#iwill Fund Learning Hub
Evidence Workstream

Data Review 4
Dartington Service Design Lab
January 2021

Introduction

This is the fourth data review produced by the #iwill Fund Learning Hub. The purpose of these reviews is to synthesise the learning that is being generated and documented by the #iwill Fund and Match Funders with existing and emerging evidence outside the Fund. The scale and variety of youth social action supported by the #iwill Fund represents an unprecedented wave of activity. These data reviews seek to harness this activity to capture and disseminate valuable learning for the field.

This paper updates the #iwill Fund Learning Hub's answers to a selection of the Sector Evidence Plan questions, in light of the new evidence and data that has been generated by the #iwill Fund. It also includes some new findings from outcome evaluations, particularly on socio-emotional outcomes. As expected, COVID-19 and its challenges as well as resulting adaptations has been a central theme in Match Funders most recent reports. As such, we will revisit Match Funders experiences during COVID-19, with a special focus on **digital delivery.**

In Focus:

1. Impact of COVID-19

We addressed the impacts of COVID-19 in our paper 'Adaption and Youth Social Action: The Impact of COVID-19', using survey responses as well as 'deep-dive' interviews. The most recent reports received from Match Funders have corroborated and added to this learning. Notably, Match Funders reported several factors that may affect the insights garnered in future Learning Hub reports. In response, we adapted our Sector Evidence Plan questions as can be seen later in this report.

Disruption of activities. Most Match Funders reported disruption of youth social action activities leading to a delay of projects, renegotiation of the duration or content of activities, or stopping programmes all together.

"As our eight round three grantees are delivering one-year programmes those who are choosing to pause their activity will have a significantly shorter delivery period and we therefore expect project outputs and outcomes to be reduced." – Team London

"Project delays and the furloughing of some Project Leaders have caused difficulties and delays in obtaining full and complete project interim and final reports on time; this has directly impacted on the availability of data, project updates, news reports and case-studies the DofE has been able to supply in this report." – DofE

Disengagement of Young People. Another issue many organisations had to contend with was the loss of referral pathways through the closure of schools and other community groups. As many organisations switched to online delivery, challenges concerning reaching young people who are facing digital exclusion, or chaotic or overcrowded home lives were also reported. Some youth social action activities were also unfeasible to deliver online, resulting in a reduction of engagement. Many Match Funders also voiced concern regarding their reach to 'at-risk' young people, with COVID-19 entrenching existing inequalities further. With the #iwill Funds main ethos being supporting youth social action for all, these flagged concerns are something to especially consider.

"In addition, although we did not collect data on this, from Public Health England reports on the disproportionate impact of Covid-19 on people from Black and Asian communities, it is possible that the pandemic was a further contributing factor in the smaller proportion of YW&G from those backgrounds engaging." – **Spirit of 2012**

"Unfortunately, we also know that coronavirus is likely to have had a much greater impact on young people 'at-risk' / harder-to-reach and their ability to take part in social action. Over the last few months, we know that these young people are more likely to have less settled home environments, are more likely to experience the direct effects of coronavirus (e.g., health of family members, food security) and are much more likely to face digital inequality and be unable to fully access online resources" - **Team London**

"Some young people at the sharpest end of social structural injustices and inequalities, who staff at organisations could conceivably imagine involving at the inception of their projects, may be unable to take part in the originally planned campaigning work. We will monitor this as far as we can through our work. This is a grave concern beyond AFCF, as it speaks to a lack of political and social power for extremely marginalised young people at a very critical time. The post Covid progressive discourse is around Build Back Better, and these exclusions undermine those aims." – **Act for Change Fund**

COVID-19 Shaping Activities. Spirit of 2012 also reported that the experience of COVID-19 shaped the youth social action activities that young people wanted to engage in. This entailed young women and girls wanting to offer specific support in response to the COVID-19 pandemic. While this might not have a negative impact on the insights, it still signifies a change in activities.

"Delivery partner reports indicated that projects centred on the theme of supporting people were overwhelmingly reported to have arisen from YW&G wanting to offer specific support in response to the Covid-19 pandemic, for example: Care packages (in the form of gifts, 'happy boxes', activity packs, food parcels etc.) were created broadly for NHS staff/key workers, elderly people and care residents, and young people and families." - **Spirit of 2012**

Disruption to evaluation Additionally, with young people being at the heart of organisations' priorities, it has also meant that for some Match Funders delivering projects, measuring outcomes and undertaking evaluations has taken a back seat during COVID-19. Although this choice is understandably for the benefit of the young people undertaking youth social action, it may hold implications for the future learning that is available to the Learning Hub. To nonetheless acknowledge and reward the youth social action that has been undertaken during COVID-19, Match Funders like JLGB are encouraging young people to retrospectively log their activities and hours of social action they completed during the pandemic.

