

Co-op Foundation's #iwill Fund evaluation Final Report: Technical Appendix

June 2024



This document contains a list of #iwill Fund partners, a detailed evaluation approach, monitoring form data information, theories of change and research instruments used to collect data for Co-op Foundation's #iwill Fund evaluation.

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Appendix A: List of Co-op Foundation #iwill Fund partners

Table A1 Summary of projects and their aim, by strand, operated in England

Organisation	Strand	Summary
Groundwork South Trust Ltd	Community Spaces	This project will enable disadvantaged young people in SE Cornwall (Callington, Saltash and Liskeard) to deliver social action projects in their communities.
Youth Focus North East	Community Spaces	Young people are supported to improve the design and use of local parks in East Middlesbrough
Comics Youth CIC	Community Spaces	Support LGBTQIA+ young people across Liverpool to reclaim community spaces and provide their Safe Spaces in a Box support packages
The Citizenship Foundation	Community Spaces	Working with primary and secondary schools in Leeds, Dewsbury and Batley to create a toolkit to support schools engage pupils in social action and improve their community spaces.
The Federation of Groundwork Trusts	Community Spaces	Creating and supporting a network of young ambassadors who advocate for young people's voices to feed into the planning and use of green spaces
Greater Manchester Youth Network	Community Spaces	Support young people with special educational needs and disabilities across Greater Manchester to inform decisions around transport and have the confidence and skills to access public transport and community spaces.
Young Lives Consortium	Community Spaces	Working in collaboration with other organisations, young people will improve the design and use of unused retail space and create pop-up spaces across their district of Wakefield
RECLAM Project Ltd	Community Spaces	In Greater Manchester, young people will identify community spaces that are important to them and co-design an #OurSpace Manifesto with their owners and campaign for others to get involved
OYAP Trust	Community Spaces	LGBTQIA+ young people in Bicester will advocate to make everyday town facilities more accessible and inclusive for them as well as other young people who have hidden disabilities
Make Some Noise	School Transitions	Students in Staffordshire explore Schools Transitions experiences through music, informing older students to design a peer-to-peer support programme for those transitioning into secondary school.
Youth Sport Trust	School Transitions	Delivering 'Team Us' – a peer support project in Yorkshire using sport as a vehicle to form new friendships, deliver wider social action activities and improve transitions
Power2	School Transitions	A peer support project in Manchester, where older pupils will be trained in peer support and focus on particular themes of transition, such as first day at school, the curriculum and making friends
Clapton Common Boys Club	School Transitions	A peer support project in London where young people from the Orthodox Jewish Community will be trained to deliver peer support, workshops and befriending groups for younger pupils
Salford Foundation Ltd	School Transitions	Equipping pupils in Salford to plan, design and deliver transition activities for 6 primary schools. Pupils will receive an accredited qualification and develop learning resources for other primary schools to use in the future

Astrea Academy Trust	School Transitions	To deliver 'Move on Up' in 3 Secondary academies in South Yorkshire, where older pupils will be equipped to provide support, advice and guidance to younger pupils moving up to secondary school
Sutton Carers Centre	School Transitions	Supporting young carers in London to transition from primary to secondary school, through weekly peer support groups
Bath Mind	School Transitions	To design 'Creative Kindness' workshops in North East Somerset with older pupils, who will then tour these workshops across their link schools, culminating in a collectively designed 'Manifesto for Compassion'
PIE: Pursuing Individual Excellence	School Transitions	To deliver a peer support project across Greater Manchester, equipping older pupils with the skills they need to deliver peer support, culminating in a collective social action project around transition
Lancashire Mind	School Transitions	Delivering a resilience programme for young people in East Lancashire, followed by a 'Wellbeing Challenge', where pupils will form peer support groups and take ownership of issues around transition
London Sports Trust	School Transitions	The 'Debate Box Project' in London combines non-contact boxing and debate to improve the wellbeing of young people through school transition
Black and Minority Ethnic Young People's Project	School Transitions	A peer support project in Brighton where BAME young people will be trained as peer mentors and draw on their own lived experiences of transition to support younger pupils
Oxfordshire Youth	School Transitions	Leadership workshops for older pupils across Oxfordshire, who will then design and deliver workshops around wellbeing and resilience for younger pupils transitioning to secondary school
City of Bradford YMCA	School Transitions	To support a group of 'Peer Support Champions' in Bradford to co-design and deliver a Peer Support programme in primary and secondary schools
Bradford Youth Development Partnership	School Transitions	Engaging young people in Bradford to take part in activities over the summer holidays and after-school, and set up a peer-support programme where younger pupils are buddied up with older pupils
Children North East	School Transitions	To train older pupils to become Peer Mentors in North Tyneside, to support other pupils who have been identified as at risk of poor transition
Priority 1-54	School Transitions	To deliver a youth-led 'Smooth Moves Transition Programme' across the South East, working alongside local academy chains to provide arts-based peer support opportunities for those transitioning to secondary school
Woodcraft Folk	Bereavement	Bringing together young people to share their experiences of loss of a peer in Peterborough and support them to identify common support needs to create a practical toolkit that can be used in a youth work environment.
Aspire4u CIC	Bereavement	Training bereaved young people from Black and Minority Ethnic communities in the West Midlands to support others in similar circumstances, with the opportunity to receive further training as community action leaders to train their peers.
Well Beings (Hopeview)	Bereavement	Supporting bereaved young people through creative and therapeutic interventions and offer additional advocacy training to raise awareness of young people and bereavement in their schools and colleges.
Institute of Global Health Innovation, Imperial College	Bereavement	Working with young people bereaved through suicide in North London to learn peer support and advocacy skills

