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# Evaluation of the Uniformed Youth Social Action Fund 2

Final report

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- Sea Cadets, Barking and Dagenham Group;
- The Boys' Brigade, Ruabon Group;
- The Scout Association, Manor Mead Beavers Group;
- Volunteer Police Cadets Group in Polmont Young Offenders Institute and;
- Woodcraft Folk (Gwerin y Coed), Penrhyndeudraeth Venturers.

# Executive summary

# Executive summary

Ipsos MORI was commissioned by the Cabinet Office to evaluate the impact of the Uniformed Youth Social Action Funds (UYSAF) 1 and 2. UYSAF 1 aimed to increase the number of social action opportunities available to young people through Uniformed Youth Groups by providing funding for 14 social action-oriented Uniformed Youth Groups to open new local groups ('units') and create 15,000 sustainable places for young people by 31 March 2016. The aim of UYSAF 2 was to create specific opportunities for young people aged 6 to 25 who face exclusion due to a range of circumstances and to ensure that all young people, regardless of background, can take part in social action. This report focuses on the evaluation of Fund 2.

The report summarises the evaluation design and key findings derived from case studies across five Uniformed Youth Organisations. The case studies included consultations with the Project Manager and staff responsible for designing and running each pilot, the adult volunteers running local groups, and children and young people attending the groups.

The term 'hard to reach' encompassed a very wide range of young people rather than a single, coherent, group. This is clear from the UYSAF 2 case studies outlined below:

1. Sea Cadets (SC): Supporting young people in disadvantaged communities in East London
2. The Boys' Brigade: Engaging children in isolated rural communities
3. The Scout Association (Scouts): Helping children with a range of physical and/or learning disabilities
4. Volunteer Police Cadets (VPC): Training and recruiting young offenders to lead VPC groups on release
5. Woodcraft Folk: Engaging young people who speak English as a second language or bilingual Welsh-English

Despite the variation in the groups being targeted and the approaches used by the case study pilots, some consistent findings and themes emerged, as highlighted below.

## Key findings

- **The case studies highlighted that membership of social action-oriented Uniformed Youth Organisations can be accessible and appealing to a wide spectrum of children and young people** including those from ethnic minority groups and disabled children.
- **The engagement of children and young people was not problematic for any of the case studies.** This may be partly because several of the pilots were inspired by previous experiences or pilot schemes that highlighted areas of unmet demand; particularly barriers to access for some groups of children, such as disabled children; or ways in which groups could be adapted to suit children from 'hard to reach' groups. Common approaches to engagement included **awards and certificates and the input of children and young people into the curricula design.**

- **Strong partnerships were formed with a number of external agencies to help design and deliver pilots<sup>1</sup>.** The Uniformed Youth Organisations appeared to work effectively to ensure the sustainability of relationships in the longer term, by ensuring they were not entirely reliant on single partner contacts, or developing sustainable materials and training.
- **Project Managers running the pilots highlighted a number of ways to help engage schools.** There were a number of advantages to working through schools, including quick access to the target group of children, buildings that are fit for purpose and the ability to run sessions around the school day. Strategies that helped to engage schools included providing compelling reasons about what each school stood to gain (e.g. adhering to school guidelines, improved school attendance and attainment and developing community cohesion). Schools operating under frameworks that incentivise them to link with external partners (such as Estyn in Wales, or schools involved with the Duke of Edinburgh) appeared to be more receptive to the pilots.
- **There were a number of challenges in working with schools.** These included difficulties in securing schools' participation initially; additional legal requirements; having to work around school timetables; and the difficulty of recruiting volunteers who were available to run sessions immediately after school.
- **The recruitment and retention of volunteers to run sessions was challenging** for almost all the pilots. A few of the pilot Project Managers indicated that the recruitment, training and support process took considerably longer than is typical for other groups because of the need to build relationships from scratch and become familiar with local areas where they had not previously had any presence.
- **Securing the sustainability of pilots has taken priority over social action.** In a few cases, the short-term nature of the UYSAF 2 funding appeared to limit Uniformed Youth Organisations' participation in social action. According to Development Workers securing the sustainability of pilot groups that were set up very recently was a higher priority than organising social action activities.

The overarching goal for many of the case studies was to establish sustainable new groups, as well as develop models of working with different groups of children and young people that could be replicated across their Organisations. Organisations' ability to replicate the models developed will depend to a large extent on the way learnings from the pilot are shared and applied more widely. While there is some early evidence of learnings being shared, it is too early to evaluate how far the pilots have affected wider practice.

All of the case studies demonstrated that Uniformed Youth Organisations have the capacity to engage with children and young people considered 'hard to reach' through the support of UYSAF 2. The five UYSAF 2 funded Organisations have been able to adapt or tailor their offerings and build relationships with schools, parents, partner Organisations and other mainstream Youth Organisations to engage children and young people and recruit and retain volunteers. In order to demonstrate longer-term success, the next step for these Organisations will be to focus on securing the sustainability of these pilot groups and to identify where lessons can be learnt and processes replicated in other mainstream or pilot groups.

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<sup>1</sup> See Annex 6.5 for a list of partner organisations

# Background and context



# 1 Background and context

## Background

Ipsos MORI was commissioned by the Cabinet Office to evaluate the impact of the Uniformed Youth Social Action Funds (UYSAF) 1 and 2. These funds aimed to increase the number of social action opportunities available to young people through Uniformed Youth Organisations. Social action in this context was defined as *'practical action in the service of others'* that benefits both those providing and those receiving social action. Participating in social action activities was expected to help children and young people to build important skills and character traits for adulthood and also benefit the wider community.

The Step Up To Serve (SUTS) #iwill campaign is aiming to double the proportion of 10 to 20 year olds taking part in meaningful social action over the period 2014-2020. UYSAF 1 and 2 were part of the government's response in support of this ambition. They provided funding to expand the number of places and opportunities available for young people in social action-oriented Uniformed Youth Organisations.

SUTS has defined six principles that characterise 'meaningful'<sup>2</sup> social action (see Figure 1.1). The social action offered by Uniformed Youth Organisations should adhere to the principles of social action as expressed by SUTS, and these principles were used in the assessment of applications to UYSAF 2.

**Figure 1.1: Six principles that underpin high quality youth social action**



Source: Step Up To Serve (SUTS) #iwill campaign <http://www.iwill.org.uk/about-us/principles/>

A total of £10 million in funding has been devolved to Youth United Foundation (Youth United); a membership Organisation that supports Uniformed Youth Organisations. An initial round of funding (UYSAF 1) was launched in May 2014 to help young people living in disadvantaged areas, or from 'hard to reach' communities get involved with Uniformed Youth Organisations<sup>3</sup>. The second round of funding (UYSAF 2) of £1.45 million was launched in October 2014 and was intended to help pilot innovative new approaches to engage the most 'hard to reach'

<sup>2</sup> The definition of meaningful social action according to the #iwill campaign is that activities should provide a benefit for participants as well as others, and meet the type of criteria outlined by the campaign for high quality social action.

<sup>3</sup> Please see separate report on the evaluation of UYSAF 1.

young people. In this context, 'hard to reach' young people included any group of young people that may not typically have the opportunity to join Uniformed Youth Organisations.

## 1.1 Policy context

Social action can bring considerable benefits both to those who participate and those who benefit from activities (beneficiaries). The evaluation of UYSAF 1<sup>4</sup> suggested that social action has the potential to improve beneficiaries' views of young people and help them feel more engaged with their communities.

There had been little research to date exploring how 'hard to reach' young people access social action and the roles that Uniformed Youth Organisations could play in improving access. Research tended to focus on measuring levels of participation among 'hard to reach' groups in school or sports-based volunteering.

In 2015 a Cabinet Office and Step Up To Serve study about Youth Social Action in the UK highlighted that opportunities to take part in social action varied across demographic groups<sup>5</sup>. Among the least affluent<sup>6</sup> in society, less than two in five (38%) young people took part in social action. This increased to almost half (49%) of young people from the most affluent families. Children from ethnic minority groups were less likely than white children to participate in meaningful social action (36% compared with 43%).

The annual Sport England's Active Lives survey measured the number of adults (aged 14 and over) taking part in sport across England. This study also identified lower rates of participation in volunteering in sports among some harder to reach groups<sup>7</sup>. In 2015, volunteering rates among 16-25 year olds from lower social grades<sup>8</sup> (8%) and among those with a limiting illness or disability (9%) were less than half the national average.

While these studies highlighted the unequal patterns of participation among harder to reach young people, they did not explore in great depth the barriers to participation or the potential benefits to these groups.

In 2013, Youth United launched the Supporting Inclusion Programme to increase young people's access to voluntary youth activities by expanding the number of places in areas of high deprivation and need<sup>9</sup>. The programme was funded by the Department for Communities and Local Government as part of their Integration Strategy. An evaluation was carried out to explore the programme's effectiveness in engaging and retaining adult volunteers, setting up new groups and sharing best practice. Exploring the effectiveness of engaging with young people was not an official objective for the evaluation nor an official target for the programme. However, it was a key ambition for the programme and therefore became an integral part of the evaluation<sup>10</sup>. The programme created nearly 12,000 new places for young people and established over 600 groups across the UK, 90% of which are still in operation, thus suggesting high long-term engagement among young people and volunteers.

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<sup>4</sup> Cabinet Office and Youth United (2016): survey of 1,011 beneficiaries across 14 Uniformed Youth Groups 15 June – 31 December

<sup>5</sup> Cabinet Office and #iwill campaign: Youth Social Action in the UK (2015): 2,021 young people aged 10-20 interviewed face-to-face in their homes 2-19 September 2015. <https://www.ipsos-mori.com/Assets/Docs/Publications/sri-youth-social-action-in-uk-2015.pdf>

<sup>6</sup> Least affluent are those least wealthy or prosperous in society and classed as social grades C2DE

<sup>7</sup> Sport England: Sports Active Lives Survey (2015) <https://www.sportengland.org/research/about-our-research/active-lives-survey/>

<sup>8</sup> This is based on the National Statistics Socio-economic Classification which is derived by combining information on occupation and employment status

<sup>9</sup> Youth United: Supporting Inclusion Programme (2013) <http://www.youthunited.org.uk/supporting-inclusion/supporting-inclusion>

<sup>10</sup> Ecorys (2014) Evaluation of the Supporting Inclusion Programme: Final Report

One of the evaluations of the National Youth Agency's Social Action Journey Fund<sup>11</sup>, commissioned by the Cabinet Office and Youth United, sought to evaluate the Fund's impact on young people in areas of high deprivation and low provision of social action. The key aim of the Fund was to create opportunities for young people from disadvantaged backgrounds and to promote the National Citizen Service (NCS). The evaluation drew on quantitative surveys with participants in the programme as well as observational sessions and meetings with programme managers. The report revealed an improved attitude and better team working and leadership skills among young people as a result of their involvement in the programme. The evaluation team was able to highlight that all groups can benefit from volunteering, particularly those from 'hard to reach' groups. The evaluation also highlighted that young people from marginalised backgrounds often needed more assistance and required more intensive intervention from youth work professionals, who needed to compensate for the lack of support young people may have received from families, friends or school.

An evaluation of school-, college- and community-based volunteering programmes by Ofsted (2011) identified that volunteering helped young people from vulnerable or disadvantaged groups to develop confidence and build their social skills. Ofsted inspectors collected evidence from site visits at six secondary schools, seven youth colleges and six youth and community organisations via an online survey of 328 young people<sup>12</sup>. The evaluation highlighted how volunteering can be used to engage with vulnerable or disadvantaged young people through offering awards or certificates. In one area with high social and economic disadvantage, volunteering helped to build self-esteem and resilience and offered an opportunity to reduce or resolve problems.

The UYSAF 2 evaluation aimed to build on this evidence by exploring the strategies and adaptations Uniformed Youth Organisations have used to engage 'hard to reach' young people and identify the features that have worked most successfully.

## 1.2 UYSAF 2

The Cabinet Office and Youth United were responsible for the UYSAF 2 overall programme funding, administration and monitoring. The Office for Civil Society and Youth United selected five Uniformed Youth Organisations to receive funds:

- Marine Society & Sea Cadets
- The Boys' Brigade
- The Scout Association
- Volunteer Police Cadets
- Woodcraft Folk

Some Uniformed Youth Organisations were running a variety of pilots among different 'hard to reach' groups. Each Organisation's pilot(s) differed, but all involved 6-25 year olds from 'hard to reach' groups taking part in social action projects based on the principles set out by SUTS. For the purposes of this report, 'children' are defined as those aged 6 to 12 and 'young people' are defined as those aged 13 to 25. It is worth noting that 'hard to reach' was not a clearly defined group.

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<sup>11</sup> National Youth Agency: Youth Social Action Journey Fund Programme (2015) <http://www.nya.org.uk/wp-content/uploads/2015/08/SAJF-NYA-PROJECT-EVALUATION-REPORT.pdf>

<sup>12</sup> Ofsted: Choosing to volunteer (2011) [http://dera.ioe.ac.uk/13858/1/Choosing\\_to\\_volunteer%5B1%5D.pdf](http://dera.ioe.ac.uk/13858/1/Choosing_to_volunteer%5B1%5D.pdf)

**Evaluation method**

## 2 Evaluation method

The following section describes the evaluation aims and the case study approach implemented to address the evaluation objectives. Please see Annex 6.3 for a detailed description of the logic model<sup>13</sup> designed for this evaluation.

### 2.1 Aims of the evaluation

The evaluation of UYSAF 2 focused on the ways in which Uniformed Youth Organisations engaged children and young people from 'hard to reach' groups and the features of their work that have proved most successful in engaging these children and young people.

The specific evaluation objectives were to:

- Understand the reasons and motivations for the design of UYSAF 2-funded pilot projects and what issues they were trying to address.
- Explore how Uniformed Youth Organisations adapted their standard offer to engage with children and young people from a range of backgrounds.
- Understand the perceptions and experiences of adults who volunteered to run new pilot groups, including the support and training they received, their capacity for running groups among 'hard to reach' children and young people, the barriers to volunteering, and the successes they had experienced in running the groups.
- Assess the motivations and barriers for participation among 'hard to reach' children and young people themselves.

The evaluation also sought to identify key learning points from each of the case study pilots, to inform the design and development of similar programmes in the future.

