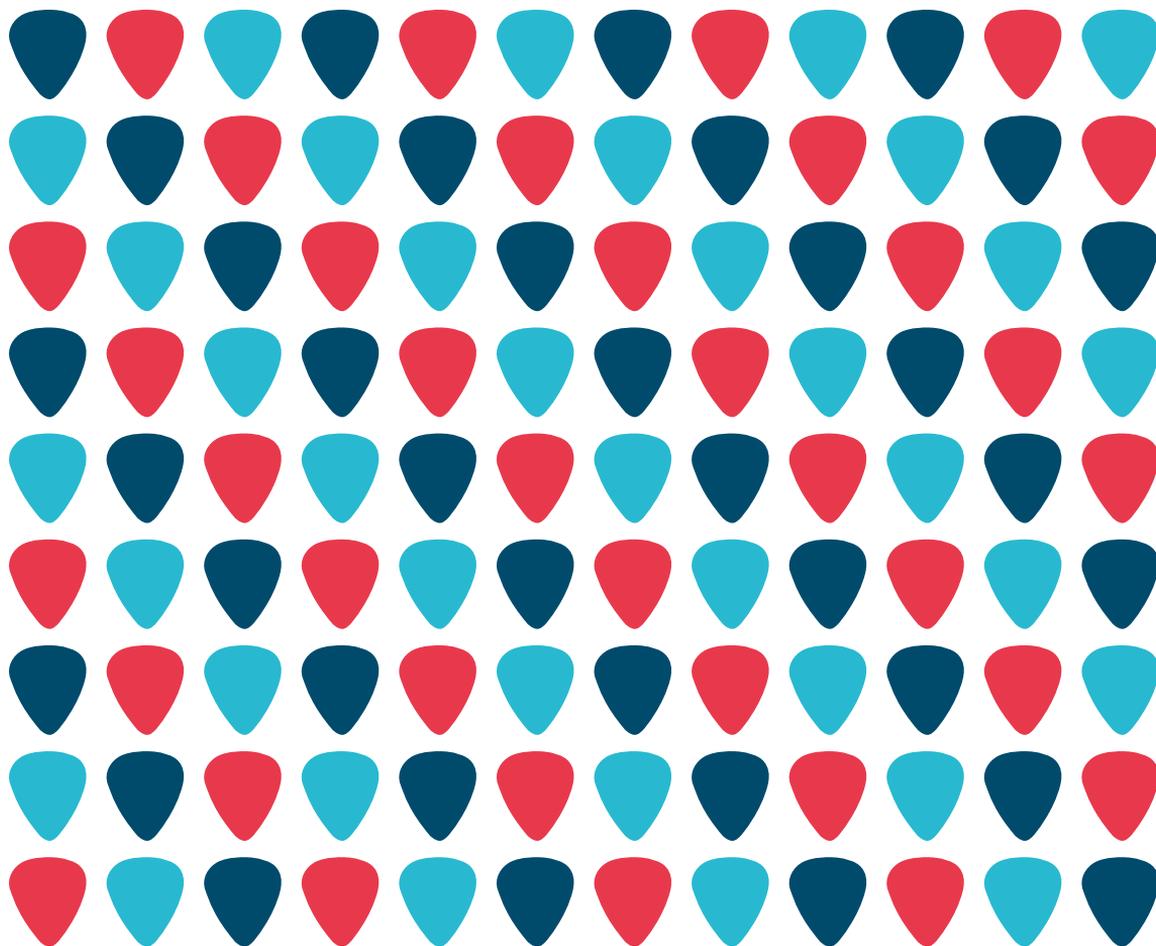




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**2016/17  
Youth Music Initiative  
Impact Report**

**Key Findings**



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## About this report

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This impact report sets out findings from an impact focused review of the Scottish Government Youth Music Initiative (YMI) programme during 2016/17 (up to June 2017). The YMI is administered by Creative Scotland.

The review focuses on the impact the YMI is having for young people, communities and the youth music sector. The full report and associated case studies are available at: [creativescotland.com/ymi-impact](https://creativescotland.com/ymi-impact)



SambaYaBamba. Photo: Monique Lara-Lise.



## About the YMI

The YMI has a vision of putting music at the heart of young people's lives and learning, contributing to Scotland becoming an international leader in youth arts. It was set up in 2003 and has three core aims:

- to create access to high quality music making opportunities for young people aged 0 to 25 years, particularly those who would not normally have the chance to participate;
- to enable young people to achieve their potential in or through music making; and
- to support the development of the youth music sector, for the benefit of young people.