St Oswald's Hospice Ltd	Bereavement	Training young people who have accessed bereavement support as peer mentors, designing and delivering their own bereavement support programme based on their experience of support.
Bodie Hodges Foundation	Bereavement	Recruiting and training young people who have lost a sibling and support them to create a film to reach even more bereaved young people across Leicestershire.
Action to Prevent Suicide CIC	Bereavement	Supporting bereaved young people in Exeter through training and development in peer support to create a new youth bereavement recovery service, delivered by and for young people.
Apart of Me	Bereavement	Bringing together disadvantaged young people and train them to become 'Grief Activists' helping other bereaved young people in their community through online workshops.
Meridian Centre	Bereavement	Working with bereaved young people in Bradford that have been most affected by deaths due to Covid-19, training them as advocates for improved bereavement services for young people.
Walk Tall	Bereavement	To train and support young people to achieve a formal counselling qualification so that they can be supported to facilitate bereavement support groups with other bereaved young people in North Kent.
Leeds Mind	Bereavement	Delivering tailored resilience and peer support training to young people across Leeds who have suffered a sudden bereavement, such as murder, suicide or accident.
Diversify Now CIC	Bereavement	To train bereaved young people in South Yorkshire as peer mentors and advocates. They will then work with schools to ensure that bereaved young people gain better bereavement support in schools.
The Moving on Project	Bereavement	To support bereaved young people in Gosport and Fareham to develop a "Bereavement Buddies" scheme of advocates in schools who have experienced bereavement and are willing to advocate on behalf of others suffering loss.
Let's Talk About Loss	Bereavement	To train bereaved young people who are part of their service in Bristol as spokespeople and to run a social media campaign to raise awareness and advocate for better provision of youth bereavement support.
Total Insight Theatre	Bereavement	Developing a short series of films through an online project, self filmed by young people about their experiences of bereavement during Covid-19 and one year into the grief process, with an additional clip offering professional support and advice to bereaved young people.
Invictus Wellbeing CIC	Bereavement	Training bereaved young people in Yorkshire & the Humber as peer mentors to roll out peer support with other young people in their schools

Table A2 Summary of projects and their aim, by strand, operated in Scotland, Wales or Northern Ireland (non-#iwill Funding)

Organisation	Strand	Summary
Cancer Fund for Children (Northern Ireland)	Bereavement	To train young people across Northern Ireland who have lost a close family member to cancer to become peer supporters to others via a series of residential training sessions.
Barnardo's (Scotland)	Bereavement	Developing a peer support programme in Scotland, building on informal peer support with the addition of training to complement an existing youth deprivation service.
St. Vincent's Hospice Limited (Scotland)	Bereavement	Training bereaved young people in central Scotland in peer support to break down barriers to talking about death and dying, educating people and developing resources that can be used to help others.
The Glens Community Association (NI)	Bereavement	Supporting a group of young people in Northern Ireland who have been bereaved through suicide to share, explore and create responses to grief and develop a youth forum to support others in similar circumstances
Prince & Princess of Wales Hospice (Wales)	Bereavement	Working with young people in Glasgow who have been bereaved or expect to be soon due to a family member or friend suffering from a life-limiting illness, training them in peer support skills to support other young people.
CYCA - Carmarthenshire Youth and Children's Association (Wales)	Bereavement	Delivering accredited resilience and peer mentoring training to bereaved young people in South Wales, so they can set up peer ambassador clubs in schools and colleges to support other young people.