### 2.2 Evaluation method

The evaluation used a qualitative case study approach to explore process issues (how effectively the projects are delivered) as well as exploring the perceived impact of the innovation projects. The evaluation team, in consultation with the Office for Civil Society and Youth United, determined that a case study approach was most suitable for this evaluation, given that robust experimental approaches were not appropriate as projects were in a pilot phase rather than established, large scale programmes and sample sizes were small. The evaluation team worked with the Project Managers within each of the five Uniformed Youth Organisations funded by UYSAF 2 to identify one pilot project to act as the focus of the evaluation, and one local group within the pilot to act as a case study.

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<sup>13</sup> The logic model maps out how the resources going into UYSAF 2 generate the activities and changes expected as a result of the programme. Specifically, it sets out the inputs and outputs from the following groups: Cabinet Office/Youth United, Specialist partnerships, Project Managers, Development Workers, adult volunteers and young participants.

Each case study focused on a different Uniformed Youth Organisation and was made up of:

1. Baseline and follow-up interviews with Project Managers and two Development Workers (with the exception of the Volunteer Police Cadets<sup>14</sup>). Baseline interviews were conducted early during the life of the case study groups, while the follow-ups aimed to assess progress towards the end of the funding period.
2. Interviews with two adult volunteers running the case study group(s).
3. Interviews with a partner or specialist agency involved with the group.<sup>15</sup>
4. Site visits to each local case study group to meet young participants and hear their views. Focus groups<sup>16</sup> with 6-10 children/young people were held to understand their experiences of the groups, their motivations for joining, and the types of activities they had carried out.

The case studies selected<sup>17</sup> were:

1. Sea Cadets (SC): Encouraged young people aged 13 to 14 from disadvantaged communities in East London to take part in Sea Cadet activities.
2. The Boys' Brigade: Supported children aged 4 to 11 in isolated rural communities to attend Boys' Brigade meetings.
3. The Scout Association (the Scouts): Piloted new approaches to encourage children aged 6 to 8 with a range of physical and/or learning disabilities to become Scouts.
4. Volunteer Police Cadets (VPC): Established a Voluntary Police Cadet group in a young offenders' institute among young people aged 16 to 21.
5. Woodcraft Folk: Established groups for young people aged 13 to 15 for whom English is an additional language, including bilingual Welsh-English groups in Wales.

The evaluation team also attended a workshop hosted by Youth United on 17 February 2016. Project Managers across the five Uniformed Youth Organisations receiving UYSAF 2 funding as well as those not receiving funding attended, and shared experiences and views about some of the main challenges their projects faced and shared successful and potential solutions to overcome these challenges.

## 2.3 Evaluation questions

The key aims for the evaluation of UYSAF 2 (as detailed in section 1.3) were to assess the impact of youth social action on 'hard to reach' groups and to understand what the Organisations had done to engage young people including what worked well or not so well. There were nine key questions to be answered as part of this evaluation

<sup>14</sup> Due to initial interviews taking place at a later stage in the evaluation, the time frame was deemed too short to warrant follow-up interviews.

<sup>15</sup> The Boys' Brigade, The Scout Association and the Volunteer Police Cadets only.

<sup>16</sup> Due to the nature of the unit, focus groups were replaced with depth interviews for the Volunteer Police Cadets site visit.

<sup>17</sup> Age bands of participants refer to the specific group selected for case study. All of these Organisations also cater to younger or older age groups through USYAF2 funded groups (with the exception of VPC).

drawing on these aims. The core questions to be considered as part of the case study interviews are identified in the following table and attributed to each audience.

**Table 2.1: Evaluation questions by audience**

	Project Managers	Development Workers	Adult Volunteers	Young Participants	Partners
What is the rationale for the design of these pilot projects?	✓	✓			
What are the expectations for the pilot project (among groups, volunteers and beneficiaries)?	✓	✓	✓	✓	✓
What are the outcomes of the pilot project (among groups, volunteers and beneficiaries)?	✓	✓	✓	✓	✓
How has the pilot adapted the curricula for the target groups?	✓	✓	✓		
What are the main risks and challenges in the design of the project?	✓	✓			
What are the main issues in the implementation of the project?	✓	✓	✓		✓
What approach has been taken in engaging children and young people?		✓	✓		✓
To what extent are the pilots sustainable?	✓	✓			
What are the motivations and barriers to participation?			✓	✓	✓

# Summary of the case study findings



## 3 The case study findings: summary

This section summarises some of the common themes that emerged across the five case studies. Descriptions of each case study pilot group can be found in section 4.

### 3.1 Uniformed Youth Organisations' rationale for applying for UYSAF 2 funds

UYSAF 2 funding fulfilled a range of **goals** for Uniformed Youth Organisations. These ranged from wanting to extend the group's membership into new geographical areas or broader ages to testing the feasibility of innovative approaches, and be part of the Youth United Network<sup>18</sup>. There was clear evidence of very **personal motivations** among those involved in designing the pilots, such as a desire to improve the life chances of children and young people in rural areas or of young offenders.

However, above all else, there was a strong emphasis on using UYSAF 2 as an opportunity to **improve the social diversity** of their Organisation's membership. Very broadly speaking, these goals cover a spectrum of goals from:

- Groups looking to broaden a relatively white middle-class membership to include those from more disadvantaged and ethnic minority backgrounds (including Sea Cadets, Boys' Brigade and Woodcraft Folk case studies<sup>19</sup>);

to

- Groups targeting children and young people who may face specific barriers to joining Uniformed Youth Organisations at present, including disabled children (the Scouts case study) young offenders (the VPC case study) and children/young people in rural areas.

### 3.2 What expectations did Uniformed Youth Organisations have about the pilots?

All the case study pilots aspired to create new groups through UYSAF 2 that would continue beyond the life of the funding window to become self-sustaining, independent groups. There was evidence in a few case studies of different goals between Project Managers and adult volunteers: in these cases, the former placed a greater emphasis on learning useful lessons from the pilot (regardless of the success or failure of an individual group), while staff on the ground felt a duty to their members to preserve their local group.

All groups aimed to learn from the design and implementation of the pilot groups to replicate the models used elsewhere, if successful. Some of the case studies aspired to use UYSAF 2 to generate wider-reaching impacts, beyond the success of individual pilot groups. For example, the Scouts' disability project aimed to improve the capacity of mainstream Scouting groups to cater for the needs of disabled children, and the Boys' Brigade pilot involved a rebranding exercise that has the scope to be implemented in other areas of the country to increase their appeal and membership. The VPC's pilot in Polmont Young Offenders Institute (YOI) was an attempt to trial

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<sup>18</sup> Woodcraft Folk are not part of the Youth United Network for ordinary purposes, but had the opportunity to join the network's UYSAF 2 meetings and activities.

<sup>19</sup> The Woodcraft Folk's UYSAF 2 funds included a programme targeted at recent immigrants to the UK who do not speak English or have English as a second language; while this group would fall into the second category outlined here, the evaluation focused on a case study group in North Wales targeting bilingual Welsh/English children.

an innovative rehabilitation programme to help reintegrate offenders post-release, with the aim of expanding the programme to other YOIs and adult prisons if successful.

### 3.3 Key outcomes

Broadly speaking, outcomes showed that:

- All Uniformed Youth Organisations have established close to the target number of groups they set out in their funding applications, and in the cases of Woodcraft Folk, VPC, the Boys' Brigade and Sea Cadets report they had established more groups than originally intended.
- The initial set-up of the groups was in some cases slower than expected. This was for a variety of reasons, including the long lead-in times required to establish relationships and partnerships in new geographical areas, or with new user groups; difficulties in engaging with schools acting as partners or sites for several pilots; and staff recruitment and staff turnover delaying set-up. This meant that some groups were only operational for a few months at the end of the funding window.
- Recruitment of children and young people to the groups had not typically been problematic, and both the Sea Cadets and the Scouts report that uptake exceeded the expectations set out in their contracts.
- Recruitment of adult volunteers to run groups has consistently been more difficult. In all but two of the case studies, the number of volunteers engaged to date was lower than the targets originally set out. Groups tried a variety of innovative approaches, often tailored to the nature of their specific pilot to address this (see section 3.7 below).

Data has been collected from individual Uniformed Youth Organisations about the case study groups that were the focus of this evaluation. The data were provided as a report to Youth United on a monthly basis as a condition of the fund. Within each report, the Uniformed Youth Organisation was expected to provide information on the number of groups opened, the number of places created, the number of places filled and the number of volunteers recruited and young people that participated against the target figures set within the original funding agreement. Ipsos MORI has not had access to this data. However, key target figures have been reported by each group which can be found within the detailed case study sections.

### 3.4 What adaptations were made to engage harder to reach groups?

To some extent, the adaptations made to each Uniformed Youth Organisations' standard ways of operating reflected the very specific needs of the groups targeted in each pilot, although there were some commonalities. Table 3.1 below illustrates some of the main adaptations made across the pilot groups. Generally speaking, groups working with the 'hardest to reach' groups adapted their offer to a greater degree than those focused on improving social diversity. However, the Project Managers of groups catering for the 'hardest to reach' were keen to stress that, though practical adaptations had been made to ensure the groups were accessible, the fundamentals of their approach had deliberately been retained so that all children and young people could enjoy the typical experience of being a member.

**Table 3.1: Adaptations to pilot groups and rationale**

Domain	Adaptation	Details / rationale
Group purpose	<ul style="list-style-type: none"> <li>Prepare members to join traditional groups</li> </ul>	<ul style="list-style-type: none"> <li>Children and young people 'furthest' from joining Uniformed Youth Organisations to prepare to join traditional groups (Scouts, VPC)</li> </ul>
Recruitment methods	<ul style="list-style-type: none"> <li>Build trust through 'softly, slowly' approach</li> </ul>	<ul style="list-style-type: none"> <li>Young people attend confidence building course to overcome barriers to working with the police before progressing to group (VPC)</li> <li>6-month lead-in period to build parents' and children's confidence and gather feedback before setting up group (Scouts)</li> </ul>
Timing of sessions	<ul style="list-style-type: none"> <li>Sessions held during school lunch breaks, or immediately after school</li> </ul>	<ul style="list-style-type: none"> <li>Reduce travel costs for those from disadvantaged and travelling time for those in rural areas (SC, Boys' Brigade)</li> <li>Increase likelihood of children and young people attending as straight after school (SC, Boys' Brigade)</li> <li>Make use of specialist school staff for SEN and disability project (Scouts)</li> </ul>
	<ul style="list-style-type: none"> <li>Shorter sessions</li> </ul>	<ul style="list-style-type: none"> <li>Cut sessions to c.1 hour to cater for those unused to concentrating on extracurricular activities (SC)</li> <li>Fit with target group availability: leadership programme reduced from 12 to 2 weeks due to remand prisoners being released during the programme (VPC)</li> </ul>
Curriculum	<ul style="list-style-type: none"> <li>Less academic, more practical curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Appeal to target group through greater emphasis on practical activities rather than theoretical training (SC)</li> </ul>
	<ul style="list-style-type: none"> <li>Youth-led/member-led</li> </ul>	<ul style="list-style-type: none"> <li>Programmes and activities designed in collaboration with young members (WF, Boys' Brigade); feedback collected after each session to refine content and delivery (VPC, SC)</li> </ul>
Location	<ul style="list-style-type: none"> <li>School-based groups (SC, Boys' Brigade, Scouts)</li> </ul>	<ul style="list-style-type: none"> <li>Take advantage of school facilities, including halls and outside space (The Boys' Brigade) and accessible buildings with staff trained to cater for children's needs (Scouts)</li> <li>Ease of recruiting children and young people via schools with large pool of eligible candidates</li> <li>Expand eligibility of groups away from traditional membership based around churches (The Boys' Brigade) include those from any/no faith</li> </ul>
Rebranding	<ul style="list-style-type: none"> <li>Brand/name</li> </ul>	<ul style="list-style-type: none"> <li>'The Boys' Brigade' rebranded as 'The Rural Challenge' to promote inclusivity and meet partner school requirements</li> </ul>
	<ul style="list-style-type: none"> <li>Changes to the uniform</li> </ul>	<ul style="list-style-type: none"> <li>The Boys' Brigade uniform changed to zipped hoodie and branded as 'Rural Challenge'</li> <li>Scouts uniform adapted for disabled children, while retaining trademark Scouts features</li> <li>VPC using plain uniform to avoid other offenders knowing members have joined a police-run group</li> </ul>
	<ul style="list-style-type: none"> <li>Website/public facing communications</li> </ul>	<ul style="list-style-type: none"> <li>Scouts website imagery updated to include images of disabled children</li> </ul>
Structural changes	<ul style="list-style-type: none"> <li>Buddying new and existing groups</li> </ul>	<ul style="list-style-type: none"> <li>Scouts partnered new UYSAF 2 groups with established groups, with the intention that children 'graduate' to established groups when old enough</li> </ul>
Partner engagement	<ul style="list-style-type: none"> <li>Draw on expertise of specialist organisations to design/deliver</li> </ul>	<ul style="list-style-type: none"> <li>VPC pilot delivered in partnership with several organisations providing specialist training for young offenders</li> <li>Scouts utilised expertise of Scope to design training materials, provide advice to the organisation</li> <li>Woodcraft Folk partnerships with refugee charities to help identify newly-arrived immigrant families</li> </ul>

Domain	Adaptation	Details / rationale
Costs	<ul style="list-style-type: none"> <li>Subsidies or reductions in membership costs or equipment</li> </ul>	<ul style="list-style-type: none"> <li>MSSC provided free membership for young people in order to encourage participation</li> <li>Woodcraft Folk provided uniforms for free to promote inclusion and to avoid financial barriers to participation</li> <li>Scouts waived the membership fees for pilot groups as they were aware of the already high cost to parents of caring for disabled children</li> </ul>

### 3.5 How successfully have pilots engaged 'hard to reach' children and young people?

The pilots all reported great success in engaging with children and young people, even those who might be considered the hardest to reach groups such as young offenders. In some cases, young people had previously been members of a predecessor group on the same site or participated in social action via other means (e.g. Duke of Edinburgh). Membership of the UYSAF 2 groups provided further opportunities to engage in regular and high quality social action. In other instances, the Organisations provided social action opportunities to those who had not previously accessed them, including some of the groups involved in the Sea Cadets' pilot targeting disadvantaged young people in East London.