"Supporting young people with immediate needs such as mental health issues and challenges has become a priority over delivering projects" – **Team London**

Finally, in light of the challenges COVID-19 has posed to young people, some Match Funders raised concerns about the validity of, or chose not to include, wellbeing outcomes data. However, it should be noted that a Match Funder that chose not to measure wellbeing in its 2020 cohort, has reinstated the measure for 2021, which could provide insight into both the effects of the pandemic and social action. Additionally, with many youth social action activities moving online, organisations not only had to rethink the way programmes were delivered, but also how outcomes are measured and quantified.

"We also have concerns about the validity of some of the outcomes data given that there are so many other factors potentially impacting on the wellbeing, mental health and happiness of young people at this time." – **Sport England**

"Each night, we have been encouraging young people to do daily acts of kindness during JLGB Virtual and we know that this has been happening but it is difficult to quantify" – **JLGB**

2. Digital Delivery

85% of Match Funder reports, out of the thirteen that the Learning Hub received this round, mentioned either continuing or transitioning partially or fully into digital delivery methods due to COVID-19. Although for many it is too early to discern what 'good quality' digital delivery looks like, several insights emerged as well as more being anticipated in the future.

Match Funders reported a plethora of digital platforms that were utilised. These ranged from the use of apps, large-scale online zoom events such as the National Youth Climate Summit by the *Global*

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Action Plan, development of website resources, to *Team London* supporting teachers to access daily 'social action challenge' videos.

The transition from face-to-face delivery was described as 'piece-meal' and 'chaotic' for some delivery partners, given the lack of experience of staff in online delivery 'against a background of personal crisis for staff and young people', whilst other delivery partners were already versed in digital delivery. This lack of experience in using digital platforms was not only restricted to staff, but also sometimes the young people that were taking part in youth social action.

The 'digital native' generation still need some face-time and training to use digital tools. When consulting on the training/engagement journey, the young steering group actually advised that the webinar format could be quite intimidating for those who hadn't used it before. Based on their feedback, we're focusing more energy on converting the webinar into an improved in-person workshop, which we're piloting in two sites this Spring. – **Act for Change Fund grantee**

Having moved to digital delivery some Match Funders voiced concern about engaging and retaining young people throughout digital delivery, whether that was due to keeping digital delivery engaging and interesting, or young people facing accessibility barriers such as digital exclusion. Indeed, in the Spirit of 2012 evaluation report a higher dropout rate was noted compared to previous cohorts. However, the retention rate was also impacted by the timing of when a participant started the programme, indicating that maintaining engagement through the transition from face-to-face to digital delivery was challenging for delivery partners rather than digital delivery itself.

However, moving online also allowed some Match Funders and delivery organisations to expand their reach and engage young people they had previously not worked with, including young people who lived remotely. Additionally, it enabled more effective communication and project development from the delivery organisation for some. Indeed, it was noted that 'a new formed sense of purpose beyond immediate surroundings may help to form longer-term social action habits'; being able to connect digitally to a wider network made young people feel like 'part of something bigger'.

Moving online allowed some delivery partners to reach and engage young people they had not initially worked with, particularly in rural areas, and contributed to the YW&G feeling connected to the wider EmpowHER network and "part of something bigger". **Spirit of 2012**

We believe that certain aspects of the Scheme have advanced due to this way of working. For example, the collaboration between Host Organisations and their Green Mentors and the formation of the Youth Advisory Board with members across the country has been easier with Zoom and Microsoft Teams as the accepted mode of communication. - **The Ernest Cook Trust**

Spirit of 2012 also reported a contradiction that emerged during digital delivery; while the anonymity of speaking to a screen helped some young women and girls engage with the programme in a way that they were not able to previously, others were difficult to motivate to attend the online sessions as they struggled to overcome their anxiety or low confidence in speaking or turning on their cameras.

Youth workers mentioned that having a digital barrier could also impede on building rapport and crucial relationships.