Appendix B: Detailed evaluation approach

Scoping

During the scoping phase in 2020 the evaluation team:

- **Conducted seven interviews with key stakeholders**, including senior staff members of Co-op Foundation and the #iwill Fund, and grant managers from funded projects.
- **Reviewed and synthesised 35 documents** provided by Co-op Foundation, including the background to Co-op Foundation's #iwill Fund and the overall #iwill Fund, application forms and previous monitoring data from projects, and evaluation documents from the #iwill Fund Learning Hub.
- **Identified types of data** through the document review and stakeholder interviews that would allow us to comment on the #iwill Fund's implementation and impact.
- **Developed Theories of Change** for each strand of the #iwill Fund.¹
- **Developed an evaluation framework** to identify how each of the desired outcomes from the Theories of Change would be measured through the evaluation.
- **Hosted a webinar with #iwill Fund projects** to explain the purpose and objectives of the evaluation and outline what would be required of projects.
- **Developed a guidance document** for projects to support them in completing the six-monthly monitoring forms required by Co-op Foundation for their grant monitoring activities and to inform the evaluation.

¹ A Theory of Change is a visual representation that outlines the activities that a project is going to undertake, the ultimate impact it aims to have, and the outcomes that lead or contribute to the longer-term impacts. It summarises the rationale for acting, sets out the inputs, activities, intended outcomes and impacts, and also shows the mechanisms by which change is intended to occur. The Theories of Change for each strand are included in a separate methods document.

Qualitative research

To gather insight on experiences, best practice, lessons learned and impact, the evaluation approach included qualitative research gathering data by interviewing individually grant managers and project staff and through paired interviews and focus groups with young people. Table B1 summarises the interviews and focus groups by year and audience.

Table B1 Summary of discussions achieved, by year and audience

Qualitative research (interviews and focus groups)	Year 1	Year 2	Year 3
Grant Managers	42	22	22
Project staff	9	N/A	N/A
Young people	24 young people	18 young people	11 young people

Grant manager and project staff semi-structured interviews

To gather insights on best practice, key lessons and evidence on impact, all 42 grant managers for funded projects (excluding the six projects in devolved nations) were interviewed in Year 1. The evaluation team followed up with 22 grant managers in Years 2 and 3; grant managers not interviewed in Year 2 were interviewed in Year 3. Semi-structured interviews were conducted by telephone, Zoom or Microsoft Teams, and lasted up to 45 minutes. See Appendix E: Grant Manager Topic Guide for an example grant manager topic guide.

In Year 1, nine staff involved in the delivery of the projects were also interviewed. These interviews were conducted by Zoom or Microsoft Teams and lasted 60-75 minutes. See Appendix H: Project staff discussion guide for an example project staff topic guide.

Young people semi-structured interviews

In Year 1, six projects were selected as case studies to showcase the type of work being carried out by projects across the #iwill Fund strands. Case studies included interviews with 24 young people who participated in project activities. In Year 2, the views of 18 young people aged 10-20 from nine projects were captured through paired and group interviews. In Year 3, the views of 11 young people aged 10-18 from five projects were captured through group interviews. These interviews were conducted in pairs and groups to identify learnings in a group-based setting, which allowed young people to build on each other's ideas. It also allowed young people to feel at ease whilst they talked to an interviewer because they had their friend there with them.

Interviews were conducted by telephone, Zoom or Microsoft Teams, and lasted up to 30 minutes. Young people received an incentive for taking part. See Appendix F: Young Persons' discussion guide and Appendix G: Young Persons' discussion guide for example topic guides used with young people aged 10-15 and young people aged 16-20.

Qualitative data management and analysis

Researchers created a framework based on the evaluation questions and themes to analyse the qualitative data. This framework was created before interviews were conducted, using the topic guides as reference. The framework was built upon during the interview phase and any additional common themes that arose from the interviews were added into the framework. The framework used in Year 1 formed the basis of the frameworks developed in subsequent years. The findings were systematically summarised by the research team and then triangulated through analysis sessions where key findings were discussed, and emerging themes and insights were tested.

Secondary data analysis of monitoring form responses

Co-op Foundation provided projects with an online form ('monitoring form') to submit participation and outcomes figures every six months for each year of funding. This monitoring form was used for Co-op Foundation to monitor the progress of their grants. It was also used by the evaluation team to assess funded projects' reported impact on young people and communities, and to understand key features of delivery, such as duration of YSA.

