



of the Supporting Inclusion Programme

Final report to Youth United Foundation

Rachel Gardner and Korina Cox (Ecorys) with
Dr. Marian FitzGerald (consultant) and Simon Rutt (Nfer)

November 2014



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Summary Findings

This is a summary of the final Supporting Inclusion Programme evaluation report. The Programme was funded by the Department for Communities and Local Government (DCLG), with Youth United Foundation¹ leading its delivery through the ten established uniformed youth organisations of the Youth United Network².

About the Evaluation

The purpose of the evaluation was to assess the extent to which the Programme achieved its objectives and outcomes, more specifically the evaluation:

- explored effectiveness of approaches to engage and retain adult volunteers;
- explored approaches to targeting and setting up new units; and
- explored shared learning and best practice to support effective delivery.

Evidence was collected using a survey of young people; activity sheets for children; consultations with participating uniformed youth organisations including central organisational leads and development workers; case study visits; telephone interviews with new and existing adult volunteers. In addition a group of young people were trained to be peer researchers and carried out interviews with young people who are or who have been members of a uniformed youth organisation as well as young people who have never been involved in uniformed youth organisation. The evaluation also drew upon monitoring data and case study evidence held by Youth United Foundation.

The evaluation was undertaken by Ecorys with Dr. Marian FitzGerald (consultant). We would like to thank Simon Rutt, NfER for support with the analysis of survey data.

The Supporting Inclusion Programme

Uniformed youth organisations have *a long history of delivering youth activities* which support the personal and social development of young people, often with a focus on young people becoming active citizens. The Supporting Inclusion Programme was designed to *build on the success and values of uniformed youth organisation with a particular focus on targeting* deprived areas where there were limited opportunities for young people to take part in uniformed youth organisations.

Some uniformed youth organisations had developed organically and lacked the structure and capacity to start up new units and recruit new adult volunteers on a large scale in brand new areas. To overcome this challenge, the *Programme focused on offering leverage and support*.

A key aspect of the Programme was funding paid development worker posts for each organisation. Organisations were also offered a *resource for a Central Organisation lead* (COG) to support the introduction of the development worker post which was a new concept for most organisations. The Programme provided *grants to support setting up new units* and ensured each new unit had a sustainability plan to help support new units to continue after the Programme.

Developing partnership working between uniformed youth organisations was actively encouraged to facilitate sharing of good practice and resources. To support this, the Programme's central team

¹ Youth United Foundation is a Registered Charity No. 1147952

² Youth United is a network of the UK's uniformed youth organisations, comprising: Air Training Corps, Army Cadets, The Boys' Brigade, the Fire Cadets, The Girls' Brigade England and Wales (GB), Girlguiding, The Scout Association, St John Ambulance, Sea Cadets and Volunteer Police Cadets

facilitated meetings between the organisations and introduced organisations to external organisations which could support the organisations.

Ten uniformed youth organisations were involved in the Programme, namely: Air Training Corps, Army Cadets, The Boys' Brigade, the Fire Cadets, The Girls' Brigade England and Wales (GB), Girlguiding, The Scout Association, St John Ambulance, Sea Cadets and Volunteer Police Cadets.

The Programme focused on the most deprived areas of the following: Birmingham; Bradford; Knowsley; Hackney; Haringey; Manchester; Middlesbrough; Newham; Redbridge; Rochdale; and Tower Hamlets. The Programme also included activity in HRH The Prince of Wales Areas: Broadwater Farm Estate (Tottenham), Burnley, Stoke-on-Trent and Redcar.

Programme Achievements

The Programme was successful in meeting the Programme's targets having achieved or exceeded the majority of its targets by the end of the Programme³:

- **Established 627 new units:** The Programme exceeded its target of opening at least 400 new units.
- **Engaged 2,357 new adult volunteers:** The Programme was close to reaching the target of engaging 2,700.
- **Created 11,741 new places for young people:** The target of creating 10,800 new places for young people was exceeded due to the overachievement of the new unit target.
- **Engaged 8,018 new young people:** There was not an official target set for the actual number of young people attending the new units however there was an ambition to fill the new places created for young people.
- **Secured £5.6 million in additional funding:** The Programme exceeded its target of securing £5 million additional funding.

Key evaluation findings

The Programme was overseen by a Programme Board and Youth United Foundation's Trustees which provided *crucial strategic steer* for the Programme.

Strong programme management was identified as a key part of the successful delivery of the Programme. Youth United Foundation was new to grant management, having been established to manage the Programme. Youth United Foundation's grant management skills developed and strengthened during delivery. By the end of the Programme, organisations tended to be *confident in Youth United Foundation's ability to undertake grant management in the future*. In particular, the key strengths of Youth United Foundation's grant management approach were:

- *Ensuring there was a transparent process* for distributing the grant funding across organisations supported by monitoring and quality assurance.
- *A successful approach for capacity building* across a range of autonomous organisations with different cultures and levels of experience.
- *A willingness to learn from organisations'* knowledge and expertise supported the development of suitable application processes and support structures.
- *Balancing both supporting and driving the Programme to meet its targets* with understanding the different starting points and structures of the organisations. Youth United Foundation *worked with the organisations to harness these structures* rather than imposing new structures that might not fit with organisations' ethos.
- *Allocating a designated Youth United Foundation contact* to provide timely support and information needed without overburdening the organisations.

³ Figures provided by Youth United Foundation

The **development worker model was at the heart of the success** of the Programme. It provided organisations with a dedicated resource to enable them to set up units, recruit adult volunteers and engage young people at a pace, and in areas, that would not otherwise have been possible. The key success factors of the development worker model were:

- **Having a paid development worker position** providing the ability to focus on new communities, develop the approaches, find premises and recruit adult volunteers.
- **Including a COG role.** This was designed as a short term post to support the start of the Programme. However it became a permanent feature as it proved to be essential in providing organisations with adequate management support to drive the Programme and ensure it remained on track.
- **Development workers being able to play a key role in bringing** local units, from their own uniformed youth organisation, together during the Programme and now this link has been made, the partnership is likely to continue.

The Programme provided **time and resource for development workers to explore different approaches to setting up new units:**

- **Securing local buy-in for new units was found to be essential.** This included grass root level buy-in such as the support of a local community group and high level buy-in from the development worker's organisation.
- **Finding the 'right' venue** was often challenging but very necessary. The 'right' venue needed to be affordable to support the unit's sustainability as well as easy for young people to access and viewed as a 'safe and neutral' place.
- Developing set up of different types of units to cater for the **needs of different groups of young people.** This included weekend units, straight after school groups and groups engaging young people from a range of different faith backgrounds. Each type of group has potential for replication elsewhere. However there are key considerations to be mindful of for each type of unit.

Engaging and retaining adult volunteers is essential for the delivery of any uniformed youth organisation group. Organisations have relied heavily on former members and parents as their source of adult volunteers. As the Programme focused on establishing new groups in areas where uniformed youth organisations did not have a strong presence, the development workers needed to actively recruit new adult volunteers, which involved:

- **Using a range of different engagement approaches.** However development workers stressed that **"there's no fool proof method"** for engaging adult volunteers. Approaches need to be selected with the local area and prospective adult volunteers in mind.
- **Making it as easy as possible for people to volunteer.** Examples included a rota system which ensured a minimum number of volunteers at each session but enabled people to volunteer even if they could not attend weekly; and ensuring the unit met at a time convenient for both adult volunteers and young people.
- **Training and support for adult volunteers is crucial** to ensure that adult volunteers are equipped for their role. It also increases the chance of a volunteer remaining with the organisation in the longer term.
- **Providing ongoing support** though schemes, such as receiving mentoring support from an existing volunteer, was viewed as valuable to ensure volunteers continue to be engaged.

A key premise of the Supporting Inclusion Programme was to work towards “ensuring every young person has the opportunity to join an organisation”⁴. As part of this ambition development workers explored ways of ensuring more vulnerable or hard to reach young people had opportunities to take part in uniformed youth organisations which included:

- **Making all new units accessible to young people with additional needs.** Examples included a cadet acting as a buddy for another cadet with dyslexia and providing a uniform with Velcro fastening for a cadet with cerebral palsy.
- Setting up more specialist groups, such as units focused on engaging with young people at risk of joining gangs, **research was essential to understand the needs of the group** prior to delivery.

A key outcome for the Supporting Inclusion Programme was to **increase the partnership working between uniformed youth organisations** to facilitate sharing resources and good practice, this focused on:

- **Youth United Foundation facilitated COGs meetings** to discuss the progress of the Programme. The usefulness of the meetings improved over the course of the programme as a clear focus of the meeting was strengthened.
- Development workers were brought together through regional meetings. The regional meetings were felt to work well where there was a **practical focus**.
- Development workers found it challenging to lead joint local recruitment events due to the time implications and would have **valued central support**.
- Some organisations benefited from **Youth United Foundation facilitating partnerships with external organisations** to undertake joint activities, such as St John Ambulance’s Rise project and Jimmy Mizen Foundation’s Release the Peace project; and Faith In Britain, The Boys’ Brigade and The Girls’ Brigade England and Wales’s partnership which were both rolled out to further areas. The Emergency Service Cadet pilot was less successful due to the challenges of gaining buy-in and the logistics of existing cadets travelling to new areas to deliver the peer education programme.

As highlighted above, the uniformed youth organisations were selected to deliver this Programme due to their track record of supporting the personal and social development of young people. The evaluation of the programme provided an opportunity to add to this evidence base and found:

- Young people cited **an array of benefits of taking part** including a positive effect on non-cognitive skills, (team working, practical, communication, problem-solving and leadership skills) which a large body of evidence suggests is linked to positive educational outcomes.
- A large proportion of young people reported that **participation had a direct positive influence on their school work** and around a fifth reported that their participation had influenced their plans for the future.

There were a range of outcomes for participating uniformed youth organisations, namely:

- The Programme helped to both raise the profile of the uniformed youth organisations and overcome widely held misconceptions of organisations’ activities and ethos.
- The Programme demonstrated how perceived challenges of engaging new adult volunteers and young people can be overcome. In some cases this led to areas outside of the Programme enquiring about the strategies the development workers used to achieve this growth. In addition some organisations **continued to employ development workers** after end of funding.

⁴ Youth United Foundation, DCLG, the Prince’s Trust and HRH the Prince of Wales (2012) Supporting Inclusion Programme: Annex A – Programme Overview, Outcomes and Funding 2012/13

Key recommendations

The challenges posed by the Programme and the success it achieved in overcoming these are a tribute to Youth United Foundation, the participating organisations and everyone involved at a local level. A lot of important learning has come from their experience which could usefully inform future investment in programmes aiming to increase youth inclusion in a range of diverse local contexts. The main lessons might be summed up in four key recommendations:

- ***A partnership based approach, including a strong strategic steer, along with a dedicated paid resource, adequate funding and management support are essential.*** This enabled Youth United Foundation to leverage the structures of existing uniformed youth organisations through a mix of grants combined with clear targets, a common framework and overall programme management, flexed to reflect the different delivery approach of each organisation.
- ***Programmes of this nature need a long enough time frame to bed down.*** This is especially true in cases where the main vehicles for increasing inclusion are organisations which have to date depended on an organic growth but are now expected to adopt a targeted approach. Adequate time is needed to allow for the degree of cultural change this entails.
- ***The role of development workers proved essential to the success of the Programme over the first two years*** but, depending on local circumstances, funding for these posts may need to be sustained for a further two years in order to ensure that progress is sustained and the approach is embedded locally.
- ***A 'one size fits all' approach may not work in this context.*** Developing a programme within a clearly established common framework in terms of its aims and values has shown to be effective. It may also be subject to a common framework for ongoing monitoring. Within this common framework, however, it worked well to actively facilitate approaches which are adapted to local circumstance.

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1.0 Introduction

This report is the final report to the Youth United Foundation presenting the findings of the evaluation of the Supporting Inclusion Programme which was delivered from April 2012 to September 2014. The evaluation was conducted by Ecorys with Dr. Marian FitzGerald and Simon Rutt from Nfer, between October 2012 and September 2014. The key sources of evidence for this report are: young people's surveys; Central Organisational leads and development worker consultations; adult volunteer consultations; case study visits, monitoring data; and case study evidence materials collated by the Youth United Foundation.

1.1 Background and rationale for the Supporting Inclusion Programme

1.1.1 Overview of Uniformed Youth organisations

The uniformed youth organisations supported by the Supporting Inclusion Programme have *a long history of delivering youth activities* which supports the personal and social development of young people, often with a focus on young people becoming active citizens.

The Boys' Brigade and The Girls' Brigade England and Wales and Sea Cadets emerged in the late nineteenth century. Girlguiding and The Scout Association both began in the early twentieth century and St John Ambulance was founded in the 1920s. The Army Cadet Force and the Royal Air Force Air Cadets have their origins even earlier in volunteer reserve forces, the latter being officially founded during the Second World War. The Fire Cadets and Volunteer Police Cadets are relatively new with the latter being established in 1988.

Common aims of uniformed youth organisations centre on *fun, friendship, personal development, social responsibility, informal education and diversionary activities*. However, variation exists between organisations. Some have a military ethos whilst others, The Boys' Brigade and The Girls' Brigade England and Wales, have a Christian ethos however, they are open to young people from all faith backgrounds or none. Organisations have a strong emphasis on being part of local communities.

Several of the uniformed youth organisations have an emphasis on adventurous activities, such as camping, flying and water sports, including the Army Cadet Force, the Royal Air Force Air Cadets and Sea Cadets. The Scout Association, The Boys' Brigade, The Girls' Brigade England and Wales and Girlguiding also offer a wide range of holistic activities, from camping to crafts, and sports to skill development, including games and crafts. *Skills development* can also be specific to the type of organisation, such as nautical skills with Sea Cadets, fire safety and fire fighting skills with Fire Cadets, navigation and survival skills with Air Cadets; safer neighbourhood activities with Volunteer Police Cadets; and first aid with St John Ambulance.

The cadet organisations offer BTECs in subjects such as Public Service, Marine Engineering or Fire and Rescue as well as leadership qualifications. As well as individual organisations' own awards that recognise completed structured activities, young people can work towards specific achievements such as the Duke of Edinburgh Award, the Army Proficiency Certificate, Queen's Guide Award and the St John Ambulance Grand Prior Award.

Historically uniformed youth organisations have *encouraged young people to consider how they can benefit their communities* both by respecting their local area, and community members, as well as via practical support in their local communities, now also known as 'social action' activities. The social action ethos is embedded in uniformed youth organisations, through for example units, modules and awards that are focused on supporting the local community, as well as through things like the service element of the Duke of Edinburgh's award; something which is offered by several of the organisations. The organisations' focus on social action fits with the Government's recent interest in encouraging social action which includes the creation of the Cabinet Office's Centre for Social Action.

It is helpful to consider the activity of uniformed youth organisations within the context of wider youth work. By developing capabilities and character, it allows young people to act independently within society, and also helps young people develop the savvy to navigate social systems and networks.

1.2 Summary of Programme objectives

The Programme aimed to build on the success and values of uniformed youth organisations in developing young people into active citizens. The Programme sought to do this by supporting the organisations to work in partnership to establish new units in deprived areas of England where there was considered to be a lack of current provision for young people. In turn the Programme sought to recruit new adult volunteers and offer more new places for young people as well raising additional funding. More specifically the Programme's aims and intended outcomes were:

- To increase young people's access to and participation in structured voluntary youth activities
- To enhance inclusion and integration in the target areas
- To enhance the education, employment and training of young people

Another key aspect of the Programme was developing partnership working between organisations to facilitate sharing of good practice and resources. The effectiveness of these partnerships will be explored in Chapter 6.

The Supporting Inclusion Programme brought together a variety of uniformed youth organisations over the duration of the funding: Air Training Corps, Army Cadets, The Boys' Brigade, the Fire Cadets, The Girls' Brigade England and Wales (GB), Girlguiding, The Scout Association, St John Ambulance, Sea Cadets and Volunteer Police Cadets.

The areas that were selected for the Supporting Inclusion Programme were:

<ul style="list-style-type: none"> • Birmingham • Bradford • Knowsley • Hackney • Haringey • Manchester 	<ul style="list-style-type: none"> • Middlesbrough • Newham • Redbridge • Rochdale • Tower Hamlets 	<p>It will also include activity in HRH The Prince of Wales areas:</p> <ul style="list-style-type: none"> • Broadwater Farm Estate (Tottenham) • Burnley • Stoke-on-Trent • Redcar (Redcar and Cleveland)
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Figure 1.1 below sets out the intended logic underpinning the Supporting Inclusion Programme. It shows various inputs including: The £10 million funding from the Department for Communities and Local Government (DCLG) alongside the additional £5 million funding the Youth United Foundation committed to raising, including 'in-kind' support; development of structures to increase the groups' capacity for cooperation; the appointment of Central Organisational leads and development workers in each uniformed organisation to provide operational drive; identification of individual organisations need for new units; improved structures to recruit and engage volunteers; and subsequent creation of increased capacity to engage young people led to a range of outputs and ultimately the anticipated outcomes and impacts.

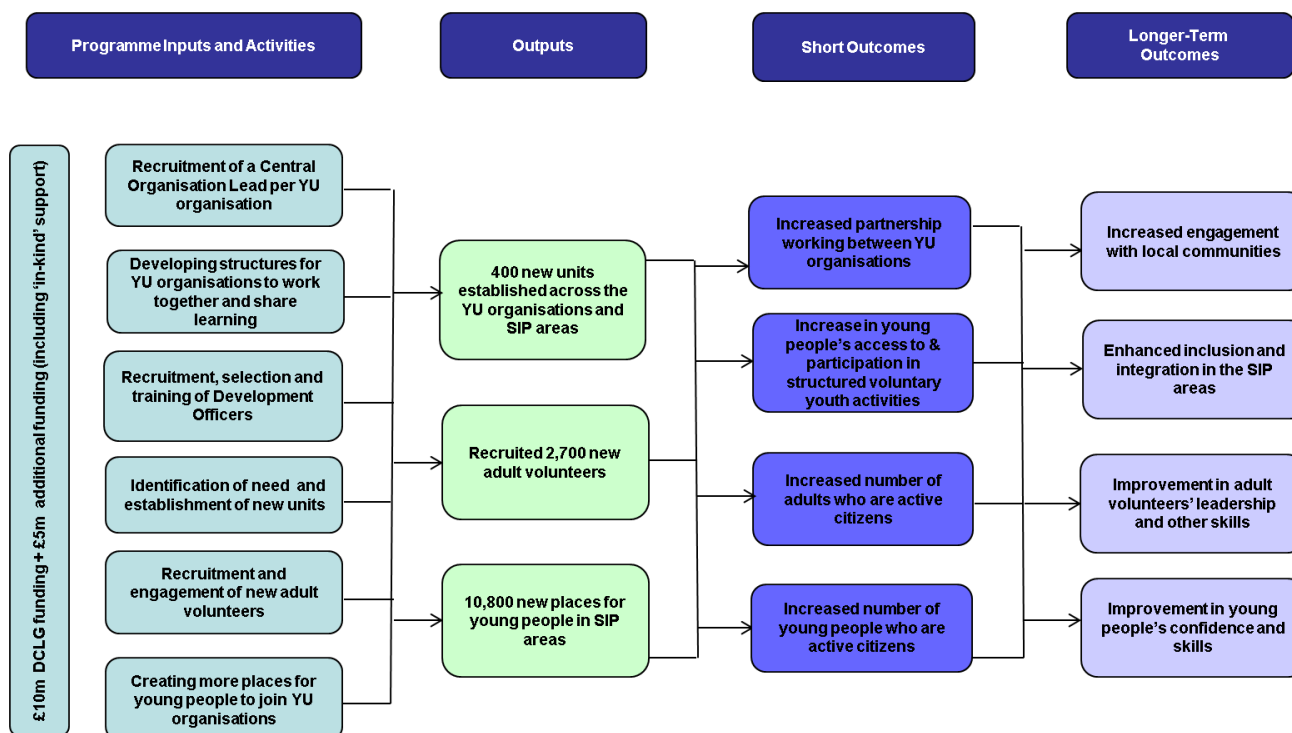
The targets set to measure progress related to outputs outlined in the logic model. The targets were:

- to establish 400 new units across the uniformed youth organisations and the identified Supporting Inclusion Programme areas;
- to recruit 2,700 new adult volunteers; and
- to engage 10,800 new places for young people.

As a result of delivering the Programme activities and achieving the outputs, the anticipated outcomes were: increased partnership working between organisations; an increase in young people's access to participation in structured voluntary youth activities; increased numbers of adults who are active citizens and increased numbers of young people who are active citizens.

The anticipated long-term impacts resulting from the Programme were: increased engagement with local communities; enhanced inclusion and integration in the Programme areas; improvement in adult volunteers' leadership and other skills and improvement in young people's confidence and skills.

Figure 1.1 The Programme's Logic model



1.3 Evaluation purpose and approach

Ecorys was commissioned by the Youth United Foundation to evaluate the Supporting Inclusion Programme in December 2012. The purpose of the evaluation was to assess the extent to which the Programme achieves its objectives and outcomes and specifically:

- to explore effectiveness of approaches to engage and retain adult volunteers;
- to explore approaches to targeting and setting up new units; and
- to explore shared learning and best practice to support effective delivery.

Ecorys' approach combined both quantitative and qualitative approach and comprised of:

- The evaluation commenced with a **desk review of programme documents and data held by Youth United Foundation** to inform the development of the evaluation framework, logic model and research tools and to provide feed back on the current data collected by Youth United Foundation. This task also included a wider review of other programmes delivering activities to young people to explore the additionality of uniformed youth organisation's activities. This task culminated in submitting a working paper to Youth United Foundation.
- At an early stage **consultation were conducted with the Central Organisational Group lead (COG)** for participating organisations as well as **DCLG**, to explore reasons for the development of the Programme, organisations' reasons for participating and expected benefits of participation. Follow up consultations were undertaken in Spring/ Summer 2014 to capture actual benefits and lesson learned.
- **A young people's survey** focussing on changes in attitudes and behaviours of young people aged 12 and over was conducted with current members of the uniformed youth organisations. The survey was sent to new units, as defined by the Programme, which had been delivering for at least six months. The survey was completed by paper or online, depending on the preference of the groups. In total **217 young people completed the survey** which comprised of 8 members of The Boys' Brigade, 24 Fire Cadets, 11 members of The Girls' Brigade England and Wales, 26 Girl Guides, 2 Sea Cadets, 29 Scouts, 18 St John Ambulance Cadets and 99 Volunteer Police Cadets. Due to the high proportion of new units established for young people under the age of 12 activity sheets suitable for young children were distributed amongst the organisations. The **activity sheets was completed by 81 children and young people** which comprised of 39 from The Girls' Brigade England and Wales, 22 junior Sea Cadets, 5 St John Ambulance badgers and 15 Emergency Service Cadets. The findings of the survey are explored in Chapter 8.
- **9 case studies⁵ were completed.** The purpose of the case study research was to draw out best practice and shared learning from the Programme. Case studies tended to take the form of a one day visit to a unit including consultations with young people, adult volunteers and parents.
- **Development worker consultations and workshops** were undertaken to explore development workers' views of the success factors and lessons learned from the programme.
- **Consultation with adult volunteers** was designed to take the form of a paper or online survey but following feedback from the participating organisations it was agreed that the consultations would take the form of short telephone interviews and organisations provided a sample of adult volunteers who agreed to participate. 32 adult volunteer consultations⁶ were conducted comprising of volunteers from: The Boys' Brigade (1); Fire Cadet (4); The Girls' Brigade England and Wales (7); Sea Cadets (8); The Scout Association (6); St John Ambulance (1); and Volunteer Police Cadets (5).
- **12 young people** were trained as peer researchers to carry out interviews with their peers concerning their views of uniformed youth organisations. The peer researchers conducted **42 consultations with young people** including those that had never been involved in a uniformed youth organisation, those that used to be involved and young people currently involved in a uniformed youth organisation.

⁵ Case studies for Army Cadets and Air Cadets were not completed at the time of the report

⁶ Aimed to interview 5 to 6 volunteers from each organisation. Number of consultations per organisation vary due to the number of volunteers willing to take part. No volunteer details were submitted by the Army and Air Cadets

1.4 YOU Matter Programme

It is important to note that prior to the Supporting Inclusion Programme, the Greater London Authority (GLA) funded the YOU Matter programme. The YOU Matter programme⁷ received £1.3 million from the GLA between March 2011 and March 2014, with the aim of helping uniformed youth groups in 12 targeted London boroughs to expand, and allow a greater number of young people to benefit from their diversionary structured activities. The Programme was managed by the Safer London Foundation⁸.

YOU Matter emerged from the Mayor's Office 'Time for Action' initiative which focussed on youth engagement and discussed the importance of structured activities for young people. The initiative was divided into six strands: Titan; Oracle; Daedalus; Mayor's Scholars; Safer Schools; and Sport and Music for all. YOU Matter responded to one of three strands of Project Titan that the Mayor of London introduced in 2008 to focus specifically on building character in young people and help develop skills and techniques to enable them to make positive decisions with regard to education and training. It formed part of a wider strategy to improve opportunities for young people and help tackle the root causes of youth crime.

YOU Matter, working with the YOU London Board, brought together nine of its uniformed youth groups into a partnership agreement with Safer London Foundation over the duration of the funding: Air Training Corps, Army Cadets, The Boys' Brigade London, The Girls' Brigade England and Wales (GB), Girlguiding LaSER, St John Ambulance, Sea Cadets, Volunteer Police Cadets, and more recently the Fire Cadets. The aims and intended outcomes of YOU Matter were similar to the Supporting Inclusion Programmes as it aimed to:

- expand the number of structured activities available for young people through uniformed youth groups
- increase the number of adult volunteers to deliver the structured activities and improve the available offer
- increase the number of new units established, particularly in target boroughs with high levels of NEETs (not in education, employment or training)
- maximise the sustained engagement of young people in uniformed group activities
- enhance the education, employment and training of young people
- enhance partnership working between uniformed youth groups

In London, the Supporting Inclusion Programme development workers worked alongside the YOU Matter programme. Organisations worked successfully to ensure the two programmes complemented each other without duplicating activities. In some organisations the same development worker worked on both programmes with a clear distinction between the areas and units funded by each programme. Other organisations had different development workers for each programme or decided not to apply for the Programme funding in London Boroughs where YOU Matter funding was available. The GLA and Youth United Foundation worked together to ensure that learning from the two Programmes was shared and to make use of information on potential synergies, including Youth United Foundation attending YOU Matter's board meetings. The YOU Matter programme ended in April 2014. The Supporting Inclusion Programme continued to benefit London until September 2014. Where applicable reference will be made to the YOU Matter programme most notably in Chapters 2, 4 and 8.