"Behind a screen it is harder to read face language or body language. Harder to have a deep bond." Youth Worker, Spirit of 2012

Similar to other Match Funders who reported the difficulty of capturing outcomes on digital platforms, *Spirit of 2012* mentioned that the lack of face-to-face interactions also made it harder to observe whether the change in outcomes such as confidence was 'consistent across the whole group, instead of one or two that would take the lead'.

The table below summarises some of the key challenges in delivering youth social action online as reported by Match Funders, and the actions taken in response.

Challenge	Action
Getting in touch with volunteers	**Sport England** identified that in order to communicate with volunteers, a broader approach was needed by using multiple types of communication, including embracing digital platforms.
Higher drop-out rates	As dropout rates for **Spirit of 2012** depended on when the young people joined the programme, it suggests that transitioning from face-to-face to online delivery is more challenging than continuing to engage young people in online delivery. This may be because young people that were expecting to be face-to-face were more reluctant to continue online than young people that started the programme knowing it would be delivered virtually. Thus, in future, delivery partners are communicating with young people and their parents prior to the start of the programme about their delivery method, as well as the potential to shift online.
Lack of experience using digital platforms, not only by staff but also by the young people.	Many Match Funders reported providing additional training for staff and young people on using online platforms and digital delivery methods. Some also included toolkits, as well as online information resources. Quote: *"Thanks to feedback, we have expanded the toolkit to include sections on online learning, added more helpful tips on engaging with schools and included a section on COVID-19 safety."* - The Ernest Cook Trust

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	Young Manchester mentioned their 'Digital Pizza' project, in which Peer Ambassadors led group discussions with young people around what a 'useful' website looks like.
Young people being able to access a quiet, uninterrupted space to access sessions.	**Spirit of 2012** highlighted that barriers to accessing digital delivery can be more than having access to the right equipment. Youth workers reported to work with parents around timings of the session so that young people would be undisturbed and would have access to the computer. Youth workers also encouraged young people to try to: - Find a quiet, private place at home if this was possible - Not to join when they were out and about. Quote: *"This needs to be factored into Cohort Four development, through more engagement with parents or guardians to get the support needed for the YW&G to have the space they need at home to do the sessions." –* Spirit of 2012 -
Challenges reaching young people who are facing digital exclusion	Several Match Funders reported responding digital exclusion through providing additional funding for equipment such as laptops and dongles or access to internet. Quotes: *"Providing individual grants is an effective way of overcoming this barrier and in Cohort Four we will continue to assess the individual needs of EmpowHER participants to ensure equality of access." –* Spirit of 2012
Making digital delivery accessible *for all*	While hosting "JLGB Virtual", **JLGB** mitigated barriers to participation by ensuring that shows are free to watch and take part in, and are open to all young people regardless of whether they are Jewish or not. Others ensured that materials were adapted to be accessible.

	Quote: "*Coventry Lab welcomed 10 young people with disabilities, many of whom would have struggled to complete the full digital platform journey independently, to engage in an accessible workshop that was adapted to their needs and enabled their opinions and ideas - often unheard - to be articulated into project ideas, leading to two Peace First Challenge projects*"- Act for Change Fund grantee
Tracking engagement with online material	**Global Action Plan** reported planning future web functionality developments that will enable closer tracking of young person engagement and impact.
Engaging larger groups online	**Spirit of 2012** decreased group size from groups of 7-12 young people to make engagement less challenging.
Making digital youth social action safe	Some Match Funder reports mentioned providing resources regarding online safeguarding. **Spirit of 2012** mentioned methods such as always having three youth workers on the call, disabling their chat function and having all text interactions sent to one youth worker's work mobile. This designated youth worker could then screen any inappropriate or offensive messages.

3. What is youth social action?

A summary of our learning on this question prior to this review can be found in Appendix 1.

3.1 What has the #iwill Fund funded?

The Information Management System allows us to paint an emerging picture of what has been funded. The IMS reporting period that is covered in this report is up until the 13th November 2020.

Volunteering (77% of funded opportunities) is the most common form of youth social action supported through the #iwill Fund, followed by helping to improve the local area (9%) and tutoring, coaching or mentoring (8%). Campaigning currently represents a small proportion of funded activity (4%) even though 13 Match Funders funded campaigning youth social action. Over

half (56%) of youth social action opportunities in the #iwill Fund portfolio are delivered through schools while over a third (35%) are delivered in community settings.