The following evaluation limitations should be considered when reading this report.

Monitoring form data analysis

Initially, 46 projects were included in the data provided to IFF Research, but IFF agreed with Co-op Foundation to remove 10 projects on the basis that they had provided incomplete or unreliable data. The total number of projects included in the analysis in this report is 36, made up of six Community Spaces projects, 13 School Transitions projects and 17 Bereavement projects.

In the biannual monitoring form data submissions, projects provided figures for the following types of information relating to:

- Project delivery
- Number of young people participating and benefitting from projects
- Number of young people achieving seven core outcomes
- Wider community outcomes

Projects were not required to use the same methods when evidencing the participation and outcomes figures they reported in their monitoring submissions. Projects were free to decide how best to evidence participation and outcomes based on what they felt was most appropriate and achievable for their individual project. For some projects this involved relatively rigorous assessments such as surveying young people longitudinally, whereas other projects reported that they had 'observed' differences in the young people participating in their project. The scale of impact achieved by projects and the robustness of the evidence behind the reported impact therefore varies between projects. This is an important limitation when considering the robustness of the aggregated figures presented in this report.

The monitoring form data included projects' self-reported outcomes for young people and communities at an aggregate level rather than at an individual level of young people. This means that it is not possible to analyse outcomes at an individual level or within sub-groups of young people.

Project delivery

Projects were asked to report the delivery setting, project duration, frequency and the number of staff involved. In monitoring form data analysis, some projects gave conflicting answers between the mid-point (e.g. 1.5) and year end (e.g. 2.0) monitoring form data submissions. It is understandable that projects may have changed their delivery throughout the year, or between years. For the purposes of analysis, the project delivery data provided in the final monitoring form submission was used. For most projects this was the year end submission in Year 3 of delivery, while for others it was earlier in the event that they did not continue onto Year 3 delivery.

Number of young people participating and benefitting from projects

In the monitoring form data submissions, projects provided figures for the number of young people who directly participated in YSA. A young person would be considered a direct participant if they had taken part in core project activities, received training or delivered YSA. Partners were also asked to report the number of young people who had benefited indirectly from the project, from the second half of Year 2 delivery onwards (in the 1.5 monitoring form data submission). A beneficiary is defined as a young person who had benefited in some way from the activities of the project but were not otherwise involved in the project. In practice, this might mean a young person attended a school assembly organised by the project or received materials produced by the project.

Therefore, it is expected that the number of indirect beneficiaries could be somewhat higher than reported in the evaluation, as this data was not collected in Year 1 of delivery. In addition, it is likely that some projects reported estimates of indirect beneficiaries, depending on where their project was at in delivery at the point that the monitoring form data was submitted. To avoid double counting, these categories were mutually exclusive and each individual young person was counted once regardless of when they participated/benefitted. For example, if a young person was participating in a project at the time of the 0.5 submission and were still participating at the time of the 2.0 submission they would only be counted once in the 0.5 submission. The figures set out in Table 2.1 in the evaluation report are therefore representative of the time at which a young person joined a project as a participant, or in the case of beneficiaries, when they first benefitted from a project.

It is possible that a young person could have benefitted from a project and then subsequently became a direct participant, or vice versa. However, as set out above, the categories were mutually exclusive and each young person was counted once. In such instances, it was down to the projects' judgement as to which category to count the young people that they included in their submissions. There was only one project that flagged this occurrence as a caveat in their submission and it related to a very small number of young people (>10), but it is likely that such a dynamic also occurred in other projects. While the figures relating to the two separate categories could be adjusted slightly in either direction depending on interpretation, the combined figure does reflect the total number of young people to have participated in YSA or have benefitted from YSA.

Among a few projects, there were small data discrepancies in the data provided for direct and indirect participants, in previous years compared with the data provided in Year 3. This was due to outstanding data queries in previous years of delivery which had been resolved at Year 3. One project in the Bereavement strand, which has been included in the analysis, provided direct participation and beneficiary figures but did not provide any figures in relation to the seven core outcomes. The project had come to an end before reporting against outcomes was a requirement and they had no way of providing that information in their submission. Because of this, the reporting on averages for outcomes achieved per project in the Bereavement strand is based on 16 projects, not 17.

Wider community outcomes

In the biannual monitoring forms, projects were asked whether they had met the following three outcomes for the wider community:

- Support, services or spaces are better informed and accessed by young people
- The wider community's perception of young people have changed
- There are plans to deliver more youth social action projects as a result of your project

In Year 3, the wider community outcomes were refined so they met each individual strand's Theory of Change more closely to improve responses to the questions asked in the monitoring forms.