⁷ Formerly known as Structured Activities for Young People Programme

⁸ Safer London Foundation is an independent pan-London charity that works with vulnerable young people to reduce crime and find solutions to the challenges they face. It develops and delivers crime prevention, victim support, diversion and targeted intervention projects. These enable young people to make positive and safe choices distancing themselves from criminal activity and victimisation and provide exit and progression routes out of crime: <http://www.saferlondonfoundation.org/>

2.0 Overall Strategic Approach

2.1 Assessment of the programme rationale

The Supporting Inclusion Programme had a *very clear vision to provide increased capacity and resources* for uniformed youth organisations to *recruit new adult volunteers and enable new units to be set up* in identified deprived/ challenging areas to provide opportunities to young people in those areas to become active citizens. This *rationale aligned with the Government's ambition to build a Big Society* and develop young people into active citizens. However the Supporting Inclusion Programme differed from other Government funded programmes, such as the National Citizenship Service in target age, length of involvement and the emphasis on providing strong adult role models.

A key focus of the Supporting Inclusion Programme was to engage more adult volunteers as a lack of adult volunteers was a significant constraint on the organisations' ability to expand capacity. According to DCMS' Taking Part survey nationally, nearly a quarter of adults were involved in some type of volunteering⁹ with a heavy focus on sport related activities. The survey highlighted that adults in the *most deprived areas are far less likely to be volunteers* which also suggested the need for volunteer engagement work in deprived communities.

The Supporting Inclusion Programme areas identified had fewer uniformed youth organisations units available which was presented as evidence of insufficient capacity for youth engagement activity. However there were a variety of local youth projects not delivered by uniformed youth organisations. The focus of these activities includes:

- youth led activities that encourage young people to get involved in their communities and in some instance include peer education or intergenerational projects
- informal/ drop in youth groups
- youth leadership courses including interactive activities but also formal training that leads to an accredited qualification
- more informal educational projects such as environment projects to encourage young people to look after the natural environment
- diversionary youth activities focused on preventing or reducing crime and risky behaviour which tends to involve a range of interactive and practical activities including music workshops and sport

Unsurprisingly the greatest range of activities available tend to be in inner city areas such as London, Birmingham and Manchester. An area for potential additionality from the Supporting Inclusion Programme was *delivering a greater range of structure activities for young people in the Programme areas*, particularly the areas outside inner city areas. It was also suggested from stakeholder consultations that uniformed youth organisations are more actively supported in local authorities that are facing a reduction in their youth provision budget.

⁹ 23.7 % of adults had volunteered in 2010, unchanged from previous years:
http://www.culture.gov.uk/images/research/Taking_Part_Y6_Q3_Jan-Dec10.pdf

2.2 Key features of Programme Government and strategic decision making

To ensure an appropriately collaborative approach to delivery, the Supporting Inclusion Programme Board was established with the following remit:

- to oversee and monitor the delivery of the Programme in line with the agreed targets
- to review the Programme's risk log to ensure that the Programme was able to achieve its outcomes as well as draw out the learning from the Programme

The Programme Board met on a quarterly basis chaired by the Programme Director. Initially the Board consisted of Youth United Foundation's Supporting Inclusion Programme team, DCLG and the Prince's Trust. In the latter stages of the Programme, the Programme Board consisted of the Programme team and a Trustee¹⁰. The Board provided **crucial strategic steer** for the Programme.

Uniformed youth organisations generally agreed that the **Supporting Inclusion Programme aligned with their mission statement or strategic plan** to grow their organisations, in terms of units and/ or numbers of committed adult volunteers. The Programme proved to generally be a good fit with participating uniformed youth organisations' missions, which was essential for organisations agreeing to take part in the Programme.

Organisations highlighted the importance of the Programme not conflicting with their mission statement. Several organisations highlighted that in other contexts they had declined to apply for some funding that did not fit with their mission. Consultation for the evaluation highlighted a range of objectives for individual organisations' involvement in the Programme¹¹:

- the opportunity to support the aim to recruit and retain adult volunteers
- to support the organisations ethos of partnership working
- the opportunity to grow/ rejuvenate their organisations in more deprived areas
- to support the development of a national cadet structure

To increase the operational capacity of the uniformed youth organisations to respond to the opportunity provided by the programme, there was an option for each organisation to appoint a central organisational lead (COG). The majority of organisations did opt to have a COG post in order to drive forward the Programme. Over the course of delivery there was a strong consensus that **the COG role was essential for the smooth running of the Programme** and believed that the role would be useful in other grant funded programmes:

"I've realised is absolutely critical, we need someone in that post and certainly if another project comes forward from YUF...we're going to absolutely going to need a COG... We probably could do with one for our other external funds...the structure without [name of the COG] couldn't cope with the volume or the relationships." Strategic stakeholder, Uniformed youth organisation¹²

As well as overseeing their organisation's development workers, the COGs met together on a regular basis. Organisations fed back that over the course of the Programme, the meetings started to have **focused agenda items** such as papers to review, monthly progress updates and issues to discuss and the meetings became far more useful.

¹⁰ Youth United Foundation – Supporting Inclusion Programme, Programme Board Terms of Reference v3

¹¹ Strategic consultations with uniformed youth organisations

¹² Strategic and COG consultations

“The last 6 months or so we’ve had agendas and we’ve got papers to think about. They’ve become far more strategic and effective and useful and focused. Actually they’ve got some meaning now...Now we meet to discuss stuff and to make the project happen which is what it should always have been.” COG¹³

Having meetings on a **monthly basis** was also considered to be useful. However COGs did value Youth United Foundation taking a pragmatic view regarding the frequency of the meetings. For instance if there was nothing to discuss one month, the meeting would be cancelled.

“I think they hold it about the right space between them and Youth United aren’t afraid to cancel them if they think there’s going to be nothing much to discuss...I think that’s the right way to be.” COG¹⁴

A challenge highlighted by one COG was that organisations were asked to make decisions at the COG meetings and this was not possible in their organisation as sign off from more senior staff was required. It was acknowledged that this was partly due to the organisation’s internal structure. However it would be useful to be mindful of this in the future.

2.3 Key features of the implementation approach

Before the operational phase of the Programme could begin there was a year long set up phase focused on developing the Programme’s design, processes and governance structure as well as recruiting the Programme’s project team.

This phase was supported by eight members of Laing O’Rourke staff who volunteered their time and expertise for approximately one day a week over a five to six month period. Laing O’Rourke provided support and guidance concerning the development of the ‘master programme’, setting out the work plan and milestones for the Programme, the grant application form design and the development of the Mapping Tool. This **phase was viewed as very important in order to ensure that the necessary governance arrangements were in place** before the Programme began delivery. At the end of this phase the Programme had governance arrangements in place; finalised and distributed the grant application forms; and recruited the project team.

It was decided during the set up phase that the Programme would include funding for a **central support team** and a **number of development workers** to drive forward the recruitment of adult volunteers, as well as grants to support setting up new units, training adult volunteers and supporting community events.

2.3.1 Youth United Foundation’s management of the Programme

Youth United Foundation was established to lead the management of the Supporting Inclusion Programme. There were two key aspects of Youth United Foundation’s role¹⁵:

- to distribute and monitor the grants awarded to the uniformed youth organisations
- to raise, as well to support uniformed youth organisations to raise, £5 million additional funding

To support the Programme, Youth United Foundation also led the Programme Board, COG meetings and development worker meetings. **Each organisation had a designated contact** from the Youth United Foundation’s central Programme team to provide support and conduct monitoring visits. The team also linked organisations with relevant partners and organised a number of events to raise the profile of the Supporting Inclusion Programme, including a launch event and celebrating opening the 500th new unit.

¹³ COG consultations

¹⁴ COG consultations

¹⁵ Youth United Foundation, DCLG, the Prince’s Trust and HRH the Prince of Wales (2012) Supporting Inclusion Programme: Annex A – Programme Overview, Outcomes and Funding 2012/13

Organisations tended to **appreciate the support of the Programme's central team and were particularly complementary about their designated contact**, with one organisation commenting "I can't speak too highly about her"¹⁶. Organisations commented that the designated contact **keeping them informed about the programme progress without overburdening them**.

However a couple of organisations mentioned that their designated contact had changed during the Programme which made it difficult at times to know who to contact. This was due to a change in the Youth United Foundation management structure during the Programme.

Strong programme management was identified as a key part of the successful delivery of the Programme. Youth United Foundation was new to grant management, having been established to manage the Programme. It was recognised that the **central Programme team were learning during the delivery phase** and Youth United Foundation's grant management skills did develop and strengthen.

Organisations tended to agree that the **central Programme team were willing to learn** from the experiences of the organisations and their structure. This led to contact between the central team and the organisations developing and improving throughout the Programme. By the end of the Programme organisations tended to be **confident in Youth United Foundation's ability to undertake grant management**. Similarly DCLG were **pleased with the success of the Programme** and its management by Youth United Foundation.¹⁷

In general, the central team were considered to have **made great efforts to understand the organisations' values** and the differences between them. The central team recognised that the **organisations were at different stages of development**, ranging from well established delivery structures to early stages of developing a national scheme. Organisations at an early stage of development particularly appreciated the central team taking this into account when setting their organisation's targets. The Programme was also able to balance the need to support this development with driving the organisations to meet the targets. A **key strength of the Programme's approach was the fact that it harnessed the organisations' existing structures** rather than imposing new structures which may not have fitted with organisations' ethos.

Compared with other grant funding, organisations tended to comment that the monitoring requirements were **fairly light touch** in terms of the data that new units had to provide which was appreciated by the organisations¹⁸. However there was a view that particularly for development workers and adult volunteers the monitoring required, in terms of grant rounds and quarterly reporting, could be quite burdensome as applications and reporting on funding was completed at an individual unit level.

The evaluation brief did not include a full audit of the grant allocation process. However the evaluation team did have sight of the grant applications and process which was **transparent** with all organisations aware of the process for distribution of grants. The process was supported by a regular monitoring and quality assurance including audit visits.

There were also **several changes to the reporting requirements** which made it difficult for the development workers. It was suggested that it would be helpful if the reporting had been less frequent and to be mindful of the support development workers often had to give adult volunteers in order to complete the forms. It was recommended that the reporting was designed so the monitoring reports can be completed by adult volunteers without development worker support in order to sustain the data collection long term which means the forms need to be simplified¹⁹.

There were also changes to the monitoring data required at an early stage which did lead to some additional work for organisations but this has since settle down. The templates for grant applications and quarterly

¹⁶ Strategic and COG consultations

¹⁷ Strategic and COG consultations

¹⁸ Strategic and COG consultations

¹⁹ Development worker consultations and workshops

reports were originally designed in Powerpoint which was not always user friendly for organisations however Youth United Foundation did accept reports submitted in a format that was more user friendly²⁰. The monitoring reports were complemented by the regular audit visits, conducted by representatives of Youth United Foundation.

Typically organisations agreed that *Youth United Foundation had listened to the organisations' feedback* and amended the reporting requirements. However there was still an exceptional view that Youth United Foundation had not made enough changes to the monitoring data requested and it still included information that was considered irrelevant whilst not asking for data that was considered relevant, such as the ethnic origin of young people and volunteers²¹. Collecting ethnicity and other demographic data was explored with the organisations. However it was not possible for all organisations to collect this data due to limitations of organisation's data collection tools and a concern about overburdening adult volunteers.

2.3.2 Development worker model

A key aspect of the Supporting Inclusion Programme was the *development worker model*. This had begun to be tested through the GLA funded YOU Matter Programme. This model was *adopted by all participating uniformed youth organisations*. However the organisations differed in how many development workers were appointed depending on the number and size of the Supporting Inclusion Programme areas the organisation had decided to focus on. For instance, some organisations decided to cover all of the Programme areas whilst others chose to focus their resources on a smaller number of areas. For example, the Volunteer Police Cadets focused primarily on London, Manchester and Burnley. Other organisations, such as the Army Cadets and Air Cadets, decided not to cover London due the YOU Matter funding.

Each development worker had an 18 month contract but the timings of appointments varied, with the earliest appointments made in November 2012, and depended on the speed of recruitment. The development workers took the lead on:

- setting up new units in their designated areas which lacked provision
- supporting the recruitment and training of volunteers at new and existing units
- raising the profile of their organisation

Typically, development workers were a *new concept for their national organisation* with a couple of exceptions. The Boys' Brigade and Girlguiding had received funding for a small number of development worker roles in the past and The Scout Association has a longstanding development officer structure. However the Supporting Inclusion Programme model differed slightly to the existing approach as these development workers were *supported by both the regional team and the COG*. As highlighted in Section 2.2 this model was felt to have worked well as the COG was immersed in the Programme and could keep a focus on the Programme to a greater extent than the regional team who were overseeing multiple projects²².

From a development worker perspective, the support received from their organisations, even within organisations, varied. In some cases the development workers felt they were well supported at a local and/or national level within their organisation. This was particularly the case for the Fire Cadets who were a very small national team. In other cases development workers found it took time to develop relationships within the organisation and to be seen of as part of the organisation. Development workers who had previously worked or volunteered for their organisation, felt having this background helped greatly as they already had an understanding of the organisation and were accepted by the volunteers. Strategies developed by development workers new to the organisation to help them integrate included²³:

²⁰ Strategic and COG consultations

²¹ Strategic and COG consultations

²² Strategic and COG consultations

²³ Development worker consultations and workshops

- **Becoming a volunteer:** This enabled development workers both to understand the challenges existing volunteers faced as well as to demonstrate to volunteers that they were not asking volunteers to do anything they were not prepared to do themselves. One development worker who struggled to engage with existing volunteers decided to become a volunteer and was then embraced by the local volunteers.
- **Drawing on previous experience:** Having youth work experience in the voluntary sector outside of the organisation was found to be beneficial in some cases as it provided new perspectives and helped to support the voice of volunteers. Having an external perspective on the organisation enabled development workers to challenge existing volunteers' views and attitude.
- **Pairing up:** Having one development worker who had previously worked in the organisation working alongside a development worker new to the organisation was found to be mutually beneficial. It allowed the new development worker to be coached in the ethos and workings of the organisations. It also meant that the organisation and other development worker benefitted from an outside perspective, such as the development worker highlighting terms that are unlikely to be understood by volunteers and young people new to the organisation.

2.3.3 The success factors of the development worker model

Evidence from the evaluation highlighted a number of success factors regarding the development worker model:

- The development workers had the time to focus on increasing the number of young people benefitting from the organisations, particularly in areas where the organisation did not currently have a presence. **Development workers** were able to **drive this change far more quickly** than would have been possible without these paid posts.
- The development workers were able to **devote time to every stage** of setting up new units and engaging young people and adult volunteers. At the early stages of setting up a new unit, development workers having time to **secure a cost effective venue** was particularly valuable. It was reported that some development workers were skilled negotiators in securing low rates which helped to support the sustainability of the units.
- The development worker post also **enabled the organisations to undertake larger recruitment events for new units**, which was possible due to the time and resources available to development workers to arrange these events. In addition the dedicated post allowed organisations to trial a range of recruitment approaches to engage adult volunteers and young people (see Chapters 4 and 5 for more details).
- A key benefit of the development worker model is that it **takes pressure off adult volunteers**. For instance development workers were able to attend day time events and school assemblies to recruit new adult volunteers and young people which adult volunteers may struggle to attend due to work and family commitments²⁴. In addition development workers provided on-going support to adult volunteers.
- In some areas having the **development worker helped to bring the local units and areas together** during the Programme and now this link has been made, the partnership is likely to continue. For instance in Greater Manchester the three Scout Counties began to meet during the Programme and now are meeting on a quarterly basis to share learning²⁵. Similarly, Sea Cadet units in one area tended not to contact each other but the development workers helped to make links between the local units including hosting joint meetings²⁶.

²⁴ COG consultations

²⁵ Development worker consultation and workshops

²⁶ Youth United Foundation - Development worker meeting notes

2.4 Overview of performance

The Supporting Inclusion Programme had three programme aims²⁷:

1. to increase young people's access to and participation in structured voluntary youth activities
2. to enhance inclusion and integration in the target areas
3. to enhance the education, employment and training of young people

In addition the Programme was set some specific targets to achieve by the end of the Programme in September 2014. The Programme was successful in meeting the Programme's targets having achieved or exceeded the majority of its targets by the end of the Programme²⁸:

- **Established 627 new units:** The Programme exceeded its target of opening at least 400 new units.
- **Engaged 2,357 new adult volunteers:** The Programme was close to reaching the target of engaging 2,700.
- **Created 11,741 new places for young people:** The target of creating 10,800 new places for young people was exceeded due to the overachievement of the new unit target.
- **Engaged 8,018 new young people:** There was not an official target set for the actual number of young people attending the new units however there was an ambition to fill the new places created for young people.
- **Secured £5.6 million in additional funding:** The Programme exceeded its target of securing £5 million additional funding.

The following chapters review the evidence relating to the achievement of these objectives.

²⁷ Youth United Foundation, DCLG, the Prince's Trust and HRH the Prince of Wales (2012) Supporting Inclusion Programme: Annex A – Programme Overview, Outcomes and Funding 2012/13

²⁸ Figures provided by Youth United Foundation

3.0 Overall effectiveness in expanding capacity and recruiting adult volunteers

3.1 Setting up new units

A central aspect of the Programme was *to establish new or 're-launch' new units within the organisations* (with the exception of the Army Cadets and Air Cadets which were not allowed to open new units so instead focused on growth in capacity at existing units). For the Sea Cadets there were also restrictions on setting up new units due to each Sea Cadet unit being its own charity, so instead development workers focussed on rejuvenating existing units and/ or setting up satellite units that were attached to strong existing units.

The Programme was very successful in this regard with 627 new units established, far more than could have been achieved through organic growth alone.

Approaches to *deciding on the location for new units differed between*, and in some cases within, organisations. The main approaches taken were:

- **Adding new groups to existing unit:** This was possible where not all age ranges were covered. This was viewed as a *'quick win'* while development workers became known in the area. The development workers then tended to move on to setting up a new unit in a brand new area.
- **Setting up new units in new areas from scratch:** Some development workers only focussed on setting up new units in an area where their organisation did not have a presence. Some development workers were given relatively free rein in deciding the location of new units and how they approached it. In other cases, development workers were given slightly broader areas, such as a town, to focus on due a gap being identified by the organisation locally. This often led to a time lag due to the time needed to decide on a location and find a venue before the unit could be opened.
- **Location already identified:** In some cases organisations, at a national or regional level, had already decided on the specific location of the new units. This worked well as it sped up part of the process and meant development workers could start securing local buy-in immediately.

All development workers had access to Youth United Foundation's **Mapping Tool**²⁹ which was designed *to help development workers focus on the most deprived locations* within each of the Programme areas. Each Lower Super Output Areas within the Programme areas was ranked from bronze (least deprived) to platinum (most deprived). The central Programme team asked organisations to focus on the most deprived areas classified as 'gold' and 'platinum' areas. The development workers used the Mapping Tool in slightly different ways:

- Some conducted their *own initial consultation* with the local organisation representatives and local communities and check available venues. Then *used the Mapping Tool* to check that they are focused on the most deprived areas.
- Others used *the Mapping Tool to locate areas or organisations* (such as churches or schools) that they planned to approach to ensure they were working in the right areas.

²⁹Lower Super Output Areas in the selected areas were ranked from bronze (least deprived) to platinum (most deprived) and colour coded on Youth United Foundation's interactive GIS Mapping Tool that is used by uniformed youth organisations when establishing new units

The Mapping Tool proved to be useful in both cases. However there were a couple of suggestions for further improvements:

- The **Mapping Tool should be updated regularly with new units** set up via the Programme to ensure development workers were viewing up to date information to help plan the location of new units. Youth United Foundation responded to this suggestion during the Programme and started regularly updating the Mapping Tool with the locations of new units.
- It could **include a function to allow maps to be printed** to allow development workers to take the maps to meetings.

Development workers found that **getting local buy-in was essential** for setting up new units. However development workers approached this in different ways:

- **Ensuring grassroots buy-in first:** One Volunteer Police Cadet development worker gained local buy-in first from a school, school based officer or a PCSO to ensure that there was local interest. The worker then approached senior police staff and mentioned the Cadets were supported by the Chief Constable.
- **Ensuring high level buy-in first:** In Girlguiding Manchester it was helpful that the Commissioner had supported the Programme and informed the whole of Manchester Girlguiding about the Programme which meant that the local staff were prepared when the development worker contacted them allowing the development workers to *“hit the ground running”*.
- **Building on groundwork already completed:** In Birmingham, The Scout Association’s project steering group had already undertaken a mapping study before the development worker was put in post which meant the development worker could begin researching these specific areas immediately.

The effectiveness of the approaches outlined above did not mean that securing buy-in for new units was always a smooth process. Development workers in many cases still found it a **challenging and long process to engage the ‘right people’** within their own organisation to support the new units. In many cases it was felt that a long lead-in was required:

“Our challenge has been getting to the right people within the [name of the organisation] who can make the decisions because you might have a chief at the top that says yes we want it, then middle management block it...its making sure that the support is running all the way through and sometimes it can take a long time to build that.” Development worker³⁰

Once buy-in was secured and the location for a unit was agreed the next step for development workers was **finding a suitable venue for the new unit**. For some organisations the venue was already agreed, for instance, Fire Cadets tended to use fire stations and this would be agreed as part of the buy-in process. For most, this was not the case and **finding a venue could be very challenging for a number of reasons:**

- The **cost of the venue needed to be affordable** for the unit in the long term. Organisations have found that local venue charges have been rising. Often development workers needed to negotiate to secure a sustainable rate.
- The venue needed to be in an **easily accessible location** for local children.
- The venue needs to be considered to be a **“safe and neutral” place**. In some cases development workers in inner city areas needed to be mindful of young people not wanting to cross into another neighbourhood due to gang territories.

³⁰ Development worker consultations and workshops

Some development workers engaged with **an organisation to both recruit adult volunteers and young people** as well as to use their venue. Organisations most frequently engaged were schools and churches but there were also instances where local youth based organisations were engaged by a development worker who tended to have a youth worker background.

Overall the **key lessons learned** from setting up new units were³¹:

- **Strong regional and local level strategic direction and support is essential.** This is needed in addition to support from the national staff within each organisation. Where this was lacking it was very difficult for development workers to gain buy-in from others within organisations.
- **18 months was considered to be a short timescale**, even for organisations that completed the groundwork prior to development workers' appointment. Two years as a minimum length for this type of programme was felt to be preferable. Development workers commented they felt they had just begun to establish units as the Programme was ending.
- **Organisations focussed on areas where there was buy-in** due to the short time scale of the Programme. Organisations felt there are lots of other types of approaches they could have tried if the Programme had been longer.
- **Timing of the receipt of start-up grant money needed to be earlier.** Receipt of the funding varied across organisations, some had the funding in advance and others did not. The variation in experiences across organisations indicated that this was likely to be due to organisations' internal processes. Development workers fed back that it would be extremely useful to have the funding prior to opening the unit to enable the unit to buy their resources and be ready to start delivering.
- **Flexibility to establish units based on an assessment of local needs** rather than the type and location of units being dictated was felt would be useful.

The next section explores the different types of units that organisations were able to trial through the Programme.

3.1.1 Different types of units

The Programme provided time and resources for the organisations to test out new types of units. An array of different types of units were set up as part of the Programme and the extent to which they could be replicated are outlined below:

- **Weekend units:** Several organisations set up units at the weekend. This **worked well particularly for engaging adult volunteers and young people** who are not free during the week and has potential to be a model that could be replicated. The **key factors to delivering weekend units** are:
 - having a clear understanding of community provision
 - having an understanding of volunteer availability
 - finding a time and location that works well for both adults and young people

For instance one Saturday group met at a children and family centre whilst a Sunday afternoon group met in a church and community centre; which worked well for The Girls' Brigade England and Wales.

³¹ Development worker and COG consultations and case study visits

- **After School units:** Groups meeting immediately after schools on school premise can **overcome challenges of younger children travelling to the group later in the evening**. This worked well for one Rainbows group in Birmingham as the school was seen as a safe place and parents were available to run the group immediately after school as they were going to pick up their children anyway. Another **success factor** of this particular group was the support received from the school who allowed a school staff member to finish a few minutes early so she could support the group of mums in the first few months of leading the group. However it was **challenging to help parents understand that the group was separate from school** and the subs paid helped to keep the group going and did not go to the school.
- **Institution based units:** A couple of prison and hospital based units that have been set up through the Programme. This included The Boys' Brigade delivering an informal session at Birmingham prison as part of a monthly family day run by the visitor centre. This is a **new model for The Boys' Brigade** as the group is transient and the same children are not seen twice. However it does **provide opportunities to raise awareness of The Boys' Brigade's other units**. This type of unit was considered to be **useful where the opportunity arises** but not necessarily a model that can be widely replicated as they are considered to be "special cases"³².
- **Units engaging young people from different faiths:** In some cases development workers have set up units tailored to engage with people from different faiths. For instance The Scout Association set up the Muslim Scouts Fellowship in the late 1990s to actively encourage and open Scouting across the UK in order to give young people from the Muslim community access to Scouting. The Scout Association's development officer **was able to draw on the Fellowship which supported the opening of new units** in Bradford that were tailored to the needs of young people from Muslim backgrounds³³. In Bradford, one of The Girls' Brigade England and Wales's groups tailored their meeting times in response to conversations and a request from Muslim parents, so as to not clash with when the girls were attending the Mosque, thus enabling them to attend GB as well. The Girls' Brigade England and Wales development worker also **received specialist training** in order to better understand how to engage relevantly with the Muslim population in the area.

³² Strategic and central organisational lead consultations

³³ Strategic and central organisational lead consultations and follow up

4.0 Engaging and retaining adult volunteers

Engaging and retaining adult volunteers is essential for the delivery of any uniformed youth organisation group. Organisations have relied heavily on former members and parents as their source of adult volunteers. As the Programme focused on establishing new groups in areas where uniformed youth organisations did not have a strong presence, the development workers needed to actively recruit new adult volunteers. A key objective of the evaluation was to explore the extent to which the approaches used to engage and retain adult volunteers during the Programme were effective. This chapter explores the key approaches taken.

4.1 Engagement approaches for adult volunteers

The development workers tended to combine their organisations' traditional engagement approaches with new and creative approaches. The most frequently used approaches are discussed below. Organisations highlighted that the engagement approach selected depends on a number of factors. Table 4.1 provides an overview of the advantages and disadvantages of each approach:

Table 4.1 Overview of engagement approaches for adult volunteers

Engagement approach	Advantages	Disadvantages
Taster Sessions	<ul style="list-style-type: none"> provides an insight into activities for adult volunteers it avoids the "hard sell" 	<ul style="list-style-type: none"> time is needed to arrange the sessions need to ensure that there is enough interest to make the session worthwhile
Local Events (see partnership working chapter for details of joint outreach events)	<ul style="list-style-type: none"> less resource intensive than hosting own events likely to attract a wider audience 	<ul style="list-style-type: none"> level of footfall uncertain may not be focused on your target group weigh up benefits of larger events against local events
Large scale recruitment campaigns	<ul style="list-style-type: none"> successful for profile raising 	<ul style="list-style-type: none"> may not directly lead to engagement of adult volunteers and young people
Websites	<ul style="list-style-type: none"> works well to attract those actively seeking volunteer opportunities 	<ul style="list-style-type: none"> it does not help to engage those not actively seeking volunteer opportunities, however maybe useful to use alongside other approaches
Targeting those who need work experience	<ul style="list-style-type: none"> reliable source of adult volunteers 	<ul style="list-style-type: none"> lead to lack of continuity as volunteer tend to stay for short periods not suitable approach for recruiting the main leader
Retaining young people	<ul style="list-style-type: none"> have a pool of enthusiastic young people that are knowledgeable about the group 	<ul style="list-style-type: none"> need a suitable training programme in place

The extent to which each of the above approaches was deemed to be successful is explored below.

