

CASHBACK PODCASTS ATTAINMENT

LENGTH: 9:14 MINS

CASH
BACK

FOR
CREATIVITY

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ONE OF FIVE PODCASTS, MADE BY YOUNG PEOPLE AT SCREEN EDUCATION EDINBURGH, WHICH EXPLORE THE POSITIVE IMPACT OF CREATIVE CASHBACK PROJECTS ACROSS SCOTLAND, FOR BOTH THE YOUNG PEOPLE AND ARTISTS INVOLVED.

The **CashBack for Creativity programme** aims to tackle inequality by removing barriers to access and provision of arts and creative experiences for young people, aged 10-24 regardless of background or situation.

The podcasts were commissioned by Creative Scotland to further explore and share the findings of **BOP Consulting's 2017 research** into the CashBack programme.

The podcasts each explore key themes that surfaced from the research, including:

- **attainment and progression** outcomes for young people
- **health and wellbeing** outcomes for young people
- **employability routes** and outcomes in creative projects
- **pedagogy** - which explores how learning and training in creative projects, including those found in the CashBack programme, are delivered, and
- a concept of **communities of practice** and how CashBack and other creative projects rely upon these to deliver quality work and deliver programmes with real impact on young people's lives

You can listen to the podcasts at: **Cashback for Creativity Podcasts**

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Narrator

P: Practitioner

YP: Young Person

> 00:00 **Narrator:** This podcast is based on attainment and progression in relation to youth programmes run by Cashback funded organisations. For this project, we spoke to participants from Screen Education Edinburgh, ToonSpeak, SHMU and Reeltime Music. All of these organisations work with young people in order to help them creatively express themselves. Cashback for Creativity is a unique arts programme managed by Creative Scotland and funded through the Scottish Government’s Cashback for Communities programme. It takes money recovered from the proceeds of crime and invests it into a range of free arts and creative projects to create opportunities for young people experiencing difficult challenges or barriers to access. These barriers can include social backgrounds or not being able to access the resources needed to take part in specific art. This five part research bite podcast seeks to present and reflect on the findings of “how to draw a rainbow the wrong way”; a research report produced by BOP Consulting for Creative Scotland.

The research report wanted to find out how young people took part in creative projects and how they developed creatively, personally and socially because of taking part. Each of the five part podcasts will be focused on one of the five key themes of the main report. The theme for this podcast is attainment and progression. The success of young people involved in any creative activity cannot always be measured by how many awards they achieve. This section aimed to understand a young person’s achievements by understanding how they developed creatively and personally. As a starting point, the research found that projects supported young people to develop internal motivation. This was made up of three elements, feeling you can do something, not feeling forced to do something and knowing that there is someone to support you. We asked the young participants if and how being involved in a Cashback project had motivated them.

> 01:56 **YP:** Motivated me to have better life style because I’m not really, I don’t really go out much so it’s making me, it probably makes me do more things and do different, do a lot different things.

> 02:13 **YP:** Getting me out the house and getting me involved more instead of vegetating and sitting doing nothing all day.

> 02:21 **YP:** It’s motivated me to become, like go for my goal more because I have a goal to like, become a drama teacher I guess, become something drama related so Toonspeak has helped me like get a direct line from there to, like be like “oh this is what I need to do, this is going to get me there” so yeah.

> 02:36 **YP:** It sort of encouraged me to try out new things, like experience different aspects of medias, so for example I originally, I just started to do radio but then I was encouraged to join the journalism team and even do some filming.

> 02:55 **Narrator:** While participating in creative projects young people found that they developed skills that could be applied to different aspects of their lives. The types of skills included being able to find new ways to learn without support, evaluate and reflect on complicated information and solve problems in a creative manner. Learning these skills was found to be particularly useful for participants who were not engaged with formal learning. The young participants gave their own examples of skills they learned on Cashback courses that they now use in different parts of their life.

> 03:27 **YP:** I think my Cashback, because of like the collaborative nature of the shoot so like, again there was really no production heads so it was like, there was no DP, there was no sound op, it was like everyone chipping in and working together. It really taught me a lot of teamwork which is kind of, it taught me let everyone sit down, go over everything and everyone chips in, you find out what's the best avenue from there 'cause until then I always thought it was like the one guy or girl calling the shots and that was it. But it's really kind of helped me and that went into college and into university where, 'cause I was always terrible at group work at school 'cause I was shy and nervous kid. But because of that Cashback and that collaborative nature, I learned how to kind of chip in and make sure that everyone's valuable.