The vast majority of #iwill-funded youth social action opportunities are directed towards a specific cause (83%) and the most popular causes are Education & Learning (47%) and People & Communities (23%).

3.2 Our emerging typology

The Learning Hub's paper ['Towards a Typology of Youth Social Action'](#) reviews definitions and typologies of youth social action, and begins to build an evidence-based picture of the different types of youth social action being supported by the #iwill Fund. To clarify this further, we are currently adjusting our evidence questions to focus on what common Theories of Change and 'user journeys' exist within youth social action.

4. What does youth social action do?

A summary of our learning on this question prior to this review can be found in Appendix 1.

4.1 A framework for the benefits of youth social action

In our paper [on the community impact of youth social action,](#) the #iwill Fund Learning Hub set out a framework for thinking different kinds of benefit for young people and communities. We identified five kinds of potential benefit from youth social action opportunities.

1. **Young person**. Young people benefit directly from participating in the youth social action. Our paper on outcomes for young people identified four major categories: (i) socio-emotional or character outcomes, (ii) civic or societal outcomes, (iii) employment outcomes (iv) education outcomes.

2. **Organisational**. Organisations that provide youth social action opportunities can benefit directly from the activity, e.g., young volunteers free up capacity for paid staff.

3. **Community**. Benefits may accrue to a community directly from the social action young people are engaged in, e.g., the local community may benefit from young people regenerating a park area, or people may benefit from volunteering undertaken by a young person.

4. **Reflexive**. Young people belong to communities. Any benefits that accrue to their communities may also benefit the young person individually, e.g., young people can also enjoy the regenerated park.

5. **Societal**. Young people continue to belong to communities as they grow up. Some of the benefits that accrue to young people directly from youth social action participation may be beneficial for the societies in which they live, e.g., young people may become more active citizens.

4.2 Early insights from the #iwill Fund

In this section we present some emerging findings from the #iwill Fund against the five outcomes listed above. We include here only findings that have been reported since the most recent Data Review was published in June 2020. *A summary of our learning on outcomes prior to this review can be found in Appendix 1.*

Outcomes for Young People	New evidence in the last quarter	Further questions to consider/points to note

Socio-emotional	**Team London Young Ambassadors** undertook pre-and post-survey measures with 313 young volunteers that were engaged across their various programmes.
	
	• 71% of young volunteers showed improvements in their **wellbeing** on the Short Warwick Edinburgh Mental Wellbeing Survey (SWEMWBS).
	
	• Statements in the SWEMBS that showed the biggest overall improvement among young people were:
	
	    ◦ "I've been feeling relaxed"
	    ◦ "I've been feeling close to other people"
	    ◦ "I've been thinking clearly"
	
	• 26% of young people reported improved **levels of trust,** while 43% of young people's results stayed the same.
	
	• 52% of young people reported improvements in their **thoughts and feelings**, whilst 21% of young people's results stayed the same.
		This evaluation undertook pre-and post-survey measures, and was conducted before COVID-19.
		
		Team London saw lower rates of improvement in the Levels of Trust and Thoughts and Feelings' questions. They believe this is because there isn't enough nuance in the measuring scales of these questions. This is emphasised by the fact that the responses to the SWEMWBS, which uses a sliding scale, were more easily quantifiable.
		
		Team London is planning to make changes to the measuring scales for the 'Levels of Trust and Thoughts and Feelings' questions with the hope that this will show more significant changes.

	Sport England's pre-and post ONS Wellbeing measures showed the percentage of young people having positive changes in:
	
	    ◦ 49% Anxiousness yesterday
	
	    ◦ 46% Satisfaction with life
		This evaluation was conducted before COVID-19 and the full report can be found [here](#).
		