Taster sessions

Interactive taster sessions for adult volunteers can be run alongside a recruitment session for young people, which particularly targets parents. A session can include running activities that tend to be delivered as part of the group as well as providing an opportunity to explain more about the organisation's ethos and speak to existing adult volunteers. Some organisations also delivered short taster activities at community events.

This *tends to be the second stage of an engagement approach*. For instance in some cases development workers had already leafleted schools or other groups, or had a stall at an event which advertised the session. The *key advantages of this engagement approach* are:

- It *provides an insight into the activities* adult volunteers would be involved in before they decide whether to be involved.
- It *avoids "the hard sell"* especially if delivered as a joint young people and adult volunteer taster session as existing volunteers/ development workers can have informal conversations with adults whilst the young people take part in sessions.

However it is worth being mindful of the time and effort that is needed to arrange these sessions and ensure that this is feasible.

Local events

Being involved in existing events by booking a stall was a *popular engagement approach* amongst the development workers. Events attended included: local village/ community fairs, university volunteering fairs, local school and church fairs and Asian Mela event. The *advantages of this approach* included:

- Being involved in external events was *less resource intensive* than hosting their own events.
- External events had the potential to *attract a wider audience* than the organisation might be able to attract on their own.

Development workers found that the number of people attracted to different events could vary significantly. In some cases the workers felt that it was more *fruitful to concentrate on larger local events* with high footfall:

"It can be much more effective to tag onto an existing large scale event with a captive audience than to set up new specific events, where you have to attract an audience" Development worker³⁴

However it could be considered worth attending smaller events if led to at least one adult volunteer wanting to take part. It was also worth considering whether the target audience for an event was likely to match the types of adult volunteers that the organisations are hoping to recruit. One of the considerations is likely to be the location of the event and whether it would attract volunteers local to the units where volunteers are needed.

³⁴ Ecorys case study

Large scale recruitment campaigns

In a few cases, organisations decided to utilise the Programme's capability grants to test out large scale recruitment approaches. These tended to be resource intensive and it was essential that the campaigns were focussed. A key factor to consider for this type of approach is the **objective of the campaign**. Whether the objective is to raise the profile of the organisation/ individual unit or to recruit adult volunteers might dictate the type of campaign undertaken. Campaigns that focus on large scale leaflet drops and radio advertisements can become **more about profile raising than recruitment** as they are less likely to focus on the type of people that are likely to engage. However if advertisements target the type of people that are likely to be interested in taking part it is more likely to be successful.

Websites

Organisations tended to have an option to express interest in being a volunteer on their main website as well as utilising do-it.org website³⁵. This was widely considered a successful approach **however it only attracts those looking for a volunteering opportunity** so tends to be used alongside other engagement approaches to attract those that are not proactively seeking a volunteering opportunity.

Targeting those who need work experience

In some cases recruitment of adult volunteers focused on, or at least included, **targeting young people** who were keen to gain volunteering experience to support their career path³⁶. For instance the Volunteer Police Cadets and Fire Cadets both engaged students studying Public Service degrees as the volunteering role could fulfil a requirement of the students' course. One of The Girls' Brigade England and Wales's units in Middlesbrough is based in a community café linked with YFC (a Christian youth organisation offering gap years) which provided gap year students as volunteers.

The obvious advantage of this approach is the fact that there is **a reliable source of adult volunteers**. In some cases there had been so much demand in some organisations that there was an application process for the positions available.

However there can also be drawbacks to this approach, most notably that **these volunteer are likely to only want to volunteer for a set period of time** and then the recruitment process would need to begin again. It also means that this **type of volunteer would not be ideal as the main leader** for the group due to the likely short term engagement with the group.

Retaining young people

Traditionally for uniformed youth organisations a key source of adult volunteers has been former members who have either stayed on to be an adult volunteer once they were too old to be member or have returned to train as an adult volunteer at a later stage. As the organisations worked in areas with few existing units through the Programme it was difficult to draw on this type of volunteer. However there seemed to be indications that some young people involved in one of the new units may be interested in becoming an adult volunteer in the future. 45% of the young people surveyed said that they would like to be a leader and 26% would like to help out at the organisation sometimes³⁷.

Towards the end of the Programme organisations **were beginning to prepare young leader training and support** for the older young people that had joined during the Programme. For the Fire Cadets, having developed a national programme they began creating a junior leader programme for 16 to 17 year olds to help support and encourage young people to make the transition to being an adult volunteer.

³⁵ COG and development worker consultations

³⁶ COG and development worker consultations

³⁷ Young people's survey

“It’s about creating our own volunteers...by having a national programme, and this has happened, when a young person goes off to university they can volunteer at a cadet unit whilst at university and then come back again to the service that they’re in...so they can still be involved in Fire Cadets without a cultural change.” COG³⁸

In other cases, groups were providing on the job training to support young people to make the transition from a member of a uniformed youth organisation to an adult volunteer as explained below.

Supporting the progression from uniformed youth organisation member to adult volunteer

The Volunteer Police Cadet unit in Langdon Park Tower Hamlets actively encourages senior cadets to become young leaders to provide them with an insight into the role of an adult volunteer. Currently two Senior Cadets aged 18 are volunteering as young leaders for the Junior cadet unit. The young leaders are responsible for planning and delivering sessions for the Junior Cadets with supervision from the adult volunteers. This model has already led to one young leader becoming an adult volunteer for the Senior Cadet Unit.

One young leader had been a cadet for five and a half years at a different unit and had heard there was an opportunity to help at the new junior unit. He decided to become a young leader as he wanted to gain experience of working with young people and take on new responsibilities. He felt his confidence had improved a lot since becoming a young leader and he had grown in confidence in speaking to a range of people. He had enjoyed his time as a young leader so much that he planned to carry on volunteering and looked forward to being old enough to undertake the full adult volunteer training.

Other approaches

In addition to targeted recruitment approaches, some organisations identified groups who had been attracted to becoming an adult volunteer. For example, Girlguiding noticed a lot of interest from younger working women to be adult volunteers in Birmingham, London and Manchester. This was viewed to be partly due to women moving to cities for work and looking for opportunities to volunteer as well as to meet new people.

4.2 Lessons learned

It was **highlighted as useful to have a range of recruitment approaches** in order to be able to use the one that is most appropriate to the local area and individuals involved. However there is not one method that can guarantee the organisations will engage with the desired quality and quantity of adult volunteers.

“There’s no fool proof method. There’s no way to say ‘if we do this we will definitely get the volunteers that we want’. It’s all through trial and error and getting the message out there and to promote it as well as you can in the community.” Development worker³⁹

In addition it was often difficult to know how successful recruitment approaches had been due to the variation in the degree to which organisations collected data on how adult volunteers found out about the role.

In addition to the routes and approaches to targeting adult volunteers, it is important to consider what will **encourage and discourage prospective adult volunteers** to become a volunteer. Several development workers identified that key factors for volunteers were:

- timing
- frequency of the volunteering commitment

³⁸ COG consultations

³⁹ Development workers consultations and workshops

This meant that a **flexible approach to volunteering was required**. Establishing units that meet at a time convenient to both the adult volunteers and young people could help to overcome this challenge of timing.

A few development workers **encouraged units to use a rota system** so volunteers do not have to commit to helping on a weekly basis. This system has not always been welcomed however where it has been embraced there are examples of this working well as the case study below illustrates:

Flexible approach to volunteering – rota system

325th Birmingham Scout Group in Billesley was set up with the support of the Birmingham Development Officer for The Scout Association in April 2014. The Development Officer and the units Group Scout Leader felt that a flexible approach to the number of hours an adult volunteer committed was needed to ensure that they engaged and retained an adequate number of volunteers to deliver Beavers, Cubs and Scouts. They made it **clear to all prospective adult volunteers that there would be a rota system** in place and they would not have to attend every week.

For one of the unit's adult volunteers this **flexible approach** made all the difference. He was interested in volunteering as soon as he heard about the opportunity as he thought it would be fun for the children and his son would like to attend Cubs. However as a security guard he works shifts so he knew he would not be able to commit to attending on a weekly basis. What enables him to be a leader is the fact that the Group Scout Leader did not make him commit to attending weekly. He informs the Group Scout Leader of his shift pattern in advance and he is rotated on to help with particular sections. He felt this worked well and he would not be able to volunteer otherwise.

"It's good to be flexible. If I had to be here every week I wouldn't be able to volunteer."

There was however a number of other challenges faced by development workers when engaging new adult volunteers and key challenges, which were⁴⁰:

- **Resentment from struggling local units.** This included both frustrations that they had not received support and a concern that young people attending their unit would move to the new unit. This was mainly due to a lack of understanding amongst existing volunteers concerning the restrictions on the Programme's funding. There was a possible need for more communication with existing units as well as sensitivity to their concerns.
- **Finding adult volunteers with technical skills:** For uniformed youth organisations where a skilled volunteer is needed it was particularly challenging to recruit volunteers that did not have a specific background. Some organisations overcame this challenge by creating two distinct roles. One technical role that is advertised within their organisation and via suitable networks and one more generic volunteering role that is advertised via more mainstream routes, such as do-it.org and outreach events⁴¹.
- **Industrial action affecting volunteer recruitment:** This was a particular challenge for the Fire Cadets which led to delays in establishing new units. The organisation sought to overcome this, both via the YOU Matter and Supporting Inclusion Programme, by being less reliant on fire fighters by using the two adult volunteer roles model explained above.
- **Delays in receiving DBS checks:** There are often delays in DBS checks being approved which can lead to adult volunteers becoming disengaged and existing adult volunteers needing to support the group for longer than anticipated. This tended to be an issue across organisations and ways to overcome this were being explored.

⁴⁰ Development workers consultations and workshops

⁴¹ Ecorys strategic and COG consultations

4.3 Training

The training of adult volunteers is considered to be an *essential part of equipping adult volunteers* for their role. All organisations already had some training for adult volunteers however the depth of the training varied amongst organisations and Supporting Inclusion Programme (SIP) areas.

Some development workers were working with their organisation to tailor the training provided to the needs of the new adult volunteers, either on a regional or national level. It is recognised that this is a significant task and most of this work is ongoing. Outlined below are examples of *training improvements development workers have been involved in*⁴²:

- **Tailoring materials for volunteers with low literacy levels:** There were cases where organisations' training materials focused on PowerPoint and written materials which were not suitable for adult volunteers that lacked high level literacy skills. One development worker was *working with the organisation's training team to think about more creative approaches* to delivering training but this was recognised to be a long process and a wider organisation issue.
- **Offering different types of training:** This was particularly the case *for organisations that offered only basic training or were still developing their organisational structure*. This was considered important both to ensure that the adult volunteers had the training they required and that they continued to develop in their role and remain engaged. For example, Girlguiding's Birmingham development worker developed a tailored six sessions training programme for adult volunteers which they planned to continue and will be delivered twice a year.
- **Ensure that volunteers are familiar with organisation's terminology:** Development workers were aware that terminology can be off putting for new volunteers. In some cases there was an organisational drive outside of the Programme to use more familiar terms such as "leaders" and "groups". In other cases *development workers simplified terms for the new adult volunteers*. For instance Girlguiding Birmingham developed a 'jargon busting guide' for new adult volunteers.

4.4 Supporting new adult volunteers

Providing *suitable ongoing support can be important in order to ensure the retention* of new adult volunteers and thus helping to sustain the unit.

Existing volunteers play a key part in supporting new adult volunteers. This is particularly the case in the early stages of a new unit. For several organisations an existing adult volunteer is needed to act as the "appointed person" for insurance purposes in the first few weeks. In addition this *provides support while the new leaders develop their confidence and become familiar with their role*. In some cases the development worker provided this support where existing volunteers were not available to support the new volunteers. Development workers found it difficult to find existing adult volunteers to support new units where:

- units met at *unusual times*, such as Saturdays
- Units were *far from any existing units*
- New units *operated in a slightly different way* from existing units, such as meeting in a different type of venue or had a more informal approach

⁴² Development worker consultations and workshops

The Programme also made some organisations realise that **perceptions of the nature of volunteering needed to alter**. For instance The Girls' Brigade England and Wales found through both the Supporting Inclusion Programme and the YOU Matter that a **hierarchical perception of leadership existed in some groups**, which meant that if a key leader was not there, some of the **new groups felt that they could not meet until the leader returned**. To address this, The Girls' Brigade England and Wales was **introducing a team approach to leadership** to help volunteers see how they can work together to meet the leadership requirements and be an effective team. In Manchester the development worker delivered additional training about team working to support this approach⁴³.

Historically, a large proportion of uniformed youth organisations' adult volunteers attended a group and stayed on as a volunteer. This was considered to be a key source of volunteers and organisations are **keen to provide the older young people with support to become an adult volunteer**. This has focused on creating young leader posts.

The Programme provided organisations with a range of **lessons learned concerning engaging, training and supporting adult volunteers** which are⁴⁴:

- **Ensure that adult volunteers are clear on their role and the commitment required:** Research conducted by The Scout Association found that if an adult volunteer stayed for 6 months they are likely to be a volunteer for many years. A **key reason why volunteers are likely to leave is if the role was not what they expected**. Development workers have found that if they explain the commitment required at the start they are more likely to retain the volunteers. **"You need to give [volunteers] information from the beginning. If they don't know you'll lose them... if you're doing a poorer induction... then you are in danger of losing people very quickly as people get fed up of not knowing."** Existing adult volunteer, Sea Cadets⁴⁵
- **Be flexible to the needs of volunteers:** As highlighted above, ensuring that there is some **flexibility for adult volunteers, such as a rota, can help to both engage and retain adult volunteers**.
- **Nothing runs completely smoothly:** Development workers had to **accept that there will always be unexpected changes**, such as long periods when adult volunteers are not available or volunteers leaving the organisation, and sometimes these are factors that cannot be controlled for.

4.5 Benefits of adult volunteering

As part of the evaluation, the **benefits of adult volunteering** were explored through qualitative interviews with a selection of uniformed youth organisations' new and existing adult volunteers. Existing adult volunteers were interviewed to explore how they had supported and mentored the new adult volunteers that had been recruited as part of the Supporting Inclusion Programme.

Adult volunteers highlighted a number of personal benefits which resulted from their role as an adult volunteer. Typically a key benefit for adult volunteers consulted was the **knowledge that they were helping to support and develop the young people** who attended their uniformed youth organisation. This included knowing that they were **"giving something back"** by passing on their knowledge and experience to young people.

"For my own self-worth and sense of achievement that in its self is rewarding enough. I am able to develop people that are hopefully are going to be part of the community and will contribute to society further down the line and that I have been part of that development of that person." Adult volunteer, The Sea Cadets

⁴³ Strategic and COG consultations

⁴⁴ Development worker consultations and workshops

⁴⁵ Adult volunteer consultations

In particular, adult volunteers commented on their **enjoyment of seeing young people learn new skills and grow in confidence** during their time at the uniformed youth organisation.

"It feels like a vocation... It's something you can still be excited about after all these years. It's quite rewarding. Being able to teach something to a child who isn't going to learn that anywhere else is really good." Adult volunteer, The Girls' Brigade England and Wales

In some cases, adult volunteers felt that being involved in a uniformed youth organisation had helped to divert their attention from personal problems and enabled them to focus on supporting young people which helped them through difficult times. Adult volunteers also felt that working with the young people, had helped them to learn how to interact with and support young people.

"[The role has helped] in the sense of working with young people and knowing how they function and knowing what the limits are." Adult volunteer, The Girls' Brigade England and Wales

Adult volunteers also highlighted a range of ways in which their roles had helped to **develop a range of skills**. A key skill highlighted was **leadership skills** development. This ranged from adult volunteers learning how to lead people for the first time, to developing adult volunteer management skills which differs from managing paid employees.

"It's helped with my leadership skills. I've become more confident with line management as managing volunteers is quite different to managing people at work." Adult volunteer, The Scouts Association

Developing confidence in delivering presentations, both to young people and other adults, was also highlighted that as being very beneficial, particularly for younger adult volunteers who had limited experience of presenting to others prior to their involvement in a uniformed youth organisation.

In a few cases in addition to wanting to support young people, adult volunteers had partly joined the uniformed youth organisation to support their chosen career path. Being a volunteer helped them to learn more about the organisation they wanted to join as well as experience of undertaking some of the skills that would be beneficial in their career.

"A personal benefit to me is getting a real insight into the role of a fire fighter, as you don't get that in college. It's given me so much more knowledge as I actually want to join as a fire fighter eventually... Also [supporting] teenagers with disabilities and knowing that I'm helping them to progress is [beneficial]." Adult volunteer, the Fire Cadets

5.0 Engagement of young people

The uniformed youth organisations involved in the Programme have many years experience of engaging and working with young people. For most of the organisations the Programme was an opportunity to engage children and young people who would not usually take part in their organisations, in areas where there may not have been a great knowledge of the organisation. This led to the need to both test their existing, and develop new, engagement approaches to explore which approaches are successful in engaging different groups of children and young people. This chapter explores the effectiveness of approaches to engaging young people which development workers tested during the Programme.

5.1 Approaches to engaging young people

In general organisations found that to *successfully engage young people*, particularly young people that are not aware of their organisation, *face to face contact is essential* with leaflet drops alone proving to have minimal success. Organisations developed a range of different approaches to engaging young people which were tailored to the type and age of young people being targeted.

Organisations highlighted that the engagement approach selected depends on a number of factors, however Table 5.1 provides an overview of the advantages and disadvantages of each approach:

Table 5.1 Overview of engagement approaches for young people

Engagement approach	Success factors	Drawbacks
Schools engagement	<ul style="list-style-type: none"> engaging buy-in via an enthusiastic teacher running assemblies with a young person already involved in the uniformed youth organisation 	<ul style="list-style-type: none"> without school buy-in it can be difficult to promote a unit via a school some organisations were not able to use this approach due to overlap with other programmes
Taster events	<ul style="list-style-type: none"> two stage approach can work well - canvas interest through a school assembly and follow up with a taster event 	<ul style="list-style-type: none"> securing schools buy-in is essential in order to promote the taster event resources needed to advertise and organise the taster event need to ensure adequate staff/volunteers to run the activities
Youth outreach	<ul style="list-style-type: none"> can work well if the leader/development worker has youth worker experience helps to engage young people that would not normally attend 	<ul style="list-style-type: none"> not suitable for younger children need to be aware of safeguarding procedures
Word of mouth	<ul style="list-style-type: none"> young people naturally invite their friends if they enjoy the group encouraging young people to bring their friends through special events can work well 	<ul style="list-style-type: none"> does not tend to work until the unit has been open for a while
Leaflets	<ul style="list-style-type: none"> can work well alongside one or more of the above, e.g. leaflets in book bags after a talk in assembly 	<ul style="list-style-type: none"> does not tend to work well on its own as face to face contact is essential for engaging young people not aware of the organisation

The extent to which each of the above approaches was deemed to be successful is explored below.

Schools engagement

Engaging children and young people via local schools was a **popular approach and often the starting point for the development workers**. In some cases schools were engaged to recruit staff and young people as well as for a venue for the group. For engaging young people the two main approaches undertaken were:

- **Leaflets in book bags** (primary schools): This was often an approach undertaken alongside other activities, such as school assemblies. This could also lead to word of mouth recruitment via parents who see the leaflet to those that do not. For example, one parent who was very keen on the group handed out leaflets to other parents⁴⁶.
- **School assemblies**: This would often include an introduction to the organisation and an example of an activity. In cases where young people participating in the organisation would help at the school assembly this was felt to work well and helped to encourage other young people in taking part.

For both of the above approaches, it is essential that the **school's buy-in has been secured** and often this is via one teacher that is very enthusiastic about the organisation. It can be useful to be aware of any 'hooks' that can be used to gain the school's interest. For instance a Pastoral Manager in one school was very enthusiastic in promoting a new Fire Cadet unit as the school was particularly interested in young people being able to gain a BTEC qualification⁴⁷.

Although this could be a successful engagement approach it was **not possible for all development workers to utilise this approach**. For example the Army Cadets have received Cadet Expansion funding from the Department for Education and the Ministry of Defence to open new units in schools so the development workers had to be careful that the Supporting Inclusion Programme did not work with schools as this would overlap with the Cadet Expansion Programme.

Taster events

A taster event was used by several organisations to provide children and young people with a chance to sample the activities of their organisation.

A **two stage approach worked well** to canvas interest through a school assembly which was then followed up with a taster event. For instance the Sea Cadets would conduct a school assembly to provide an overview of the Sea Cadets, as above, and promote an opportunity to take part in a taster event. This approach was felt to work well for a number of organisations, advantages included:

- The **school assembly can be effective in raising awareness** of the group amongst a large number of young people. The taster event then **provides an opportunity to try out the activities** before making a commitment to the group⁴⁸.
- Providing the initial information about the organisation **in school can help to gain trust and act as a transition** which can be particularly helpful for shy young people that might not feel comfortable going straight to a taster event⁴⁹.

⁴⁶ Ecorys case study visit

⁴⁷ Ecorys case study visit

⁴⁸ Strategic and COG consultation

⁴⁹ Ecorys case study

Examples of successful taster days are below:

School assembly and taster days approach – Sea Cadets

The development worker organised 24 assemblies to primary and secondary schools, which she delivered with volunteer help, to attract new cadets to existing units low on numbers. Engaging with the schools was “*not too hard*”, although not all took up her offer. Her approach involved sending emails for the attention of the relevant head of year, followed up by phone calls outside teaching hours. Often an individual teacher “*really took to the idea*”, promoted as a way to complement the school curriculum, covering citizenship, teamwork and leadership.

During assemblies, she would give young people a flavour of what Sea Cadets do, using a brief film, “A Day in the Life of a Sea Cadet”, then present information and lots of photos about the range of activities available: sailing different types of boats, working towards qualifications, land based activities, courses, and competitions such as a rowathon covering the distance around the world. The benefits highlighted for young people were fun, skills, something for your CV, just doing something, meeting people from around the country, going abroad, and going away on one of Sea Cadets’ own fleet of ships for a week.

In Kirkby, the assembly was so popular that the Head of Year asked children to write down their reasons for wanting to join, and selected 15 to take part in a taster day from 40-60 Year 7 pupils. They took part in 45 minute activity sessions of kayaking, power boats, on-land activities, personal leadership, safety awareness, fieldcraft, camouflage and concealment, learning about MoD ration packs and observation skills. For the Kirkby Sea Cadet unit, taster days organised by the development worker were considered to be very effective in increasing the number of sea cadets in their unit from 30 to 63 in a year⁵⁰.

Similarly The Scout Association often use targeted advertisement followed by a taster evening which proved to be a successful engagement approach for both children and adults. For instance a deprived area of Bradford with no Scout units was identified as a good location for a new Beaver Colony. The development worker advertised the taster event at four local primary schools for children aged 6 to 8. The taster event led to 25 children wanting to join Beavers and 13 adults agreed to be volunteers and the Beaver Colony opened the following week. The Beaver Colony is now a strong group and the potential for a Cub Pack, for ages 8 to 10 was being explored⁵¹. Although this can be a very successful approach there are a couple of potential drawbacks:

- **Securing schools buy-in is essential** in order to promote the taster event to the children and young people.
- **Resources are needed to advertise and organise the taster event** which can be quite intensive.
- **Need to ensure that there are adequate staff/ volunteers** to run the activities.

⁵⁰ Ecorys Sea Cadets case study

⁵¹ The Scout Association case study submitted to Youth United Foundation

Youth outreach

Less structured engagement approaches were also used to engage young people in the Programme.

A youth work outreach approach was used by several development workers with a **youth work background**. In particular St John Ambulance have a **tried and tested detached youth work approach** which involves speaking to young people in locations where they naturally congregate, such as parks. The staff led bandage demonstrations to attract the attention of the young people and then explain about the RISE project conversationally. This approach tends to be **more successful than simply inviting young people to take part in the project** as you are meeting the young people at a location convenient to them. However a drawback is that it **may not be suitable for all organisations**, particularly those working with younger children. It also does require staff who are confident in undertaking this approach and are aware of the necessary safeguarding procedures.

Word of mouth

61% of young people surveyed, and nearly half of the children completing the children's activity, reported that they found out about the uniformed youth organisation they attend via **word of mouth indicating this is an important recruitment route**.

Organisations tended to agree that **children and young people were the best recruiters** because if they enjoyed attending they would invite their friends to join. One reason why this works so well is that **children and young people may feel more comfortable attending a new group if they already know someone** who attends. As one young person who had never attended a uniformed youth organisation explained:

"Meeting new people would be the main problem because I'm shy at first....If a friend joined one [a uniformed youth organisation] with me then I would definitely think about it." Young person who has never attended a uniformed youth organisation, aged 16, White British⁵².

This tended to be a **snowball approach** after the group had an initially promoted the opening of a new unit. Children have been encouraged to bring their friends through a number of approaches. For The Girls' Brigade England and Wales often encouraged groups to have 'bring a friend' parties⁵³. This often led to the young person staying at the group.

5.2 Inclusive approach to engaging young people

A key premise of the Supporting Inclusion Programme was to work towards *"ensuring every young person has the opportunity to join an organisation"*⁵⁴. A key aspect of this was identifying areas within the SIP areas where there were no uniformed youth organisations present. As outlined above, where possible, organisations identified opportunities to link with different communities and tailored their structure to reach these communities and groups of young people. However it was difficult to quantify the different types of young people that were engaged due to the limited monitoring data collected on young people.

⁵² Peer research consultations

⁵³ Ecorys case study

⁵⁴ Youth United Foundation, DCLG, the Prince's Trust and HRH the Prince of Wales (2012) Supporting Inclusion Programme: Annex A – Programme Overview, Outcomes and Funding 2012/13

Organisations have an “open to all” policy but there was recognition that some groups of young people required extra support, and some times encouragement, to attend a group. Examples of how organisations provided extra support, via the Programme, include:

- **Young people with special educational needs:** This tended to focus on being more proactive about making groups accessible to young people with special educational needs. Other young people were instrumental in supporting each other. For instance in one unit a cadet with dyslexia was buddied with another cadet who supported him with tasks involving reading and writing⁵⁵.
- **Young people with disabilities:** In some cases organisations was proactive in engaging young people with disabilities. For example one Sea Cadet volunteer contacted charities including Hearing Dogs for the Deaf and ADHD and autism charities. This led to two young people, with Asperger’s and partial hearing loss, joining Sea Cadets. This was very successful both for the two young people, as well as the other cadets: *“[including young people with additional needs] is good for the whole group. It gives everyone some awareness that people have different needs and feelings. E.g. if they see a kid misbehaving, they have far more understanding now or life in general. The earlier you learn that, the better.”* Adult volunteer⁵⁶. In other instances **practical support might be needed**. For instance one fire cadet with cerebral palsy was provided with an adapted uniform with Velcro fastening to enable him to put on his own uniform⁵⁷.