> 04:13 **YP:** Socialising.

> 04:14 **YP:** Before I started Reeltime I was like the most unsociable person ever and then like every course that I've been on here, it's like made me more and more confident. Speaking and playing and performing.

> 04:28 **YP:** To ask people if they want to be my friend and like, I never used to do that I always had to wait for them to say stuff to me.

> 04:34 **Narrator:** When tracking a participant's progression, it was found that it's important to consider their own unique structure barriers. As mentioned before these barriers could be things like low income, not being able to access resources or even just the need for more help to get started. These barriers mean that each participant's goals for progression should be set and monitored at their own level, considering the personal changes they face. Throughout the research one word kept reappearing: collaboration. This simply meant working with a team and understanding the value of each team member. This was promoted throughout the art activities as it was skill that worked as a core of many projects. This skill was found to be the essential to participant's employability, wellbeing and sense of belonging.

The important of this skill meant that it was necessary to track its progress. We spoke to the participants to ask what they thought being a good team member meant, allowing them to illustrate what they had learned about collaboration.

> 05:37 **YP:** Being supportive of other people and respect and listen to their opinions and ideas and actually taking them on board.

> 05:45 **YP:** Well you need to have confidence in yourself and you also need to be aware of that there are other people in your team, not just you, you need to listen to everybody's ideas and you've got to evaluate and you've got to trust other people, I mean there's not just, in teamwork there's a team, there's not just a leader who does everything it's everybody, it's not just the one person.

> 06:13 **YP:** You need to be patient and you need to know how to listen and develop on people's ideas.

> 06:21 **YP:** Mm. Well, I've sort of learned various technology skills that I've applied to things like college courses or home uses. I've also, em, I've learned how to better communicate with people that I'm around. It's just become easier to strike up a conversation with them, maybe look for things that we've got in common. Em, I've also learned how to pick up on details of people's conversations and press them about that to find out more about them.

> 06:54 **Narrator:** As part of the research bites BOP develop questions for practitioners running Cashback courses. We attended the Cashback delegate meeting to present these questions to various practitioners. What are the three areas of development for participants you think are most important in your work to bridge the attainment gap?

> 07:13 **P:** Em, I think it would be their mindset and I think it would be about how they recognise what they've learned because I think a lot of times you learn loads of stuff but you don't realise that you've learned it and then also the learning being personalised. I think that would be, those would be the three.

> 07:36 **Narrator:** How do you report on the barriers experienced by participants you work with? How honest are you about the limits of your impact?

> 07:43 **P:** Reporting, we just write about the limits basically, the barriers basically young people have. Don't go into too much detail because it's a little bit disrespectful I think so we just sort of say the basic stuff. I think we're very honest, I like to be very honest I don't like to, you know conflate things or anything. I mean the impact we have on those people is quite limited, depends on the young person and their experience and how well they engage with the activities and what the impact is on them but I mean, we are aware that it can be quite limited. But in some cases, like, it's been life changing.

> 08:17 **Narrator:** How can progression pathways be better mapped and measured to ensure they are given due recognition by funders and policy makers?

> 08:24 **P:** Progression pathways are quite difficult to map with young people particularly young people who are vulnerable or on the move quite a lot. You can use the more official lines like Case Link or Data Hub. The difficult thing with that is that not all organisations are necessarily on that or a part of it em, also what I think, like Case Link and the Data Hub maybe don't capture is sometimes progression is not just about going into employability or further education but it's maybe accessing services that they maybe wouldn't have done before. For example, if young people have got particularly challenging mental health issues but have maybe never seeked support before and then after doing your course have got the confidence to be able to then go and seek that additional support. I think that's really important to capture as well.

> 09:14 **Narrator:** This research bite podcast has been focussed on attainment and progression. Head to the Creative Scotland website to find the other four bites. The full research report can be found on the website. All podcasts have been recorded by young people working with Screen Education Edinburgh.