### 3.6 What helps to engage children and young people?

All case study pilots highlighted that generating interest among children and young people had been unproblematic, even for the hardest to reach groups. Several case study groups found that demand from children and young people exceeded their expectations, with some Organisations able to open additional groups. The table below highlights the reasons that children and young people gave for joining and staying in their groups during site visits.

**Table 3.2: Reasons for engagement and retention among children and young people**

Reasons why children and young people had joined groups	Reasons why children and young people stayed in the groups
<ul style="list-style-type: none"> <li>Long-term commitment to the group looks good on CVs (SC)/in court (VPC)</li> <li>To improve prospects after release from YOI (VPC)</li> <li>Helps to achieve Duke of Edinburgh award (SC)</li> <li>Social action activities, such as first aid (SC)</li> <li>Learning new skills, such as rowing (SC)</li> <li>Previous experience of similar groups (BB)</li> <li>Impressed by taster sessions (BB, SC)</li> <li>Friends had joined (BB)</li> <li>To 'get out of the cell' (VPC)</li> </ul>	<ul style="list-style-type: none"> <li>To have fun and socialise with peers (SC)</li> <li>To achieve awards/qualifications they have started working towards (SC, VPC)</li> <li>To socialise with friends they have made (BB, VPC)</li> <li>To participate in fun games and activities (SC, BB)</li> <li>Teamwork (BB)</li> <li>Variety of activities on offer, as opposed to groups focusing on one interest such as arts or cricket</li> <li>Learn about important issues (VPC)</li> <li>Engaging personalities leading sessions (VPC)</li> </ul>

*"I come to have fun after school and forget about things." Sea Cadets*

*"I stayed because I was learning fascinating things about normal life." VPC*

*"I was in the air cadets. I liked having the uniform. I looked nice and presentable, and you have more respect for yourself. You seem to be a bit more disciplined when you're in that group and with everybody else." VPC*

Volunteers and Project Managers highlighted a few aspects they felt had helped with engaging children and young people (in addition to the adaptations already mentioned above in Table 3.1):

- **Awards and certificates to engage members in groups.** Children and young people saw them as important because a certificate signified that they had 'seen something through', and could be cited on CVs. Headteachers also valued the links with Duke of Edinburgh, so this could offer a way of engaging with schools as well as young people.
- **Gathering input from participants and providing flexible sessions.** Groups that appeared to have secured stronger engagement with young people reported gathering members' feedback after every session to help gauge what types of activities are most engaging and a stronger focus on youth-led activities. Approaches to maintaining the engagement of young people when it has started to wane have included scheduling sessions to match their availability (rather than at fixed times each week), or running sessions less frequently (fortnightly).
- **Long lead-in times to build trusted relationships helped to engage the hardest to reach groups.** The Scout Association reported engaging with parents and disabled children over a 6-month period to discuss and allay parents' concerns and gradually familiarise children with the group beforehand. The VPC used an introductory confidence building course, alongside a protracted period of informal relationship-building, before starting their leadership course with young offenders (see box below).

### **VPC: A gradual approach to building trust with young offenders**

**Young offenders were approached very carefully about the VPC's/PSYV<sup>20</sup> project. Young people deemed to be most suitable were invited individually to join a leadership programme co-delivered by the police. The initial contact was made by a 'campus cop'<sup>21</sup> who, before any formal training commenced, built rapport with young people through regular face-to-face meetings and informal chats.**

**Young people attended a confidence-building course before the leadership course. This helped to prepare young people, gauge their interest in the scheme, and develop a trusting relationship with the police delivering the training. The VPC/PSYV considered that this relationship was what would make or break young people's engagement.**

**The process of building young people's trust was slow but the Project Managers considered that this had helped to develop the strong engagement they displayed when they started the leadership course. Seven of eight young people who started the revised two-week course completed it. (The eighth participant was released from the YOI before the course ended).**

<sup>20</sup> Police Scotland Youth Volunteers

<sup>21</sup> Formally, a Community Safety Liaison Officer

### 3.7 What helps to engage volunteers?

Workshops with Project Managers across Uniformed Youth Organisations highlighted difficulties in recruiting adult volunteers (though these were not specific to the UYSAF 2 pilots). Organisations consistently reported more difficulties in recruiting and retaining volunteers than recruiting and retaining children and young people. These difficulties included potential volunteers being reluctant to take on the full responsibilities involved in running groups (including sourcing locations, funding, organising insurance and so on); parents only volunteering for the period of time that their children were in the group and volunteers being unavailable at the times of day required. The latter was particularly significant when sessions ran during the school day or immediately after school.

Some of the typical difficulties were compounded by the additional requirements for working with 'hard to reach' groups, and/or working through schools such as additional restrictions, resources and training or skills required. The organisations running UYSAF 2 pilots reported a number of different ways they had tried to overcome the challenges of recruiting volunteers.

#### **The Boys' Brigade: new approaches to recruiting and retaining volunteers**

**The Boys' Brigade pilot operated through schools rather than churches. Without church networks and structures to rely on, the Boys' Brigade's traditional routes to recruiting volunteers were not available. Furthermore, the rural location of the groups and the timing of the group at the end of the school day meant many adults were unable to volunteer at the necessary times/locations. An attempt to recruit teachers as volunteers was only partially successful because it required staff to work outside school hours when they had other commitments such as marking.**

**The most effective approaches to date have involved recruiting parents as volunteers: the Organisation could capitalise on parents' vested interest in the continuation of the group to encourage them to volunteer. The Boys' Brigade were conscious that this approach meant parents were likely to move on when their children left the groups and a continual round of training new volunteers would be needed for longer-term sustainability.**

**The Organisation also moved away from recruiting via building personal relationships to using publicity and advertisements to find volunteers with the right skills. The Boys' Brigade advertised for monthly (rather than weekly) volunteers, aiming to recruit enough volunteers to work on a rotating basis to cover weekly sessions. They requested volunteers with specific skills such as storytelling, music or sport.**

**The Boys' Brigade pilot also explored other avenues to identify volunteers, including volunteers from the local university studying youth work and theology, and from National Citizen Service (NCS) ambassadors.**

#### **Woodcraft Folk: investing in volunteer training to build long-term commitment**

**Development Workers found that new volunteers required more confidence building before training could start than in areas where Woodcraft Folk was better established. The term 'training' acted as a deterrent, suggesting a formal and long-term commitment, so training was branded 'information sharing' and broken into short sessions that were no longer than 1 hour.**

**Sessions were held in informal locations, such as coffee shops and volunteers' homes, to build volunteers' confidence and avoid overwhelming them. This required greater time investment from Development Workers but new volunteers now appear more willing to run and lead groups as well as attend regional gatherings.**

**Volunteers consulted as part of the evaluation appreciated the support that had been provided. They found peer-to-peer learning sessions especially valuable to learn (and share) ideas.**

### 3.8 Working with schools

The Sea Cadets, Boys' Brigade and the Scouts pilots were held at schools. This was a different way of working for these Organisations: the Boys' Brigade groups are typically organised around local churches, for example, and Scouts groups based around churches or community centres. Schools were approached because they offered access to children and young people, particularly in areas that Uniformed Youth Organisations did not have a presence. While working through schools offered a number of advantages, the Organisations also identified some limitations.

**Table 3.3: Advantages and limitations of working with schools**

Advantages	Limitations/challenges
<ul style="list-style-type: none"> <li>• School facilities and buildings generally more suitable than other venues, especially for disabled children where appropriate accessibility adaptations have been made.</li> <li>• Meetings held immediately before or after school, or during lunch hours, makes it easier, safer and cheaper for children and young people to attend</li> <li>• Teachers and teaching assistants able to act as volunteers.</li> <li>• Can help Uniformed Youth Organisations to expand into new geographical areas, especially where there is no access to networks traditionally used to recruit volunteers and young people (such as church/Diocese).</li> <li>• Promoting the group is relatively easy, via assemblies and in-school taster sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult to negotiate access to busy headteachers: significant amount of preparation needed, to ensure Uniformed Youth Organisations can explain benefits of hosting a group, and impact membership can have for children and young people.</li> <li>• Difficult to recruit volunteers if groups run around the school day. Teachers may act as volunteers but pressures of their role mean many will not feel able to volunteer in the evenings after a full day's teaching.</li> <li>• Children/young people may prefer to meet at groups outside of school as part of their free time.</li> <li>• Schools may influence the way groups run. Groups may need to run on the school calendar, with no/restricted access during school holidays. In some cases, schools may want input into the branding and communications of the group.</li> <li>• Schools sometimes charge significant amounts of rent to use buildings.</li> </ul>

A range of strategies to help improve school engagement were suggested by Uniformed Youth Organisations during a workshop in February 2016, including:

- Advance preparation to find out what might motivate a school and headteacher. Uniformed Youth Organisations suggested compiling a tailored 'sales pack' for each school to 'sell' the benefits of participation. This could include evidence of the benefits of the school's involvement.
- Headteachers, teachers or governors with personal experience of Uniformed Youth Organisations may be particularly receptive.
- If contact with a headteacher is not possible, governors may offer a route to contacting the school.
- Setting up contracts with schools, to reassure them about what their involvement will (and won't) entail.

### 3.9 Social action

The quality and quantity of social action opportunities provided by the pilot groups varied considerably. Social action was a longer-term goal for pilots working with the 'hardest to reach' children and young people, which ultimately aimed to prepare children and young people to join mainstream groups in the future, and at that point take part in social action. In other pilots, social action was an immediate and high priority. There was evidence across those engaging in social action that children and young people were helping to design social action projects that had an impact on local communities. A few groups were taking steps to embed social action as a habit for children and young people, and encouraged young people to advocate for social action among their peers.

#### Sea Cadets: High quality social action embedded into group activities

**Social action is embedded into many SC activities, including residential weekends, school-based activities, and weekend activities. SC did not deem it necessary to adapt their social action approach for the UYSAF 2 groups as there were no barriers to stop young people from participating, and the members of the USYAF 2 pilots were enthusiastic about taking up social action opportunities.**

**The social action fulfils the quality attributes highlighted by Step Up to Serve. Activities are youth-led: cadets are given the time to come up with a project that is interesting to them. For example, the young people came up with the idea to help with afternoon tea at a local community centre. They have also organised fundraisers and volunteered at specific destinations such as the Essex Centre<sup>22</sup>. Development Workers stressed the importance of youth-designed activities to ensure that activities were meaningful to young members, and helped to engage them.**

**Activities were youth-led: cadets were given the time to come up with a project that was interesting to them. Development Workers stressed the importance of youth-designed activities to ensure that activities were meaningful to young members, and helped to engage them.**

**Activities were designed to be challenging: the aim was that young people learnt something from each activity. The social action also included progressive elements, including strong links to Duke of Edinburgh awards which many members were working towards and was a key motivation for their involvement. Many of those in the case study group were also already involved in extra-curricular social action activities such as volunteering in a charity shop.**

**There was a strong element of reflection built into activities; members were typically asked to create presentations to share what they had done with their peers in school. Members were effectively asked to advocate for social action with their peers, through encouraging other pupils to learn skills they had learnt (such as first aid), or reporting on their findings after conducting social action (such as the effects of litter on the countryside).**

In general, children and young people we spoke to were receptive to the idea of participating in social action, but often did not cite this as a primary motivation for joining a Uniformed Youth Organisation. However, when prompted, members of most of the case study groups liked the idea of participating in social action.

*'The volunteering that I did [in the past] was brilliant. I liked the hands on work, getting muddy. I've always liked meeting older people too. I've never had grandparents so I have always had a lot of time for older people because they've never been in my life. It gives you experience of sitting and talking to them and hearing their stories'* VPC member

<sup>22</sup> This is a community centre where various activities for the local population take place.



*I used to go to Boys' Brigade. Every 6 months we would do a fair at the church hall.... It's good to give something back to the community when you take so much' VPC member*

*'Social action activities are just as fun as normal activities...it is important to help others, this makes you feel better and makes them feel better' Woodcraft Folk member*

In a few cases, the short-term nature of UYSAF 2 funding posed a risk to social action in the immediate future, because the volunteers' attention was focused on sustaining the group rather than organising social action activities. However, the expectation was that social action would become a higher priority when the future of individual groups had been secured.

### 3.10 Successes

Across all the case studies, children and young people's enthusiasm for, and engagement with, the pilots, had been mentioned as a major success. Although some of the case studies targeted groups that may apparently be very 'hard to reach', the engagement of children and young people had not proved difficult for any of the case studies. This may partly be due to the approaches taken; assemblies and taster sessions worked well to build interest with children and young people and asking for children/young people's input into the curriculum.

While volunteer recruitment had generally been more difficult, the successful integration of a number of new volunteers across the case studies was a striking success of the case studies. It is notable that, in several cases, volunteers in the pilot groups required more intensive and prolonged support than 'typical' groups. This is because volunteers were often operating groups in new areas with little previous experience to guide them.

Each case study highlighted individual success stories. The pilots also instigated the set-up of a number of strong partnerships between Uniformed Youth Organisations and external organisations. For example, the Scout Association worked successfully with Scope to develop resources and materials to improve the Scouts' accessibility to disabled children and young people.

#### **The Scouts: children's engagement improving behaviour and skills, and improved integration**

**The Development Worker and lead volunteer at the case study pilot school noticed positive changes in the children since they started Beavers. Teachers also reported personal development and behaviour changes, as well as improvements in children's soft skills.**

**In group meetings that have included disabled and non-disabled children, benefits had been seen for all children. For example, 15 out of 19 disabled children surveyed (79%) by Scope (a partner of The Scout Association for the pilot groups) said they had loads of fun in the session. In interviews, Scope found that non-disabled Cubs demonstrated more positive attitudes towards disability at the end of the session. At the start of one session disabled and non-disabled children sat on opposite sides of the circle. After a couple of ice-breaker games these boundaries visibly broke down and by the end of the session the children were playing together as one big group.**

On a wider level, the pilots highlighted the potential of pilot projects to test models that had the scope to be rolled out much more broadly, both to help engage 'hard to reach' children and young people but also to change the image of the Organisations in general.

### 3.11 Risks and challenges

In a few cases, the set-up of the pilot was heavily dependent on the personal effectiveness or commitment of one individual, or on the strength of individual relationships. While this was highly effective in establishing the pilots, it posed a clear risk to the goals of sustaining and replicating the approaches developed in the pilot. To some extent, this reflected that UYSAF 2 groups had not had time to become fully established.