In terms of engaging different types of young people, there were a number of success factors identified:

- **Locating ‘a safe place’:** Often the key to engaging young people is ensuring that the group is viewed as ‘a safe place’. This means that deciding on the venue is a very important decision for young people that live in areas where there are ‘no go areas’.
- **Receiving training/ undertaking research:** This helped development workers to understand the needs of a particular group of young people so that the group is tailored to the young people. For instance one of The Girls’ Brigade England and Wales’ development workers undertook a lot of research to understand the needs of girls at risk of being involved in gangs which helped her to decide on how to present and design the group⁵⁸.
- **Having adequate resources:** Organisations need the time and relevant contacts to explore the needs of different groups of young people and ensure that they are catered for. The development workers have been able to perform this role.

There were also a number of lessons learned from actively engaging different groups of young people⁵⁹:

- **Challenge of engaging specialist support:** Need to be aware of the support required. This was particularly the case for engaging young people that adult volunteers may not have the skills to support. It can be difficult to locate organisations or individuals that have these skills.
- **Adult volunteers’ capacity and willingness to support different types of young people:** Adult volunteers often invest a large amount of their free time to delivering a group and often lack the capacity to be able to support different types of young people. In some cases this is due to the specialist support needed. In other cases adult volunteers are concerned that particular young people could be disruptive. Development workers supported a cultural shift to overcome this viewpoint.

⁵⁵ COG consultations

⁵⁶ Ecorys case study

⁵⁷ COG and development worker consultations

⁵⁸ Development worker consultations

⁵⁹ Development worker consultations and workshops

6.0 Sharing learning and best practice

A key outcome for the Supporting Inclusion Programme was to *increase the partnership working between uniformed youth organisations* in order to facilitate sharing resources and good practice concerning the engagement of adult volunteers and establishing new units. This section explores the partnership working between organisations both at a strategic and delivery level as well as external partnerships that the Programme facilitated.

6.1 Strategic partnership working

In order to work together effectively, uniformed youth organisations fed back that it was *essential to have a good understanding of each other's organisational structures and delivery approach*. Historically organisations have worked together at a strategic level via the Youth United Board so there was an understanding of different organisations at a national level however this continued to develop through the COG meetings.

Each *uniformed youth organisation tended to work most naturally with some of the organisations* more than others due to similarities between them. For instance the military organisations tended to work together as did The Boys' Brigade and The Girls' Brigade England and Wales. To some extent this continued during the Programme. However there is now a *greater knowledge at both a strategic and COG level of the structure and activities* of the other organisations as well as more trust between the organisations.

"In the early days I did wonder what the value of them [the COG meetings] was but as the project has gone on I think most people have learned to trust each other and it's been very much a case [of], we've got this and how do we make it work best for the communities, bearing in mind our own organisations as well how do we make this work at the best advantage for all of us really. And that has been an ongoing improvement."
COG

There were a number of partnership activities that were led from a strategic level. Each of the three key partnerships highlighted below were facilitated by the central team and were developed due to resources provided by the Programme.

6.1.1 Faith In Britain

The 'Faith In Britain' campaign was a partnership between *Faith In Britain, The Boys' Brigade and The Girls' Brigade England and Wales*.

The first part of the joint working focused on Faith In Britain delivering a one day course a day long cultural awareness training to development workers from both The Boys' Brigade and The Girls' Brigade England and Wales. To support development workers further Faith In Britain produced a good practice guide with hints and tips concerning how to effectively engage with African and Caribbean communities and churches. Development workers fed back that the training was very useful and provided practical tips on engaging with African and Caribbean churches.

"Discussion of theology and practical tips was very enlightening and helpful." The Boys' Brigade, Development worker

The campaign began by targeting African and Caribbean Church communities in a London based pilot. Church leaders were targeted as churches take on responsibility for finding their own adult volunteers so it is essential that the church leaders have a good understanding of the organisations and are enthusiastic about how the organisations can work alongside their church. Approximately 30 church leaders were invited to an event in London which led to further interest being generated in The Boys' Brigade and The Girls' Brigade England and Wales through involvement in large scale events (a summer youth and children's camp and the

national youth worker conference) and via the media (Premier Christian Radio and adverts in Keep the Faith magazine).

The combination of the face to face events and media campaign worked well leading to interest in new groups for both organisations. It was felt that this campaign would not have been possible without the support from Faith In Britain in providing cultural awareness training and helping to engage church leaders to attend events.

Partnership support in recruiting new adult volunteers

The combination of face to face events and media campaign worked well to raise the profile of The Boys' Brigade and to encourage church leaders to set up a unit, which would not have been possible without Faith In Britain's support in engaging churches and utilising their contacts. After the first advert was placed in the Keep the Faith magazine, The Boys' Brigade received requests for groups from 20 to 30 churches.

One church leader in Haringey admitted that he had previously received an email from The Boys' Brigade about setting up a unit. However this had got lost amongst many emails he receives and he did not seriously consider setting up a Boys' Brigade unit. The difference with this campaign was that his attention was caught by hearing a well-known Christian musician talk about the benefits of The Boys' Brigade on Premier Radio.

He was so inspired by hearing the musician speak that he decided to find out more about The Boys' Brigade and attended the event held in Methodist Central Hall Westminster which provided an overview of The Boys' Brigade. The church leader was so impressed by the ethos and objectives of The Boys' Brigade he decided he would set up a unit. He has now set up three Boys' Brigade groups which had been running for three months with the number of boys attending going from strength to strength.

The church leader felt that it was hearing the Christian musician on Premier Radio which encouraged him to get involved with The Boys' Brigade but he felt that it worked well having a range of recruitment approaches.

"Having a variety of approaches works well as people are interested by different types of approaches".
Church leader

6.1.2 St John Ambulance's schools initiative

The Programme supported St John Ambulance's RISE project and the Jimmy Mizen Foundation's Release the Peace project to be jointly delivered in London schools. The session includes the story of Jimmy Mizen who was murdered in South London in 2008 and essential first aid training provided by St John Ambulance.

The partnership was very successful with **Release the Peace sessions delivered to nearly 2,000 school pupils in East London** with **800 pupils interested in joining one of the uniformed youth organisations**.

The key success factors were:

- **Complementary activities** - bringing together the complementary activities, of the Jimmy Mizen Foundation's awareness talk and the RISE project's first aid training, resulted in an engaging session.
- **Shared aims** - both organisations aim to raise awareness of violent crime and encourage the pupils to be active citizens.
- **Raising awareness of uniformed youth organisations** - the combination of a 20 minute talk about uniformed youth organisations and giving out Youth United branded materials was considered successful in reminding young people about the organisations.

Following on from the success, at the time of writing, St John Ambulance planned to expand this partnership by replicating the sessions in other Programme areas via the capability grants⁶⁰.

⁶⁰ The Jimmy Mizen Foundation, Release the Peace: Impact Review 2012 and COG consultation

6.1.3 Emergency Service Cadets

The Programme funded a pilot of a new joint scheme between the Fire Cadets, Volunteer Police Cadets and St John Ambulance, known as the Emergency Service Cadets. The Emergency Service Cadets aimed to develop a peer education programme focused on safety skills which cadets delivered to Year 6 Primary School children, however it encountered a number of challenges.

The scheme was designed to be delivered by cadets from a minimum of two of the three organisations. However this was **found to be challenging due to cadet units often being far** from the participating primary school. To overcome this some cadets were transported to sessions by bus or students on Public Services Courses at a local college delivered the scheme rather than cadets.

Another **challenge was gaining buy-in from all three organisations in the areas** where the units were planned. Originally there were plans to open 30 units in London and Manchester however due to a lack of demand in London the focus for the scheme became Manchester with a few units also opened in Knowsley and the West Midlands. In addition St John Ambulance has their own established peer education programme so decided to focus on delivering their own programme.

Overall the scheme developed was **felt to be a good resource with the flexibility to be tailored** to different age groups as well as focus on different skills depending on which cadets were delivering the course. However due to **very few of the Emergency Service Cadet units being jointly delivered by cadets** from different organisations, combined with a much lower than expected take up, it was **decided that the Emergency Service Cadets would not continue as a joint scheme**.

Although each of the three organisations have equal rights over the peer education materials and are able to continue to deliver the scheme at an organisational level. **Some existing units planned to continue to deliver the scheme** as it was felt to have benefited both the cadets and primary school children that had taken part.

6.2 Partnership working at a development worker level

6.2.1 Regional meetings

Structures to support partnership working between uniformed youth organisations at a regional and local level varied across areas. In London partnership working was advanced due to the existence of the YOU London (Youth Organisations in Uniform) Board since 2005.

There was a need for regional and local forums or spaces for development workers to meet together. Youth United Foundation encouraged cross organisation working through the first Best Practice event in February 2013. Feedback from organisations indicated that regional meetings would be more effective in order to:

- enable development workers to discuss issues and solutions appropriate for the local context
- allow development workers to make best use of local contacts and opportunities

In response regional meetings was established and held on a quarterly basis in seven⁶¹ of the areas. The meeting were attended by development workers and some of the COGs and chaired by a Youth United Foundation representative.

The structure of the meeting tended to take the form of progress updates from Youth United Foundation and the development workers, followed by discussion of any upcoming events and sharing notable practice from within and between regions.

⁶¹ North West, North East, Bradford, Burnley, Birmingham, Stoke and London as part of the YOU London development worker meetings

The meetings were considered to be a **useful way of keeping up to date with development in the local area**. However it was felt that it **may have been even more useful if they had all been more practical** in focus.

For instance, **in Burnley a different approach** was taken to the meetings. The development workers decided to meet together once every two months. The meetings were very practical in nature and **involved sharing resources and discussing how to approach the different groups** in Burnley. As Burnley is a fairly small geographical area development workers recognised the benefit of dividing up responsibility for promoting all organisations amongst themselves. This meant development workers were not duplicating efforts by each contacting every organisation in the area.

6.2.2 Informal partnerships

Outside of the meetings development workers also shared resources with each other. However, development workers tended to link more closely with organisations they naturally work with. For example, the Volunteer Police Cadets and Fire Cadets development workers tended to work well together.

“Naturally we work a lot closer with the police. Both in terms of understanding how we work, I think because we are equal in terms of it’s quite new for us, and also there’s different forces and different brigades so we both have the same challenges in that area. We also attract the same young people so naturally our young people get on with the police cadets so it’s quite easy to tie up joint events both with the instructors, the adults, and the young people as well.” Development worker⁶²

Development workers typically felt that they **had benefited from making links with other organisations** and that in some cases these links could be maintained in the future. For instance, development workers in some SIP areas, such as Manchester, have worked together to design and deliver volunteering training pack which allowed all organisations to share tried and tested materials⁶³. One development worker, who was moving to a new role working with schools, felt she would keep in touch with the other organisations and continue to share information and best practice.

There were a number of **lessons learned** concerning joint development worker activities:

- **Recognise when it is not appropriate to work together.** There was recognition from the uniformed youth organisations and Youth United Foundation that it is not always appropriate to work together due to the differences in delivery approaches and local context. Therefore organisations were not forced to take part in the meetings or the joint events.
- **Be aware of the challenge of competition in smaller areas.** It was acknowledged that a challenge facing partnership working was the fact that development workers had the same pool of venues and potential adult volunteers and young people, especially in the smaller areas such as Knowsley, and all development workers had targets to meet. In some cases there were ways to minimise competition, such as via Burnley’s development worker meetings.
- **Be mindful that delivery staff work within the context of a wider organisation.** There may be occasions when the event a development worker plans to get involved in does not fit with the wider organisation’s objective. As far as possible this needs to be clarified early on to avoid last minute cancellations. For instance a joint taster event was planned between organisations and at late notice one organisation decided not to take part.
- **Be aware of the possible delays in getting strategic sign off.** There was also a feeling among some development workers that the time it took to agree decisions at a national level could slow down the partnership working between the development workers at a local level. There is potential for Youth United Foundation to support this more closely.

⁶² Development worker consultations and workshops

⁶³ Youth United case study Manchester

6.2.3 Joint Local Events

In each region a number of events were organised by the development workers with support from the Programme. These tended to be recruitment and/ or profile raising events with a family focus. However the development workers also attended different career and volunteer fairs.

The key success factors for these types of events were considered to be:

- **Ensuring that adequate local publicity had been secured.** The events needed fairly high footfall to be considered effective and worth the time and effort of organising the event.
- **Ensuring the timing is suitable to the target audience.** If children and their parents are being targeted a weekend or holiday is preferable.
- **Ensuring the venue is attractive and easily accessible for the target audience.** For events targeting children and their parents a family friendly venue in the centre of town is ideal.

Examples of events that were felt to be successful are:

- **National Media Museum, Bradford⁶⁴:** The event was held on a Saturday afternoon in January 2014 and was attended by over 250 people. The event was felt to work well as it had targeted the right audience and had some local publicity in the form of a two page spread in a local newspaper. It also helped that it was a rainy afternoon which helped to draw people into the museum. As a result of the event 96 children and young people expressed an interest in joining a particular uniformed youth organisation. The development workers believed the event had *helped them to strengthen their relationship with the other local development workers.*
- **Gorton Monastery⁶⁵:** Development workers had been taking this forward this event but YOU Manchester agreed to lead. *YOU Manchester leading on the event* was felt to work well to ensure sustainability and allow this to be an annual event.

However there were still considered to be lessons that could be learned from organising and holding the events, which were⁶⁶:

- **Put systems in place to track the success of the events.** In order to know if the events have been effective there is a need to ask prospective young people and adult volunteers if they joined as a result of these events.
- **Carefully consider the objectives of the joint event:** As a profile raising event organisations felt joint events could work well. However organisations felt that they did not tend to work so well as a direct recruitment event. Organisations tended to organise their own small and/or targeted events for recruitment as discussed in Chapter 4 and 5.
- **Consider who is best placed to organise the event:** The events were funded via the Programme and one of the organisations was required to take responsibility for the grant to resource the event and the actual event. This could be quite time consuming for the individual development worker and could be viewed as taking time away from delivering against their targets. It was suggested that it would be *helpful if the central team could take a lead on these events.*
- **Consider the timing of the event:** It was also felt that it would have helped if the events took place during the early stages of the Programme or even prior to the development workers' appointments.
- **Importance of differentiating between organisations:** Holding joint events for all of the organisations sometimes could lead to people getting confused about the different organisations and development workers found it challenging to explain each organisation in the time they had.

⁶⁴ Development worker consultations and workshops and Youth United Foundation event write up

⁶⁵ Development worker consultations and workshops

⁶⁶ Ibid

7.0 Organisational outcomes and sustainability

7.1 Immediate outcomes for organisations

Organisations identified a number of immediate outcomes from their involvement in the Programme. For instance, the Programme helped to **raise the profile of organisations** particularly in geographical areas where organisations were not well known. This aspect of the Programme tended to be more beneficial for uniformed youth organisations that were generally less well known. In other instances the Programme helped to overcome people's misconceptions of organisations which had previously acted as a barrier to their involvement.

In some cases the Programme enabled the organisations to develop a consistent cadet programme. This was particularly the case for the Fire Cadets as the Fire Service lacked the resources and support to create a national Cadet programme without the Supporting Inclusion Programme's support. The key benefit is the fact that there is now a consistent high quality programme that all fire brigades can access across the country⁶⁷.

"We could've done that by saying to brigades 'do your own thing'... but the programme wouldn't have been as consistent and standardised and a good solid programme as it is now. ...having the Supporting Inclusion programme has enabled this all to happen." Fire Cadets, Development worker

For other organisations, the Programme did not lead to such a dramatic change but it did support **stronger partnership working within the organisations**.

In other cases the Programme helped to encourage **sharing of best practice between adult volunteers**. For instance some adult volunteers in Girlguiding came together to create new training sessions for adult volunteers on topics, such as fundraising⁶⁸.

The Programme also provided organisations with the **time and resources to test out new approaches to delivering groups**, such as after school groups and Saturday groups, as explored in Chapter 3, and some of which was very successful. The organisations felt that many of these types of units would not have been established without the Programme.

In some cases there was a view within an organisation, among both staff and adult volunteers, that it was too difficult to establish new units in more deprived areas. However, the **Programme demonstrated how perceived challenges can be overcome**. This helped to start **a cultural change** within the organisation as staff and adult volunteers were encouraged and energised by the success of the Programme. In some cases this led to **areas outside of the Programme enquiring about the strategies the development workers used** to achieve this growth.

In other instances the Programme **helped to improve the organisation's processes and structures**. For example some organisations are now exploring the support they provide for volunteers, including training and mentoring support.

"Whilst initially a trial project, formed basis of showing that this support on the ground was one of the most valuable types of support that [name of organisation] could provide to units. It has influenced how the [name of the organisation] provides support and assurance..." Strategic consultation

Other organisations have become more **aware of the benefits of capturing data** concerning the marketing activities they undertake to map the effectiveness of different approaches.

⁶⁷ Development worker and COG consultations

⁶⁸ Development worker consultation and workshops

7.2 Sustainability

A key aspect of the Supporting Inclusion Programme was **establishing self-sustaining new units** which would continue after the Programme. To support this process each new unit had to develop a sustainability plan alongside the application to set up each unit. Progress towards the plan was then monitored by the central team. The central team will continue to monitor the units against the sustainability plan to up to six months after the end of the Programme. To support and emphasise this, each new unit had to include the 'self-generated' cash to evidence that the unit has the means to sustain itself.

There was some acknowledgement that further support was needed for new units. Examples of additional support that was put in place by some development workers included:

- **Ensuring there was local support for the units:** Development workers tended to only set up new units where they were confident that there was local support.
- **Providing mentor support via existing volunteers:** In some cases, development workers created mentoring schemes where existing volunteers mentor new groups. The intention was that this structure would continue after the Programme. However these structures tended to be area-based for some organisations rather than across the board.
- **Building the capacity of adult volunteers to fundraise:** In some areas adult volunteers were frightened of fundraising. In one case, a development worker helped to build the confidence and self-esteem of adult volunteers to raise funds to support their unit in the long term. This seemed to be successful but took a long time.

In addition to sustaining units, organisations were also aware of the need to consider sustaining, and growing, the work that the development workers had begun. With regards to further expansion, the following needs to be considered.⁶⁹

- **Difficulties in sustaining growth without a paid development worker:** Establishing new units, particularly in new areas, is time consuming and requires a lot of planning and research. Without full time paid development workers volunteers would struggle to do this on their own.
- **Overburdening existing volunteers and structures:** For many of the organisations local support for new units is essential to ensure that they are supported both in the set up phase and on-going. The Programme's success meant that a much higher number of new units were supported than the areas were used. This meant that many SIP areas were at full capacity at the end of the Programme and time was needed to embed the new units. It was felt that in the short term the structures in these areas were unlikely to cope with supporting more new units and recruiting and training new adult volunteers.

There was also a great effort made to further develop partnerships to both sustain and scale up the model to other geographical areas. This helped to support uniformed youth organisation to engage increased numbers of adult volunteers and reach more young people.

As outlined above, the **development worker model** through the Supporting Inclusion Programme (and YOU Matter) **demonstrated that it can be very successful**. This led to some organisations, or regions within the organisation, committing to continuing the post at least in part:

"It's been amazing really because we've been able to have that opportunity of having an 18 month development worker, our force is now going to streamline that post because they don't want to lose it because the effects have been so good. That's been a really positive thing out of SIP funding for [our area]. Because they wouldn't have started cadets without SIP." Development worker.

In other instances, at the time of writing, organisations were **exploring different models of continuing the development worker approach** as there was felt to be a need for longer term investment. For instance, The

⁶⁹ Development worker consultations and workshops

Girls' Brigade England and Wales were planning to invest further in their Regional and District Networks in order to continue to both support growth and sustainability after the Programme's development workers their contracts came to an end. In addition, organisations were clear that future investments also **need to be focused on different areas to avoid overburdening the areas** that have benefited from the Programme, as outlined above, as well as enabling a wider sphere to benefit from the learning and new opportunities/ approaches created⁷⁰.

Youth United Foundation also supported the organisations to partner with Lord Lieutenants who led some partnerships between organisations. Engaging the support of the Lord Lieutenant or Deputy Lord Lieutenant worked well in Hackney where Youth United Foundation and the London Borough of Hackney shared the joint aspiration to ensure that any new uniformed youth unit set up in Hackney is: *"self-sustaining and embedded within the corporate strategy at a strategic, operational and neighbourhood level"*⁷¹.

⁷⁰ COG consultations

⁷¹ Network meeting: increasing youth uniformed groups in Hackney information sheet

8.0 Outcomes for young people

The uniformed youth organisations were selected to deliver this Programme due to their track record of supporting the personal and social development of young people. The evaluation of the Programme provided an opportunity to add to this evidence base. This chapter reports the findings of a survey of young people participating in groups, followed by the findings from qualitative focus groups conducted with young people, which also explored young people's motivation for participation and their outcomes.

8.1 Young people's survey methodology

The young people's survey was designed to explore the outcomes of young people who participate in uniformed youth organisations. The target sample size for the young people's survey was 500 responses across the uniformed youth organisations focused on young people aged 12 and over who attended a unit opened or re-launched as part of the Programme. The organisations were offered the opportunity to deliver the survey either online or via a postal survey. The survey was distributed to young people via the development workers and adult volunteers. Ecorys sent a number of reminders about the survey and updates on how many surveys had been received to help boost the number of surveys returned.

In total 217 young people surveys were completed which comprised of:

- 8 from The Boys' Brigade
- 24 from Fire Cadets
- 11 from The Girls' Brigade England and Wales
- 26 from Girlguiding
- 2 from Sea Cadets
- 29 from the Scouts Association
- 18 from St John Ambulance
- 99 from Volunteer Police Cadets

This fell short of the target sample which limited the ability to examine differences in results for different organisations. The low response was due to the logistical and capacity difficulties of distributing and administering the survey as well as the large number of young people attending new units that were below the target age group for the survey. There was also variation amongst groups in the length of time that young people had been involved in the uniformed youth organisation.

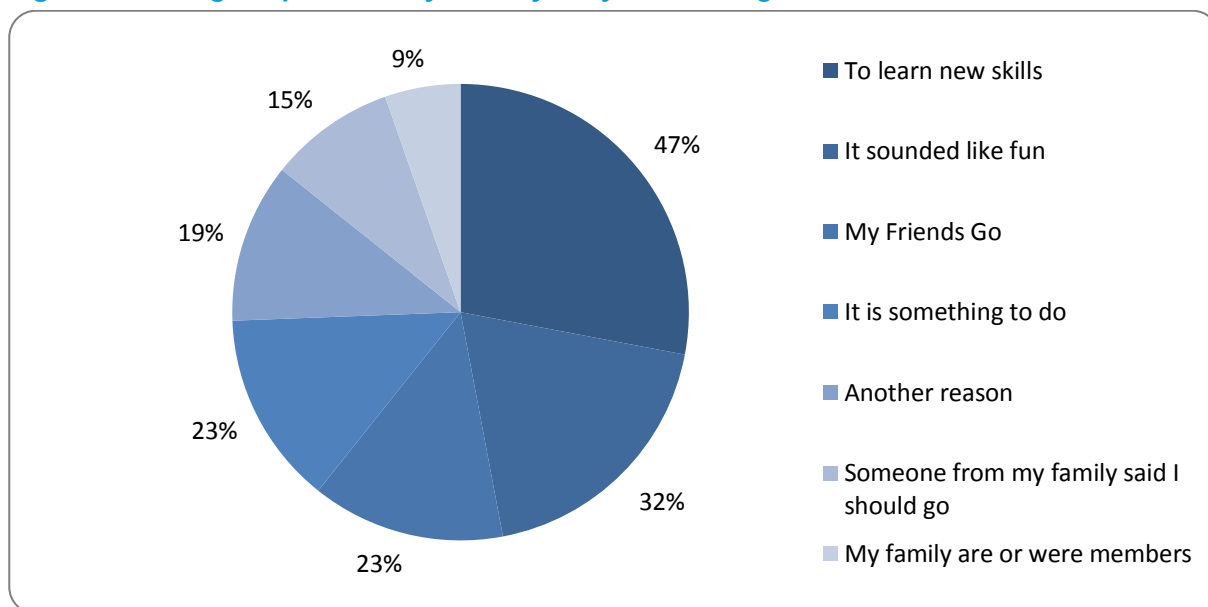
The implications of this are whilst the survey findings provide interesting insights into the views of the young people surveyed it needs to be highlighted that if the survey was completed with a different sample of young people within the organisations the survey findings could be different.

This chapter outlines the key findings of the survey. There are findings in relation to each question asked in the survey and regression analysis examining any association between composite scores for groups of questions (e.g. those about making friends) and particular characteristics of the young people, such as their gender, ethnicity or the type of activities they took part in. Statistically significant findings are presented below. For further details of the regression analysis see Annex 5. The findings are also compared with those of the survey of young people carried out for YOU Matter. The chapter begins with the young people's motivation for taking part in uniformed youth organisations.

8.1.1 Reasons for taking part

The findings revealed that young people join uniformed youth organisations for a variety of reasons. As Figure 8.1 highlights, a key reason for young people wanting to join a uniformed youth organisation was **‘to learn new skills’ (47%)** which suggests that young people consulted had personal development objectives. The fact that **‘it sounded like fun’** was a key reason for around a third of young people deciding to take part in a uniformed youth organisation (32%).

Figure 8.1 Young People’s Survey Q2 Why did you want to get involved



Source: Ecorys young people survey

n=217

The survey also asked about young people’s awareness of, and participation, in other groups. Notably, around a **third of young people were not aware of another uniformed youth organisation** being available locally. Only a minority of young people (9%) attended another uniformed youth organisation with other individuals attending:

- Outdoor sports club (17% of young people)
- Indoor sports club (16% of young people)
- Informal club (12 % of young people)
- Dance, theatre, arts club (11% of young people)

These findings suggest that many respondents for the survey only take part in the uniformed youth organisation, and therefore attending this organisation is an important potential influence on their outcomes.

