself to get picked for them. But now, since I've joined shmu, I've been doing most of the interviews there... I've gotten more confident through radio... 100% a better communicator."



An impact on engaging in the community

Ellie's father also commented on the impact Youth Media has had. He feels that Ellie is a better communicator and more confident being out and about in the local community. He thought that shmu played a part in this by creating a comfortable environment for young people from different parts of Aberdeen to come together.

He also highlighted the value placed by shmu in teaching respect within a group of young people which supported them to be professional about letting each other have their say on the radio.

"I see a lot of the young people at shmu respecting each other and respecting the people around them." [parent]

When asked whether she had made new friends at shmu, Ellie replied. 'Nearly all of Youth Media'.

Outcome 2: Young people develop their physical and personal skills



Outcome 2: Developing physical and personal skills

257

YP demonstrate increased skills

(Target: 232)

130

YP gain accreditation for learning and skills development

(Target: 232)

- 3.16. The Phase 5 target has been far exceeded as Year 3 results continued upward, with the vast majority (257 of 289 young people) reporting increased skills.
- 3.17. Although just over half of the Year 3 target for young people gaining accreditation has been achieved, 72% of the overall Phase 5 target has been met after three years.
- 3.18. Stakeholders highlighted the range of skills young people can gain at shmu. Creative and technical skills are involved in many of *CashBack - Move Forward's* activities, but within these are opportunities for adapting to new environments, teamwork, communication, presentation skills, research, writing, summarising and other transferable skills.

“*"What he gets out of it is more important than the activities he's doing...I mean, he's never gone anywhere on his own before. It took me four months to teach him how to get here [to shmu] and back. So, but once he got it, he got it right...and there's little offshoot things happening, like he's popping in to a shop in town, which he would never have done before."* [parent]

"Radio was something unique that I hadn't done before. And going into it I felt I had already gotten a lot more confidence in working with the group...." [young person]

"I'd always liked singing but I never I never took the time to actually sit down and do some writing...I was quite surprised at how well I took to it....we had a 10 minute break, and I didn't move from the table. I just started writing, like continued to write. By the time everyone came back ten minutes later, I had the second verse." [young person]

- 3.19. One staff member explained that crucial learning and development included task planning and management skills such as the need to forward plan and prepare.

“*"You can have people who come with egos...but putting them in front of a microphone can really take their confidence...you can see it slip away...that bravado goes. Those who come in thinking, 'I can do this - I don't need to script, I don't need to do work beforehand'. Those are the ones who I need to persuade to do the preparation - do a little bit! Just making sure you know what you're saying after that song finishes and how you're gonna go into that song - and making sure that you've got a discussion ready... [they learn] 'Oh, actually this needs a bit of planning'"* [shmu staff member]

- 3.20. A parent commented that the personal skills gained were transformational and more beneficial than any media-related skill the young people had learned.

“*He's been to the courses - he's been doing video editing. That's irrelevant. I don't care about that to be honest - it's the nuts and bolt life skills that he has accomplished - the change in his thinking. They've [shmu staff] done that, it's nae me."* [parent]

- 3.21. *CashBack – Move Forward* staff described an environment where young people can practice new ways of communicating with others, including positive approaches to managing differences of opinion and moderating their language for radio broadcasts.

“*Different ways of talking through something - there are two guys looking at a film and a scene in that movie in two totally different ways, two totally different opinions. The way that we would shape those conversations, so that you can disagree, and sometimes really disagree – we're developing language and ways of disagreeing and ways of talking through things...just watching the way that they spoke and the way that they resolve those kinds of conflicts or disagreements and their ability to be more resilient - improving over the weeks. That's something that I saw happening in the Media Access Project."* [shmu staff member]

"They had their little battles with each other about what they should talk about...in radio, it's really important that they listen to each other, and a couple were really good at that and a couple weren't. They had to work out how to do that better. By the end of the four weeks, they were communicating better and working as a team...learning to compromise with each other." [shmu staff member]

"Learning how to moderate themselves because we're teaching them what isn't acceptable on radio- there's obviously standards - there's expectations of what language you use and how you speak on the radio and how you express opinions in a way that isn't offensive to others. Those types of personal development or learning opportunities translate into the rest of their lives as well." [shmu staff member]

- 3.22. Staff also mentioned weekly changes in young people throughout their involvement at *CashBack – Move Forward*. The activities helped young people to develop new interests and personal skills, different ways of interacting and time to reflect.