		This evaluation used a self-report pre-post survey

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	44% Happiness yesterday 43% Things are worthwhile 46% Achieve most goals 40% Confident to have a go 44% Satisfied with myself 44% Ability to bounce back 45% Motivate/influence others 48% Possess valuable skills	method using ONS Wellbeing measures. There is more information on Sport England's evaluation methodology in their **Volunteering Evaluation Toolkit.**
	Spirit of 2012's evaluation (carried out by UK Youth) of the EmpowHER programme show: 91% of young women and girls agreed that EmpowHER had made them feel less lonely during the pandemic. Quote: *"Even with the virus, the online stuff, like the meetings or the role model lectures gave me a chance to be part of them"* (EmpowHER participant). - Young women and girls self-reported benefits from the Social learning sessions: 85% of young women and girls said that it helped them to understand that they can ask for advice. 83% understood more about mental health issues. 78% said it helped them feel like they can talk to others when they're sad or upset. 76% reported that it made them feel comfortable sharing how they felt with other people. - Young women and girls' limiting perceptions of self and others were challenged:	This evaluation was conducted during COVID-19. This evaluation used 200 exit surveys. It was agreed not to measure wellbeing outcomes due to them likely being skewed by the experience of COVID-19. Qualitative data that was collected included focus groups with young women and girls who had completed or were near to completing the programme. While six were planned, three were conducted due to an unwillingness of participants to do focus groups online., and challenges keeping young women and girls engaged after the completion of the programme. In depth interviews were conducted with youth workers.

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	• 93% thought the programme had helped them feel that young women and girls can do anything that they set their minds to
	
	• 83% said it had helped them see that they could do things as well as other people
	
	• 83% of the young women and girls reported that the programme helped them learn new things
	
	   o 82% young women and girls reported improved confidence.
	
	   o 75% young women and girls reported improved leadership skills.
	
	Quotes:
	
	"The most important thing I learnt from the project is to have the confidence to express my opinion as a young person." (EmpowHer Participant)
	
	"My most significant change since coming to the group is that I am now able to talk about my mental health. The group has also helped me to find friends and given me the confidence to believe in myself." (EmpowHer Participant)
	
	"I definitely valued talking with other women and girls. I feel that's so important at the moment for both parties. Women can really hate or love each other; the hate is something that's really toxic. The sessions were purposeful; some of the girls reminded me of me, I felt so comfortable and that I could be a role model." (EmpowHer Participant)	

Civic-societal	**Spirit of 2012's** evaluation (carried out by UK Youth) of the EmpowHER programme show: o 63% of young women and girls' motivation for doing social action was to help and educate others.	

	○ 46% of participants reported they would take part in in social action in the next 12 months.	
	○ Qualitative data show young women and girls wanted to help other young women, older people, the community and others more generally. Often in reference to the potential huge negative effects of the Covid-19 pandemic and national lockdown on YPs mental health, feelings of loneliness, and general wellbeing. Quote: *"Social action gives me something to do at the same time as helping others. I don't feel confident in myself, but I feel more confident in the fact that I know I can make a difference if I set my mind to it, for example I didn't know how easy it was to sign petitions, and how much of a big impact it had on a cause."* (EmpowHer Participant)	
Employment	No studies identified in this period	
Education	No studies identified in this period	

Outcomes for Community	New evidence in the last quarter	Further questions to consider/points to note
Community Benefit	**Spirit of 2012's** evaluation (carried out by UK Youth) of the EmpowHER programme shows: ○ 78% said that the projects they did helped their community. • Projects reached approximately 1200 people, with social media campaigns and marketing reaching over 5000 more. ○ 82% reported that they believed they could make a difference to where they lived.	Although Spirit of 2012 had a large reach, they noted that the positive response of recipients was more impactful in inspiring longer-term action.

Societal Benefit	**Spirit of 2012's** evaluation (carried out by UK Youth) of the EmpowHER programme shows reported improvements in **social cohesion**:
	
	  o 70% of young women and girls reported that they felt that they could trust the people who live near them.
	
	  o 35% of young women and girls would take part in social action with the British Red Cross.	

	Sport England's pre-and post ONS Wellbeing measures showed the percentage of young people having positive changes in:
	
	  o 47% Neighbourhood belonging
	
	  o 47% People can be trusted	

Reflexive Benefit	No studies identified in this period	
Organisational Benefit	No studies identified in this period	

5. How do we support youth social action for all?

A summary of our learning on this question prior to this review can be found in Appendix 1.

5.1 Background

Our paper on the [socio-economic participation gap in youth social action](#) sets out the data on the fact that young people from lower-income backgrounds are less likely to participate in social action. It also lays out the external evidence about what drives, and can help close, this gap.

Alongside closing the socio-economic participation gap, the #iwill Fund aims to support younger children (less than 14 years of age) into social action.