8.1.2 Personal development benefits

8.1.2.1 Skills development

As noted, young people’s **desire to learn new skills was the main attraction** for close to half the young people that responded to the survey. The majority of young people (71%) reported that the uniformed youth organisation had helped them to develop new skills ‘a great deal’. Over half the respondents felt they had ‘learned a lot’ in respect of the following skills:

- team working skills (65% of young people)
- practical skills (54% of young people)
- communication skills (58% of young people)
- problem-solving skills (51% of young people)

- leadership skills (52%)

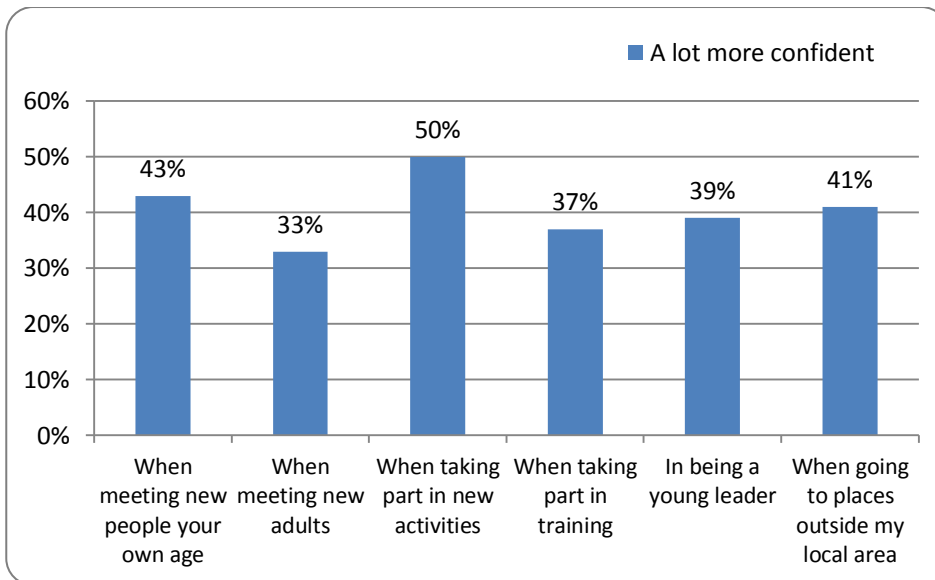
Other sizeable groups of respondents reported that they had ‘learned a lot’ concerning leadership skills (48% of young people) and outdoor skills (46% of young people). The distribution of learning benefits closely mirrors those reported for the YOU Matter programme.

8.1.2.2 Confidence

Supporting and encouraging young people to grow in confidence, both in general and in undertaking specific tasks and roles, is a key aspect of uniformed youth organisations in order to support young people. The survey found that the majority of respondents experienced a positive change in their confidence.

Figure 8.2, shows that at least a **third of young people reported feeling ‘a lot more confident’ in a range of areas**. Notably, half of the respondents felt they would be confident in taking part in new activities following their experience of being part of a uniformed youth organisation. The findings in relation to taking part in training were slightly lower than in the case of the YOU Matter survey (37% compared with 47%) although this difference could have been due to sampling issues.

Figure 8.2 Young People’s Survey Q7 Would you say you are more or less confident...



Source: Ecorys young people survey

n=217

From the analysis of the composite of all statements focusing on confidence it was found that young people participating in the following activities tended to have a higher score than young people that were never involved in these activities:

- indoor sport or fitness activities- regular
- community activities- regular

Interestingly, the length of time young people had attended a uniformed youth organisation was not a strong factor in change in confidence.

8.1.2.3 Social interaction

Learning to effectively communicate and interact with both young people and adults are important aspects of young people’s development.

In terms of **interacting with other young people**, approximately half of respondents felt that taking part in a uniformed youth organisation had helped them become ‘a great deal’ better at:

- making new friends (52% of young people)
- making friends with people from different age groups (45% of young people)
- making new friends with people from a different background (43% of young people)

The analysis of the composite looking at statements focusing on young people making friends with other young people, found that respondents undertaking the following activities tended to have a higher score than young people that were never involved in these activities:

- community activities - regularly
- skills - regularly

In terms of *interacting with adults*, some young people felt that taking part in a uniformed youth organisation had helped them become 'a great deal' better at:

- the way they speak with other adults (39% of young people)
- the way they speak with their parents or carers (31% of young people)

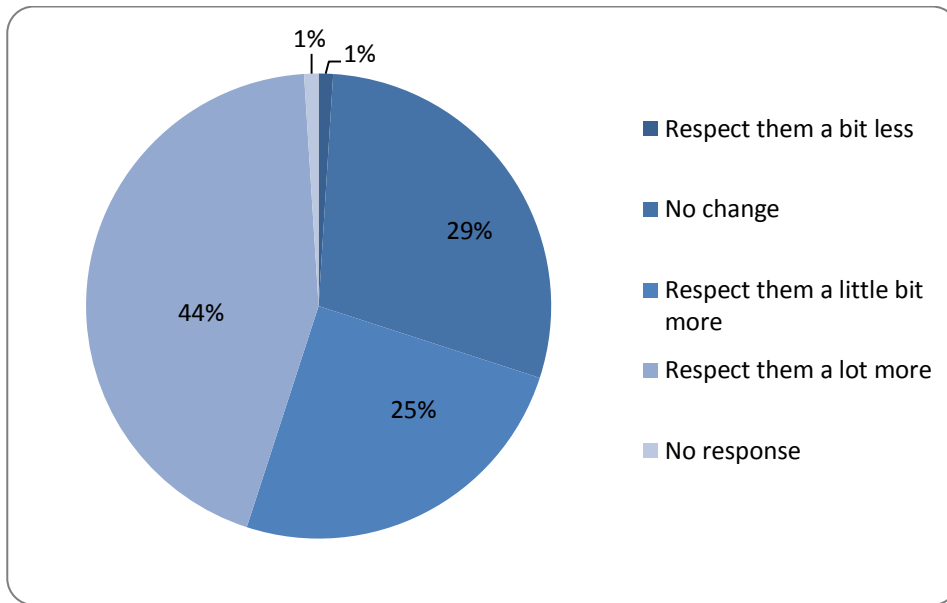
Again, the findings confirm those reported in the YOU Matter survey. From the analysis of the composite, of all statements focusing on interacting with adults found that community activities tended to have a higher score than young people that were never involved in this type of activity. This may suggest that this type of activity supported the young people surveyed to improve their communication skills with adults.

Young people involved in a uniformed youth organisation for between one and three years had a higher score in this category.

8.1.2.4 *Respect for others*

A large proportion of young people responding to the survey reported that their *respect for adults had changed positively* with 44% respecting adults 'a lot more' and 25% 'a little more'. A quarter of respondents reported no change and in some cases this will be because they already have a high degree of respect for adults. This finding, which was also true of the YOU Matter young people's survey, could be linked to the high proportion of young people that reported that the way they spoke with other adults had improved.

Figure 8.3 Young People’s Survey Q9 Has your respect changed for other adults



Source: Ecorys young people survey

n=217

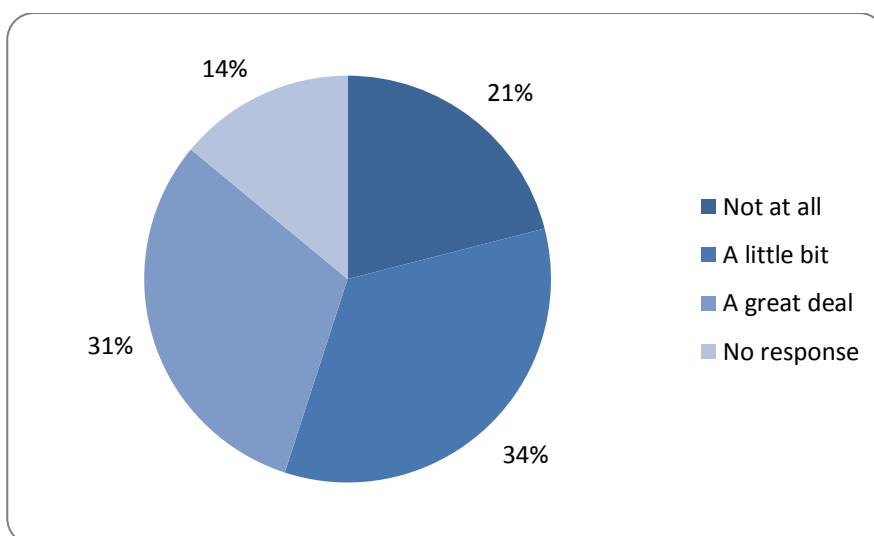
The analysis of the composite of all statements focused on respect found that only regular participation in community activities tended to have a higher score than young people that were never involved in this type of activity.

8.1.3 Effects on education and aspirations

8.1.3.1 Improvement in education outcomes

31% of young people reported that participation in an organisation had helped them to improve ‘a great deal’ with their work at school, confirming that participation in uniformed youth organisation activities can potentially have a direct benefit for educational outcomes from the perspective of some young people. This confirms the findings of the YOU Matter survey.

Figure 8.4 Young People’s Survey Q6 How much, if at all, has your organisation helped you to get on better with work at school?



Source: Ecorys young people survey

n=217

For the analysis of improvements in education outcomes the following three statements were grouped together: How much, if at all, has the uniformed youth group helped you to ...

- get on better with work at school
- develop new skills
- get new qualification

There were a number of activities where young people who participated in them tended have a higher score than young people that were never involved in them, these activities were:

- participation in skills - regularly
- participation in skills - sometimes

In addition to these general improvements to young people remaining in education, many of the uniformed youth organisations offer the opportunity to obtain different qualifications. The main qualifications young people gained were:

- first aid training qualification (43% of young people)
- BTEC qualification (20%)
- Duke of Edinburgh Award (17% of young people)

In addition to these qualifications, some young people had gained another type of qualification. When asked to reflect on the extent to which the qualification gained through participating in a uniformed youth organisation would help them in the future, most notably, a third of respondents who had completed a **first aid training qualification** felt that it would 'help a lot' in the future.

8.1.3.2 *Young people's aspirations*

The survey explored young people's aspirations by asking them about their **plans after leaving school**. The majority of young people surveyed (38%) planned to continue their education once they completed school either through continuing further education or going to university. The remaining young people planned to find a job, apprenticeship or had not decided yet.

- Continue further education (18% of young people)
- Find a job (19% of young people)
- I have not decided yet (13% of young people)
- Find an apprenticeship (6% of young people)

Young people were then asked if their plans had changed as a result of attending a uniformed youth organisation. Approximately half of the young people felt that attending a uniformed youth organisation had not changed their ideas about what they wanted to do when they leave school. However, for **21% of young people, attending a uniformed youth organisation had made a difference to their plans**, which is the same proportion that reported this in the YOU Matter survey.

8.2 Commentary

The young people's survey highlighted a number of self-reported benefits for young people from participating in a uniformed youth organisation which closely reflect the findings of the similar survey of young people attending YOU Matter-supported units.

The two surveys added weight to the theory that taking part in uniformed youth organisations has a positive effect on non-cognitive skills, which a large body of evidence suggests is linked to positive educational outcomes. Over half of the young people reported positive change in their team working, practical, communications, problem-solving and leadership skills.

Improvement in confidence was a key outcome for the young people involved in this research. This seemed to be particularly the case in terms of confidence to take up new activities and speak to other people, especially other young people. This is likely to reflect a sense of achievement of having successfully engaged in the uniformed youth organisation itself and being exposed to a wide range of activities and training. This also seemed to link to the improvements in young people's communication skills as they had the combination of learning how to effectively communicate with others and well as regular opportunities to put these skills in to action.

Leadership skills development was a skill that seemed important to young people and they had become aware of the different aspects of leadership.

Typically young people realised that the *skills that they were developing would be useful* for them both during the rest of their school life. Furthermore, a large proportion of respondents made the link between their participation and the effort they put into their school work.

It is clear that there are indications of the variety of positive outcomes the groups can have on young people. However many of the young people involved in this research, although they benefited greatly from their involvement, were already considering further education and their future career prospects. There appears to be still scope for further research focusing on young people that are more likely to be not in education, employment or training.

8.3 Younger children activities

Due to the high proportion of new units established for children under the age of 12 during the Programme, an activity suitable for children aged 5 to 11 was designed. This consisted of four activities that could either be completed as worksheets or as a game depending on preference and time available. The activities covered how young people found out about the group⁷²; what types of activities they liked participating in; what skills they felt had improved during the groups and any other activities they were involved in.

The activities were emailed to all participating uniformed youth organisations with groups covering the 5 to 11 age range and they were asked to circulate the activities to all new units covering this age range. The activity was completed by **81 children**, which comprised of:

- 39 from The Girls' Brigade England and Wales
- 22 Junior Sea Cadets
- 5 St John Ambulance Badgers
- 15 Emergency Service Cadets

The children taking part were aged between 5 and 12 years old. The participants tended to be girls (52). The length of time the children had been involved in their group varied from being very new to being involved for a year to 18 months. The children tended to be new to uniformed youth organisations with only 14 involved

⁷² This is covered in Chapter 5

in another group. Some of the children were involved in other clubs or groups the most popular were youth organisations (41 out of 81) and creative arts groups.

The number of children that responded to the survey was not a representative sample and did not include children from all organisations that have groups for children aged 5 to 11. Therefore, the children's responses are not representative and if a different group of children were asked the same questions they may answer differently. However, this does provide an interesting insight into the views of the children that did participate.

In terms of the activities that children took part in at their organisation, the **children particularly enjoyed taking part in the community (64 out of 81), creative (62 out of 81) and outdoor activities (59 out of 81)**. The children felt that they had benefitted in many ways from being involved in a uniformed youth organisation they were involved in.

Children responding **frequently (75 out of 81) felt that taking part in their organisation had helped them to make new friends with other children** which indicated that the organisation helped to provide opportunity for children to mix with different children. The small number of children that did not feel they had made new friends included children that attended an organisation that was based at their school so they already knew the other children. Many of the children (57 out of 81) also felt that taking part in the activities had led to them feeling happier to speak to adults who support them.

In order to explore the extent to which the organisations supported the children's resilience they were asked to what extent they felt happier to go to out of school activities without a parent after taking part in the uniformed youth organisation. The **children typically (64 out of 81) felt they were happier to attend out of school activities after taking part in a uniformed youth organisation**.

In terms of the skills children felt that they had gained from taking part in one of the organisations, children frequently reported (61 out of 81) **improved their team working skills**. Similarly children felt that they had got better at making things (57 out of 81) which was likely to be through taking part in craft activities.

8.4 Young people consultations

As part of the evaluation, consultations with young people were conducted during case study visits. In addition the peer researchers' consultations included young people that had either taken part or were currently part of a uniformed youth organisation (See Annex 3 for further details). The interviews explored the young people's experiences of the group and the benefits of taking part. The age, gender, ethnicity and length of time young people had been involved in the group varied. This section also draws on adult volunteers' perceptions of the benefits for young people.

Young people's **motivation for participating** in groups was varied. However, thinking the group sounded fun and interesting was a recurrent view.

"I wanted to attend to have fun and do something instead of playing on my x box" Cub Scout aged 8

For older young people interviewed, reasons also included participation in the organisation being considered to **look good on their CV and help them with their applications for college and university**.

Parents typically **encouraged their child to take part as they thought they would enjoy the group** particularly where their child had not expressed an interest in other activities. Parents were also keen to encourage their child to mix with other children and young people, particularly those of their own gender where they did not have this interaction at home.

"I've only got one girl... *being just boys, boys, boys [at home] it does get rather boring for her. So to come here is just... absolute heaven.*" Parent, The Girls' Brigade England and Wales⁷³

8.4.1 Skills development

Young people fed back that they had developed a range of skills through taking part in a group. **Developing practical skills** was highlighted as beneficial for the young people. The type of skills developed varied across groups but included cooking, first aid and fire safety skills.

Young people could see the **benefit of developing these skills** for both themselves as well as those around them.

Communication skills were highlighted as being improved by young people's involvement in a uniformed youth organisation. Young people felt that the activities they were involved in at their uniformed youth organisation helped to improve how they express their ideas and generally communicate with other people.

Young people were also encouraged to learn to be more **independent and resilient** through the activities they were involved in at the uniformed youth organisation, such as taking part in a residential activity like camping.

"It is a good idea to [go camping] without parents, to stand on their own two feet and gain extra confidence." Parent of a Girl Guide⁷⁴

For the older young people consulted, learning to develop their **decision-making and leadership skills** were useful skills to gain. In some cases this involved deciding on the activities delivered at the group. In other cases this involved **leading other young people and learning how to do this with respect**.

8.4.2 Social interaction

Young people highlighted that they felt taking part in a uniformed youth organisation had helped them to improve their **social interaction with other young people**. This was particularly the case for young people that were not used to mixing with different types of young people. For instance young people often socialise with their direct peers and taking part in a uniformed youth organisation enabled young people to mix with wide age range of young people.

"You learn to socialise with people outside school... I [now] go out and do things with people that I didn't before." Sea Cadet⁷⁵

It was also highlighted by staff and parents that uniformed youth organisations provided an opportunity for young people to **interact with different types of young people** from different backgrounds. This was not necessarily something young people were aware of, however one staff member commented:

"One school fed back, 'These kids wouldn't naturally mix at school and you've got them mixing'" Volunteer Police Cadets, development worker⁷⁶

⁷³ Ecorys case study visit

⁷⁴ Ibid

⁷⁵ Ibid

⁷⁶ Development worker consultations and workshops

8.4.3 Confidence and self esteem

Improvements in **young people's confidence and self-esteem** was a recurrent theme. Young people often commented that they had felt shy before taking part and being involved in the organisation had **helped them to have more confidence in themselves**. Key to these improvements tended to be the fact that uniformed youth organisations provided a space where young people felt that they belonged and were able to be themselves.

"She was bullied terribly...I've notice her confidence and self-esteem has been building since she's come here and I personally feel it's helped her quite a bit. She's able to come here and talk about what she's been through and learn ways to deal with things." Parent of The Girls' Brigade England and Wales member⁷⁷

The fact that leaders tended to encourage them to try different activities but did not force them also led to young people feeling more confident in themselves.

*"Say you don't want to do something, they won't make you do it, they'll encourage you but they won't force you. That's really important".*⁷⁸ Sea Cadet

8.4.4 Attitudes towards education and the future

In some cases, older young people consulted, were aware that involvement in a uniformed youth organisation could be **helpful in the future**, such as supporting applications for university and jobs⁷⁹.

"It's helped me to gain employment because it looks good on CV." The Girls' Brigade England and Wales member⁸⁰

Other young people felt that their involved in a uniformed youth organisation had a **more immediate benefit to their education** as it had helped them to focus on their studies.

"Before I wasn't that good. But now I talk more in class. It improves your skills in school cos you're socialising with more different people and getting to know more different people. It boosts your confidence to speak out in lessons and improves your language." Fire Cadet⁸¹

8.5 Wider community outcomes

Involvement in uniformed youth organisations helped some young people to **improve how they communicated with people more widely**, including adults. In some cases this seemed to be directly related to the buzz of attending the group:

"He communicates a bit better... It's brought him out of himself, he's more open. He'll be sorry to leave. When I fetch him we go home and he's still yammering about what they've been doing." Parent of a Fire Cadet⁸²

In other cases, involvement in a uniformed youth organisations helped to develop their **confidence in speaking to other people**, particularly new people:

"They build up your confidence and you learn to socialise with people outside school. I've had a huge improvement in me health. I can enjoy myself more." Sea Cadet⁸³

⁷⁷ Ecorys case study visit

⁷⁸ Ibid

⁷⁹ Ibid

⁸⁰ Peer research consultations

⁸¹ Ecorys case study visit

⁸² Ibid

Encouraging **young people to be active in their communities** is a key aspect of uniformed youth organisations. Young people tended to comment that taking part in their uniformed youth organisation encouraged them to be **more involved in their local area**. In terms of planning community activities young people provided a variety of examples, such as car washes for charity, organising gift collections for a local women's refuge and a local litter pick.⁸⁴

"We have a very strong community ethos. There's a women's refuge down the road, so we support them with a Christmas collection, asking parents to put an extra toy in their shopping basket for them, and we sing carols there." Adult volunteer

In addition taking part in a uniformed youth organisation also led to young people **being more aware of the needs of the community and willing to help out whenever was needed**. For example one fire cadet assisted the local fire brigade with post-incident support, when he came across a mill fire.

Young people also **use the skills they learned at the organisations to help others**. For example one Sea Cadet put the first aid skills she had been taught at Sea Cadets to help someone having an epileptic fit.

In some cases young people put more thought into how they could be more **helpful at home**. For instance young people and parents cited examples of young people helping more around the house or cleaning their room without being asked. In addition some young people were able to apply the skills they learned. For instance a fire cadet put the fire safety skills learned in to practice by carrying out a home fire safety check in order to help keep his family safe.

"I did a fire safety check on my house. My parents were very proud of me." Fire Cadet⁸⁵

In addition to uniformed youth organisations benefiting the community it can also create a sense of community for adult volunteers.

"Being involved in Scouting has given me a real sense of community feeling. I moved to the area 3 years ago and before volunteering at Beavers I knew no one and now I walk down the street and everyone says hello." Adult volunteer⁸⁶

⁸³ Ecorys case study visit

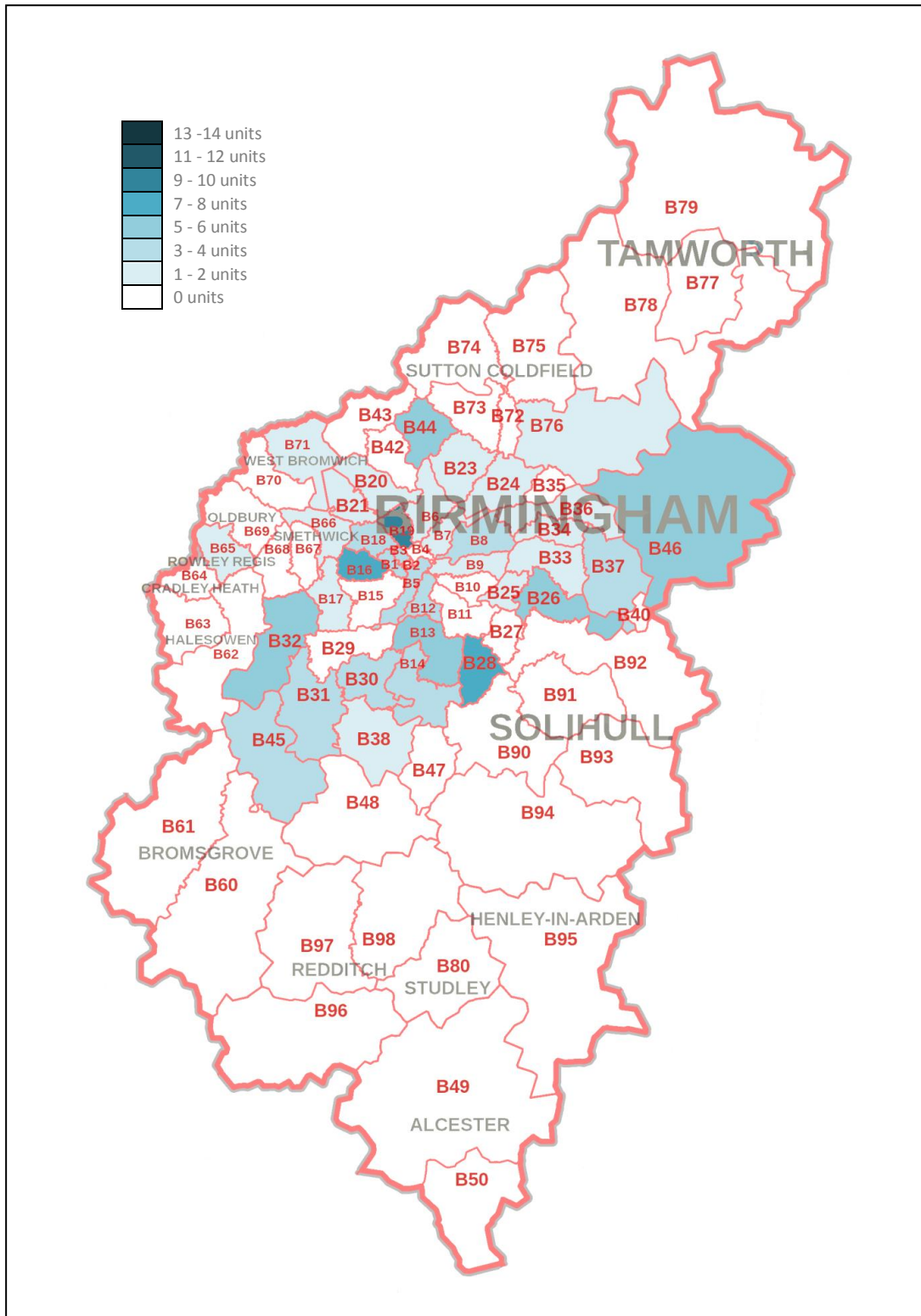
⁸⁴ Ibid

⁸⁵ Ibid

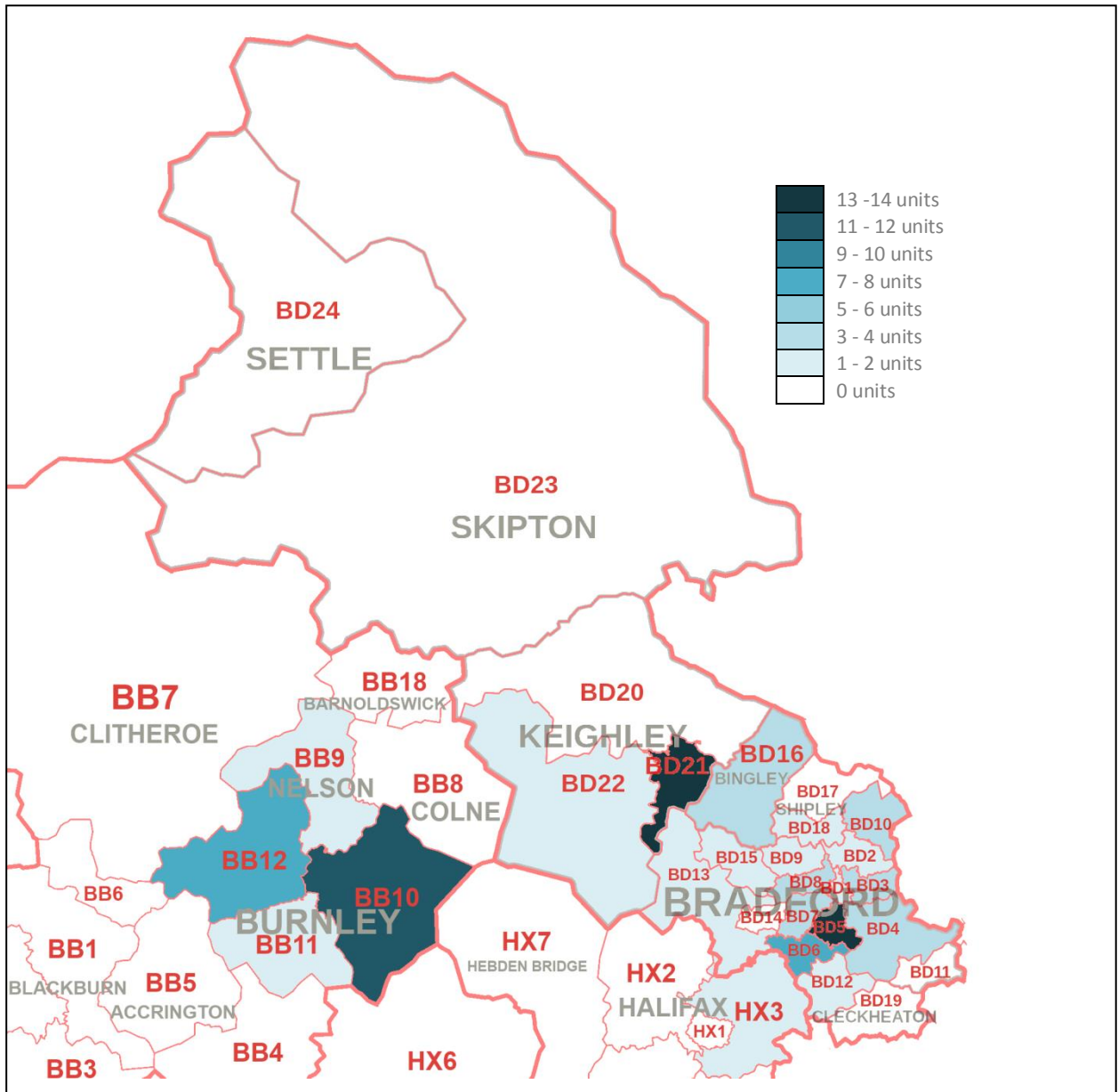
⁸⁶ The Scout Association case study provided to Youth United Foundation