“*Greater self-awareness and self-reflection a little bit as well...they would come back the next week and remember things that we talked about - they would come back say, 'I watched this film last week - what do you think?'"* [shmu staff member]

[referring to changes seen in four weeks] "I can see him stopping and thinking about himself when he's maybe too hyperactive - too talkative, and

not just drawing himself down a little bit, but actively bringing someone else into a conversation and asking people what they think." [shmu staff member]

Outcome 3: Young people's health and wellbeing improves



Outcome 3: Improving health and wellbeing

263

YP report increases in wellbeing feelings against SHANARRI indicators

(Target: 64)

- 3.23. The Getting It Right For Every Child (GIRFEC) approach supports children and young people to grow up feeling loved, safe and respected and able to realise their full potential. This is evidenced using SHANARRI indicators – a scale of measurement which aims to capture if young people are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

"Youth Media is a place I can go to meet new people, learn new things, learn new skills, which is really interesting." [young person]

- 3.24. In *CashBack - Move Forward* in Year 3, 263 young people recorded improved wellbeing against the SHANARRI indicators, just over the previous year's figure and far exceeding the year's target. Overall the Phase 5 target for young people's wellbeing feelings increasing has been exceeded.
- 3.25. In Year 3 we found evidence of the different SHANARRI indicators in stakeholder comments. For example, parents referred to young people being 'included', referrers commented on young people 'achieving'. Young people reflected that they were more 'active' and had renewed purpose due to shmu activities.
- 3.26. The staff approach and overall ethos at shmu, described under other outcomes, means that young people are treated as individuals and supported according to their circumstances. This creates an environment for enhanced wellbeing, where young people are most likely to benefit.



"There's a girl who just doesn't normally smile - doesn't normally look you in the eye. And it was seeing her face...she couldn't help but smile and then at the end of it, seeing that sense of accomplishment." [referrer]

"I definitely feel really comfortable here. Especially with the people - they're all very nice and kind and supportive." [young person]

"It feeds into their wellbeing, their sense of self, their sense of identity ... I think having created something, that sense of achievement is so important. It is a quick turnaround [the creative output at shmu]. You don't get that same sense of achievement writing an essay at school." [shmu staff member]

- 3.27. The sense of community and encouragement fostered at *CashBack - Move Forward* was highlighted by young people. They describe friendships they developed in Youth Media and Engage, and how they felt encouraged to get involved in different ways.

“*"I've come here the past three Thursdays now for the Wellbeing Café... And that's been a nice little bit of socialising since the course has ended. That's been a nice thing to come and do."* [young person]

"We were all treated as normal people, even though it's a place where we're coming in to do some learning. We were never treated like we were children. We were always treated as young adults - I very much appreciated that...this was very much like, "We're going to try and do this thing. And feel free to get involved. If not, even take a sit back". It was very much going at your own pace. We were given creative freedom." [young person]

"Meeting new people and forging positive relationships I think has done a lot of good for me." [young person]

- 3.28. Young people get the chance to meet others from different areas. One parent talked about how important it was for young people from different parts of Aberdeen to come together "in one room" in a "comfortable and not scary" way. They felt it creates a template for young people to feel better about meeting new people from elsewhere.

- 3.29. A staff member from a referral agency talked of the value of young people of different ages coming together, which she had seen at one of the One Day Challenge events.

“*"One [young person] was in S3 at the time, one was in S1, and the other was just coming out of P7 - three different ages. And the P7 boy said, "Now we're all friends. I think I'm gonna have a much better time going to high school"... that preparation, that transition, between primary and high school and the fact that they can have that bonding time together working on something...with those shared experiences they get the sense that their next term or their next challenging experience of going to school is a little bit less frightening..."* [referrer]

- 3.30. One staff member shared a parent's comment about the effort that *CashBack - Move Forward* put in to engage with young people and its positive impact on wellbeing.

“*"She's [parent] always said that shmu's support has been vital in his wellbeing. There have been other support services that he's not engaged with or he's turned up drunk or he's not answering his phone, and they've just written him off...we will continue because we get that people are having bad days, or people are not in the right place...we will continue to work with them and hopefully get them into the right place."*



Ready to open new doors

Rhiannon – a case study from the Engage Project

shmu's Engage Project uses media and employability activities to give young people opportunities to gain experience, develop creativity and confidence, and build a stronger foundation for the future.