#### Scouts: Stability in volunteering helping to ensure long-term sustainability

**The Development Worker identified a risk for the long term sustainability of one of the pilot groups based in a special needs school. The group was very heavily reliant on one member of the teaching staff who was committed to the pilot, but there was little engagement from other members of the school staff. The Development Worker raised concerns with the headteacher of the school, and a number of changes have been made. For example, rather than different members of teaching staff volunteering every week to support the Lead Volunteer in the school, a fixed set of support staff volunteered each week. This ensured these staff built up their knowledge and could, if necessary, take over running the sessions in future.**

While all Uniformed Youth Organisations articulated an aspiration to learn from the pilots so that findings could be applied to mainstream practice, almost all Organisations acknowledged their mechanisms for disseminating information about lessons learnt setting up new groups were limited. This was partly because their volunteer network had limited time and capacity to engage with new guidance and information, and very few (if any) opportunities to meet face-to-face. Youth Organisations implemented a number of ways in which they were overcoming these challenges, including using social media to share case studies; a WhatsApp group to keep volunteers regularly in touch; and local 'share and learn' sessions among volunteers. Feedback from the volunteers and Development Workers highlighted the effectiveness of these approaches in communicating lessons learnt.

Pilots working with disadvantaged children and young people acknowledged that a lack of ongoing funding posed a risk because members may not be able to afford subscriptions to attend. Subscriptions were waived during the pilot period, but may need to be applied when UYSAF 2 funding ends.

Pilots that used different branding and uniforms to encourage membership from new groups of children and young people reported great success. There were some concerns within Organisations about radically different approaches fragmenting the offer of the Uniformed Youth Organisations and that the Organisations are now too separate and distinct from the more 'traditional' groups. Internal communications will be necessary in some cases to dispel such concerns and decide on the future development of the Organisation.

### 3.12 Sustainability

The sustainability of the pilot groups was a goal for almost all the case study groups<sup>23</sup>. The success of the individual pilot groups is judged on their sustainability beyond the funding window (which ends between March and June 2016, depending on the groups). Development Workers and volunteers typically felt a sense of responsibility towards the communities they served, and considered that to close down a group once the funding window ended would let down families and reduce the opportunities available to children and young people to

<sup>23</sup> Some of the SC's groups intend to merge with existing groups rather than continue as stand-alone groups; this was always intended.

participate in Uniformed Youth Organisations. Furthermore, Organisations felt that children and parents would be deterred from joining similar groups in the future if the groups were not maintained.

In practice, sustainability meant recruiting and retaining sufficient numbers of volunteers, children and young people for groups to be viable, instilling confidence in volunteers so they could continue to run the groups once UYSAF 2 ends, and providing communities with a sense of ownership so they were motivated to preserve them.

The Uniformed Youth Organisations highlighted that there were challenges in implementing sustainability strategies due to the short-term nature of the UYSAF 2 funding and delays in setting up the groups. Organisations have been putting together sustainability plans for the pilot groups in recent months and have suggested some avenues to ensure longer-term sustainability as detailed below<sup>24</sup>:

- Seek free/inexpensive locations. For example, offering community rooms free of charge to Fire Cadets.
- Use budgets such as for after-school clubs and Pupil Premium funding<sup>25</sup> received via school funding.
- Buddy with established groups to help organise fundraising events and secure money for new groups.

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<sup>24</sup> This was discussed at a workshop hosted by Youth United on 17 February 2016

<sup>25</sup> Pupil Premium funding is awarded to schools to help improve the engagement, behaviour and attainment of children and young people from the most disadvantaged backgrounds. In practice, this can mean ensuring they have access to the educational, extra-curricular and enrichment activities that other children and young people will often benefit from)

# The case studies

## 4 The case studies

### 4.1 Sea Cadets

Sea Cadets (SC) set up new groups through the Uniformed Youth Social Action Fund 2 that aim to make them accessible to young people from transient and ethnic minority communities. Whilst UYSAF 2 funding enabled Sea Cadets to work with schools in four London boroughs, this case study details the progress and key findings focusing primarily on two groups in the London areas of Barking and Dagenham and Tower Hamlets.

Unlike traditional Sea Cadet groups, the groups have partnerships with schools and meetings are held in the form of after school activities and trips to Royal Docks Boat Station (RDBS). UYSAF 2 funds were used to hire a Development Worker that could help create a programme that would combine after-school club meetings, trips to RDBS and a Saturday Club in schools in London. In order to extend the relationship that they have with the schools, teachers are encouraged to act as volunteers alongside current Sea Cadet volunteers.

Usually Sea Cadet groups run from 7:00-9:00pm at a hired venue. However, pilot groups are being run between 3:20-4:30pm in classrooms at participating schools. The shorter-running group is a deliberate attempt to maintain the attention of young people who are not used to attending extracurricular activities. The Sea Cadets have also adapted the curriculum so that it is less theory-oriented and more practical. This change was based on the Sea Cadets' previous experience in engaging with disadvantaged groups in the north of England. Mainstream Sea Cadet groups are monitored through an annual review, but members of the new groups were asked to complete feedback forms at the end of each session to gauge interest in each type of activity, and refine this curriculum to ensure it appeals to this group.

By March 2016, the pilot groups had reached or exceeded all of their targets, with the exception of the number of volunteer places filled (see table 4.1). Sea Cadets had successfully set up the target six groups as well as a further two groups within two London schools. There are plans in place for two of the groups to be self-sustaining beyond March 2016 and for the remaining six to integrate with existing Sea Cadet groups.

**Table 4.1: Targets versus actual across Sea Cadets UYSAF 2 groups by March 2016**

	Target	Actual
Groups set up 2014/2015	6	8
Groups to sustain beyond 2014/2015	2	2
Number of places filled	185	201
Volunteer places filled	50	43

Source: UYSAF 2 application forms, signed contracts and interviews with Project Managers and Development Workers

Recruitment of adult volunteers was one of the greatest challenges for the pilot, as the Sea Cadets targeted teachers and some were reluctant to work in the evenings outside of school hours. As a result, whilst 24 of the 43 volunteers were sourced from the schools, the remaining volunteers were original Sea Cadet volunteers in other groups. However, this spreads resources thinly and is not a long-term solution. Despite this, Sea Cadet volunteers work in more than one school and they do share knowledge with each other. There is an email that is circulated

amongst the group and a group messenger platform. Volunteers are mainly from the Sea Cadets and they then relay what's necessary for the teachers. This helps minimise the work for the teachers and incentivises them to take on the role of volunteer because it is not laden with too many additional responsibilities. See table 3.8 in the main report which describes further advantages and limitations to working in schools.

According to the Project Manager, from the 180 young people that attended the Saturday club at the docks, 15 have gone on to join Sea Cadets. Of those engaged in UYSAF 2 pilots overall, around 60% were drawn from ethnic minority groups, a significant increase from the Sea Cadet average national average of 10% and their London average of 25%.

Project Managers and Development Workers were initially concerned that engaging with the young people could be an issue as the majority had never been part of a Uniformed Youth Group before and had preconceived ideas of Sea Cadets being very serious. However, having spoken with one group of the children at an East London school, it appeared that those taking part had a strong appetite for after school clubs and learning new skills (as described in table 3.2 of the main report). The chance to gain qualifications – such as Youth Sailing Scheme stage certificates and Paddle Sport Passport certificates – was a particularly strong incentive. Additionally, when the children were asked why they wanted to join the group they listed social action as one of the reasons, stating that 'first aid is a life skill' that could be useful to them later on; one cadet said he could have used his first aid skills to help his sister when she had been injured recently.

Social action is an integral part of the Sea Cadets' objectives and runs through many of the activities that they do. This can include time spent volunteering during residential weekends away, within schools and at the weekends. Sea Cadets have not deemed it necessary to adapt this for the new groups as it is a core part of the cadets and there are no barriers to stop the young people in the schools from participating. Additionally, the young people recruited within the schools were relatively engaged in social action prior to joining Sea Cadets so were enthusiastic about taking up social action activities.

There is evidence of young people accessing high quality social action through membership of the Sea Cadet pilots. For example, the projects are:

- **Designed and led by young people.** The Development Worker stated that they often ask the young people what they would like to do. For example, the young people came up with the idea to go and help with an afternoon tea at a local community centre.
- **Reflective.** For example, following a session where young people learn first aid, they will be asked to create a presentation about the importance of learning first aid, and to deliver it to their class.
- **Building skills progressively.** Teaching young people practical skills that can be applied in real life situations (such as bandaging) has proved very popular.
- **Socially impactful.** All of the activities that they do have an element of learning and then teaching others in the school about what they have learnt, creating benefits for several different groups of beneficiaries.

On a national level, Sea Cadets would like to be able to establish themselves in more schools so that they increase their presence and involve children who would not otherwise join. There is also demand to keep the Saturday club running and they are looking at ways to support this once the funding runs out.

Sea Cadets are finalising a financial model they hope to implement in schools from September 2016. This would offer schools an opportunity to continue with similar programmes for a small contribution for each young person on the programme. Six of the schools are likely to continue with working partnerships beyond the life of the UYSAF 2 project.

## 4.2 The Boys' Brigade

The Boys' Brigade set up new groups through UYSAF 2 that aimed to reach children in remote and rural communities in Yorkshire and North Wales. The pilots provided an opportunity for the Boys' Brigade to develop a sustainable and replicable model for working in rural communities. This case study focused on the North Wales group, although comparisons were made to the Yorkshire groups where useful.

The pilot groups were designed to allow easy and safe access to Boys' Brigade groups for children aged 5-11 in rural areas: sessions ran on school sites immediately after the school day, and transport was provided to take children home if required. Unlike traditional Boys' Brigade groups, the pilot groups were based in schools rather than linked to churches, and all children – including girls<sup>26</sup> and those from any faith background – were encouraged to join. To reflect their broader eligibility, the new groups operated under the banner 'The Rural Challenge', with a gender-neutral logo and uniform.

By March 2016, Boys' Brigade had met or exceeded the targets they initially set for establishing new groups and recruiting children across the North Wales and Yorkshire pilots. They recruited nearly all volunteers required; however, it is important to note that these volunteers tended to work across multiple groups and so there is some duplication in the figures shown below.

**Table 4.2: Targets versus actual across Boys' Brigade UYSAF 2 groups by March 2016**

	Target	Actual
Groups set up 2014/2015	11	13
Number of places filled	180	183
Volunteer places filled	44	43

Source: UYSAF 2 application forms, signed contracts and interviews with Project Managers and Development Workers

Securing schools' co-operation to host the pilot groups was easier for the North Wales case study than other UYSAF 2 case studies. This appears largely to be because schools in Wales had a greater incentive to work in partnership with Uniformed Youth Organisations, because partnerships with community organisations were encouraged by Estyn<sup>27</sup>. Working through schools rather than the church has meant some significant changes to the pilot design, most significantly in changing the group's branding from 'Boys' Brigade' to 'The Rural Challenge' at a headteacher's request in order to highlight that the group was open to all children.

Recruitment has been one of the largest challenges for the pilot so far due to the rural location of the groups and the need for part-time Youth Officers. Recruiting volunteers in the North Wales case study group was relatively

<sup>26</sup> Traditional groups, though they often do admit girls, are not obligated to admit girls to the groups. Instead, there is a Girls' Association that operates alongside the Boys' Brigade which can admit girls.

<sup>27</sup> Estyn is Wales' quality and standards inspectorate in training and education, equivalent to Ofsted in England

straightforward, as the group 'inherited' two volunteers from a predecessor youth group run on the same site. A further two volunteers have been recruited through the school. However, one Development Worker conceded that it has been more challenging to recruit volunteers in areas where there was no history of a similar group. Traditionally, the Boys' Brigade recruits most volunteers via church congregations. However, the new groups' weaker links with churches meant that a number of new strategies were used to recruit volunteers. These strategies are described in more detail in the box in section 3.7. They included a greater emphasis on publicity to recruit rather than personal relationships; encouraging parents to volunteer; recruiting a larger number of volunteers to volunteer less frequently; attracting volunteers with particular backgrounds (e.g. National Citizen Service ambassadors) or skills-sets/passions to suit the role; and offering training to enhance the appeal of volunteering.

Engaging children has been more straightforward than recruiting volunteers. In North Wales, the Development Worker, with support from the Youth Officer<sup>28</sup>, conducted a wide range of promotional activities: they advertised at school assemblies, in churches and village halls, attended parents' evenings, conducted taster sessions, held open days and delivered flyers and leaflets. The in-school taster sessions were a successful method of attracting children: 35 children signed up to the case study group in North Wales following a taster session at their school assembly, and children consulted as part of the evaluation mentioned joining the group because of taster sessions and assemblies. Interest among children in North Wales has been so high that two additional groups have been established, beyond the initial target of 11 groups.

Children said they joined the group because they had enjoyed attending the previous after school club, they liked the taster sessions, or because their friends had joined. When asked what they liked about the group, the children said they enjoyed the teamwork, the games and activities, and the friendships they've built.

The Development Worker attributed the Boys' Brigade's success in attracting children to a number of factors, including:

- children having helped to design the curriculum;
- children promoted the group to their peers by designing posters and bringing friends to sessions;
- a lack of other options in rural areas; and,
- a unique offering compared with other after-school clubs that focus on one particular activity (such as cricket, or arts and crafts).

Despite their initial enthusiasm, engagement with children has started to taper in some areas more recently with challenges encouraging more children to attend. Further assembly presentations are expected to help increase engagement and reduce some of the barriers to participation in some areas.

Social action is integral to the Boys' Brigade offer. For example, the "Queen's badge" is a Boys' Brigade award given when a member provides a voluntary service or support to their local community. There is evidence that social action taking place was adhering to some of SUTS' principles for high quality such as being youth-led, challenging and socially impactful. One Development Worker noted that a litter pick conducted by the North

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<sup>28</sup> A Youth Officer, in this case, is part of the local Diocese and helps to support organisations such as the Boys' Brigade that works with children and young people



Wales group had prompted children to consider their role in the community. They reported one child saying that;

*"this is why we don't drop litter.... people like us have to go round picking it up.... we need to make sure we don't drop litter".*

This has encouraged the Development Worker to attempt to link social action activities with the activities they do in school sessions.

However, social action was considered a longer-term goal rather than an immediate priority. At the time of writing, the focus for the pilot groups was establishing links with local schools and increasing and maintaining the number of volunteers to ensure the groups remained sustainable once funding ceases. The case study group does not appear to have a strong sustainability plan in place once funding runs out in June 2016, despite sustainability being a high priority goal for the pilot.