Annex One: Maps of the distribution of SIP units

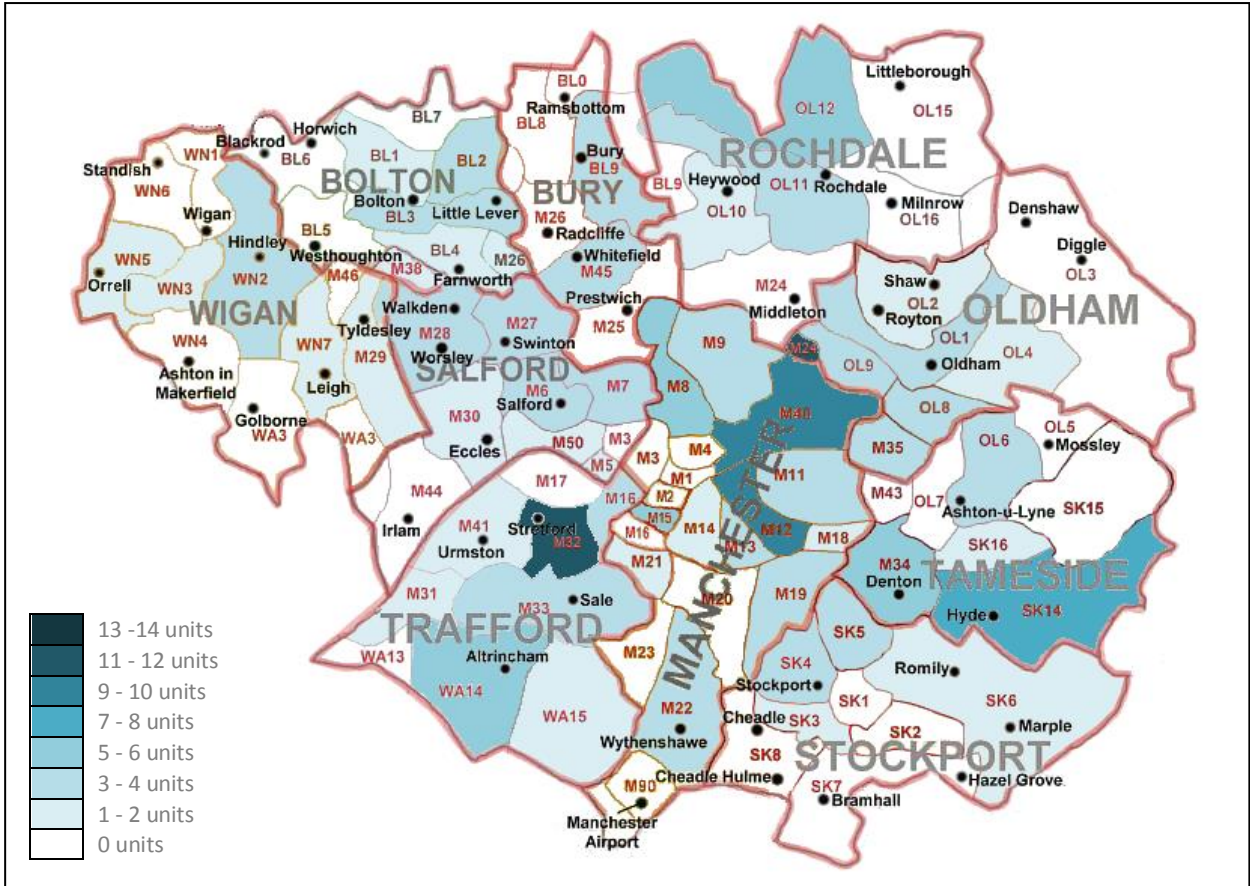
Birmingham – map of SIP units



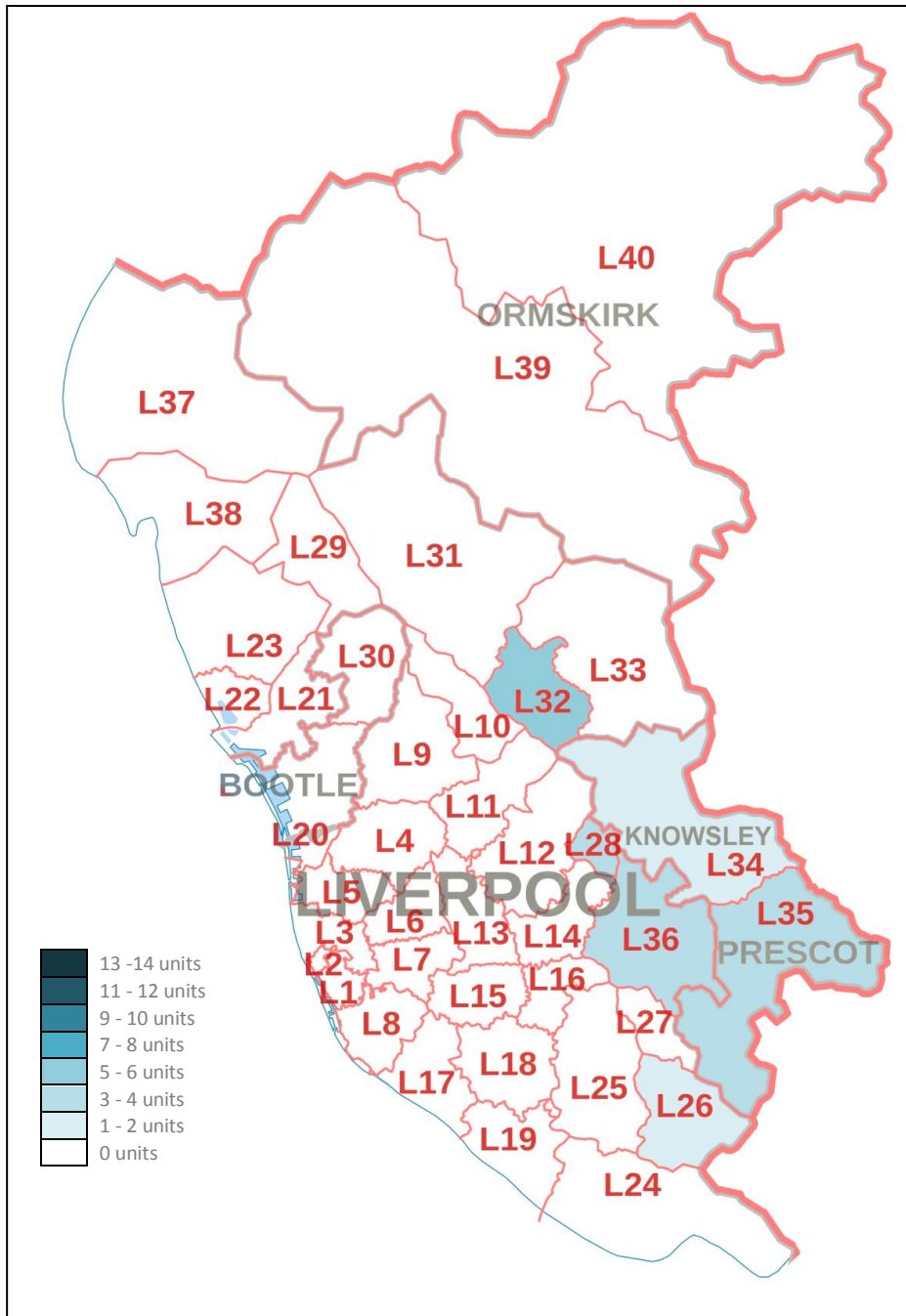
Bradford and Burnley – map of SIP units



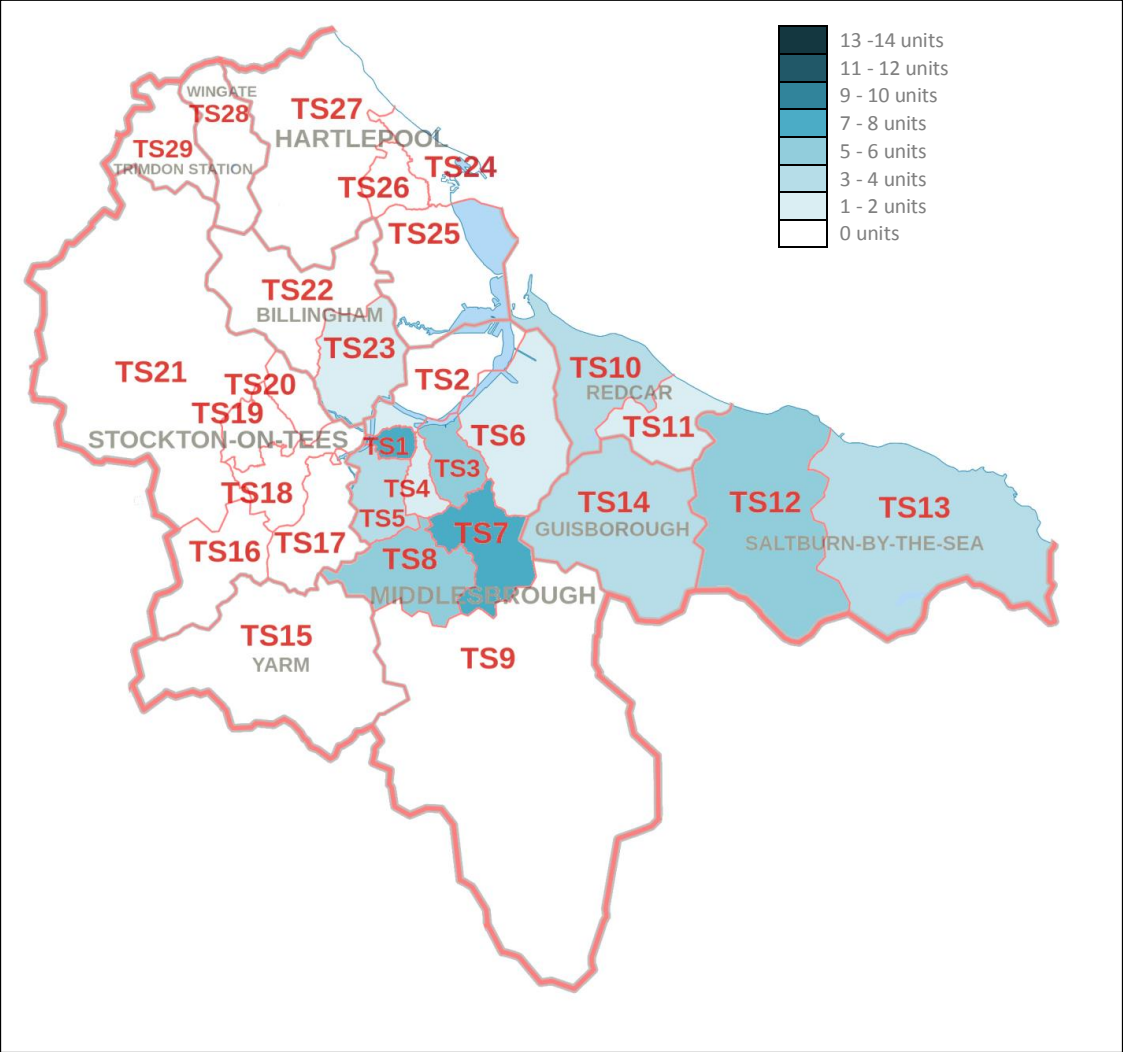
Greater Manchester – map of SIP units



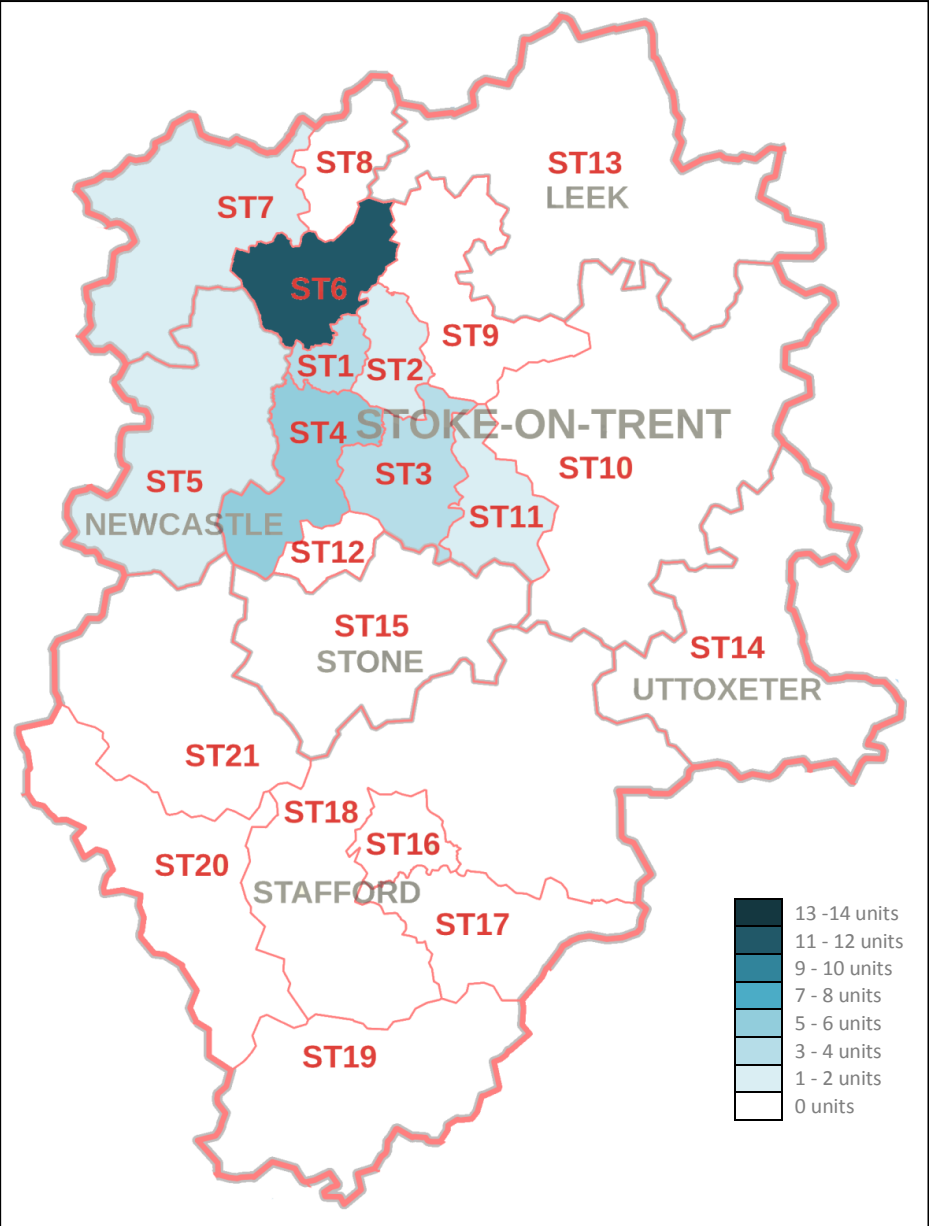
Knowsley – Map of SIP units



Redcar – map of SIP units



Stoke on Trent – map of SIP units



Annex Two: Case Studies

Overview of Case studies

Uniformed youth group	Case study highlights
Boys' Brigade – Faith In Britain Campaign	<p>The Boys' Brigade, along with The Girls' Brigade England and Wales, were conscious that they had very few groups attached to African and Caribbean churches and wanted to increase their presence within African and Caribbean churches.</p> <p>The partnership with Faith In Britain worked well as the organisation was able to provide essential cultural awareness training as well as support with contacting African and Caribbean churches.</p> <p>The combination of the face to face events and media campaign worked well to raise the profile of The Boys' Brigade and to encourage church leaders to set up a unit. <i>"Having a variety of approaches works well as people are interested in different types of approaches"</i>. Church leader</p>
Fire Cadets – Hollins Unit	<p>The Supporting Inclusion Programme enabled a National Fire Cadets programme to be developed. The key benefit has been that there is a standardised, high quality programme that all services can access across the country.</p> <p><i>"We could've have done that by saying to brigades do your own thing... but the programme wouldn't have been as consistent and standardised and a good solid programme as it is now. ...having the Supporting Inclusion programme has enabled this all to happen."</i> Fire Cadets, Development worker</p> <p>The Hollins Unit in Oldham, Greater Manchester was one of the first Fire Cadet units to follow the new programme.</p> <p>Hollins Fire Cadets has supported young people to:</p> <ul style="list-style-type: none"> • develop life skills • increase their confidence and self-esteem • overcome stereotyping other young people • take pride in themselves • Increase communication and team working skills
The Girls' Brigade England and Wales (GB) – Custom House Unit, Newham	<p>The Programme helped to enable GB to increase its engagement with people from African and Caribbean churches and backgrounds, including funding specialist training to help development workers better understand the structure and culture of African and Caribbean churches.</p> <p>The GB development worker in London developed a positive relationship with a church in a multi-cultural setting in Custom House, Newham. The church now has three new GB groups with over 30 girls, from a range of backgrounds, attending regularly.</p> <p>Promotion of the new group included participating in a community summer event which was successful in engaging young people and forming links with the community. There were few other activities for young people in the area and parents particularly valued having a "safe place" for their daughters to be themselves. <i>"It's actually lovely to send them here and know that they're safe."</i> Parent</p>
Girlguiding – Hemlington Guides Unit	<p>The Unit was set up due to Hemlington's strong sense of community and a desire to provide opportunities for local young people, in a context with a high concentration of unemployment. Habinteg housing association was keen to support the unit as it aligns with its aims around active community participation and anti-social behaviour.</p> <p>The very local grassroots events were most successful in recruiting young people such as a church summer fair and an information stand at the local library.</p>

Uniformed youth group	Case study highlights
	<p>Confidence building was a major benefit of attending the unit and has been fostered through activities which promote independence and decision-making skills. The Guides also practise leadership skills in their patrol groups, and develop their own programme ideas.</p> <p><i>“It is pretty much girl-led. We just put it in the plan and get the resources.”</i> New volunteer</p>
Sea Cadets – Kirkby Unit	<p>The Kirkby Unit had been running for 50 years but was about to close due to low numbers of volunteers and difficulties in finding time to fundraise to improve the poor state of the building.</p> <p>The Supporting Inclusion Programme’s development worker undertook a successful recruitment drive which led to an increase in the number of volunteers. This in turn led to turning the group with the number of sea cadets rising from zero to 63 over the following year.</p> <p>The combination of assemblies and taster sessions worked well to engage new young people with 12 out of 15 young people attending one taster session joining Sea Cadets.</p>
St John Ambulance	<p>St John Ambulance pioneered Stick It via the Programme with over 10,000 young people taking part. St John Ambulance’s RISE team was particularly interested in engaging young prisoners. The RISE team met with HMP Hull prison staff at a Prison Me No Way⁸⁷ event. The prison staff were interested in St John Ambulance delivering Stick It courses to young prisoners. Following the success of the course a unit was opened at the prison.</p> <p>RISE team and prison staff fed back that the young people’s confidence in themselves had improved and they had become more confident in delivering first aid training sessions to other prisoners.</p>
The Scouts Association – Billesley Unit	<p>325th Birmingham Scout Group Billesley was opened in April 2014 following the area being identified as having very few uniformed youth organisations present. The unit consists of Beaver, Cub and Scouts age groups and has 50 young people attending.</p> <p>A flexible approach to the number of hours adult volunteers have to commit ensured that they engaged and retained an enough volunteers to deliver Beavers, Cubs and Scouts. It was made clear to all prospective adult volunteers that there would be a rota system in place and they would not have to attend every week which encouraged some volunteers to take part: <i>“It’s good to be flexible. If I had to be here every week I wouldn’t be able to volunteer.”</i> Volunteer</p> <p>The unit is trialling opening the unit on a weekly basis all year round in order to provide activities for children and young people during the holidays which has, so far, been well received.</p>
The Volunteer Police Cadets – Langdon Park Tower Hamlets unit	<p>The Supporting Inclusion Programme enabled the organisation to open a number of new units in London including in Tower Hamlets. Both senior and junior Volunteer Police Cadet units were opened in September 2013.</p> <p>The unit actively encourages senior cadets to become young leaders to provide them with an insight into the adult volunteer. Currently two Senior Cadets aged 18 are volunteering as young leaders for the Junior cadet unit. For one Senior Cadet attending Volunteer Police Cadets helped him to be more disciplined and respectful. This particularly made a difference in his school life as he used to be very rebellious at school and was often in trouble with teachers but now he no longer rebels as school.</p> <p><i>“You can go from a rebel to staffing younger police cadets and all that discipline is built up.”</i> Senior cadet</p>

⁸⁷ <http://www.pmnw.co.uk/>

The Boys' Brigade – Faith In Britain Campaign

Background

The Boys' Brigade is a long standing uniformed youth organisation with a strong Christian ethos. The Boys' Brigade establishes groups attached to churches from a variety of denominations. However The Boys' Brigade, along with The Girls' Brigade England and Wales, were conscious that they had very few groups attached to African and Caribbean churches and wanted to increase their presence within African and Caribbean Churches.

The organisations were aware that they needed support and decided to partner with Faith In Britain, which aims to increase awareness of uniformed youth organisations within African and Caribbean Churches.

Faith In Britain provided a day long cultural awareness training to development workers from both The Boys' Brigade and The Girls' Brigade England and Wales. To support development workers further Faith In Britain produced a good practice guide with hints and tips concerning how to effectively engage with African and Caribbean communities and churches. Development workers fed back that the training was very useful and provided practical tips in engaging with the churches.

"Discussion of theology and practical tips was very enlightening and helpful." The Boys' Brigade, Development worker

Recruitment campaign approach

The recruitment campaign began by targeting African and Caribbean Church communities in London. Church leaders were targeted as churches take on responsibility for finding their own adult volunteers for The Boys' Brigade groups. This means it is essential that the church leaders have a good understanding of The Boys' Brigade and are enthusiastic about how the organisations can work alongside their church.

Interest was then raised via involvement in large scale events, such as a summer youth and children's camp and the national youth worker conference, as well as via the media, primarily Premier Christian Radio and adverts in Keep the Faith magazine.

20 to 30 church leaders were invited to a London Community Networking lunch which took place in June 2013. The fact that the event was located in a well-known central London Christian venue was felt to raise the profile of the event along with a well-known Christian personality hosting the event.

Success of the campaign for The Boys' Brigade

The combination of the face to face events and media campaign worked well to raise the profile of The Boys' Brigade and to encourage church leaders to set up a unit. After the first advert was placed in the Keep the Faith magazine The Boys' Brigade received requests for groups at 20 to 30 churches.

One church leader in Haringey admitted that he had previously received an email from The Boys' Brigade about setting up a unit. However this had got lost amongst the many emails he receives and he did not seriously consider setting up a Boys' Brigade unit. The difference with this campaign was that his attention was caught by hearing a well-known Christian musician talk about the benefits of The Boys' Brigade on Premier Christian Radio.

He was so inspired by hearing the musician that he decided to find out more about The Boys' Brigade and attended the event held in Methodist Central Hall, Westminster which provided an overview of The

Boys' Brigade. The church leader was so impressed by the ethos and objectives of The Boys' Brigade he decided he would set up a unit. He has now set up three Boys' Brigade groups which had been running for three months with the number of boys attending going from strength to strength.

The church leader felt that it was hearing the Christian musician on Premier radio that encouraged him to get involved with The Boys' Brigade but he felt that it worked well having a range of recruitment approaches.

"Having a variety of approaches works well as people are interested by different types of approaches".
Church leader

Fire Cadets Case Study Hollins unit

Background

Prior to the Supporting Inclusion Programme, a small number of fire services delivered a cadet-style scheme but there had never been a consistent national approach. The Programme provided resources and opportunities to develop a National Fire Cadets programme. The key benefit is, that now, there is a standardised, high quality programme that all services can access across the country.

“We could’ve have done that by saying to brigades do your own thing... but the programme wouldn’t have been as consistent and standardised and a good solid programme as it is now. ...having the Supporting Inclusion programme has enabled this all to happen.” Fire Cadets, Development worker

One of the first Fire Cadet units to open under the Supporting Inclusion Programme was the Hollins Unit in Oldham, Greater Manchester.

Hollins Fire Cadets unit opened in July 2012, utilising grant funding from the Supporting Inclusion Programme. Hollins fire station was chosen due to its residential location and to address anti-social behaviour targeted towards the fire service and police. The area is also in a ‘platinum level’ deprived area, on the Youth United Foundation Mapping Tool.

The two year Fire Cadets programme at Hollins offers young people the opportunity to gain a Level 2 BTEC qualification in Fire and Rescue Services in the Community. The ASDAN Fire and Rescue short course can also be offered to young people as an alternative level of study, where appropriate. During the programme, cadets learn all aspects of the fire and rescue service, through classroom work and practical drill yard exercises, using specially adapted firefighting equipment. Hollins fire station also houses a fire appliance that Greater Manchester Fire and Rescue Service donated to the Fire Cadets, which plays a major role in their fire and rescue scenario exercises. The Fire Cadets programme also addresses other topics such as Healthy Living, Life Skills, Residential Skills and Community Action. Many partner organisations support the unit by delivering topical sessions, including Greater Manchester Police, St Johns Ambulance, The Salvation Army and the NHS Healthy Eating and Drug and Alcohol teams. The group attend community events, such as the Memorial Service and support local community groups and charities through fundraising activities and community projects.

Recruiting adult volunteers

Successfully recruiting and retaining adult volunteers is an on-going challenge across all uniformed youth organisations. For Fire Cadets, this is a particular challenge during the current period of unease and on-going strike action, as units have traditionally relied on fire service staff to volunteer. The Hollins Unit’s main approach to recruiting adult volunteers is through the Greater Manchester Fire and Rescue Service website. Community Action Team Volunteers are recruited to work across Greater Manchester in many different areas, becoming a Fire Cadets Instructor is one volunteering option on offer. Community Action Team Volunteers attend many public events and fire station open days and support the recruitment of Fire Cadet Instructors using the strap-line “Give us a hand”. Volunteers apply online and select “cadet instructor” from the list of options⁸⁸. The recruitment approaches worked well and led to the unit recruiting and retaining adequate adult volunteers to deliver the programme.