This case study focuses on Rhiannon*, a young person who took part in Engage and illustrates the CashBack for Communities outcomes relating to increasing confidence, resilience, support networks, and improved skills and wellbeing.

*** Pseudonyms have been used. Some quotes have been lightly edited for readability, but all meaning has been retained.**





Finding a way in

Rhiannon recognised she needed to boost her skills when she participated in shmu's first Engage course following advice from her Work Coach at the Job Centre. She thought Engage "sounded like something that would really benefit me".

"I was fairly lost. I was not sure. I'd only just moved to Aberdeen, and I didn't know what was available to me. I didn't know anyone. It was just very isolating, and that can leave me quite despondent... [SHMU staff] have said that people can come here maybe at difficult times in their life, and maybe they're unsure of what they're going to do in their future. I was definitely somewhat like that."

Because of this, Rhiannon was apprehensive about starting the course but felt comfortable fairly quickly because of the approach taken by shmu staff.

"...I was worried because it's obviously meeting new people... and then we're coming out of isolation. I was very hesitant at first, but it worked out very, very well. It was a very good team and the staff here were really good about getting people opening up, to speak to each other more... I think the first week I was still quite bad, but I did open up, and then by the second or third week, it was completely gone. It was running like a well-oiled machine."

A range of activities

Engage gives participants experience of three different blocks of media work over 12 weeks. As well as the practical experience offered by each section, Rhiannon found it really helpful to have opportunities to work as a team while focusing on a specific endpoint.

"The first four weeks was doing music recording and producing, and mixing towards the end of it. Then it was

on to radio, and then it was on to film... The way that the whole experience worked was that we produced the song at the beginning, then eventually when we did a film, we made a music video for the song that we had produced, which was very good. I liked how that felt like one whole big thing... in the middle [radio], we really got to work together, and that developed the group skills that we needed... it prepared us for working on something with more of a deadline – the music video – it was a lot more time-intensive, and we really benefited from that."

Connecting with other people

The supportive environment shmu offered enabled Rhiannon to fit in, get to know others, and benefit from all the creative experiences on offer.

"It was a very welcoming environment. People were very polite and friendly, and honestly, it was like they're making sure people feel ok because I think that's the thing they focus on. They know it's going to be unfamiliar to them [young people] and it's going to cause some stress... meeting new people and forging positive relationships. I think that has done a lot of good for me."

Changes in confidence and outlook

Having completed the course, Rhiannon can see how she has changed and feels very positive about herself.

"Absolutely 100%... If you met me 12 weeks ago, I'd be very different. I wouldn't be speaking from my own accord as much – I'd probably have you dragging it out of me, but I'm totally cool with just speaking... I like to speak to random people that come in and out all the time [at SHMU] now..."



It has also impacted how she engages in the community, and it's helped her feel confident enough to look at 'opening doors' into an area she is particularly interested in – the local music scene.

"I'm much more confident going out and speaking with people – making my own connections... I've gone into other places – a local music venue and bar... previously I would have been so nervous about doing that, and it would have taken all the encouragement in the world to get me to do it... I can go out and make these opportunities now and take advantage of what I now know is here... this has really improved, I guess you'd call it community links..."

It's not just that Rhiannon has more confidence to talk to people; she also realises she has something to offer, so her self-belief has increased dramatically too.

“ I feel like I've gotten to contribute something to that. I feel like I am more willing to go out and try new things and perhaps even starting to perform, contributing to that.”

She already has plans to work with another course participant in the future and sees how the Engage course has been transformational.

"That's two people that were independent and unsure of each other and not knowing how to get there, with the skills and the stuff they want to do out there... And now we're working together... we both get to put our names on it – we both get to make something – that's two people now that weren't part of the artistic community now contributing to it."

Life changing experience

In a final reflection, Rhiannon talked about how life would have looked for her without taking part in Engage.

"I probably would be staying home every Tuesday because I didn't have anything else. I wouldn't be going out to other places that do music in the city as much. I wouldn't have plans to produce stuff and make stuff with other musicians. I wouldn't have plans to come down here and record or do radio. I wouldn't have people that now are friends and I can speak to and ask for help when it comes to stuff. I wouldn't have people to talk about when it comes to music, like with [shmu staff]... I would just be much worse off."