One of the great successes of the pilot was the rebranding of the 'Boys' Brigade' to 'the Rural Challenge', with a more modern uniform consisting of a zipped hoody that was easy for children to change into straight after school. One Development Worker indicated that this has been an "eye-opener", highlighting that the traditional uniform is not essential to the identity of the Boys' Brigade. The next step is to consider how different types of branding and uniform can be used more widely across the Organisation. As part of this initiative, the Rural Challenge is intended to be promoted in the next Boys' Brigade volunteers' newsletter to be published in July 2016.

### 4.3 Woodcraft Folk

In 2013, Woodcraft Folk launched its 'Bigger and Better' strategic plan, with the aim of reaching out to new communities and supporting new and existing groups. UYSAF 2 funding allowed Woodcraft Folk to target areas and groups that currently under-represented in its membership to work towards this strategic plan. Using the UYSAF 2 grant, groups have been created and/or expanded in Scotland, North Wales and Merseyside to target young people for whom English is an additional language. In the case study group in North Wales, this took the form of developing a bilingual approach to working with children and young people. Bilingual groups were a new approach for Gwerin y Coed, Woodcraft Folk in Wales, and there have been particular efforts to attract Welsh-speaking volunteers, or those keen to practice their Welsh in a real-life context. Across several pilot groups, partner organisations were used to help engage and recruit volunteers and young people, and training and support has been provided for volunteers to build their confidence and skills.

Project Managers at Woodcraft Folk were pleased with the progress made with the UYSAF 2 pilot. They have established 20 groups and have exceeded their targets with 133 volunteers recruited and 418 young people having participated in regular group activity.

**Table 4.3: Targets versus actual across Woodcraft Folk UYSAF 2 groups by March 2016**

	Target	Actual
Groups set up 2014/2015	-	20
Number of places filled	413	418
Volunteers recruited	125	133

Source: UYSAF 2 application forms, signed contracts and interviews with Project Managers and Development Workers

Partnerships with local organisations have been important for the success and sustainability of all the UYSAF 2 pilot groups. Woodcraft Folk has developed partnerships with local organisations; including the North Wales Wildlife Trust, Mrang (a women’s refugee organisation) in Merseyside and the Scottish Refugee Council. Not only have these partner organisations provided practical benefits – such as free use of venues, provision of training courses, or signposting to translation services – but for many pilot areas have been instrumental in providing the Woodcraft Folk with access to the target audience, such as refugee families.

The methods of recruitment and engagement of young people have varied across the pilot groups. For the North Wales groups, the young people have been recruited by traditional routes, such as word of mouth, schools, youth clubs and informal outreach. All leaflets were supplied in both Welsh and English. In other areas of the network, Woodcraft Folk turned to their partner agencies for help with accessing to their target audience. Woodcraft Folk sometimes attended events hosted by their partner to engage with families and recruit volunteers.

A highly flexible approach has been taken to training and supporting volunteers in order to engage and maintain their interest. Development Workers found that volunteers needed more support and confidence-building than is typical. As a result, Development Workers have invested significant amounts of time to build trust and relationships with volunteers. Development Workers spent a term training volunteers, providing a series of short, informal ‘information sharing’ or ‘planning’ sessions in familiar locations such as coffee shops and volunteers’ homes. Peer-to-peer training has also been effective (i.e. linking people in the same roles) in sharing knowledge between new and experienced volunteers. Woodcraft Folk also sought to reinforce the benefits of volunteering, through training and qualifications. This level of volunteer support was not typical for other groups, but the Project Manager described it as ‘retaining and investing’.

The young people were considered to be engaged, but a volunteer at the North Wales group admitted that it had been harder to get this older age group attending every week; young people were much busier and had other commitments such as homework or seeing friends. The young people were therefore asked to provide their availability and sessions were planned accordingly, perhaps every two weeks.

Young people were participating in social action through the groups. At this stage social action was usually instigated by volunteers. Woodcraft Folk encouraged young people to plan their own programme of activities, with appropriate input from adult leaders and volunteers depending on the age group of the children. However, feedback from volunteers and Development Workers suggested that while young people were open to social action, and enjoyed taking part, their lack of experience of organising and participating in this type of activity meant that it rarely occurred to them spontaneously when planning their activities.

The Project Manager explained that case study groups that were located near to established groups were more likely to have participated in social action, because the groups could link together to organise activities. Organising activities was harder for newer groups, because volunteers were relatively new to their role (some did not complete their training until March 2016) and lacked the confidence and knowledge to organise activities. Woodcraft Folk explained that having a network of volunteers will help to facilitate social action in the future, as volunteers can find out about opportunities coming up in the area and buddy with other organisations.

The North Wales Venturer group which was the focus of this case study had already taken part in a number of high-quality activities that were closely linked to the local community. As part of a heritage community project, the pilot group members interviewed past workers at the former explosive factory (where their club house was based) to find out about their experiences and memories, with the end project being shared with the local community and placed on YouTube. The young people were also involved in a community project about traffic and speeding cars. This was an issue in the local area and the young people were involved in a project to raise awareness of speeding; they interviewed members of the community and produced placards to discourage speeding. Other social action activities the group had been involved with included building bird boxes and organising a clothes collection for refugee families.

Woodcraft Folk appeared to be encouraging knowledge sharing within the Organisation. Development Workers and volunteers were encouraged to regularly meet-up with other volunteers and attend national and regional workshops. The adult volunteer reported finding these opportunities helpful. She noted that all volunteers had different experiences and expertise, and coming together gave them opportunities to learn from others and improve their own skills. For more rural groups face-to-face meetings could be more difficult as they were by definition 'rural'. The project has enabled support materials for new and existing groups to be reviewed and shared on Woodcraft Folk's website. A series of case studies and how to guides have also been produced to share practice to support ongoing growth.

Sustainability was a key goal for the UYSAF 2 pilot groups. The main challenges to the sustainability of the pilot groups were lack of funding and volunteers. The individual groups were making efforts to source alternative funding and the training programme has been designed with the intention to keep volunteers engaged. The 'buddy' group scheme has been implemented to help with pilot groups that were less financially secure.

#### 4.4 The Scout Association

The Scout Association's UYSAF 2 pilot groups were designed to introduce disabled children to Scouting. Pilot groups attached to special needs schools have been set up across the country. The sessions took place at lunchtime, during the school day or after school. The volunteers were usually either school staff or parents. The Scout Association catered for children and young people aged 6-25, but these new groups focussed on Beavers (aged 6-8) and Cubs (aged 8-10½)<sup>29</sup>. Pilot groups were partnered with 'buddy' Scout groups. The buddy groups provided support and allowed the pilot group members to interact with other Scouts. The intention was that the pilot groups prepared and inspired disabled young people to join Scouts groups when they were old enough to do so. Adaptations were made to the uniform to make them safer and easier for disabled children to wear. A

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<sup>29</sup> The Scout Association is split into five sections to cater for members aged 6-25, including Beavers and Cubs. Beavers are the youngest members of the Scouts aged 6-8 years old followed by Cubs (8-10 ½ years old), Scouts (10 ½ -14 years old), Explorer Scouts (14 – 18 years old) and the Scout Network members (18-25 years old) <http://scouts.org.uk/what-we-do/scouting-age-ranges/>

relatively long planning phase allowed for consultation with schools and parents to design the pilot groups, which helped to reassure and engage parents and demonstrate the Scouts' ability to cater well for disabled children.

This case study focused on a Beaver group in South East England, with reference to other pilot groups where helpful.

The intention is that the UYSAF 2 groups, as well as being sustainable in themselves, would help to create a model of Scouting for disabled children that could be replicated across the country. As such, the groups would help to fulfil The Scout Association's ambition that Scouting is open to all, regardless of race, disability or background.

The Scout Association aimed to set up pilot UYSAF 2 groups in 15 schools in the East Midlands, South East and East of England. By March 2016, the pilot had exceeded its targets for establishing new groups and recruiting pupils, but had fallen short of their target for engaging 15 schools. These figures reflected the high uptake of pupils within the schools running the pilot: one school, for instance, enrolled the majority of its classes in Scouts.

**Table 4.4: Target vs. actual across Scouts' UYSAF 2 groups by March 2016**

	Target	Actual
Groups set up 2014/2015	30	29
Schools worked with	15	10
Places filled March 2014-2016	300	361
Development Workers recruited	3	3
Volunteer places filled	75	127

Source: interviews with Project Managers and Development Workers

The charity Scope was approached by the Scouts to help them become more inclusive and aware of disability issues. Scope was commissioned to:

1. Deliver Disability Equality Training (DET) for adult volunteers and Scouts staff
2. Undertake research into the barriers to involvement of disabled young people in Scouting
3. Support the development of a resource pack for adult volunteers, young leaders and the disability awareness badge

Feedback from DET participants was very positive. Those trained included staff on the ground (such as Development Workers) as well as head office staff involved in the UYSAF 2 pilot. Feedback from the training was considered helpful as Scope could highlight extra support that would assist volunteers in making Scouting inclusive. The research project also highlighted a number of barriers to participation which may not have been considered before, such as the website imagery not showing children with special needs.

The resources produced by Scope were designed to be made available on the Scouts intranet to support staff and volunteers. A number of learning resources were also produced to add value to the Scouts disability awareness badge. These included an animation and group activities to encourage each Beaver, Cub and potentially older members of Scouting to create their own 'one-page profile' to share with others. Importantly the

resources have been designed not to be project-specific; but designed to be integrated into the wider Scouting programme.

Unlike traditional groups, pilot groups were attached to special needs schools. This provided a number of advantages, but importantly it meant the space was accessible to disabled young people, for example, by having wheelchair ramps and larger bathrooms. (See section 3.8 for more about working with schools). Levels of interest among schools approached about the pilot varied considerably: some declined to take part, but one school approached The Scout Association and asked to be involved. Among schools that were involved with the pilot, engagement has been very strong. For example, nearly all pupils in one school have enrolled. Sustainability planning has helped to ensure sufficiently large and experienced teams of volunteers were available within each school to continue running the groups in future (see section 3.13 for more information)

Recruiting volunteers has not been a problem; indeed, as shown in table 4.4 the pilot groups exceeded their targets. It was originally envisaged each group would have 1-2 volunteers, but the majority had 3-4 or more, in part due to the additional needs of the children but also because so many adults were keen to volunteer. The majority of volunteers were either teachers from the school or parents. Some volunteers also had a background with Scouting. The Lead Volunteer at the case study group is a Scout Leader had 22 years of experience with the Scouts outside the school pilot. She had been a member of staff at the school for 15 years, and felt she had a good understanding of what being a volunteer for this pilot entailed, as well as personally believing in the project;

*"I thought it was such a great idea, because I believe in the young people with special needs being involved in the community...and I'm passionate about Scouting"*

A 'softly-slowly' approach to engaging parents and children appears to have worked successfully. A full term was taken to engage with parents and prepare the case study group opened in January 2016. This included meetings to introduce the pilot group, discuss parents' and children's concerns, and answer queries; and familiarisation sessions to introduce children to the group gradually.

Parents were enthusiastic about the pilots from the outset: one Development Worker said they had been 'overwhelmed' by parents' reactions. Development Workers explained that parents talked of experiencing problems in the past when trying to enrol their children in youth groups because they typically catered so poorly for disabled young people. The Scouts' approach allowed parents and Development Workers collectively to design the group. According to Development Workers, this collaborative way of working was 'like a weight lifted off [parents'] shoulders' and gave them confidence in the Scouts.

Whilst parental support was generally high, it had been difficult for some groups to engage with parents on a weekly basis, simply because sessions were held during the school day and therefore contact with parents was very limited.

Overall the children had largely been engaged and enjoyed participating. Development Workers had been delighted at how much the children appeared to be enjoying the groups. This has extended to the buddy groups; one young person from a buddy group enjoyed the joint activity with the pilot group so much they wanted to join the pilot group. The Development Worker and lead volunteer at the case study pilot school had noticed positive changes in the children since they started coming to Beavers, as they became more involved in Scouting activities. The teachers have noted personal development and behaviour changes, as well as improvements in children's soft skills. Achievement awards have been given in reaction to these improvements.

In keeping with the aim of gently introducing the children to Scouting, social action events were not an immediate priority of the pilot groups. The aim was for the children to be familiar and comfortable with Scouting and regularly attending before participating in social action. At the time of writing, nearly all groups had participated in or were about to participate in social action activities, either individually or with their buddy group. The case study pilot group had participated in social action activities with the school (including activities around Easter) and for badge work, such as the Environmental Conservation Activity badge.

One aim of the pilot groups was to introduce Scouting to disabled children and prepare them to join a traditional Scout Group once the pilot has ended. The pilot groups have either recently met their buddy group or will be meeting their buddy groups in the summer, and so it is still too early to say whether this has helped with introducing the pilot group members to mainstream group Scouting.

The buddy groups were an innovative way to help support the sustainability of pilot groups as well as to integrate mainstream groups with the pilot groups. There was a concern that buddy groups may not sufficiently adapt for the pilot groups, in particular in regards to longstanding events. Feedback so far is that the buddying system has not progressed as well as expected. The groups have been late to link-up, and some are only currently at the stage where the groups are starting to meet and interact with each other. It is therefore difficult to assess the success of this overall.

A key learning for the Scouts is that their public image does not portray their ethos 'Scouting for all'. Scouting is still seen by some as not inclusive and not for all children. The pilot groups are key to changing this public perception, and learnings from the pilot have been useful in identifying barriers to participation which were previously not considered, as well as identifying areas of Scouting which do not promote inclusivity such as the website imagery.

## 4.5 Volunteer Police Cadets

This case study explored a group set up in a Young Offenders Institute (YOI) based in a Scottish prison. Its set up has been funded by the Scottish government and the Scottish Prison Service. Its advancement has been further funded by UYSAF 2 and the support from the Development Worker at Police Scotland Youth Volunteers (PSYV). UYSAF 2 funding paid for the Development Worker, the training materials and the young participants' uniforms.