5.2 Reach of the #iwill Fund
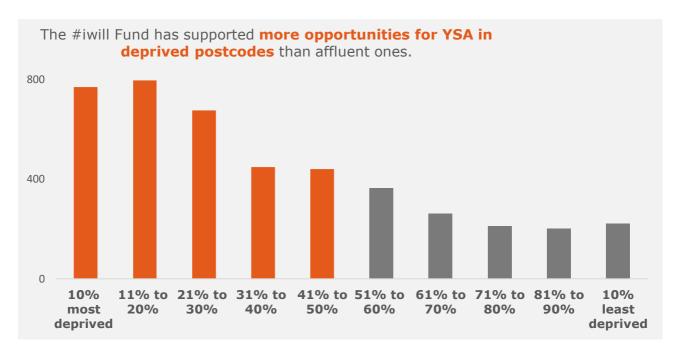
5.2.1 Deprivation

The #iwill Fund investment driver of engaging (which covers recruitment, retention, completion, and transition) more young people from lower socio-economic groups to participate in youth social

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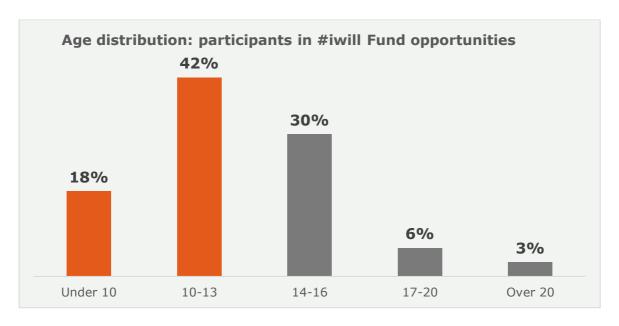COMMUNITY
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action has translated into an increase in the number of social action opportunities taking place in the most deprived postcodes in the UK, out of a total of 512,169 reported participants.

The #iwill Fund has supported more opportunities for YSA in deprived postcodes than affluent ones.

5.2.2 Age

Over half of the youth social action opportunities supported through the #iwill Fund have been for children younger than 14. However, the vast majority of opportunities supported through the Fund have been for children and young people of secondary school age (between 10 and 16 years old).

Age distribution: participants in #iwill Fund opportunities

6. How can we support quality Youth Social Action?

A summary of our learning on this question prior to this review can be found in Appendix 1, ahead of a new report on the Impact Accelerator programme by the Centre for Youth Impact in early 2021.

7. Adaptations of the #iwill Fund Learning Hub's Questions

COVID-19 has disrupted Match Funder's learning activities and thrown up *new* questions which feel both urgent and long-term. As a result, the #iwill Fund Learning Hub re-examined its Sector Evidence Plan, which frames how we make sense of the evidence and learning generated by the youth social action opportunities supported by the #iwill Fund. We were able to make proposed amendments based on the COVID-19 learning report released in November 2020, and then consulted on these with nearly 20 Match Funders. Below is the Sector Evidence Plan with amendments highlighted in orange.

Question	Sub-Questions
What is Youth Social Action?	- What types of youth social action have been funded, including via digital delivery? - **What are common Theories of Change?**
What does Youth Social Action do?	- What positive outcomes have been shown to be promoted for CYP and communities? - **How can double benefit be managed?** - What features of youth social action make it effective?
How do we support Youth Social Action for all? *note a question on YSA and ethnicity will be framed in 2021.	- How do we reach CYP from background less likely to participate? - How do we reach younger children? - How do we initiate youth social action in 'cold spots' **(places/institutions/sectors)**? - **What are the pros and cons of digital delivery for reaching *all* young people?**
How can we support quality Youth Social Action?	- What do we know about strengths and weaknesses of providers? - What do we know about supporting providers to improve? - **How can digital delivery support the quality principles?**

We also hope to shape a question around youth social action and race/ethnicity in 2021.

Appendix 1. Summary of Evidence Plan Questions

The #iwill Fund Learning Hub exists to harness the evidence and learning generated by the wave of youth social action opportunities supported through the #iwill Fund. Our Data Review papers synthesise the learning and evidence from within, and external to, the #iwill Fund through the lens of our Strategic Evidence Plan questions. The Learning Hub developed the questions in consultation with stakeholders in the #iwill Fund – Match Funders, their evaluation partners, and the Leadership Board.

The boxes below summarise our emerging answers to the Strategic Evidence Plan questions. These answers are based on previous Data Reviews and are updated here in light of new evidence and data that has been generated by the #iwill Fund since the most recent Review. New content appears in **bold**.