"It's done me a lot of good... it's exceeded expectations completely, and I'm completely serious about that. If it wasn't for the radio stuff, I would not have been able to speak candidly... I would have struggled to find the words way more... so now it's like a skill, I guess... it's just like getting like thrown into the deep end, and now I can swim instead of sink."

“ Now I feel like not only is the path clear, but there's a lot of stuff I can do, and I'm almost spoiled for choice. It's very exciting.”

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



Outcome 4: Positive destinations

43

YP achieved a positive destination
(Target: 176)

19

YP improved school attendance
(Target: 20)

Progressed to:

1: Employment (Target: 76)

17: Education (Target: 100)

10: Training (Target: 0)

15: Volunteering (Target: 0)

21: Secure interviews (Target: 70)

- 3.31. In Year 3, 43 young people moved on to positive destinations including further education (17), volunteering (15) and training (10) and 21 who have secured interviews. *CashBack - Move Forward* had high Year 3 targets for employment and further education, which were unmet. Many of the young people participating in *CashBack - Move Forward* activities in Year 3 were at an earlier stage of employability support and were unable to move on to positive destinations in the community.
- 3.32. The overall target for positive destinations in Phase 5 has been affected by this and compounded by the impact of COVID on opportunities such as employment, volunteering and college places in the earlier years.
- 3.33. More positively, the project is close to the target in Year 3 for improving young people's school attendance and has exceeded the Phase 5 target.
- 3.34. In employability, young people gained valuable experience of technical skills and of learning to use equipment, which may be useful in future jobs.



"All of them are learning how to use new equipment that they've maybe never used before. And again, we kind of relate that to other things you could potentially do... You've learned so you could also learn how that tool works with that piece of machinery in an engineering lab... You didn't know how to use the Video Studio and that looked daunting before, didn't it? But is it scary now? No! It's easy!" [shmu staff member]

"I thought I wasn't going to enjoy the radio...but I really want to continue with it now...it did surprise me... I really want to do something with the radio." [young person]

- 3.35. Many *CashBack - Move Forward* activities develop general skills transferable to workplace settings, such as timekeeping, teamwork, communication or learning to use new equipment. Therefore, being involved in *programme* activities improves young people's employability.



"He's not always used to getting up early - it's reinforcing employability because I am making him come in half an hour extra early so he can prepare. Before he might sleep in, or he might be late but now he makes more of an effort... he's more regulated, more structured which I think will help him." [shmu staff member]

- 3.36. Having a task to complete within a defined timeframe, such as preparing a script for broadcast, allows young people to experience undertaking an assignment and delivering work to an agreed standard and specific deadline. They are also encouraged to take pride in their work being broadcast to the city and be aware of broadcasting standards that they need to comply with.

Low level employability skills

- 3.37. Even if young people are far from finding formal employment, *CashBack - Move Forward* recognises they are on a pathway towards improved employability. Staff explore each young person's skills and how these might be used in other settings, with employability introduced with a 'light touch'.
- 3.38. *CashBack - Move Forward* staff described their work being more about transferable skills with some young people, "even just giving them that little nugget - an opportunity of something else". With others, they can "start actually looking at what they've learned and what they might want to do."

“*“Employability was introduced but ...this isn't the point of the course, you don't need to get a job at the end of this course... let's just make this more of a fun accessible course, and then we can lead into [employability] - that has worked well.” [shmu staff member]*

“The entire time that young people are on any of our programmes they are learning it's about employability - we're always pulling it back to those employment things. Some less obvious maybe from the outside, especially with our Training Academy. The Stage 1s because they're quite far away from the idea of getting into work - but it is all about the path on from shmu.” [shmu staff member]

Working in a group

- 3.39. The ability to work alongside others, listen to and take on others' opinions is a skills area relating to the workplace which young people develop during their time at shmu.