The group ran as a leadership training programme rather than a traditional Uniformed Youth Group. The intention was that the leadership course would prepare and inspire young people to lead Uniformed Youth Groups after their release. VPC have carried out this pilot with their partner group in Scotland, PSYV. Young people in prison generally have very negative perceptions of the police and little understanding of their role within the community. Ultimately it was hoped that the programme will tackle this, by providing useful skills for future employment, and to build more positive relationships with, and perceptions, of the police. This was expected to result in a reduction of reoffending. There are future plans in place for ex-offenders to assist in weekly VPC meetings under the supervision of another adult volunteer, and whilst there will be limitations to their involvement – for example they will not be able to run weekends away – the hope is that they will fulfil most volunteer roles.

By March 2016, the pilot group at the YOI had specific targets to reach, including 20 places to be made available for young offenders, and for 12 adult prisoners to be leading social action upon release from prison. Whilst 48 young people did take up places on the programme, it should be noted that this corresponds with a significant shortening of the programme from the original 12 weeks to two weeks. However, the target of recruiting 12 adult prisoners to act as VPC leaders was considered over ambitious, and only three have been recruited to date.

**Table 4.5: Targets versus actual at YOI UYSAF 2 group by March 2016**

	Target	Actual
Number of places filled	20	48
Volunteer places filled	12	3

Source: UYSAF 2 application forms, signed contracts and interviews with Project Managers and Development Workers

VPC have used effective techniques to engage young people, although engagement has been a long and careful process (see section 3.6). Young people were approached individually in their cells, and asked if they wanted to be involved in a leadership training programme the prison had devised that would be co-delivered by the police. The young people described this as unexpected, but also welcome. Although initially cautious when they were told they would be working with the police, this fear soon subsided and was replaced with the attitude of having nothing to lose. The VPC/PSYV selected the on remand prisoners that they felt would be most open to the idea and told them they would go through confidence building before commencing the programme; this worked to break down the stigma the young people associated with the police and once those barriers were worked through, the prisoners started to engage. The levels of engagement were high and there was a very low dropout rate. The only non-completions of the course were prisoners that left prison to be sentenced, which prevented them completing the original 12-week programme. Seven of the eight young people on the two-week programme completed the course, and any sessions that were missed were due to meetings with their legal counsel, family visits or court appearances which took priority.

The recruitment of young people to lead Uniformed Youth Organisations on their release – the ultimate goal of the programme – will necessarily take longer. Three prisoners are currently undergoing vetting to become leaders: one was a direct recruit from a PSYV presentation in the last session of the two-week programme. The other two volunteer recruits were approached by staff following the completion of the course and subsequently decided to volunteer as VPC leaders.

The scheme will continue after the UYSAF 2 funding period as Police Scotland will continue to fund the ‘campus cop’ (a Community Safety Liaison Officer) that recruits and works with the young people. The campus cop (who is the equivalent to an adult volunteer) had to work through the confidence building course with the young people in order to gain their trust before the programme began. A police officer working in a prison is highly unconventional so the prisoners took time to warm to him, but once they had an affinity with him, the programme was easier to run. As well as continuing to fund his role post UYSAF 2, Police Scotland have created two part-time police posts to expand the work to three prisons.

The young people the evaluation team consulted were all very positively engaged with the programme and said that their peers who had not enrolled had expressed an interest in the course and in joining themselves. When asked about their favourite part of the programme they generally recalled sessions that had been led by engaging partners and taught them about issues they may not otherwise have been aware of:

*‘I stayed because I was learning fascinating things about normal life. The drink driving video (we saw) was shocking. I didn’t realise that texting and driving could have such effects. I thought I could get 6 months and learnt you could get life’*

The predominant reason that most prisoners joined was for the opportunity to 'get out the cell' and because taking part 'looks good in court'. However, their reasons behind staying and engaging differed. One reason they stayed was because they continued to learn about new issues, but they also described positive encounters with fellow prisoners and forging friendships they may not otherwise have had. Additionally, on completion of the course the young people were awarded a certificate to recognise their achievements. This was important to them as it signified that they had seen something through to the end. Measures were taken to ensure that communication between the young people and police officers was always open; the young people at times found it hard to express themselves, so instead of feedback forms the campus cop has been working with a 'happy sheet'. Each session is evaluated individually and this is then followed up with a full course evaluation at the end. The young people use post it notes to express their feelings and draw happy or sad faces under each day's theme to identify how much they have or have not enjoyed that part of the programme.

Recruitment aside, there are other major differences in approach with this group:

- PSYV have had to alter the structure and curriculum of the group; they do not usually conduct leadership training but the approach has been adapted so that the young offenders can gain the leadership expertise they need to become VPC or PSYV leaders upon release.
- The programme is time limited, with a two-week intensive curriculum.
- The branding of the group has been tailored to meet the needs of prisoners who want to keep their membership private. All members have the same coloured t-shirts but the groups' logos have been removed.
- The programme materials have been co-created by PSYV and the 'campus cop' (Community Safety Liaison Officer) to make sure that the material covered addresses some of the issues that are pertinent to the young people's circumstances. Topics such as domestic violence, knife crime and pro-social behaviours are delivered alongside experts in the field. The partners the prison works with include: VPC, NHS, Fire and Rescue Service and Women's Aid.

Within the prison, there are few opportunities to take part in social action. Whilst there are opportunities for the participants to create crafts and woodwork for the outside world, it is seen as a privilege and something that they need to earn. In the longer term social action is expected to be achieved through integrating the young offenders into the VPC groups as leaders. Many of the young people we spoke to had previously been members of Uniformed Youth Groups and positively responded to the concept of completing social action within the community:

*'I was in the air cadets. I liked having the uniform. I looked nice and presentable, and you have more respect for yourself. You seem to be a bit more disciplined when you're in that group and with everybody else'*

*'I used to go to Boys' Brigade. Every 6 months we would do a fair at the church hall.... It's good to give something back to the community when you take so much'*

When asked, the majority felt that taking part in some kind of volunteering activity would enhance their own sense of self-respect as well as increasing the respect that they had from others in the community. The activities that



they enjoyed doing included: bag packing, cleaning up nature trails and visiting older people in their homes. This kind of social action could have the double benefit of helping the young people and also the beneficiaries.

*'The volunteering that I did do was brilliant. I liked the hands on work, getting muddy. I've always liked meeting older people too. I've never had grandparents so I have always had a lot of time for older people because they've never been in my life. It gives you experience of sitting and talking to them and hearing their stories'*

For others, though, it was harder to envisage how volunteering within the community may help them or others. Their responsibilities out of the confines of the prison meant that they did not think they would have time or ability to carry out social action.

Despite the success of the pilot, there were challenges that have to be dealt with cautiously. There was a significant risk to the reputation of the programme if the young person were to reoffend, which could also damage both the VPC and PSYV brand. The fact that the pilot aimed to train young offenders to work with children when their behaviour in the past has been unpredictable was a risk in itself. To counter this, individuals will be risk assessed before they are released from prison.

An initial challenge was that PSYV wanted to develop a group that 'lived and breathed' PSYV goals and values. However, it became clear early on that it would be a challenge for PSYV and VPC to work within these constraints and to balance the expectations of the police, the government and the prison. To mitigate this, the Project Manager at PSYV was having regular meetings with the governor of the prison and at each stage of the process updates are delivered to the relevant stakeholders.

It was also difficult to select the right prisoners to work with. The prison wanted PSYV to work with the remand prisoners, that is, those awaiting a hearing, as they have a more relaxed timetable. However, this was not deemed to be ideal by PSYV. Finally, one of the future challenges will be placing the young people in suitable groups if there is not a local PSYV/VPC group. For example, the Development Worker spoke to one of the boys who was interested in joining as a leader upon his release. However, he is from Kirkcaldy in Fife and at the moment there is no PSYV/VPC group in Kirkcaldy.

## 5 Key learnings and considerations

### 1. Ensuring strong partnership models

The case studies and consultations with Project Managers highlight a number of challenges in developing partnerships. Partner organisations don't often tend to be national and so approaches need to be tailored to different Uniformed Youth Organisations. Forming strong partnerships requires preparation and ongoing work, and partnerships can be insecure as key contacts can leave the Organisations.

The case studies highlight that partnerships have worked well where they benefit both Organisations. Advance research and preparation to identify what partners stand to gain from relationships has helped to engage some partners and schools. Notably, schools have been more willing to commit where they see strong incentives to work with Uniformed Youth Organisations (e.g. because of Ofsted requirements, or links with Duke of Edinburgh awards).

The case studies also highlight that partnerships have worked well where early plans have been established to ensure sustainability (e.g. ensuring that there are multiple links with the partner organisations rather than links to an individual).

### 2. Recruiting and retaining volunteers

Recruitment and retention of volunteers is challenging, especially in areas where Uniformed Youth Organisations do not already have a presence. Often volunteers do not want or are unable to dedicate a significant amount of time to a group. Volunteering during school hours is also a problem for many potential volunteers as people tend to work during those hours.

A number of strategies have been utilised to help recruit and retain volunteers. These include looking for volunteers from new sources (e.g. NCS graduates or undergraduate students); reducing the time commitments required from volunteers by introducing a rota system with a panel of volunteers; and investing heavily in training and knowledge-sharing to help cement volunteers' loyalty and commitment to Organisations. It is too early to judge whether significant investments in volunteer training will result in longer-term commitment, but there are early positive signs of gains in confidence and commitment.

### 3. Sustainability

Funding, or a lack of funding, is a major challenge in keeping individual groups sustainable. This includes paying venue rents or paying subsidies. The sustainability of staff and resources once the funding ceases was a typical concern. Fundraising for newer groups can be difficult as they are likely to have fewer members and are not integrated into the community.

Budgeting requirements need to be clear from the start of a group set-up to achieve sustainability. Drawing on additional resources may help (such as community halls or funding from schools). Recruiting volunteers with existing skills also helps to ensure that activities can be continued and skills shared with new volunteers. Buddying up with established local groups to fundraise can be a beneficial way to access more funds if needed.

Support from Youth United – such as workshops to explore solutions to sustainability challenges – have been helpful in developing strategies to plan for sustainability. It may be worth considering whether sustainability support and planning could also be embedded into the original planning and applications processes.

#### **4. Embedding new groups**

It is important that new groups are embedded in the local Uniformed Youth Organisation structure and local community. Long-term members and volunteers can be resistant to groups that have made significant adaptations to cater for different groups. However, the use of different branding offers great potential for Uniformed Youth Organisations to appeal to a wide range of new groups.

Buddying with existing groups is one approach to help embed groups into the wider Uniformed Youth Organisation, even where they are operating slightly differently.

#### **5. Sharing knowledge**

A key aim of the pilots was to develop models of working with young people from a range of 'hard to reach' backgrounds that are shared across Uniformed Youth Organisations, so that 'standard' groups can be more inclusive in the future. However, sharing knowledge across volunteers with limited time to engage with new information and training is very difficult in practice.

Uniformed Youth Organisations report that approaches to sharing information that have been most effective have involved social media have worked well (including, for example, sharing video case studies on social media). Regular face-to-face meetings among local networks of volunteers have also been beneficial for some groups, allowing volunteers doing the same roles in different groups to share knowledge and ideas.

**Annex**

## 6 Annex

### 6.1 Glossary of Terms

**Beneficiary** - a person or group that benefits from a youth social action activity either directly or indirectly. For example, beneficiaries may include the elderly at an old age home, members of the community who witnessed Uniformed Youth Organisations collecting litter and staff working at a homeless shelter collecting food.

**Group** - local youth groups that meet for regular (usually weekly) sessions. Often based in a school, church or village hall. Each group is run by one or more adult volunteers. Adult volunteers are recruited and supported by regional Development Workers.

**'Hard to reach'** - any group of young person that may not typically have the opportunity to join Uniformed Youth Organisations. This can cover a wide range of factors including disabled children and young people, those living in rural areas, young offenders, those who speak a language other than English and those living in areas of high deprivation.

**Regional Development Worker** - individual responsible for co-ordinating groups within a specific region, recruiting volunteers and running the group sessions.

**Pilot** – the selected groups for a particular Uniformed Youth Organisation that have been established and funded as part of UYSAF 2.

**Project Manager** - the senior member of staff within each Uniformed Youth Organisation, responsible for operational management, and the development of new pilot schemes. Also responsible for the set-up and co-ordination of groups and the recruitment and management of regional Development Workers.

**Social action** – defined as 'practical action in the service of others' that benefits those providing and receiving social action. Social action covers a wide range of activities that aim to help other people in the community or the environment, such as fundraising, campaigning (excluding political campaigning) and tutoring or mentoring.

**Step Up to Serve (SUTS)** - the charity coordinating the #iwill campaign, aimed at expanding existing opportunities for children and young people to take part in social action, develop new opportunities for participation, and help overcome the barriers that stop children and young people getting involved. The #iwill campaign aims to significantly increase the number of 10-20 year olds taking part in meaningful social action by 2020.

**Uniformed Youth Social Action Fund (UYSAF)** - a £10 million fund awarded by HM Treasury. The Funds are administered through Youth United Foundation in order to increase the number of new groups across fourteen social action-oriented Uniformed Youth Organisations around the UK. UYSAF 2 provided funding to five Uniformed Youth Organisations to develop and pilot innovative approaches to engage children and young people who are not usually able to join Uniformed Youth Organisations.

**Youth United Foundation (Youth United)** - a charity established in 2012. Youth United Foundation is a membership organisation that supports eleven of the fourteen Uniformed Youth Organisations that received funding via UYSAF

1. It provides support for the uniformed youth sector, and co-develops and coordinates projects across the sector, including managing grants such as UYSAF 1 and 2.

The main focus on Youth United Foundation is to support its members to increase uniformed youth provision in areas that were previously underserved – such as immigrant communities or the socio-economically disadvantaged. The Youth United Network consists of Air Cadets; Army Cadet Force; The Boys' Brigade; Fire Cadets; The Girls' Brigade England & Wales; Girlguiding; Jewish Lads' and Girls' Brigade; The Scout Association; Sea Cadets; St John Ambulance and Volunteer Police Cadets.

**Uniformed Youth Organisation** – a Youth Organisation having a long-term common programme offer delivered by adult volunteers for young members that brings together members through a shared, required uniform.

## 6.2 Uniformed Youth Organisations funded through UYSAF Fund 2

### 1. Sea Cadets

Encouraged 'hard to reach' children and young people from communities in East London with high levels of deprivation to take part in Sea Cadet activities. The case study focused on a school in Barking and Dagenham, East London.