There are two distinct strands within the YMI:

- School based music making – this is activity planned and delivered by local authorities. Local authorities apply to the YMI Formula Fund for this activity.
- Out of school music making – this is activity planned and delivered by third sector organisations outwith school time. There are two informal sector funding routes which are Access to Music Making and Strengthening Youth Music.

# YMI Intended Impact in 2016/17

During 2015/16, a new YMI logic model was developed, setting out the changes that the YMI programme aims to bring about in the short, medium and long term.

The logic model sets out the aims of the YMI programme as a whole, and aims to encompass the school-based and out of school work. The main focus of the impact report for 2016/17 is on the short term outcomes within the logic model, which are:

## **Tackling inequalities**

1. Young people have more opportunities to take part in enjoyable and quality music making opportunities
2. Young people who would not normally have the chance to participate take part in music making opportunities

## **Learning and working**

3. Young people develop their music and music making skills
4. Young people develop their skills for life, learning and work

## **Cultural and strong communities**

5. Young people increase their awareness of music and culture across Scotland, the UK and the world
6. Young people influence or lead youth music opportunities and have their voice heard in design and delivery

## **Building skills and practice**

7. People delivering youth music develop their skills and confidence
8. Organisations in the music sector and beyond work together to strengthen the youth music sector for the benefit of young people

Projects reporting on their activity in 2016/17 were asked to identify three outcomes that their work contributed towards. The outcomes chosen were:

### Access and Formula Fund 2016/17 Outcomes Combined

**69%** Music skills

**16%** Deliverers develop skills

**63%** More music opportunities

**16%** Awareness of music and culture

**42%** Music for those who do not normally participate

**9%** Organisations work together

**25%** Skills for life, learning and work

**5%** Young people influence youth music

The school based projects largely focused on:

- providing more music making opportunities;
- developing young people's music and music making skills; and
- access to music making opportunities for young people who would not normally have the chance to participate.

Out of school projects focused largely on:

- developing music skills (a mandatory outcome for this strand);
- developing skills for life, learning and work; and
- providing opportunities for those who would not normally have the chance to participate.



Sprog Rock. Photo: Jassy Earl.



National Youth Orchestra of Scotland. Photo: Ian Watson.



## YMI Participants and Activities

At least 244,000 young people took part in YMI activity in 2016/17. At least 202,000 took part in school based activity and at least 42,000 in out of school activity. All 32 local authorities (and Jordanhill School) had achieved the P6 target of offering all pupils a year's free music tuition by the end of primary six. The figure is slightly lower than the figure reported for 2015/16. This is likely to be due to:

- more clarity on reporting the distinct number of young people involved, as the end of project reporting system introduced in 2015/16 is embedded;
- an increase in the length of participation in YMI activity – with an increase in involvement for 12 hours or more; and
- the timescales for reporting for out of school projects, which do not fit with either financial or academic years.



National Youth Pipe Band of Scotland. Photo: John Slavin.

# Impact of YMI activities

## Impact on Scottish Government Priority – The P6 Target and equal opportunities for all

### Outcome 1 – Young people have more opportunities to take part in enjoyable and quality music making opportunities

Both school based and out of school projects provided evidence that YMI provided additional opportunities to take part in music and music making activity.

There was very clear evidence that young people enjoyed their YMI activity, making them feel happy, engaged, excited and motivated, and providing a high point in the school day for some.

YMI leads also highlighted that their projects were delivered by high calibre music specialists who engage and inspire young people. Deliverers were seen as skilled, experienced, motivated, enthusiastic and able to engage with pupils. Young people were also getting opportunities to use state of the art equipment.

### Outcome 2 – Young people who would not normally have the chance to participate take part in music making opportunities

YMI has engaged with young people from across a range of backgrounds. Most local authorities (26 out of 32) provided activity which was

proactively targeted at certain groups, with the remaining six indicating that all their YMI activity was delivered in a way that took account of different needs and experiences. The most commonly targeted groups were young people with additional support needs and young people in deprived areas. Other key priority groups included ethnic minority young people, pre-school children, young carers, looked after children, young people at risk of offending and young people with social, emotional or behavioural needs.

Out of school projects were asked to provide a little more detail on their participants. This showed that the breakdown was broadly even between males and females. A high number of out of school projects proactively targeted young people living in deprived areas (53%). In some cases, YMI activity offers pupils the opportunity to excel in music, where they may not in other subject areas. A key success factor is that YMI is open to everyone, and not based on talent or experience.

These outcomes (1 and 2) link clearly to the Programme For Government 2016-17 priority of equal opportunities for all and the Scottish Government's target during 2016-17 of ensuring that all young people have the offer of a year's free music tuition by the time they reach primary six (the P6 target – which has since become the primary target).