“*“...how to behave in a group, how to react and how to interact with each other. And when to pick your battles...The structured course gives them all the hard employability skills, but it's those little things that just happen organically ... and you help them to manage it and work their way through it.” [shmu staff member]*

“I've been slowly developing a skill of sitting back when I need to, of realising when I just need to stop talking. I mean, that sort of came into its element during the 12 weeks, because I just there were some points where it's like, Okay, I just need to shut my mouth and sit back.” [young person]

“You've had a couple of them that have, that are quite high level and very chatty and vocal, but sometimes it's having that to rein it in and say actually this behaviour isn't appropriate. If you were going into a workplace you couldn't be behaving like this.” [shmu staff member]

Developing and looking ahead

- 3.40. Staff described the importance of the *CashBack - Move Forward* ethos, ensuring a focus on each young person as an individual, recognising their specific needs, skills and aspirations, rather than expecting people to be at the same level or to follow a particular fixed pathway. They described seeing some young people experience other aspects of personal growth, linked to their weekly activity at shmu.

"We're constantly talking. This is a safe space. It's a wonderful place to come. It's not your end destination. This is your stepping stone... moving into employment, college, or further training. And we've got young people moving into volunteering, accessing other things that they maybe couldn't have accessed previously." [shmu staff member]

"Young people were taking away what they'd learned and applying it to their life during the week, and then coming back. And so there was a degree of self-reflection and thinking outwith the sessions, which I think is all good for employability, definitely." [shmu staff member]

- 3.41. Some young people begin with one-to-one support and progress to working as a team. Others look at the steps beyond *CashBack - Move Forward*.

"I think that's gonna help him develop and he's going to want to be in a team setting...Even if he doesn't do anything academically, even if he was more practical in a workplace, I think the interactions that he has here make it easier with that teamwork thing going on." [shmu staff member]

"They [young people at the end of Engage] are all hoping to continue with shmu and one of them is starting his own business - he's already started and I've helped him to reach out to Business Gateway. The others have gained more skills to maybe go into media work." [shmu staff member]

"The horizon seems a little a little more full." [young person]

Accredited learning and qualifications

- 3.42. *CashBack - Move Forward* supports several opportunities for young people to gain accreditation as they participate in activities and learn skills. These provide valuable evidence of learning, ability and commitment for future employers.

"It's tangible...They say 'I haven't got my certificate yet'. We might think they don't care if there is a certificate at the end of it, but they do care. Their time here is not just fun fun fun, but also worthwhile. They literally have something to put on their CV." [shmu staff member]



Sound of the crowd

Bucksburn Academy – a case study from the Training Academy

shmu's Training Academy supports young people identified as unlikely to achieve a positive destination when they leave secondary school. The Training Academy provides media-related activities to help young people build skills and experience that will ensure a smooth transition from school to the workplace.

At Bucksburn Academy, a comprehensive school in north Aberdeen, shmu staff supported a group of pupils with Additional Support Needs (ASN) preparing to leave school and move on to employability courses, college and employment. In collaboration with the teacher, shmu created an opportunity for the class to participate in a creative media project linked to their curricular learning about ICT and gave them a personal development opportunity.

Working closely with staff from shmu, the young people learned about planning, researching and broadcasting an hour-long radio show. It allowed them to work as a team, but each young person also gained relevant skills individually.

This case study clearly illustrates the CashBack for Communities outcomes of increasing confidence, skills and wellbeing, as the young people, shmu staff and a teacher from Bucksburn Academy describe their involvement in the Training Academy.

* Some quotes have been lightly edited for readability, but all meaning has been retained.



Learning skills

The activities linked well with what the class had covered in the curriculum, embedding their learning and offering opportunities to develop personal skills. Having the chance to do a second show enabled young people to listen back to their original work and aim to make improvements.

"What we've been featuring in ICT – the bit of the course that we did this year was on using the internet and word processing, and that was definitely part of what they had to do – go away and research different topics for their show... find out what music they wanted to play... it definitely used a lot of their skills." [Teacher]

"I was explaining to them that a microphone amplifies the sound... when he listened back, he actually made the comment, 'I should have not have shouted!' But you know – you've got to learn, and you're only going to learn by the mistakes." [shmu staff member]

Confidence and resilience

Some young people who were nervous about speaking on the radio overcame that. For others, there were alternative roles like working on the sound desk, which meant they could be part of the experience.