### 2. The Boys' Brigade

Provided transport to children in isolated rural communities to attend Boys' Brigade meetings in North Yorkshire and North Wales. The case study focused on a school in North Wales.

### 3. The Scout Association

Piloted new approaches that encouraged children and young people who had a range of physical and/or learning disabilities to become Scouts. The case study focused on a SEN school in South East England.

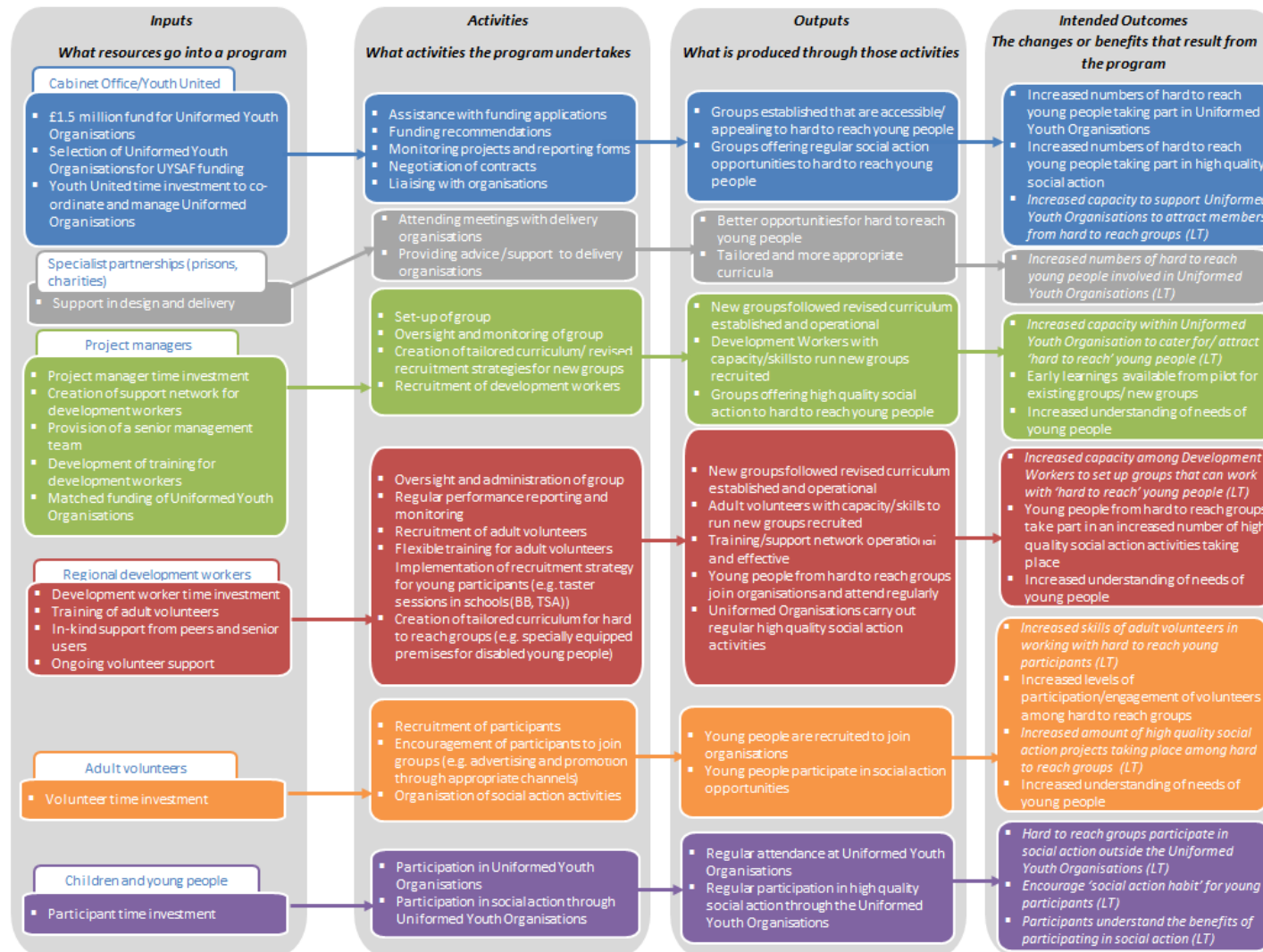
### 4. Volunteer Police Cadets

Established a Voluntary Police Cadet group in a young offenders' institute. The case study focused on a Young Offenders Institution in Polmont, Scotland in partnership with the Police Scotland Youth Volunteers (PSYV).

### 5. Woodcraft Folk

Engaged children and young people in Wales who speak English as an additional language and provide them with more social opportunities. The case study focused on a group in North Wales.

### 6.3 Logic Model



Source: Drawn from consultations with Project Managers, Development Workers and volunteers (LT) = longer term intended outcomes

### Assumptions:

- UYSAF Pilots are funding new activities/new ways of working
- Development Workers and adult volunteers have limited experience of working with 'hard to reach' groups
- Adaptations made to groups' curricula will enhance the appeal/accessibility of Uniformed Youth Organisations among 'hard to reach' groups.
- There are diverse reasons why an individual may be 'hard to reach' (e.g. physical disability, in the criminal justice system, particular special educational needs)
- Training and support will be available for Development Workers and volunteers to increase skills/capacity to work with 'hard to reach' groups
- Specialist training required to support some needs
- Young participants have limited engagement in youth groups and/or social action to date
- Young participants will experience the typical benefits associated with participation in social action:
  - Increased wellbeing (e.g. confidence, self-esteem, optimism, health, fitness)
  - Increased sense of self-efficacy and capability
  - Expanded social networks (e.g. job opportunities, greater social interaction)
  - Building skills for their future life and work



## 6.4 Description of logic model

The logic model maps out how the resources going into UYSAF 2 will generate the activities and changes expected as a result of the programme. Specifically, it sets out the inputs and outputs from the following groups: Office for Civil Society /Youth United, Specialist partnerships, Project Managers, Development Workers, adult volunteers and young participants.

The logic model is an adaptable evaluation tool and we expect to tailor it to account for the specific inputs and activities of each of the three case studies.

### 6.4.1 Cabinet Office and Youth United

Funding was granted by the Government and Youth United to social action-oriented Uniformed Youth Organisations showing evidence that they will reach typically 'hard to reach' groups of children and young people, and therefore enable those children and young people to take part in social action activities. The creation of new groups that are accessible to 'hard to reach' groups should therefore increase participation rates in social action among these children and young people in the shorter term. In the longer term, the aim is increase Uniformed Youth Organisations' capacity to recruit and cater for children and young people from a range of backgrounds and circumstances.

### 6.4.2 Specialist partnerships

The partnerships work to help support, design and deliver a project depending on its needs. For example, the Volunteer Police Cadets (VPC) are working with young offenders in a prison, and rely on the knowledge and expertise of the prison officers to help design the programme. Other specialist partnerships include Scope (supporting the Scouts in setting up groups for disabled children), and schools (supporting both the Boys' Brigade and the Scouts in setting up local groups).

Specialist partners will support Uniformed Youth Organisations throughout the pilots, and particularly at the set-up stages of pilots to design curricula and approaches that are appropriate. Their advice and input is expected to contribute to more and better opportunities for 'hard to reach' children and young people taking part in Uniformed Youth Groups.

### 6.4.3 Project Managers

Project Managers of Uniformed Youth Organisations were responsible for both initial funding bids, and for recruiting and supporting the staff in their Organisations who are designing and setting up UYSAF 2 pilots. Typically, Project Managers will recruit and work closely with Development Workers who are based locally in the regions where groups are established.

Their investment in the programme is both through matched funding and time spent in the set-up and administration of the pilots. Establishing the pilots entails devising a new tailored curriculum and recruitment strategy, employing Development Workers to help with regional tasks and recruitment of adult volunteers to run groups. They intend to recruit Development Workers that have the necessary skill sets to run the new groups and encourage social action activities.

The pilot groups are expected to provide learnings that can inform the development of the existing and future groups. Longer term, the expectation is that Uniformed Youth Organisations will be able to cater to and attract children and young people from 'hard to reach' groups.

#### 6.4.4 Development Workers

Development Workers dedicate their time to training adults and offering volunteers the necessary support throughout the life of the programme.

Whilst the Project Manager sets up the unit, the Development Worker oversees the day-to-day administration of the group and is responsible for the recruitment of adult volunteers and young participants. They are responsible for training the adult volunteers and setting up a strategy for recruiting harder to reach children and young people, and delivering a curriculum tailored to their needs.

Longer term, Development Workers are expected to have acquired the necessary skills and capabilities to set up new groups that specifically cater to 'hard to reach' children and young people and develop a greater understanding of their needs.

#### 6.4.5 Adult volunteers

Volunteers dedicate their time to the programme once the groups have been formed. Volunteers recruit participants through the relevant channels and are responsible for leading the groups and organising the social action activities that the children and young people will take part in.

These pilots aim to provide a large number of adult volunteers with the skills to help run groups for 'hard to reach' children and young people and to increase social action by the children and young people themselves.

#### 6.4.6 Young participants

Young participants are expected to dedicate themselves to the programme and set aside time every week to take part in activities for the success of the pilot. More crucially, they will also be responsible for taking part in social action with the rest of the group.

The longer term aim is to help children and young people develop and be able to participate in social action outside of the Uniformed Youth Group so that social action becomes a 'habit'.

#### 6.4.7 Assumptions and risks

Key assumptions made in developing the proposed logic model are as follows.

The evaluation and model assumes the UYSAF pilots are funding new activities and new ways of working. Tailored programmes are likely to provide greater accessibility and inclusion for 'hard to reach' groups such as new uniform designs, easy to read materials, and 'buddy systems' with other groups.

The evaluation model assumes that newly recruited Development Workers and adult volunteers are expected to have limited experience of working with 'hard to reach' groups. It assumes training and support will be available for Development Workers and volunteers to increase skills and capacity to work with 'hard to reach' groups. It assumes some specialist training will be required to support specific needs of 'hard to reach' groups.

The evaluation model also assumes young participants have had limited engagement in youth groups or social action to date. Further, it assumes young participants will experience the typical benefits associated with participation in social action such as increased wellbeing, increased sense of self-efficacy and capability, expanded social networks and development of skills for their future life and work.

## 6.5 List of partner organisations and individuals

### 1. Sea Cadets

- Local schools
- Other SC Groups

### 2. The Boys' Brigade

- Diocesan Youth Officer
- Church schools
- Church Chaplain, Vicar & School Governor
- Church Assistant Curate
- National Citizen Service
- University students of Theology and Youth Work

### 3. The Scout Association

- Local school for disabled children
- Scope disability charity

- 'Buddy' Scout Association Groups

### 4. Volunteer Police Cadets

- Fire Service
- NHS
- Police Scotland Youth Volunteers
- Polmont Young Offenders Institute
- Women's Aid

### 5. Woodcraft Folk

- Local Community Centre
- Mrang Women's Refugee Organisation
- Sense Glasgow
- Scottish Refugee Council
- Wales Wildlife Trust

## 6.6 Example of topic guides and discussion guides

### 6.6.1 Project Manager topic guide

#### Section 1: Introduction (10 mins)

*Thank you for taking part in this interview. The interview should last about an hour but may be a little shorter or longer, depending on your responses.*

*The purpose of this interview is to help explore how Uniformed Groups have engaged 'hard to reach' groups in social action-oriented youth groups and the key success factors and challenges involved in doing so.*

*In particular, we would like to understand the rationale for the design of the pilot projects and how Uniformed Groups have encouraged young people to engage with the groups and keep those who join the groups engaged.*

*Following the interview, the findings from this and 2 other case studies will be written up in a report that will be published by summer 2016. As some of the information we include in the report could identify your Uniformed Group and [pilot name] we will circulate any sections of the report that reference [pilot name] before it's published so that you have an opportunity to comment on the write-up. We'll probably be circulating the report drafts in March/April next year.*

- Do you have any questions before we begin?

[ASK PERMISSION TO RECORD INTERVIEW]

- First of all, please could you tell me about your role at **[Uniformed Group]**?  
PROBE: Job title, how long worked in role, main responsibilities, previous experience in uniformed groups, full time/part time, previous experience of working with young people with additional needs?
- How well do you feel Uniformed Youth Groups **cater for** a wide range of children and young people at the moment? And how far do they **appeal to** a wide range of children and young people? PROBE ON GENERAL BARRIERS/BENEFITS OF YP GETTING INVOLVED IN UNIFORMED GROUPS.
- Please could you tell me the nature of your role in setting up the pilot units with the **[Uniformed Group]**?

#### Section 2: Pilot rationale and design (20 mins)

- I'd like to talk a little more about the UYSAF Fund 2 now. What made you apply for UYSAF Fund 2?  
PROBE: importance of the focus on social action  
PROBE: Has fund 2 changed how you think about social action? For the pilot(s)? For other units?
- Can you talk me through how you put together your application?  
PROBE:
  - How/why did you identify these specific **[target group]**?
  - Was there any specific criteria used in the selection process?
  - What evidence or experience did you draw on to help design the pilots?  
PROBE: Which individuals or groups did you consult?
  - Were you aware of any specific challenges in reaching **[target group]**?
  - Learning from similar experiences?
  - Were there opportunities to draw on existing programmes?
- What do you think makes **[pilot name]** particularly innovative?  
PROBE: How does this fulfil the definition of encouraging youth social action among **[target group]**?  
PROBE: Have you run pilots/units that cater for **[target group]** in the past?

- From your perspective what are the most important goals of **[pilot name]**?
- How have you changed your standard approach to appeal to/cater for **[target group]**?  
PROBE:
  - Curriculum/programme/activity
  - Resourcing model (specialist knowledge/different structures)
  - Recruitment (Development Workers, adult volunteers)
  - Training of Development Workers/adult volunteers
  - Marketing of groups
  - Location/timing of groups
  - Process of setting up new groups
  - Management/monitoring of groups
  - Safety measures
  - Inclusion policies (e.g. separate/united with other groups)
  - Anything else?
- PROBE ON KEY CHANGES: Why do you think that this will effectively engage young people from **[target group]**?
- How/how far does this approach differ from your standard approach to setting up units?
- How have you made sure that social action is a key part of the pilot programme? How have the social action activities done by **[pilot units]** been tailored to **[target group]**?