## **Impact on Scottish Government Priority – A world class education system**

### **Outcome 3 – Young people develop their music and music making skills.**

YMI projects presented large amounts of feedback from participating young people, teachers, tutors and others, who felt that the music making skills of young people had developed as a result of these opportunities. Skills had developed in areas including beat, rhythm, pitch, harmony, intonation, diction, singing, storytelling, listening, playing an instrument, using equipment and music technology, reading music, songwriting and improvising, music theory, playing with others and performing. Some provided evidence of young people achieving music related accreditation or taking part in competitions following on from their participation in YMI activity.

### **Outcome 4 – Young people develop their skills for life, learning and work.**

The YMI is supporting young people to develop their skills for life and learning, and is contributing towards developing skills for work. There are clear developments in terms of life skills around confidence and self-esteem, and personal and social skills such as communication, behaviour, expression and resilience. There is also clear evidence around the development of skills for learning. In particular, YMI has contributed to engagement with learning, inspiration and motivation to learn. Many YMI projects highlighted that young children in their early years developed their language and literacy skills through music making activity.

A small number of projects indicated that young people developed their skills for work through their YMI activity. This was particularly evident for young people who wished to pursue a music career.

This outcome links clearly to the Programme for Government 2016/17 top priority of building a world class education system, raising standards in schools and closing the attainment gap.



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### **Outcome 5 – Young people increase their awareness of music and culture across Scotland, the UK and the world.**

Young people are developing their awareness of musical culture through YMI, including being able to name and play Scottish traditional instruments, use basic Gaelic phrases, identify traditional tunes and different languages and dialects of Scotland. Young people have also become more aware of music around the world, and more aware of the relationships between Scottish music and other musical cultures.

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### **Impact on Scottish Government Priority – Putting people in charge**

#### **Outcome 6 – Young people influence or lead youth music opportunities, and have their voice heard in design and delivery.**

Some YMI projects have helped young people to develop their leadership skills, for example through acting as role models and supporting younger pupils. Some out of school projects involve peer learning, peer mentoring and involvement of young people in the design and delivery of projects. There is less evidence around this outcome than other outcomes within the YMI logic model. This outcome links to the Programme for Government 2016/17 priority of putting people in charge.

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### **Impact on Scottish Government Priority – A productive, sustainable economy**

#### **Outcome 7 – People delivering youth music develop their skills and confidence.**

The YMI supported more than 1,200 jobs in 2016/17, most of which were temporary, part time jobs. It also provided 250 volunteering opportunities and over 300 traineeships. Over 4,500 individuals were involved in continuing professional development activity over the year. There is evidence that confidence of deliverers has increased, particularly among teachers. Through YMI, teachers who have no prior musical experience are able to deliver extra music to their pupils without the YMI practitioner present.

This outcome links to the Programme for Government 2016/17 priority of a productive, sustainable economy.

## Impact on Scottish Government Priority – Transforming public services

### Outcome 8 – Organisations in the music sector and beyond work together to strengthen the youth music sector for the benefit of young people.

YMI projects are working jointly to provide quality music making opportunities and to strengthen the youth music sector. Joint working is taking place between schools, with local and national arts and music organisations, with equalities

organisations and others. This is helping to build a network of expertise, generating efficiencies, and creating pathways between different opportunities.

This outcome links to the Programme for Government 2016/17 priority of transforming public services.



## Learning from 2016/7

### **Evidencing the difference that YMI makes**

YMI projects feel that the programme is well monitored, with a strong focus on impact and outcomes. The quality of reporting is improving, and YMI leads are becoming more confident in collecting and analysing data. However, there is more work to be done on strengthening information about the profile of participants; building understanding and skills of frontline practitioners around outcomes; and establishing a clear baseline to enable the measurement of year to year change.

### **Focusing on equality and diversity**

YMI projects felt that the YMI had at its heart a clear focus on inclusion – both through ensuring that activity was open to all, and through targeted activity. Creative Scotland staff were confident that almost all funded projects were genuinely working to target and engage young people from the YMI target groups. It was felt that the agenda had been bolstered and accelerated in local authorities by the Scottish Government focus on closing the poverty related attainment gap.

### **Supporting funded projects effectively**

YMI projects generally felt that their relationships with Creative Scotland were constructive and supportive, and that YMI provided them with access to national support and expertise. Projects believed that having a dedicated fund to support music making opportunities was crucial, and many indicated that without YMI funding their music making work would not exist. Many said that they would welcome ongoing support including more Learning Days, more workshops on outcomes focused reporting, and standardised case study templates.