"On a social point, a few of them [young people] were quite unsure... but the shmu staff are so good – just being chatty, open, making a really, really comfortable experience. We did have a few of them that said, 'Oh no, we don't want to do it, we don't want to be on [radio]', and then after meeting the staff, they really wanted to be on! Their social skills and confidence and their motivation has definitely increased from doing it." [Teacher]

"The radio experience helped build more of my confidence to speak on the radio." [young person]

"There was one boy – he says, 'I'm not speaking'. Well, when we got him on, he couldn't keep quiet!" [shmu staff member]

"Last time we went, we were a little bit nervous, but the second time we were more confident because we knew what to expect." [young person]

Engaging with young people

As well as shmu staff's sensitive approach to working with young people, offering personal choice and using music were important elements which enabled young people to connect with and feel enthusiastic about radio.

"I think what I enjoyed the most about shmu is probably the song choices we did." [young person]

"I think just it's the music – they want to be able to express themselves, and I think kids can relate to a lot of music. So being able to have control of their own show... so giving them the ownership to pick their own topics of what they want to do is key." [shmu staff member]

"It was good when my favourite song came on." [young person]

"I couldn't rate the staff and the work they've done with us any higher... absolutely fantastic. They've been really, really good at fitting in the needs of our pupils as well... just being very understanding of the young people that we have, and the conditions that they live with." [Teacher]



Wellbeing

Researching, preparing and broadcasting a show gave the young people personal satisfaction and a sense of achievement.

“After our broadcast, there were a lot of guys out in the foyer of the [shmu] building – they play the shows out in the foyer, and there was a group there doing training – all my guys were out going, ‘Oh, did you hear me on the radio?’ It was just fantastic. They were going up and talking to people and telling them about what they’ve been speaking about... it was just so, so good.” [Teacher]

“ They were just beaming. Some of them were just non-stop smiling. [shmu staff member]

“The teacher put it [the show] on his YouTube channel so they could all listen to it, and they can get a download so their family could hear it as well. It’s really good. They were dead excited.” [shmu staff member]

“It’s been great. I’ve really enjoyed being here with friends and enjoying talking to Aberdeen!” [young person]

Future interests

Whilst many of the participants in this case study already had post-school destinations organised, school staff feel that working with shmu has opened their eyes to other possibilities. They recognise the potential for a stronger employability focus with future groups at shmu.

“shmu will be able to help with their [pupils’] destinations in the future.” [Teacher]

“ I think if they had an interest in the creative industries, I think this would just strengthen it – to see what’s going on behind the scenes and they’re actually doing that themselves – that just boosts their confidence.” [shmu staff member]

Outcome 5: Young people contribute positively to their communities



- 3.43.
- Young people's participation in *CashBack Move Forward's* activities during Year 3 meant 13,776 hours of volunteer work completed, representing a significant opportunity for them to connect with and contribute to their community. The overall figure for Phase 5 far exceeds the target for this outcome.
- 3.44.
- In addition, 159 young people who participated in *CashBack - Move Forward* produced and disseminated media about their community, a higher number than in Years 1 and 2 combined. Once again, the overall figure for Phase 5 far exceeds the target.
- 3.45.
- Involvement in shmu offers young people the opportunity to do something positive in their community. When asked what he would be doing if he wasn't involved with shmu, one young person replied, "*Sitting on my backside on my console probably, all day, every day. That's what I used to do anyway.*"
- 3.46.
- There are different strands to the community contribution delivered by *CashBack - Move Forward*. These include young people taking a stronger interest in being part of local communities or communities of interest, having more confidence in their voice, and developing information for community benefit.

Young people broadcasting to their own community

- 3.47.
- CashBack - Move Forward* highlights the connection between the young people's media activities and their local communities by encouraging them to consider issues important to local people and helping them research and present topics of relevance.

“

"We get them to think about the communities that they're living in, that we're broadcasting to, what the listeners want to hear and talking about their communities in a positive way, and say "it's okay to discuss what things are bothering you" but making sure that you're talking about things that could be better...shmu is a tool to create a positive impact on your community, to give your voice back to that community. That's where I go with every group that I work with...[shmu staff member]

- 3.48.
- Young people are encouraged to think about how they present themselves on community radio, finding a balance between being authentic and respecting their listening audience.