What is youth social action?

- **Is there a useful typology of youth social action that can cover both the nature and aims of an activity?**

- **What kinds of youth social action have been supported through the #iwill Fund?**

- **What are common theories of change**

- Youth social action is a deliberately broad term, and new. One result is that some grantees do not understand what is meant by the terms 'social action' and 'youth-led'. This implies a need to promote a shared understanding of these terms so that delivery organisations can develop viable youth social action proposition for funding.

- The most common way in which young people are able to lead youth social action opportunities is by making decisions and choices within the programme. Some opportunities enable young people to apply directly for funding, take a lead in assessing funding applications or get involved in evaluation and research.

- Youth social action is best understood by considering a range of typologies that highlight different features of the practice.

- The Information Management System also allows us to build a (developing) picture of the opportunities being supported by the #iwill Fund.

- We believe that understanding Theories of Change across funders and delivery organisations will allow us to say more about the different functions and forms of youth social action.

What does youth social action do?

- **Which positive outcomes have been shown to be promoted by youth social action for young people, children and communities?**

- **Can we say there are types or features of youth social action which increase chances of outcomes?**

- **How can double benefit be managed?**

- In general, the evidence base for the impact of youth social action on young people's outcomes is in the early stages of development.

- Particular areas of confidence, however, are around employment skills and civic and political engagement, where evidence suggests that youth social action can be effective in promoting positive outcomes.

- We cannot conclude from the evidence to date that participation in youth social action improves attainment in educational assessments, although there is some evidence it can affect non-attainment outcomes such as teamwork and self-confidence.

- Early insights from opportunities supported by the #iwill Fund suggest that youth social action may be able to promote young people's wellbeing by helping young people to find meaning in their life and actions.

- The evidence base for the community benefit of youth social action is underdeveloped relative to other potential benefits.

- Our analysis of Match Funder reports to the #iwill Fund identifies three mechanisms through which youth social action programmes supported through the #iwill Fund aim to achieve outcomes for young people.

  o Young people have a safe yet challenging space in which to develop practical, vocational and socio-emotional skills.

  o Young people take self-directed action which gives them a sense of purpose that contributes to their wellbeing, self-concept and self-efficacy.

  o Young people have the opportunity to engage with different communities, increasing their knowledge of others and their sense of belonging.

How do we support youth social action for all?

- **How do we reach children and young people from backgrounds known to be less likely to participate?**

- **How do we engage children and young people younger than 14?**

- **How do we initiate youth social action in 'cold spots' (geographies/sectors/ institutions), and how can youth social action activity be sustained?**

- **How do we support children and young people to transition between youth social action opportunities?**

- **What are the pros and cons of digital delivery for reaching *all* young people?**

- In 2018, 40% of young people (10-20 years old) from the most affluent backgrounds took part in some form of social action compared with 30% of the least affluent.

- The #iwill Fund has supported more youth social action opportunities in deprived postcodes than affluent ones.

- The most common engagement strategy the Match Funders report supporting is *targeted universalism*, which appears to be an effective way of reaching young people from lower socio-economic groups.

- Charitable funders and delivery organisations that seek to close the socio-economic gap must be conscious of the fact that it is due to self-reinforcing patterns of behaviour and therefore requires an intentional response that is implemented consistently and with sufficient resource.

- The #iwill Fund has supported a higher concentration of opportunities in urban areas, particularly in London.

- **Reports from Match Funders have mentioned being able to engage and reach a wider range of young people, with digital delivery, including those living in rural and remote areas.**

- **Factors including digital exclusion and barriers to finding an uninterrupted space to access online sessions impede on accessing digital youth social action.**

How can we support quality youth social action?

- **What can we say about the strengths and weaknesses of youth social action providers in aggregate?**

- **What do we know about how to support youth social action providers to improve?**

- **How can digital delivery support the quality principles?**

- Shared quality improvement challenges for the field include managing and monitoring implementation fidelity, measuring impact and learning from this and sharing learning across the field.

- Organisations within the Impact Accelerator benefitted from support to integrate youth social action into their theory of change, and to define what is 'core' and 'flex' within their programmes.

- The #iwill Campaign quality principle of youth-led opportunities can be implemented at different levels. Funders with a commitment to supporting youth-led social action should consider how to adapt all of their processes to enable young people to be part of leadership and decision-making.