### Section 3: Set-up – inputs and activities (10 mins)

*I now want to discuss the **[unit]** and the **[pilot]** in particular.*

- Please could you describe the process of setting up the pilot unit(s)? What goes into setting up the pilot?  
PROBE:
  - What tasks have you been involved with?
  - Any special management/supervision requirements?
  - Recruitment of Development Workers?
  - Setting up support network and training?
  - In addition to the Cabinet Office funding, have you invested any other funding?
  - And, what is the funding being invested in?
- Do you have a timetable/plan of the activities you'll do with the pilot unit/s over the next 3-6 months? How did you put this together?

### Section 4: Expectations around outputs and outcomes (10 mins)

- What are you aiming to achieve with the pilot? What outcomes would make you feel like the pilots had been a success for **[Uniformed Group]**?  
PROBE: For uniformed youth organisation  
PROBE: For **[Unit]**  
PROBE: For young people  
PROBE: Capacity of workers and volunteers (e.g. resources available, skills acquired)
- What do you see as the main risks in realising your ambitions for this pilot?  
PROBE: How have these risks been mitigated?
- What challenges have you faced so far in setting up these groups?  
PROBE: Are there any skills gaps that need addressing among current staff (e.g. recruitment/upskilling)  
PROBE: Are these challenges different to when you have set up other units? How have these challenges been overcome?
- What successes have you achieved in setting up the pilots?

- What are your expectations for those involved in the pilot in the next 6 months?  
PROBE IF NECESSARY: Set-up new units, recruitment of volunteers, participation of young people
- And, what about in the longer term?  
PROBE IF NECESSARY: Sustainability of the unit/project, Engagement with young people, recruitment of volunteers, participation of young people
- How do you feel that this pilot will affect the way [Uniformed Youth Group] works more generally?

### Section 5: Logic Model (10 mins)

*I'd now like to show you a diagram, which aims to represent how the fund you received will help increase participation of 'hard to reach' young people in social action activities.*

SEND IN ADVANCE [Show logic model to the Project Manager and talk them through each section in turn]

- Looking at this table, particularly at the row for Project Managers, to what extent would you agree with what has been outlined here?
- To what extent does this represent the activities that are or will be carried out by you?
- Do you think there is anything missing here?
- And to what extent do the intended outcomes meet your own expectations for the pilot as discussed earlier?
- Do you think there is anything missing here?  
PROBE: Is there anything that you disagree with?

### Section 6: Wrap up (2 mins)

- Is there anything else you would like to mention about the process of setting-up of these pilots?
- In addition to these case study interviews, we are conducting 10 extra interviews. Thinking about the questions that you want us to be able to answer in this evaluation, is there anyone within your organisation who you would recommend we speak to?

## 6.6.2 Boys' Brigade Youth Participants aged 4-11 discussion guide

Objectives	Activities/Key questions	Timings	Materials needed
<b>Arrival</b>			
<ul style="list-style-type: none"> <li>• Ensure CYPs feel comfortable before start of the groups.</li> <li>• Name badges</li> </ul>	<ul style="list-style-type: none"> <li>• Received signed consent documents</li> <li>• Collect contact details of parents in case of an emergency today.</li> <li>• Give information to parents and advise on finish time (if necessary)</li> <li>• Ask CYPs to write their own name badges whilst waiting for the group to begin.</li> </ul>		<ul style="list-style-type: none"> <li>• Parent contact details</li> <li>• Name badges &amp; pens</li> <li>• Copies of information leaflet</li> </ul>
<b>Introduction</b>			
<ul style="list-style-type: none"> <li>• Introduce the research</li> <li>• Explain what will happen during the session</li> <li>• Build rapport with children/moderators</li> </ul>	<ul style="list-style-type: none"> <li>• Thank everyone for coming to the group.</li> <li>• Provide safety information about exits and fire alarms</li> <li>• YPs can go to the toilet whenever they need to – just let us know.</li> <li>• Introduce yourself</li> </ul> <p>My name is XXX and my job is to ask a lot of questions. I'm very curious about a lot of different things so I'm happy to get the chance to talk to you today.</p> <ul style="list-style-type: none"> <li>• Introduce Ipsos MORI</li> </ul> <p>We're from a company which carries out research with children and young people. We are not part of (Scouts/Boys Brigade).</p> <p>We want to understand what makes young people like yourselves join groups like this, what is good and what can be improved.</p> <p>The things you tell us today will help the (Scouts/Boys Brigade) set up more groups for other young people, and help make sure they get the best experience possible.</p> <ul style="list-style-type: none"> <li>• Ask YPs to suggest ground rules for the group:</li> </ul> <p>We are here to have fun, but we also have some things to do before our time ends. In order to help us do that, we'll need to come up with some rules. What rules do you think are important for us to follow today?</p>	5 min	<ul style="list-style-type: none"> <li>• Flipchart</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Brainstorm ideas and record on flipchart, starting with a few suggestions from the facilitators from list below.</i></li> <li>• <i>Check anything that might be unclear</i></li> <li>• <i>Seek confirmation that the group is in agreement</i></li> <li>• <i>Rule examples:</i> <ul style="list-style-type: none"> <li>○ <i>No right or wrong answers</i></li> <li>○ <i>Be honest</i></li> <li>○ <i>Say if you don't understand something of if we're going too fast</i></li> <li>○ <i>You do not have to answer any questions if you don't want to</i></li> <li>○ <i>Listen when other people are talking, take it in turns to talk</i></li> <li>○ <i>Respect other's opinions</i></li> <li>○ <i>Confidentiality and anonymity (things said in this group are private and we won't use any ones' names when we are writing about today).</i></li> <li>○ <i>Mobile phones off or on silent</i></li> </ul> </li> </ul> <p>Our discussion will last approximately 35 minutes. There is a lot to discuss so please pay attention. Are you ready?</p> <ul style="list-style-type: none"> <li>• <i>Ask if any questions before we begin and check all still happy to take part (verbal consent).</i></li> </ul> <p>Let's begin.</p>		
<b>Warm up (outside of Uniformed Group)</b>			
<ul style="list-style-type: none"> <li>• <i>Build rapport with children/moderators</i></li> <li>• <i>Hobbies outside of Uniformed Groups</i></li> <li>• <i>Involvement in any other similar groups</i></li> </ul>	<p>We want you to think about what you like to do in your free time, when you're not at school or here.</p> <p><b>KEEP CHILDREN IN PAIRS OR TRIOS, PROVIDE SELECTION OF CARDS (E.G. PERSON SWIMMING, IN THE PARK, PLAYING WITH FRIENDS) AND ASK THEM TO TAKE ALL OF THE CARDS THAT LOOK LIKE THE SORT OF THINGS THEY DO AND STICK TO A FLIPCHART.</b></p>	5 mins	<ul style="list-style-type: none"> <li>• Activity cards</li> <li>• Flipchart</li> </ul>
<b>Uniformed Group (motivations and barriers)</b>			
<ul style="list-style-type: none"> <li>• <i>Rationale for joining</i></li> <li>• <i>Barriers to joining</i></li> </ul>	Why did you decide to join this group?	10 mins	<ul style="list-style-type: none"> <li>• Piece of paper with two questions on (three if older)</li> </ul>



	<p><b>GIVE CHILDREN EACH A PIECE OF PAPER AND ASK THEM TO DRAW PICTURES OF 1) HOW THEY FOUND OUT ABOUT THE CLUB (I.E. FAMILY, FRIENDS, SCHOOL) 2) WHY THEY WANTED TO JOIN THE CLUB (E.G. MAKE NEW FRIENDS, LEARN HOW TO XXX).</b></p> <p><b>PROVIDE THEM WITH AN EXAMPLE OF A COMPLETED PIECE OF PAPER – I.E. 1) PICTURE OF THEIR SCHOOL FRIEND 2) PICTURE OF CHILDREN PLAYING</b></p>		<ul style="list-style-type: none"> <li>• Could provide pre-prepared images</li> <li>• Example piece of paper</li> <li>• Crayons/pencils/pens</li> </ul>
<b>Uniformed Group (social action, benefits and areas for improvement)</b>			
<ul style="list-style-type: none"> <li>• <i>Perceived and actual benefits</i></li> <li>• <i>Perceived and actual barriers</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>PUT CHILDREN IN PAIRS OR TRIOS, PROVIDE A POSTER OF A NEW JOINER TO THE GROUP AND SELECTION OF CARDS (E.G. HELPING ELDERLY, PACKING BAGS, BAKING CAKES, LITTER PICK – CONFIRM ACTIVITIES WITH UNIT)</b></li> <li>• <i>Ask them to imagine a new person has joined the group – what would they say to them – ASK THEM TO WRITE DOWN OR STICK IMAGES ON TO THE POSTER. SHOW EXAMPLES.</i></li> <li>• <i>Break it into two questions (5 mins for each)- one poster per question</i></li> </ul> <p>Draw or write what you like about the group?</p> <p>Draw or write what else you would like to do in the group that you can't?</p>	15 mins	<ul style="list-style-type: none"> <li>• Posters with new joiner silhouette</li> <li>• Example posters</li> <li>• Stick on images</li> <li>• Different coloured crayons</li> </ul>
<b>Wrap up</b>			
	<p><b>Thank you all for your time, we hope you enjoyed the session.</b></p> <p><i>Ask Uniformed Group to finish off with a game</i></p>	2 min	

### 6.6.3 Volunteer Police Cadets Young People aged 16-21 topic guide

#### Section 1: Introduction (5 mins)

Thank you for taking part in this interview. The interview should last about 30 minutes but may be a little shorter or longer, depending on your responses.

The purpose of this interview is to help explore how you have been involved with social action-oriented youth groups (for example, VPC, Boys' Brigade, the Scouts), your reasons for getting involved and any reasons why you may not have otherwise been involved. Social Action in this context is defined as '*practical action in the service of others*' that benefits those providing and receiving social action.

In particular, we would like to understand how the PSYV have engaged with you at Polmont.

Please note that we're not interested in your offence and we won't be discussing this today. We're interested in understanding your interactions with the PSYV.

Everything you say will be treated confidentially, unless you discuss any of the following:

- Undisclosed illegal acts (this means offences that no one else knows about);
- Behaviour that is against prison rules; or
- Behaviour that is harmful to yourself or someone else.

- Do you have any questions before we begin?

[ASK PERMISSION TO RECORD INTERVIEW – if HMYOI Polmont granted access to the prison with a digital recorder]

#### Section 2: Engagement (5 mins)

- First of all, please could you tell me a little about how you heard about PSYV? Had you heard of PSYV before you entered Polmont? PROBE ON: types of engagement/comms.
- Have you been involved in any volunteering activities before? PROBE ON: previous volunteering/ community work, particularly with Uniformed Groups

PROBE ON: Why/why not?

- What did you know about PSYV before joining the group? PROBE ON: Perceptions they may have had about a group run by the police. How was this changed since joining the group?

#### Section 3: Motivations & Barriers (10mins)

- Why did you decide to get involved with Volunteer Police Cadets? PROBE ON: Opportunities once they have left the prison, time out of their cell, alleviate boredom.

IF INVOLVED IN VOLUNTEERING ACTIVITIES PREVIOUSLY: Has your involvement in other volunteering activities influenced how you feel about joining the group?

PROBE ON: Has your motivation for joining PSYV changed?

- What are you hoping to achieve from being involved in this group? PROBE ON: Skills, networks, the future, career prospects?
- Can you think of any reasons why you might not have joined? PROBE ON: physical access, networks, stereotypes about the police, fear of other inmates' judgement, influence of family/friends.

- What else could PSYV have done to encourage you to get involved? PROBE ON: Alternative messaging such as different communications or reframing the description of the group, one to one discussions, incentives.

#### Section 4: Social action (5 mins)

- How many meetings have you attended so far?

##### IF AT LEAST ONE

- What sorts of activities have you taken part in? PROBE: group/one to one activities, social action activities. Social Action in this context is defined as '*practical action in the service of others*' that benefits those providing and receiving social action
  - Have you been involved in the planning of activities?
  - To what extent do you think it is important that the activities help other people or the environment?
  - What have you liked most about these activities? PROBE: Benefit to individual, benefit to community
  - What have you not liked about these activities?
  - In your view, is there anything that could be done differently? PROBE: Types of activities, frequency
- How likely are you to attend meetings over the next few months? PROBE: Why is that?

##### IF HAVE NOT ATTENDED ANY MEETINGS

- What sorts of activities do you hope to take part in? PROBE: Social action activities
  - Why is that?
- To what extent do you think it is important that the activities help other people or the environment?
- What activities would you not like to be involved in?
- To what extent have you been involved in the planning of activities so far?

#### Section 5: Wrap up (2 mins)

- Is there anything else you would like to mention about your involvement with PSYV?

## 6.7 Invitation email to Project Managers

Dear XXXX,

Thank you with your involvement so far with the Uniformed Youth research, undertaken by Ipsos MORI with Youth United on behalf of the Cabinet Office. As you'll be aware from previous correspondence, we are in the process of speaking with a number of units as part of our evaluation of Fund 1, which has a particular focus on beneficiaries' experience of social action. We are now preparing to start the evaluation of Fund 2, for which we would like to discuss with you an appropriate unit to take part.

The aim of the Fund 2 evaluation is to explore how to effectively engage 'hard to reach' groups in social action-oriented youth groups and the key success factors and challenges involved in doing so.

We have adopted a case study approach for this part of the evaluation, and will select 3 projects to explore in more depth (including a unit within [name of organisation]). As part of this, we would like to speak either to yourself or your representative responsible for submitting the UYSAF Fund 2 Grant, as well two regional Development Workers who are involved in designing or setting up the project. This would be in the format of a telephone interview lasting c.45 minutes.

A secondary element of these case studies is to speak with the volunteers and participants in the unit. We would like to visit the unit on two occasions to meet the young participants and adult volunteers.

I'd be grateful if I could speak with you to find out more about the unit involved and confirm the details of the project. We would like to start the first interviews with yourself and the Development Workers in September, so if you could also please pass on your availability that would be much appreciated.

Please don't hesitate to get in touch if you would like any further information, I look forward to hearing from you.

Best wishes,

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The Social Research Institute works closely with national governments, local public services and the not-for-profit sector. Its c.200 research staff focus on public service and policy issues. Each has expertise in a particular part of the public sector, ensuring we have a detailed understanding of specific sectors and policy challenges. This, combined with our methods and communications expertise, helps ensure that our research makes a difference for decision makers and communities.