“*"I think his swear words were every third word. For him to be able to go in and do a live radio show, that really showed how much he'd taken on board and respected it...it starts from the moment you walk through the door. He'd say, "But I'm not on the radio" and I'd say, "I know, but I need you to get in your head that if you're in this building you can't swear because, as soon as you're in the studio, you won't swear, you won't say anything inappropriate."...we build it so that they can get it in their heads while they're here, they can't swear, live on radio." [shmu staff member]*

Content of value to the community

- 3.49. Community radio serves the particular interests and needs of the local area and young people are encouraged to develop material valued by the local community or by their peers. The Media Access Project included young people in prison contributing information within the prison community, or developing knowledge relating to mental health or drugs that *CashBack - Move Forward* could then share through community forums and conference events.
- 3.50. *CashBack - Move Forward* activities help young people think about their community differently. This gives a voice to young people, ensuring they get to ask questions relevant to them.

“*"If they do a radio show here, the subjects that they choose are to help the listener... we have community radio - it's very, very useful for people to find out about things." [shmu staff member]*

"I was listening [to the radio] from home and I was just blown away by the advice. There was twofold impact of their research, "How do I deal with exam stress?" Get myself out for a walk. Take breaks, reward myself, all that type of thing. They research that, then they knew that, they learned that themselves, but then they were sharing that with their peer group and shared the link to those shows with the local school, so the school can share it. Because young people will often listen to messages from other young people more than they might from adult, they're contributing towards their peer community that way." [shmu staff member]

- 3.51. Some input from young people enables important stories to be heard which can help influence the policies affecting local communities or challenge decision-makers.

“*"Some of the young people got involved in the organisational video about Child Poverty Week. Some of them talked very frankly about their lived experience and their understanding of poverty and its impact. That voice was very, very strong within the local community and we were able to demonstrate to the young people that the film was utilised in local NHS Grampian meetings, and to influence NHS policy." [shmu staff member]*

"The young people we work with come from communities that shmu aims at, so they can talk about their community better than any other media. In the past, we've had a young person interviewing a local MP, or local councillor around the time of the closures of all the Leisure Centres and Sports facilities. They were interviewing them about sports and asked, "How important do you think sports are for young people?" And he said, "Amazing and important, isn't it?" [they replied] "So why are you closing them?" [shmu staff member]

Gaining confidence in being part of the community

- 3.52. *CashBack - Move Forward* staff reflected that increased confidence, skills and wellbeing enabled young people to contribute more positively within their communities, in addition to any direct benefit derived from community activities they had undertaken. For some young people, their community involvement has simply been about re-engaging with it post-COVID, for example, regaining confidence in going outside.

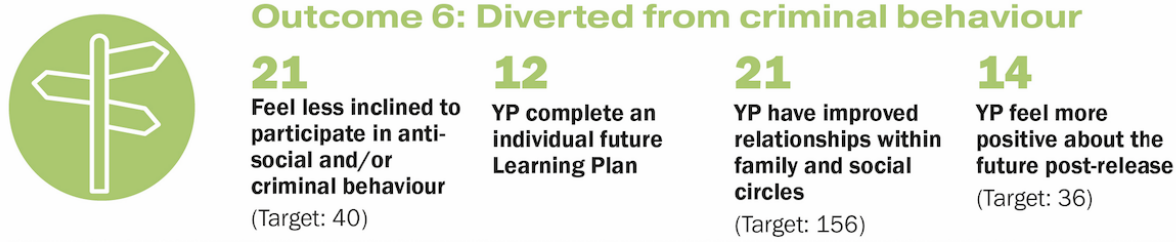
“*"We've had quite a few [young people], post COVID, not wanting to be outside and not even able to pinpoint why that was scary - but because for a year we're all told not to go outside - for those on the spectrum, that was the black and white of it. If you stay inside, you are safe. If you go outside you're not. We've got young people who are now happy to move around within their community... whereas before they might have been anxious or scared..." [shmu staff member]*

- 3.53. Stakeholders identified that young people feeling better about themselves and this improved confidence has positive repercussions within their families or other aspects of their lives.

“*"It all links doesn't it - if they're feeling better, then they're less likely to have conflict with the people that they live with." [referrer]*

- 3.54. There are many ways in which young people contribute to their community differently as a result of their involvement at *CashBack - Move Forward*. Rhiannon's case study shows how the Engage course gave her new levels of confidence about being part of her local music and arts community and contributing to it.