⁸⁸http://www.manchesterfire.gov.uk/working_for_us/become_a_volunteer/types_of_volunteering/cadet_instructors.aspx

The unit's adult volunteers' main reasons for getting involved with Fire Cadets was to gain experience to become a fire fighter; to boost their CV; to learn new skills and gain confidence in working with young people; and to inspire young people in the local community to make positive life choices. The Pastoral Manager at the local secondary school, where some of the cadets attend, and to inspire young people in the local community to make positive life choices. She offers support with classroom activities; discipline and provides an invaluable link between the school and the fire and rescue service.

Engaging young people

The group is mixed in terms of ability, and almost a quarter are Asian with the remainder white British/European, representative of the local community. Volunteers identified perceived barriers for some Asian young people, such as attending mosque daily, and an apparent lack of interest from the community in this type of activities/ or joining the fire service. *Fire Cadets* is an inclusive programme and promotes community cohesion in a local context where there is a level of segregation between ethnic groups. At least two of the six young people interviewed, reported that Fire Cadets had taught them to get to know different kinds of people and not to stereotype.

Benefits for young people

Fire Cadets inspire young people to make a positive contribution to society, and reminds them behave in a certain way. The programme supports young people in developing life skills and increases their confidence and self-esteem. Young people receive increased pride in themselves and can portray a different mentality compared to that in a formal setting:

"I am sure she is a very challenging student. She told us tonight she'd thrown a table at school today. But we see none of that here, because she chooses to come here. Here they feel that they are someone and they belong to something. That is important... I don't think they come for the end result, the qualification. It's fun. They love it." Volunteer, teacher

Parents saw the benefits of Fire Cadets in increasing communication and teamwork skills, learning to be respectful or less selfish with siblings, and how to shine shoes.

"He is really really proud of what he does, keeps all the newspaper clippings about the activities." Parent

Other parents and cadets were also very satisfied with Fire Cadets, compared to other youth groups, and agreed about the importance of its diversionary role.

"Me, I'm 48, Oldham born and bred and it's the best thing I've ever known Oldham to do, this is. It should be rolled out more. They're running it perfect though, spot on." Parent

The Girls' Brigade England and Wales – Custom House unit

Background

The Girls' Brigade England and Wales (GB), works with churches and schools to develop tailored outreach groups which enable children and young people to discover life to the full, through rewarding, stretching and positive opportunities. Groups are developed following consultation with churches and communities, so as to establish need, develop format, and communicate vision; inspiring people to become volunteers and play their part in making a difference in their locality. Through the Supporting Inclusion Programme (and YOU Matter) The Girls' Brigade England and Wales has seen the number of denominations they are working with widen. In particular the programme has helped to enable GB to increase its engagement with people from African and Caribbean churches and backgrounds. At the beginning of the programme the development workers undertook specialist training to help them to better understand the structure and culture of African and Caribbean churches, as well as how to effectively bring people from a range of backgrounds together through, for example, relevantly adapting the support and activities provided.

Building upon this, the GB development worker in London developed a positive relationship with a church in a multi-cultural setting in Custom House, Newham, and worked with them to explore what opportunities could be provided for the girls and young women in their community. The church is based in an area of rich cultural diversity; but there are limited financial resources available in the borough for offering important opportunities to younger generations. Through the Supporting Inclusion Programme and working with GB, they have been able to develop three new GB groups (**n:vestigat**e for 4-8s, **n:gag**e for 7-11s and **n:count**a for 10-14s) and already have over 30 girls from a range of backgrounds, going along on a regular basis. The groups are led by an inter-generational team of 10 volunteers.

Recruiting and retaining adult volunteers

Prior to launching the new groups the church advertised opportunities for people to become volunteers through sharing the vision for the group and the difference that it could make in the lives of the girls and young women in their community. This led to several people coming forward to volunteer and undertake the training required to equip them for leadership roles within GB. With some people struggling to commit to volunteering on a regular, weekly basis, due to things like family and work commitments, it was decided to put in place a rota system. This helped to ensure that the opportunity to volunteer was accessible to all those interested in doing so.

As well as being supported and equipped through GB, by for example the modular **n:fluence** leadership training, which looks at things like programme planning, participation and personal development, the wider church family is also very supportive of the volunteers. Through linking the group into the wider outreach of the church, long-term sustainability is helped to be provided. Many members of the church also give financially to help enable the work amongst children and young people.

Engaging young people

In order to promote the new groups amongst those within the locality, the GB development worker and local volunteers, from both within and beyond Custom House, participated in a community summer event. This saw them providing interactive activities to help girls and their families explore what GB was all about; encouraging conversations to develop, and relationships to form with people from a wide range of backgrounds. Promotional literature and branded items, funded through the programme were also used to help raise awareness of the groups and to provide a flavour of the holistic activities on offer. The community summer event proved so successful in forming links with the community, that both the GB groups and the wider church have decided they will be a part of this again in the future.

Once up and running, the girls going along to the groups have been encouraged to share with their friends about the different things they have had the chance to do and discover; inviting them along to make the most of the opportunities too. One opportunity that the girls particularly enjoyed learning about and sharing with their friends was first aid, with one young person sharing how:

“I was with my friends and one of them fainted, because The Girls’ Brigade leaders taught us first aid and crisis skills I knew how to keep calm and help her. I felt proud that I wasn’t scared and I’d managed to look after my friend when she was hurt.” Young Person

Benefits for young people

From a parents’ perspective, The Girls’ Brigade England and Wales groups were a welcome addition to the local area. Parents commented that prior to the GB groups developing, there were very few other activities on offer for young people and they appreciated their children having a safe place to go and discover new things.

“It’s actually lovely to send them here and know that they’re safe.” Parent

Young people and their parents agreed that they had benefited from having a place to go to where they can be themselves and talk openly with the other girls and volunteers. This had been particularly helpful in improving one young person’s confidence as her mum explained:

“She was bullied terribly...I’ve notice her confidence and self-esteem has been building since she’s come here and I personally feel it’s helped her quite a bit. She’s able to come here and talk about what she’s been through and learn ways to deal with things.” Parent

As well as providing support for those experiencing problems with bullying, the groups have also helped the young people to grow in confidence at school, and to also make friends with people from a range of backgrounds:

“Girls’ Brigade gives me one-to-one help and I’ve really improved at school. The leaders will always talk through anything challenging and it’s easier to make friends here.” Young Person

Girlguiding – Hemlington Guides Unit

Background

The Hemlington Guides Unit opened in November 2013 and has 13 girls and three adult volunteers. There were no units in the area, which was chosen because of its strong sense of community and a desire to provide opportunities for local young people, in a context with a high concentration of unemployment.

Habinteg housing association was very enthusiastic about housing the unit in an under-used community centre for a nominal fee. Girlguiding helps Habinteg to achieve their aims around active community participation and anti-social behaviour, by providing opportunities for girls and adult volunteers, and diversionary activities, as well as potentially attracting families to the estate.

Success factors of setting up the unit

The Supporting Inclusion Programme funding provided extra capacity, and acted as a catalyst for setting up the new unit, by covering resources and training costs. The communication and IT skills of the development worker was vital for all the promotional activities, to attract new adult volunteers and girls. A new group is typically set up by experienced Guide leaders. There were concerns about the capacity of existing volunteers to support a new group, as they were already responsible for running groups and senior roles in the local Girlguiding division. The “new group Buddy” from another division shared her valuable experience and gave the new volunteers lots of advice and support.

“As the organisation has been around for over 100 years, there is a lot to pass on... We have the support structures but needed the impetus.” Existing volunteer

Recruiting adult volunteers

The approach to adult volunteer recruitment has ranged from small local residents meetings, local school and church fairs, to a Asian Mela event, university volunteering fairs, International Women’s Day events and joint events with a younger Rainbows group and other uniformed youth organisations. The unit was also awarded a Supporting Inclusion Programme community grant helped to be community sponsors at the very popular local Mela, which had appearances from a TV personality, and collected eight new names, leading to the recruitment of two regular volunteers.

“It can be much more effective to tag onto an existing large scale event with a captive audience than to set up new specific events, where you have to attract an audience” Development worker

A key aspect of the successful approach to stalls, for example, at the Mela, is having a team of adult volunteers signed up to do two hours each. The development worker gave them each others’ phone numbers to coordinate with each other which provided the opportunity for the adult volunteers to develop their experience and confidence. It would sometimes be easier to just do it herself, but she emphasised the importance of empowering others, in order to make groups sustainable.

Engaging young people

The very local grassroots events were most successful in recruiting young people. A church summer fair attracted 12 girls interested in joining, almost all of whom attended a taster session, held at the proposed time of the regular unit meetings, and subsequently signed up to join. The stall at the church event had beaded bracelet-making activities, and attracted several boys who took leaflets for their sisters, friends and mums. The taster session also resulted in a parent of one of the girls coming forward as a regular adult volunteer, giving the two main leaders additional support.⁸⁹

One girl was recruited from an information stand on a Saturday morning in the nearby library, and three contacts came from school leaflets. The development worker commented that small events may feel like a waste of time, until they suddenly capture the interest of individuals, who may become new members.

Benefits for young people

A major benefit for the young people has been confidence building, through working together in small and large groups, and activities which promote independence, decision-making skills and young people's active participation in decision making. They undertake educational activities to explore personal and social issues, such as managing feelings, and bullying, not reacting to name calling; being grown up about it. Girls practise leadership skills in their patrol groups, and develop their own programme ideas, for example, designing and making Christmas cards to sell. They ran a Christmas fair in the community centre, selling cakes and cards, and made £89, which is a lot of money in the local economic context.

"It is pretty much girl-led. We just put it in the plan and get the resources." New volunteer

One girl who was very shy initially began to feel safer and more secure in the group, and talked about having been bullied. A proud moment was when she then sang in public at the Christmas fair.

Volunteers highlighted how the group makes the girls *"think about the bigger picture"*. One has had positive feedback from school teachers about the impact on the girls' behaviour at school:

"It is nice when teachers tell you nice things about the girls at school." New volunteer

The group is reported to help break down local barriers, as some young people will not go from one street to another and to *"stop them running riot on the streets."* Parents valued the opportunity for their daughters to mix with people from different schools, and to move beyond their little groups, to become less wary and happier to talk to others.

"We are more helpful and loud and funny and energetic. Nearly everyone here are friends now." Girl aged 10

⁸⁹ Lucy Owens, *"Welcome to 53rd Middlesbrough (Hemlington) Guides"*, article in Growing Guiding magazine

Sea Cadets – Kirkby Unit

Background

The Sea Cadets have been running a group for fifty years in an acutely deprived local area of Kirkby in Merseyside, but was due to close, following a decline in committee members and volunteers. The greatest challenges were felt to be finding time for the small number of volunteers to fundraise on top of other tasks, balancing their adult volunteer role and work and family commitments; and the poor state of the building.

A growing group of volunteers has succeeded in turning the group around, and recruitment was not cited as a major challenge, thanks to a highly successful recruitment drive led by the development worker funded by the Supporting Inclusion Programme. The number of sea cadets rose from zero to 30, and in the past year continued to rise up to 63, while the number of adult volunteers has risen from four to 20. How this was achieved is explained below.

Recruiting adult volunteers

The Sea Cadets take part in cadets' displays with a recruitment trailer and gazebo at large events such as the Liverpool 70th anniversary of the battle of the Atlantic, attracting 350,000 visitors, and the forthcoming Mersey river festival. Other approaches are networking with professional contacts and cadets' families; a student volunteering fair; the online "Do it" national volunteering database and free adverts on the Guardian and Charity jobs websites.

The Kirkby Unit has volunteers "*from all walks of life*", including an army IT specialist; a global e-commerce manager; manual workers; a lifeguard; conveyance clerk; students; a mechanic; a hairdresser. Interviewees are motivated because they enjoy it socially; they value the training; they are proud of the young people; they want to pass on what they gained from being a cadet themselves; and, fundamentally, they care and "*would do anything for them kids*".

Engaging young people

The development worker organised a range of 24 assemblies to primary and secondary schools, which she delivered with volunteer help, to attract new cadets to existing units low on numbers. Engaging with the schools was "*not too hard*", although not all took up her offer. Her approach involved sending emails for the attention of the relevant head of year, followed up by confident phone calls outside teaching hours. Often an individual teacher "*really took to the idea*", promoted as a way to complement the school curriculum, covering citizenship, teamwork and leadership.

During assemblies, she would give young people a flavour of what Sea Cadets do, using a brief film, "A Day in the Life of a Sea Cadet", then present information and lots of photos about the range of activities available: sailing different types of boats, working towards qualifications, land based activities, courses, and competitions such as a rowathon covering the distance around the world. Benefits for young people highlight were: fun, skills, something for your CV, just doing something, meeting people from around the country, going abroad, and going away on one of Sea Cadets' own fleet of ships for a week.

Pupils in five schools were offered the chance to take part in one of three taster days, which had not been done before. Another approach to be trialled for the first time, in Kirkby, is 1.5 hour after school taster sessions, involving rowing on the canal, an indoor activity and an outdoor on-land activity.

In Kirkby, the assembly was so popular that the Head of Year asked children to write down their reasons for wanting to join, and selected 15 to take part in a taster day from 40-60 Year 7 pupils. They took part in 45 minute activity sessions of kayaking, power boats, on-land activities, personal leadership, safety awareness, fieldcraft, camouflage and concealment, learning about MoD ration packs and observation skills. Feedback was very positive and 12 joined Sea Cadets, while the other three joined army cadets. The support from Supporting Inclusion Programme enabled the group to fund professionally branded publicity materials and to run more community events, such as an open day.

Volunteers report that the Kirkby group reflects the local population, which is not very ethnically diverse, with 85% walking to the group, and some who are in care. It has engaged some children who teachers see as challenging and were surprised about. They also recruited young people with additional needs such as Asperger's and partial hearing loss via charities, viewing this diversity as *"good for the whole group"*.

"It gives everyone some awareness that people have different needs and feelings. E.g. if they see a kid misbehaving, they have far more understanding now, for life in general. The earlier you learn that, the better." Commanding Officer

Lessons are hands on, sometimes avoiding whiteboards, in order to be different to school. The adult volunteers are also happy to provide extra support where needed.

"You get troubled kids and you try to coax them into a better life. I tell them 'You put in what you want to get out –put in 100%, if you want to get 100% out. If you're worried about anything, talk to us.' I talk to them as adults." Volunteer

Benefits for young people

The cadets were motivated to learn in an informal non-school setting, with access to IT, which again is sometimes unavailable at home. Young people highlighted new skills including how to pitch a tent (never having camped before); a cook steward badge; rafting; boating and first aid.

Active citizenship and a *"very strong community ethos"* are apparent, for example, cadets volunteered to help with a deep clean of the building; one boy overcame initial apathy to fundraise for the poppy appeal; and a girl applied her first aid skills to help someone having an epileptic fit, which was written up in the local newspaper. The community engagement extends beyond the volunteers and cadets, to their families, who offer practical skills, and to the local area, for example, with carol singing and gift collections for a women's refuge.

St John Ambulance – HMP Hull Peer Education Unit⁹⁰

Background

St John's created the Stick It package in 2008 as one day emergency first aid course focussed on how to treat knife wounds and showing young people the affects of knife wound injuries. St John Ambulance pioneered Stick It via the Supporting Inclusion Programme with over 10,000 young people taking part in a Stick It course and receiving a certificate of competency in giving emergency first aid.

St John Ambulance's RISE team was particularly interested in engaging young prisoners in the Stick It course. The RISE team first met with HMP Hull prison staff at a Prison Me No Way⁹¹ event in 2013. The prison staff were interested in St John Ambulance delivering Stick It courses to young prisoners. The courses were delivered during the Summer 2013 with some of the young people enjoying the course so much that they sent thank-you letters to St John Ambulance.

Setting up a prison based unit

The Stick It course was so successful that many of the young prisoners were keen to take part in more first aid training. After discussions with the prison Governor and resettlement team it was decided that a new unit would be opened at the prison. This was possible as two prison officers volunteered to join St John Ambulance as the unit's leaders and were provided with training and support from St John Ambulance's RISE team.

The RISE team and the volunteers began by running a Peer Education course with eight young prisoners successfully completing their BTEC qualification in Peer Education. Following the training, some young prisoners went on to regularly help the St John Ambulance trainer to deliver first aid training to other young prisoners. The unit has gone from strength to strength with young prisoners completing First Aid training levels 1 to 3 as well as gaining lots of experience in practising first aid.

Benefits for young people

The RISE team and prison staff fed back that the young people's confidence in themselves had improved and they had become more confident in delivering first aid training sessions to other prisoners.

The young prisoners' first aid knowledge greatly improved and some young people wanted to carry on with their first aid training and expressed interest in supporting St John Ambulance after their release.

⁹⁰ This case study is based on a case study developed by St John Ambulance

⁹¹ <http://www.pmnw.co.uk/>

The Scout Association – Billesley Unit

Background

For the Supporting Inclusion Programme, The Scout Association in Birmingham established a project steering group which consisted of Birmingham's County and District Commissioners. The project steering group decided on the areas of need that the development officer was to concentrate on. One area that was identified as having very few uniformed youth organisations present was Billesley. The development officer researched the local community venues in the area and found a suitable local community venue that was available at a reasonable price. 325th Birmingham Scout Group Billesley was opened in April 2014. The unit consists of Beaver, Cub and Scouts age groups and now has 50 young people attending.

Recruiting adult volunteers

The Group has recruited 10 adult volunteers across the three groups, the majority of which were recruited by the development officer. The development officer and the Group Scout Leader felt that a flexible approach to the number of hours an adult volunteer committed was needed to ensure that they engaged and retained an adequate number of volunteers to deliver Beavers, Cubs and Scouts. They made it clear to all prospective adult volunteers that there would be a rota system in place and they would not have to attend every week.

For one of the unit's adult volunteers this flexible approach made all the difference. He was interested in volunteering as soon as he heard about the opportunity as he thought it would be fun for the children and his son wanted to attend Cubs. However as a security guard he works shifts so he knew he would not be able to commit to attending on a weekly basis. What enables him to be a leader is the fact that the Group Scout Leader did not make him commit to attending weekly. He informs the Group Scout Leader of his shift pattern in advance and he is rotaed on to help with particular sections. He felt this worked well and he would not be able to volunteer otherwise.

"It's good to be flexible. If I had to be here every week I wouldn't be able to volunteer." Volunteer

Once the adult volunteers were recruited the next challenge is to retain the volunteers. Research conducted by The Scout Association found that if an adult volunteer stayed for 6 months they are likely to be a volunteer for many years. A key reason why volunteers are likely to leave is if the volunteer role was not what they expected. The Development Officer tried to overcome this challenge by meeting with each of the prospective adult volunteers and clearly explaining what their role would entail before they signed up.

Tailoring to the needs of children and young people

The unit is trialling opening the unit on a weekly basis all year round. The Group Scout Leader made this decision as there was felt to be a need provide activities for children and young people during the holidays. So far the unit has remained open over half terms and two thirds of the children and young people attended. However the real test would be the summer holidays. Having adequate adult volunteers to keep all three groups running has not been a problem so far but there is scope for flexibility if needed such as merging the groups.

From a parent perspective the decision to keep the group open during the holidays was well received:

"I think it's brilliant. He'd be really disappointed he couldn't come during the holidays." Parent

Benefits for young people

The young people felt that they had already developed an array of skills from being involved in The Scout Association's groups. In particular they had learned practical skills such as cooking and first aid. Some of the young people felt that their communication skills had improved and one young person that they she had learned to lead other young people. From a parents' perspective one parent felt that her child had become more responsible since joining Cubs, particularly around the house, such as cleaning his room without having to be asked.

The Volunteer Police Cadets – Tower Hamlets

Background

The Volunteer Police Cadets began in London aim to serve 100 to 130 Volunteer Police Cadets in each London Borough. The Volunteer Police Cadets had the demand from the young people but did not have the capacity and resources to open this scale of new units.

The Supporting Inclusion Programme enabled the organisation to open a number of new units in London including in Tower Hamlets. Both senior and junior Volunteer Police Cadet units were opened in September 2013. The units are both delivered in a secondary school which provides the venue for free. The Junior Cadet Unit and one of the two Senior Cadet Units meet on the same night of the week. All three of Langdon Park Tower Hamlets' cadet units have flourished with 25 young people aged 10 to 13 attending Junior Cadets and 50 young people aged 14 to 18 attending of the two Senior Cadets Units. The majority of Senior Cadets and all of the Junior Cadets were brand new to Volunteer Police Cadets.

Developing future leaders

Many of the adult volunteers at the Langdon Park Tower Hamlets units are serving or retired police officers. The unit also actively encourages senior cadets to become young leaders to provide them with an insight into the adult volunteer. Currently two Senior Cadets aged 18 are volunteering as young leaders for the Junior cadet unit. The young leaders are responsible for planning and delivering sessions for the Junior Cadets with supervision from the adult volunteers. This model has already led to one young leader becoming an adult volunteer for the Senior Cadet Unit.

One young leader had been a cadet for five and a half years at a different unit and had heard there was an opportunity to help at the new junior unit. He decided to become a young leader as he wanted to gain experience of working with young people and take on new responsibilities. He felt his confidence had improved a lot since being a young leader and he had grown in confidence in speaking to a range of people. He had enjoyed his time as a young leader so much that he planned to carry on volunteering and looked forward to being old enough to undertake the full adult volunteering training.

Benefits for young people

The Junior Cadets fed back that they really enjoyed the activities that they take part in during the sessions including craft activities such as making their own Volunteer Police Cadet shield and outdoor activities. From a parent's perspective the junior cadets provided an opportunity for their children to learn to be respectful of others and to install the values that they taught their children. For one Junior Cadet being a cadet helped him to become calmer and less anxious. His parent felt the structure and discipline that the Cadets provided was particularly helpful in calming him down and supporting him to be more confident in himself.

The Volunteer Police Cadets also led to a range of benefits for the senior cadets. In particular senior cadets felt that their self confidence had increased due to being part of the Volunteer Police Cadets. For example one young person was shy before joining the cadet and did not speak a lot at school but now has the confidence to give presentations at school. The Senior Cadets attributed the improvement in their self confidence to the fact that they have made close bonds with the other cadets which provided them with a sense of belonging and freedom to be themselves.

For one Senior Cadet attending Volunteer Police Cadets helped him to be more disciplined and respectful. This particularly made a difference in his school life as he used to be very rebellious at school and was often in trouble with teachers but now he no longer rebels as school.

“You can go from a rebel to staffing younger police cadets and all that discipline is built up.” Senior cadet

The Senior Cadets really enjoyed getting involved in community activities. The cadets have supported a number of London events including the Notting Hill Carnival which they really enjoy as they feel that they are make a difference and enjoy having the responsibility that this involvement brings. The cadets also try to make a difference in the estates where they live.

Annex Three: Peer Research findings

Overview of peer researchers

Both Youth United Foundation and Ecorys are advocates of peer-led research. Young people can bring a greater understanding of their peers as well as more easily access young people not involved in uniformed youth organisation. This section sets out the findings from the peer researchers' interviews.

Ecorys set out to recruit a cohort of peer researchers from across the uniformed youth organisations. An explanatory leaflet and application form was circulated to all uniformed youth organisations. Two Saturday training sessions were arranged, one in London and one in Manchester, to help young people to take part.

In total 12 peer researchers were recruited and trained from six of the uniformed youth organisations⁹². The peer researchers were aged between 12 and 23 and have been tasked with interviewing their direct peer group. The peer researchers took to their task with great enthusiasm and conducted and written up 42 interviews.

The peer researchers were all invited to a debrief session in November 2013 and a couple of peer researchers that were unable to make the debrief meeting were met separately. Feedback from the debrief session is discussed in the peer researchers' experience section.

Young people's views

The purpose of the peer research was to explore young people's views of uniformed youth organisations. Peer researchers were asked to interview three different types of young people:

- **Young people that have never been involved in a uniformed youth organisation** to explore the reasons why young people decide never to join or volunteer for a uniformed youth organisation (15 young people interviewed).
- **Young people that used to be involve in a uniformed youth organisation** to explore the reasons why young people decide to leave a uniformed youth organisation (14 young people).
- **Young people who are still involved in a uniformed youth organisation** to explore the benefits of taking part in a uniformed youth organisation (13 young people).

The young people interviewed were aged between 12 and 25 which enabled the peer researchers to explore the perceptions of being a volunteer as well as take part in activities. The majority of young people were White British with two Black British young people, one British Chinese young people and an Irish young person. Over half of the young people were female and tended to be in full time school, college or employment with only two unemployed young people.

⁹² Army Cadets, Fire Cadets, The Girls' Brigade England and Wales, The Scout Association, St John Ambulance, Volunteer Police Cadets

Reasons for not taking part

Prior to exploring reasons why young people have not taken part in uniformed youth organisation, peer researchers identified which organisations young people were aware of⁹³. All organisations were mentioned at least once across the 12 interviews. However the organisations that young people were most aware of were The Scout Association and Girlguiding, followed by The Boys' Brigade, The Girls' Brigade England and Wales and Army Cadets. Young people's knowledge of organisations varied from simply knowing the name of the organisation to being aware of its ethos and the types of activities different organisations deliver. One young person commented that they were aware of the benefits of taking part:

"I know they can help like boost your confidence." Female, aged 17, White British

The peer researchers then provided a short description of each organisation to interviewees and asked for their views on the organisation and the types of activities delivered. In general, the young people interviewed felt the organisations sounded *"fun"* and *"interesting"*. The types of activities that the young people were particularly attracted to varied. Some young people preferred organisations that involved adventurous and active activities whilst others preferred organisations that offered routes to achieve qualifications such as the Duke of Edinburgh Award. Most young people interviewed liked the sound of all the different activities with only a couple commenting they did not like sport activities.

Young people interviewed tended to think nothing would prevent them from joining or volunteering at one of the organisations. Young people were keen to meet and socialise with other young people and felt the adult leader would encourage them. Of the young people that did feel there were barriers that would prevent them from joining an organisation, the key barriers cited were:

- **A strict leader.** The personality of the adult volunteers was viewed as a factor in attending an organisation. *"I think if the ones running, representing the organisation are not putting off a good vibe or presenting themselves well, that would stop me from going."* Male, 18, Black British
- **Lack of transport.** This was seen as a particular barrier for either younger children whose parents were unwilling to drive young people to the organisation or those that could not afford to take public transport. *"When I was younger my parents wouldn't let me do [name of organisation] because they said my cousin did it and she didn't like it so therefore I couldn't do it...So if you have no one to physically drive you... you can't go."* Female, aged 25, British Chinese
- **Worrying about meeting new people.** The fear of meeting new people was viewed as a barrier for several young people particularly those that are very shy. *"Meeting new people would be the main problem because I'm shy at first."* Aged 16, White British
- **Wearing a uniform.** Wearing a uniform was considered uncool by one young person. Another commented that it depended on the type of uniform. An "eccentric" uniform would put them off joining an organisation.
- **Misperceptions of organisations.** In some instances young people had misperceptions of what joining a uniformed youth organisation entailed. For instance one young person thought that in order to join some of the uniformed youth organisations they had to go to church on a weekly basis. Another young person felt military related cadets were not relevant to him as he did not want to join the forces.