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“It is important to open up free access to music activities for all young people.”

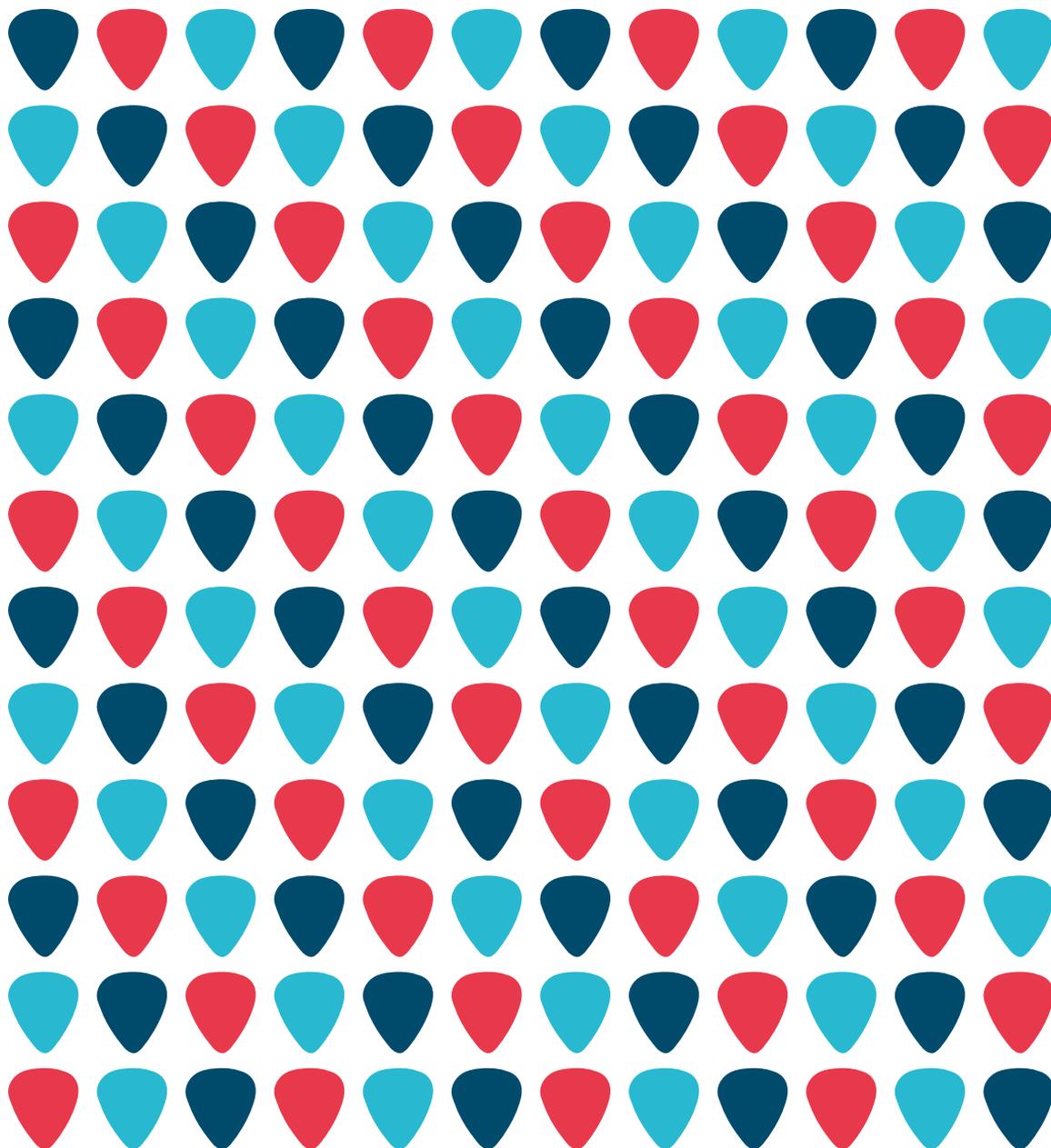
“This helped assist acts to move to the next stage, beyond the studio experience”

“The evidence shows that overwhelmingly young people enjoyed these projects. Teachers tell us how much young people looked forward to YMI activities. Many young people continue music after YMI so they are voting with their feet.”

“It is developing a new ecosystem of young musicians.”

“Parents have reported seeing changes in their children because of the project.”

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## Acknowledgements

This report and associated case studies were prepared and written by Katy MacMillan, Nadia Hyder, Christina Bruce and Ann Elliott of Research Scotland.

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