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



- 3.55. Although *CashBack - Move Forward* has not achieved its Year 3 targets for Outcome 6, there are examples of young people improving relationships and having more positive behaviour.
- 3.56. Changing involvement in prisons by ending the Media Access Project early in Year 3 and the impact of COVID on prison-based work during Years 1 and 2 reduced the opportunities for some of this outcome’s targets to be achieved over Phase 5.
- 3.57. The new Engage Project which replaced the Media Access Project, worked with young people in the community rather than those with a specific connection with the justice system. While difficult to evidence, there is likely to be a preventative element to *CashBack - Move Forward's* work, for young people not known to have anti-social or criminal behaviour. There is no doubt that shmu provides positive, community-based activity for young people, introducing them to constructive opportunities, a peer group with shared creative interests and giving them a chance to make positive life choices.

“We know the challenges that some of the young people are facing... we'll certainly be steering them in a better direction, than perhaps if they've been having a day with nothing to do.” [shmu staff member]

"Just having a routine... filling their day with meaningful activities that they enjoy" [referrer]

4. Conclusions

- 4.1. Overall, the evaluation finds evidence that *CashBack - Move Forward* is achieving its intended outcomes, and provides an understanding of why the programme achieves positive impacts for young people.
- 4.2. The three projects engage with young people at different ages and stages of life. *CashBack - Move Forward's* inclusive approach ensures that individuals feel welcome and have opportunities that match their abilities and build on their potential.
- 4.3. While all the activities focus on different media forms, *CashBack - Move Forward* helps young people to develop extensive personal skills alongside technical and creative ones. This helps to improve young people's life experience, employability and outlook, and their view on the community, possibly diverting them from negative behaviours.
- 4.4. At the end of the Year 2 report there were hopes that Year 3 would offer a more stable delivery model and greater opportunities for face-to-face contact, given the general easing of COVID-related restrictions nationwide. The reality is that every sector has moved at a different speed to relax restrictions and prioritise engagement with partners. A slow uptake of pace with other organisations still affected two of the three *CashBack – Move Forward* projects in Year 3.
- 4.5. Prison policy of retaining internal restrictions on movement and changes to their engagement with external organisations made *CashBack - Move Forward's* prison-based work more difficult. This led to the premature end of the Media Access Project and the trial of Engage, a new model of community-based media activities for young people. Engage, the new 12-week course covering film, music and radio, will now form part of shmu's Phase 6 work following a successful pilot with two groups.
- 4.6. Furthermore, *CashBack - Move Forward* schools were slow to re-engage with Training Academy opportunities because of changes to working with external agencies and a shift of focus for the pre-school leaving group who had previously provided a cohort of trainees.
- 4.7. Additionally, in Year 3, *CashBack - Move Forward* noticed some young experiencing the lingering effects of lockdown and a period of non-engagement with services. Impacts on their mental health, confidence and social skills, such as their ability to engage with a group, have left them needing more personalised support.
- 4.8. Self-evaluation data gathered by *CashBack - Move Forward* shows that most young people participating in activities increased their confidence and skills and felt able to do new things, with a very high proportion of young people improving their wellbeing. The Year 3 evaluation found stakeholders, including parents and referrers, highlighting examples where young people gained a new sense of purpose and direction and increased confidence in practical abilities and communicating with peers.

- 4.9. *CashBack - Move Forward* staff describe Outcomes 5 and 6 as being more challenging to evidence. However, community contribution did take place in different ways - from profiling young people's voices, developing information of value to local communities or raising young people's confidence in being part of their local community or communities of interest.
- 4.10. Changes to the Media Access Project in Year 3 meant *CashBack - Move Forward* had less contact with young people who had experience of offending and, therefore, less of a focus on diversionary activities for this specific group. However, more generally, shmu's activities are recognised by stakeholders as providing a very positive opportunity for young people, a fresh outlook, and a group of like-minded peers. In these ways, its work is diversionary for those lacking focus or a positive social group.
- 4.11. The positive activity in Year 3 sits within the broader achievements of Phase 5. While not all targets were achieved, shmu reached a level of 75% and above for most. This is within the context of COVID and all of the impacts experienced on group activities, disruption to education, and changes to partner working relationships is a significant result.
- 4.12. The interviews and case studies highlight the impact on young people's current and future lives as they embrace new opportunities, learn new skills and become more confident and resilient with a different outlook on life.
- 4.13. *CashBack - Move Forward* enters Phase 6 with a proven track record of engaging with young people successfully. Now a well-established programme, it adapts to changing contexts in the communities it serves and offers a valuable service for young people in Aberdeen.