⁹³ This was explored with both young people who have never been involved in any uniformed youth organisations and young people that left a uniformed youth organisation

However the interviewees felt that there were things that would overcome these barriers and encourage them to take part in a uniformed youth organisation such as:

- **Knowing other young people that attend organisations:** Several young people commented that they were more likely to join an organisation if they knew other people that attended. *“If a friend joined one with me then I would definitely think about it.”* Aged 16, White British. One suggestion was to use ‘crowd advertising’, such as promoting an organisation at school or at a community group, which provides an opportunity for young people to join organisations together.
- **Opportunities to be a young leader:** Young people that had not heard about uniformed youth organisations when they were younger felt they would still be keen to get involved if they were aware of opportunities to be volunteers. *“If there was a role for young leaders within the organisation I would think about joining”* Male, aged 20, White British.
- **Being aware of the organisations in their area:** Several young people felt if they were aware of the organisations and their activities they would have been interested in taking part. Young people suggested several promotion routes including leaflets, as well as making use of social media such as Twitter and Facebook. *“There are loads of uniformed youth organisations but they are not advertised. If there was someone in the area giving out leaflets or even a poster then that would be great.”* Male, 18, Black British.

Reasons for leaving uniformed youth organisations

14 young people interviewed used to attend a uniformed youth organisations. These young people were all aged 12 to 24 and tended to have been involved with a uniformed youth organisation between three and 13 years. Only one young person left a uniformed youth organisation after a couple of months due to a clash with another activity. The main reasons for leaving an organisation were:

- **The time of the group clashing with other activities:** Young people commented that they had to choose between attending the uniformed youth organisation and other activities such as football training. Young people chose the other activity as they were more committed to it. *“It clashed with other activities.”*
- **The amount of school or college work:** For older young people approaching GCSEs and A Levels the amount of school work made it difficult for them to continue to be involved. *“I had too much work and college, it was over piling me so I had to leave.”* Male, 18, Black British.
- **Moving away to university:** For some young people they left the organisation they attended when they moved to university. For others the unit they attended was part of their school curriculum which came to an end when they left school. *“Unfortunately I had to leave because I was off to university”* Female, 19, White British.
- **Too old to continue taking part:** Young people that left due to *“being too old”* seemed unaware or uninterested in continuing to be a young leader in their organisation.
- **The leader left the organisation:** There were a couple of instances where the main leader of an organisation who the young people liked left and young people were not keen on continuing at the unit with a new leader. *“My old leader left and I didn’t want a different one.”* Female, 12, White British.

The majority of the above reasons for leaving a uniformed youth organisation could not be prevented as they are due to external factors with the exception of the leader leaving and young people feeling they were too old to take part and were unaware of opportunity to become a leader.

Benefits of attending uniformed youth organisations

Young people that either used to be involved or are currently involved in uniformed youth organisations described a range of benefits of taking part in a uniformed youth organisation, which are very similar to the benefits outlined in Chapter 8:

- **Improving their social skills:** Young people commented that being part of a uniformed youth organisation had helped them to be more confident in speaking to both other young people and adults. As one young person explained: *“Coming from someone who was really shy at the beginning of my cadet career I used to hate it a lot [meeting up with new people] ... but the further on it got into my cadet career the more I’ve got used to meeting new people and the more I talk to new people so it’s become, not as easy as it might be for someone else because I’m still quite shy, but it’s helped me out a lot”*. Female, aged 19, White British.
- **Developing their communication skills:** Young people felt that the activities they were involved in at the uniformed youth organisations helped to improve how they express their ideas and generally communicate with other people. *“Explaining yourself more in the sense that they literally understand what I am talking about which is really useful for me personally because I’m doing medicine.”* Female, 21, Chinese.
- **Teaching them to interact with different types of young people:** Young people commented that the uniformed youth organisation they attended included young people from different age groups and different backgrounds which meant they became used to mixing with different types of young people. *“It’s a great place to meet new people and interact with people of different ages who I may not have spoken to before.”* Female, aged 20, White British.
- **Developing their leadership skills:** For young people that had taken on leadership responsibilities within their organisation felt that this opportunity had helped to develop their leadership skills. *“I have learnt to get more involved in leading activities and this has allowed me to become a positive role model.”* Female, aged 20, White British.
- **Improving their self esteem:** Young people commented that the fact that they felt comfortable at the organisation, with some young people describing it to be ‘like a family’, helped to boost their self esteem. *“It has helped with my self-esteem and has given me a sense of belonging which makes you feel so much better about yourself.”* Female, aged 20, White British.

Becoming an active citizen

In addition to the personal benefits of taking part in uniformed youth organisations young people also felt that the organisation they belonged to encouraged them to be more involved in their local community.

“Has inspired me to go out into my local community and get involved” Female, aged 17, White British

“I liked helping out the community while in cadets because there was always something new that we were introduced into, There were plenty of opportunities for me. I would like to do that again.” Male, 19, White British

The types of community activities young people were involved with outside their organisation included volunteering to run sports clubs at local primary schools or to be a fundraiser.

Peer researcher's experiences

Once the peer researchers had completed their interviews, all the peer researchers were invited to a debrief event or an alternative option. The debrief sessions involved gathering peer researchers' perspectives on the interviews including the key things they learned from the interviews and if any of the findings were surprising.

The second part of the debrief session focussed on the young people's experiences of being a peer researcher from the training and support provided to writing up their interviews.

Training and support

In terms of the **training session**, peer researchers fed back that they found the training session useful and enjoyed meeting the other young people and having time to practice their interviews skills. They also found the interview guides very useful with peer researchers commenting that they familiarised themselves with the guides before the interviews which was felt to be useful preparation. The peer researchers were also provided with a training manual to accompany the training session which included background information to evaluation, handy hints and tips for setting up, interviewing and writing up the interviews as well as safety guidance. Peer researchers tended not to look at the **training manual** after the session and focused on preparing for the interviews. Peer researchers suggested combining the manual and interview guides into one document so everything was in one place. One peer researcher also suggested including a hints and tips section specifically for what to do if an interviewee gives one word answers.

Following on from the training sessions, each peer researcher was assigned an Ecorys researcher who **supported** them throughout the interview process which included catch up calls and reminder emails. Peer researchers fed back that they were given very clear guidance on their role and how to write up the interviews. Researchers also felt well supported by the researchers and felt they did not need any further support.

Interviewing young people

The peer researchers had mixed views on how difficult it was to find young people to interview. The younger interviewees found it particularly easy to engage other young people from their school and uniformed youth organisation. The older young people found it more challenging to find interviewees particularly for the current members of a uniformed youth organisation category. In terms of arranging a suitable time for the interview, similarly, peer researchers who interviewed young people in their school or the unit where they attend found this relatively easy. Other young people had to arrange convenient times to for the interviews which took slightly more work. One peer researcher overcame this challenge by **skyping** her interviewees which the peer researcher felt worked well as she was still able to record the conversation and enabled her to spend more time speaking to the interviewee than would have been possible otherwise.

Peer researchers reported that they tended to **enjoy the experience of interviewing** other young people and mostly the young people interviewed were forthcoming with their responses. However a couple of peer researchers found that the interviewees were quite embarrassed and either giggly or non responsive. Peer researchers found ways around this by giving a clear introduction and trying to put the interviewee at ease and make it a less formal process. However the researchers fed back that further tips on how to overcome this would have been useful.

Mostly the researchers did not experience any difficulties with writing up the interviews apart from one or two researchers that had difficulties with their cameras. The write ups received were of a high quality and included quotes.

Benefits for the peer researchers

The peer researchers all felt that they had benefited from their role as a peer researcher. A key benefit cited by researchers was **interviewing skills**. Conducting a semi-structured interview was a new experience for all of the peer researchers. Peer researchers learned how to plan and conduct an interview as well as the importance of asking clear questions that were not leading. Researchers also developed their skills in probing and prompting interviewees where this was needed. Researchers fed back that they felt that these skills could be useful for them in the future.

Another key skill peer researchers felt they had developed was their **communication skills**. Some of the peer researchers felt that the experiences of interviewing other young people had helped to develop both their ability to communicate as well as their listening skills.

Annex Four: Young People's Survey – Frequency Tables

This Annex provides all of the frequency tables from the survey. The tables provide the number and percentage of young people that selected each answer. For more complicated questions the number and percentages are provided in two separate tables but commentary is provided prior to the first table.

Table Q1

Where did you first hear about ...?	N	%
Word of mouth, such as friend or family	133	61
Leaflet, flyer or poster	7	3
An event, such as a fair	2	1
A talk, such as in a school assembly	34	16
Internet	6	3
TV or radio advert	2	1
Can't remember	5	2
Other (please write in your answer)	28	13
Total	217	100

Due to rounding, percentages may not sum to 100.
Source: Ecorys young people's survey.

Table Q2

Why did you want to get involved	N	%
My Friends Go	50	23
Someone from my family said I should go	32	15
My family are or were members	20	9
To learn new skills	102	47
It is something to do	49	23
It sounded like fun	70	32
Another reason	41	19
No response	0	0
Total =	217	100

More than one answer could be given so percentages may sum to more than 100.
A total of 217 respondents answered at least one item in this question.
Source: Ecorys young people's survey.

Table Q3

Did you have to wait for a place at ...?	N	%
No, I started straight away	159	73
Yes - I waited up to a month for a place	38	18
Yes - I waited up to a year for a place	4	2
Yes - I waited over a year for a place	2	1
I don't know or can't remember	14	6
Total	217	100

Due to rounding, percentages may not sum to 100.
Source: Ecorys young people's survey.

Table Q4

How easy or difficult is it for you to get to ...?	N	%
Very difficult	2	1
Quite difficult	4	2
Neither	31	14
Quite easy	75	35
Very easy	105	48
Total	217	100

Due to rounding, percentages may not sum to 100.
Source: Ecorys young people's survey.

Table Q5_

How often do you take part in each of the following activities	Never	Sometimes	Regularly	No response	Total
	%	%	%	%	%
Outdoor sport and fitness activities	33	38	27	2	100
Indoor sport and fitness activities	19	36	41	4	100
Skills activities	14	41	42	3	100
Community activities	17	42	38	2	100
Problem solving activities	11	46	40	3	100
Creative activities	33	34	30	3	100
N = 217					

A series of single response questions.
 Due to rounding percentages may not sum to 100.
 A total of 214 respondents gave at least one response to these questions.
 Source: Ecorys young people's survey.

Table Q5_

How often do you take part in each of the following activities	Never	Sometimes	Regularly	No response
	N	N	N	N
Outdoor sport and fitness activities	71	82	59	5
Indoor sport and fitness activities	42	79	88	8
Skills activities	31	88	91	7
Community activities	37	92	83	5
Problem solving activities	24	100	86	7
Creative activities	71	74	65	7
Total = 217				

A series of single response questions.
 A total of 214 respondents gave at least one response to these questions.
 Source: Ecorys young people's survey.

Table Q6_

How much, if at all, has your organisation helped you to	Not at all	A little bit	A great deal	No response	Total
	%	%	%	%	%
Make new friends at	2	30	64	4	100
Meet young people from different backgrounds	4	43	46	7	100
Get involved in activities in my community	6	36	50	7	100
Develop new skills	0	26	71	3	100
Get new qualifications	14	28	41	18	100
Get on better with work at school	21	34	31	14	100
Go to places you would not have gone to before	9	28	56	7	100
N = 217					

A series of single response questions.
 Due to rounding percentages may not sum to 100.
 A total of 214 respondents gave at least one response to these questions.
 Source: Ecorys young people's survey.

Table Q6_

How much, if at all, has your organisation helped you to	Not at all	A little bit	A great deal	No response
	N	N	N	N
Make new friends at	5	66	138	8
Meet young people from different backgrounds	8	93	100	16
Get involved in activities in my community	14	79	108	16
Develop new skills	1	57	153	6
Get new qualifications	30	60	89	38
Get on better with work at school	45	74	68	30
Go to places you would not have gone to before	20	60	122	15
Total = 217				

A series of single response questions.
A total of 214 respondents gave at least one response to these questions.
Source: Ecorys young people's survey.

Table Q7_

Would you say you are more or less confident	Much less confident	A little bit less confident	No change	A little bit more confident	A lot more confident	No response	Total
	%	%	%	%	%	%	%
When meeting new people your own age	0	0	14	39	43	3	100
When meeting new adults	1	1	17	45	33	3	100
When taking part in new activities	0	0	13	34	50	2	100
When taking part in training	0	0	18	37	37	8	100
In being a young leader	0	2	19	32	39	8	100
When going to places outside my local area	0	0	18	34	41	6	100
N = 217							

A series of single response questions.
Due to rounding percentages may not sum to 100.
A total of 214 respondents gave at least one response to these questions.
Source: Ecorys young people's survey.

Table Q7_

Would you say you are more or less confident	Much less confident	A little bit less confident	No change	A little bit more confident	A lot more confident	No response
	N	N	N	N	N	N
When meeting new people your own age	1	1	31	84	94	6
When meeting new adults	3	2	37	98	71	6
When taking part in new activities	0	1	29	74	108	5
When taking part in training	0	1	38	81	80	17
In being a young leader	1	4	41	69	84	18
When going to places outside my local area	1	0	39	73	90	14
Total = 217						

A series of single response questions.
A total of 214 respondents gave at least one response to these questions.
Source: Ecorys young people's survey.

Table Q8_

How much, if at all, have you become better at...	Not at all	A little bit	A great deal	No response	Total
	%	%	%	%	%
Your school life	23	47	26	5	100
The way you speak with your parents or carers	26	38	31	6	100
The way you speak with other adults	13	41	39	6	100
Making new friends	9	36	52	3	100
Making new friends with people of a different age	11	40	45	5	100
Making new friends with people from a different background	10	41	43	7	100
Getting involved in your local area (such as help a neighbour, clear up a local area, help at a youth group)	19	35	38	8	100
The way you work with others	10	41	47	3	100
Your problem solving skills	10	39	45	6	100
Your ability to achieve the goals you set yourself	12	39	43	6	100
Something else	1	11	17	71	100
N = 217					

A series of single response questions.
Due to rounding percentages may not sum to 100.
A total of 216 respondents gave at least one response to these questions.
Source: Ecorys young people's survey.

Table Q8_

How much, if at all, have you become better at...	Not at all	A little bit	A great deal	No response
	N	N	N	N
Your school life	50	101	56	10
The way you speak with your parents or carers	56	82	67	12
The way you speak with other adults	28	90	85	14
Making new friends	19	79	112	7
Making new friends with people of a different age	24	86	97	10
Making new friends with people from a different background	21	88	93	15
Getting involved in your local area (such as help a neighbour, clear up a local area, help at a youth group)	42	76	82	17
The way you work with others	21	88	101	7
Your problem solving skills	22	85	98	12
Your ability to achieve the goals you set yourself	26	84	93	14
Something else	3	24	37	153
Total = 217	217	0	0	0

A series of single response questions.
 A total of 216 respondents gave at least one response to these questions.
 Source: Ecorys young people's survey.

Table Q9_

Has your respect changed for ...	Respect them a lot less	Respect them a bit less	No change	Respect them a little bit more	Respect them a lot more	No response	Total
	%	%	%	%	%	%	%
Your family	0	0	34	25	40	1	100
Your friends	0	1	29	28	41	0	100
Other young people	0	0	27	33	38	1	100
Other adults	0	1	29	25	44	1	100
Other people's things	0	0	27	28	43	1	100
My local area	0	2	25	28	43	3	100
N = 217							

A series of single response questions. Due to rounding percentages may not sum to 100.
 A total of 216 respondents gave at least one response to these questions.
 Source: Ecorys young people's survey.

Table Q9_

Has your respect changed for ...	Respect them a lot less	Respect them a bit less	No change	Respect them a little bit more	Respect them a lot more	No response
	N	N	N	N	N	N
Your family	0	0	73	54	87	3
Your friends	1	3	63	60	89	1
Other young people	0	1	59	72	83	2
Other adults	0	2	62	54	96	3
Other people's things	1	1	58	60	94	3
My local area	0	4	54	60	93	6
Total = 217						

A series of single response questions.
 A total of 216 respondents gave at least one response to these questions.
 Source: Ecorys young people's survey.

Table Q10_

How much would you say you have learnt about the following?	I haven't learned anything	I learned a bit	I learned a lot	No response	Total
	%	%	%	%	%
Leadership skills	6	40	48	5	100
Communication skills	5	34	58	4	100
Team work skills	4	29	65	2	100
Problem solving skills	8	36	51	5	100
Practical skills (such as first aid)	12	29	54	5	100
Sports skills	17	38	41	5	100
Outdoor skills	18	30	46	6	100
Creative skills (such as craft)	16	27	42	15	100
N = 217					

A series of single response questions.
 Due to rounding percentages may not sum to 100.
 A total of 213 respondents gave at least one response to these questions.
 Source: Ecorys young people's survey.

Table Q10_

How much would you say you have learnt about the following?	I haven't learned anything	I learned a bit	I learned a lot	No response
	N	N	N	N
Leadership skills	14	87	105	11
Communication skills	10	73	125	9
Team work skills	8	62	142	5
Problem solving skills	18	78	111	10
Practical skills (such as first aid)	27	62	118	10
Sports skills	36	82	88	11
Outdoor skills	38	66	99	14
Creative skills (such as craft)	35	59	91	32
Total = 217				

A series of single response questions.
 A total of 213 respondents gave at least one response to these questions.
 Source: Ecorys young people's survey.

Table Q11

When you are too old to be in ..., how would you like to stay involved?	N	%
I would like help out sometimes	56	26
I would like to be a leader	98	45
I would not like to be involved at all	7	3
I don't know yet	53	24
No response	3	1
Total	217	100

Due to rounding, percentages may not sum to 100.
 Source: Ecorys young people's survey.

Table Q12

Which of the following qualifications have you gained	N	%
First aid training	94	43
BTEC Qualification	44	20
Duke of Edinburgh Award	37	17
Other	16	7
No response	93	43
Total =	217	100

More than one answer could be given so percentages may sum to more than 100.

A total of 124 respondents answered at least one item in this question.

Source: Ecorys young people's survey.

Table Q13

How far do you think they will help in the future?	Wont help at all	Wont help very much	Will help a little bit	Will help a lot	No response	Total
	%	%	%	%	%	%
First aid training and qualifications	0	0	7	35	58	100
BTEC qualification	0	0	4	14	81	100
Duke of Edinburgh Award	0	0	3	12	84	100
Other qualifications	0	0	2	1	97	100
N = 217						

A series of single response questions.

Due to rounding percentages may not sum to 100.

A total of 114 respondents gave at least one response to these questions.

Source: Ecorys young people's survey.

Table Q13

How far do you think they will help in the future?	Wont help at all	Wont help very much	Will help a little bit	Will help a lot	No response
	N	N	N	N	N
First aid training and qualifications	0	1	16	75	125
BTEC qualification	1	1	9	30	176
Duke of Edinburgh Award	0	1	7	27	182
Other qualifications	0	0	5	2	210
Total = 217					

A series of single response questions.

A total of 114 respondents gave at least one response to these questions.

Source: Ecorys young people's survey.

Table Q14

When you leave school, what are you most likely to do first?	N	%
Find a job	42	19
Find an apprenticeship	13	6
Go to university or other higher education institution	82	38
Continue further education (such as diploma, NVQ, BTEC, A levels etc.)	40	18
Something else (please write in)	6	3
I have not decided yet	29	13
No response	5	2
Total	217	100

Due to rounding, percentages may not sum to 100.
Source: Ecorys young people's survey.

Table Q15

Have you changed your ideas about what you want to do when you leave school due to attending ...?	N	%
Yes	48	22
No	95	44
Not sure	64	29
No response	10	5
Total	217	100

Due to rounding, percentages may not sum to 100.
Source: Ecorys young people's survey.

Table Q17_

Which of the following youth activities or groups do you or could you attend?	I do not know if this is available locally	Yes available locally but I don't attend	Yes available locally and I do attend	No response	Total
	%	%	%	%	%
Another uniformed youth organisation	32	40	9	19	100
Drop in/informal youth group	29	39	12	19	100
Indoor sports club	28	38	16	18	100
Outdoor sports club	26	38	17	19	100
Drama/arts/dance/music group	35	36	11	19	100
Environmental group	42	27	5	26	100
N = 217	100	0	0	0	100

A series of single response questions.
Due to rounding percentages may not sum to 100.
A total of 192 respondents gave at least one response to these questions.
Source: Ecorys young people's survey.

Table Q17_

Which of the following youth activities or groups do you or could you attend?	I do not know if this is available locally	Yes available locally but I don't attend	Yes available locally and I do attend	No response
	N	N	N	N
Another uniformed youth organisation	69	87	20	41
Drop in/informal youth group	64	85	27	41
Indoor sports club	60	83	35	39
Outdoor sports club	57	83	36	41
Drama/arts/dance/music group	75	78	23	41
Environmental group	91	59	11	56
Total = 217				

A series of single response questions.

A total of 192 respondents gave at least one response to these questions.

Source: Ecorys young people's survey Ecorys young people's survey.

Table Q19

What is your gender?	N	%
Male	93	43
Female	113	52
No response	11	5
Total	217	100

Due to rounding, percentages may not sum to 100.

Source: Ecorys young people's survey Ecorys young people's survey

Table Q20

What is your ethnic group?	N	%
White British	125	58
White Other	15	7
Black Caribbean	9	4
Black African	17	8
Asian Indian	2	1
Asian Pakistani	5	2
Asian Bangladeshi	21	10
Asian Chinese	1	0
Asian Other	2	1
White and Black Caribbean	4	2
White and African	2	1
Any other group	5	2
Prefer not to say	5	2
No response	4	2
Total	217	100

Due to rounding, percentages may not sum to 100.

Source: Ecorys young people's survey

Table Q21

Would you consider yourself to have a disability or learning difficulty?	N	%
Yes	30	14
No	177	82
No response	10	5
Total	217	100

Due to rounding, percentages may not sum to 100.

Source: Ecorys young people's survey.

Table Q23

Are you entitled to get free school meals?	N	%
Yes	53	24
No	129	59
Don't know	22	10
No response	13	6
Total	217	100

Due to rounding, percentages may not sum to 100.

Source: Ecorys young people's survey.

Annex Five: Young People's Survey - Regression Analysis

The method of regression analysis used was stepwise multiple regression. Models were created to look at the associations between different independent variables and a single dependent variable. Whilst analysis of a single independent variable and how it is associated with the outcome of interest may indicate significant differences, this can lead to misinterpretations of the relative impact of a combination of independent variables. This analysis allowed identification of the associations for single independent variables whilst controlling for the effects of other variables.

The findings below of the regression analysis examine any association between composite scores for groups of questions (e.g. those about making friends) and particular characteristics of the young people, such as their gender, ethnicity or the type of activities they took part in.

The variables used as predictors for each of the composites, with the default category in brackets, were:

- Q5, 1-6 How often do you take part in each of the following activities - Outdoor sport and fitness activities, Indoor sport and fitness activities, Skills, Community activities, Problem solving activities, Creative activities. (Never)
- Q19 Gender (Male)
- Q20 Ethnicity (White)
- Q21 Disability or learning difficulty (Not disabled)
- Q23 Free school meals (Not on free school meals)
- Q25 Length of time in organisation (Less than 1 year)

An explanation of how to interpret the tables in this Annex is below:

Each of the predictors in the model are dummy variables which means they show the effect on the predictor by being in the stated category as opposed to the rest of the sample. For example, the first table shows that those young people who regularly take part in skills activities, on average, are 1.3 points higher for Question 6 Practical composite than those who never participated, and those who sometimes participated in skills activities had a score that was 0.9 points above those that never participated. Respondents who had been involved in their uniformed youth organisation for between 1 and 3 years, on average, had a composite score that was 0.8 above that of respondents that had only taken part in their uniformed youth organisation for less than a year. All other variables entered into the model were non-significant. All significant variables were significant at the 0.05 level.

All of the below tables can be interpreted in the same way.

Q6 - Practical composite (How much, if at all, has your organisation helped you to...develop new skills, get new qualifications, get on better with work at school.)

	Unstandardized Coefficients	Standardized Coefficients
(Constant)	5.839	
Length of time in organisation = 1 - 3 years	.788	.226
Participation in skills = regularly	1.312	.416
Participation in skills = sometimes	.922	.290

Q6 - Social composite (How much, if at all, has your organisation helped you to... make new friends, meet young people from different backgrounds, get involved in activities in my community, go to places you would not have gone to before.)

	Unstandardized Coefficients	Standardized Coefficients
(Constant)	8.292	
Participation in community activities = regularly	1.561	.422
Length of time in organisation = 1 - 3 years	.942	.233
Participation in creative activities = regularly	.683	.173
Participation in skills = regularly	.576	.158
Participation in community activities = sometimes	.635	.173

Q7 Would you say you are more or less confident... all statements (when meeting new people your own age; when meeting new adults; when taking part in new activities; when taking part in training; in being a young leader/ taking the lead in group activities; when going to places outside your local area)

	Unstandardized Coefficients	Standardized Coefficients
(Constant)	22.889	
Participation in community activities = regularly	1.653	.234
Length of time in organisation = 1 - 3 years	2.469	.317
Length of time in organisation = Over 3 years	2.139	.216
Length of time in organisation = missing	2.846	.167
Participation in indoor sport/fitness = regularly	1.030	.146

Q8 – friends (How much, if at all, have you become better at...making new friends, making new friends with people of a different age, making new friends with people from a different background.)

	Unstandardized Coefficients	Standardized Coefficients
(Constant)	6.284	
Length of time in organisation = 1 - 3 years	.969	.239
Participation in community activities = regularly	.686	.184
Length of time in organisation = missing	1.367	.144
Participation in skills = regularly	.513	.140

Q8 – adults (How much, if at all, have you become better at...your school life, the way you speak with parents/carers, the way you speak with other adults.)

	Unstandardized Coefficients	Standardized Coefficients
(Constant)	5.814	
Length of time in organisation = 1 - 3 years	.839	.199
Participation in community activities = regularly	.722	.187

Q8 – application (How much, if at all, have you become better at...getting involved with your local area, the way you work with others, your problem solving skills, your ability to achieve goals you set yourself.)

	Unstandardized Coefficients	Standardized Coefficients
(Constant)	8.157	
Participation in community activities = regularly	1.141	.239
Length of time in organisation = 1 - 3 years	1.237	.238
Participation in creative activities = regularly	.798	.158

Q9 - Has your respect changed for ... all statements (your family; your friends; other young people; other adults; other people's things; your local area)

	Unstandardized Coefficients	Standardized Coefficients
(Constant)	23.061	
Participation in community activities = regularly	2.518	.277
Length of time in organisation = 1 - 3 years	1.741	.177

****stepwise method - significant predictors only included*