Table B2 Definition of wider community outcomes for Year 3, by strand

	Outcome for the community: Bereavement
1	The wider community benefits as a result of young people receiving bereavement support
2	Develop relationships with businesses/community groups/schools
3	Any other benefits identified
	Outcome for the community: Community Spaces
1	Young people benefit from improvements to their communities and take pride in their local area
2	The wider community's perceptions of young people have changed
3	Any other benefits identified
	Outcome for the community: School Transitions
1	There is increased cohesion within the school community (for example, between pupils)
2	The wider community's perceptions of young people have changed
3	Any other benefits identified

Projects were asked to select the wider community outcomes(s) they had achieved. It was agreed with Co-op Foundation to exclude the monitoring form data on community outcomes from the evaluation analysis. This is because of challenges in defining the 'wider community' in relation to project activities and how this could vary by project. There were also challenges and limitations in measuring the impact on the wider community, and projects commonly did not have the resources to carry this out.

As such, findings about community outcomes in this report are based on evidence from the qualitative interviews with grant managers only.

Qualitative data

The evaluation scope and scale limited the ability to capture in detail the experiences of all #iwill Fund projects. The evaluation therefore aims to capture key experiences rather than document all experiences.

It is important to note the composition of projects interviewed across strands is skewed towards School Transitions projects, because a higher proportion of these projects received continuation funding compared with Bereavement and Community Spaces projects. This means that a higher proportion of qualitative interviews were completed with School Transition projects, so any qualitative analysis is slightly skewed towards this strand.

Changes to the approach

Due to Co-op Foundation's requirements and the needs of funded projects over the course of the evaluation, it was necessary for changes to be made to the approach.

Reducing the scope of analysis that was planned in terms of the profile of young people and young people outcomes. This was because it was not feasible for projects to provide data on participating young people at an individual-level. Instead, projects submitted aggregate data for the evaluation team to analyse. This limited the type of analysis possible. For example, longitudinal analysis of cohorts of young people based on common experiences or characteristics, drivers of outcomes and the ages of young people.

The evaluation was intended to last two years. In 2022, Co-op Foundation offered a funding extension to projects of one year, and the evaluation timescales were also extended accordingly. To accommodate this change within the existing evaluation resources, the evaluation design was revised in Year 2; the case studies and interviews with project staff were removed and the number of interviews and focus groups with grant managers and young people per year reduced.

New topics for discussion in the interviews and focus groups were added each year, to reflect the changing context projects were operating in, and Co-op Foundation's information needs. For example, project delivery in 2022/23 was undertaken as the cost-of-living crisis and the longer-term impacts of the Covid-19 pandemic were felt throughout the UK. Accordingly, interviews in Year 3 explored the negative impact this had on project delivery, from the perspective of grant managers and young people.

Limitations of the evaluation approach

There are limitations to the evaluation which must be considered when reading this report. Co-op Foundation's priority for evaluation was to identify learning and to reduce burden on funded projects involved in the evaluation. An experimental design, defined as an experiment where participants are assigned to different groups, was not feasible to undertake to robustly evaluate the #iwill Fund for a wide variety of reasons, not least that it was unrealistic to implement. Projects did not collect individual-level information about young people's background, experiences or outcomes so instead the evaluation relied on project's self-reported, aggregate data on outcomes. This limits the level of analysis possible. Data is missing in Year 1 for the number of indirect beneficiaries that projects reached because partners were not asked to submit this in their monitoring form.

Conclusions on outcomes are also made challenging by the quality and availability of this information. IFF Research, in agreement with Co-op Foundation excluded monitoring form data from 10 projects in the secondary analysis due to incomplete or unreliable data. As a result, 36 projects monitoring form data were analysed and included in this report. This was made up of six Community Spaces projects, 13 School Transitions projects and 17 Bereavement projects.

In Year 3, more School Transition projects than the other strands delivered YSA. This means the sample of qualitative data in Year 3 was skewed towards School Transitions projects, and readers engaging with Year 3 findings based on qualitative evidence should bear this in mind.

All views shared in this report were based on the direct experiences and perceptions of the grant managers and young people interviewed.

It is important that the findings presented in this report should be reviewed with these limitations in mind. This report is intended to provide readers with a sense of the overall implementation journey and reported outcomes of funded projects in their first two to three years of delivery. Differences in duration are because 35 out of 46 projects continued delivery in a third year.

Appendix C: Monitoring form data

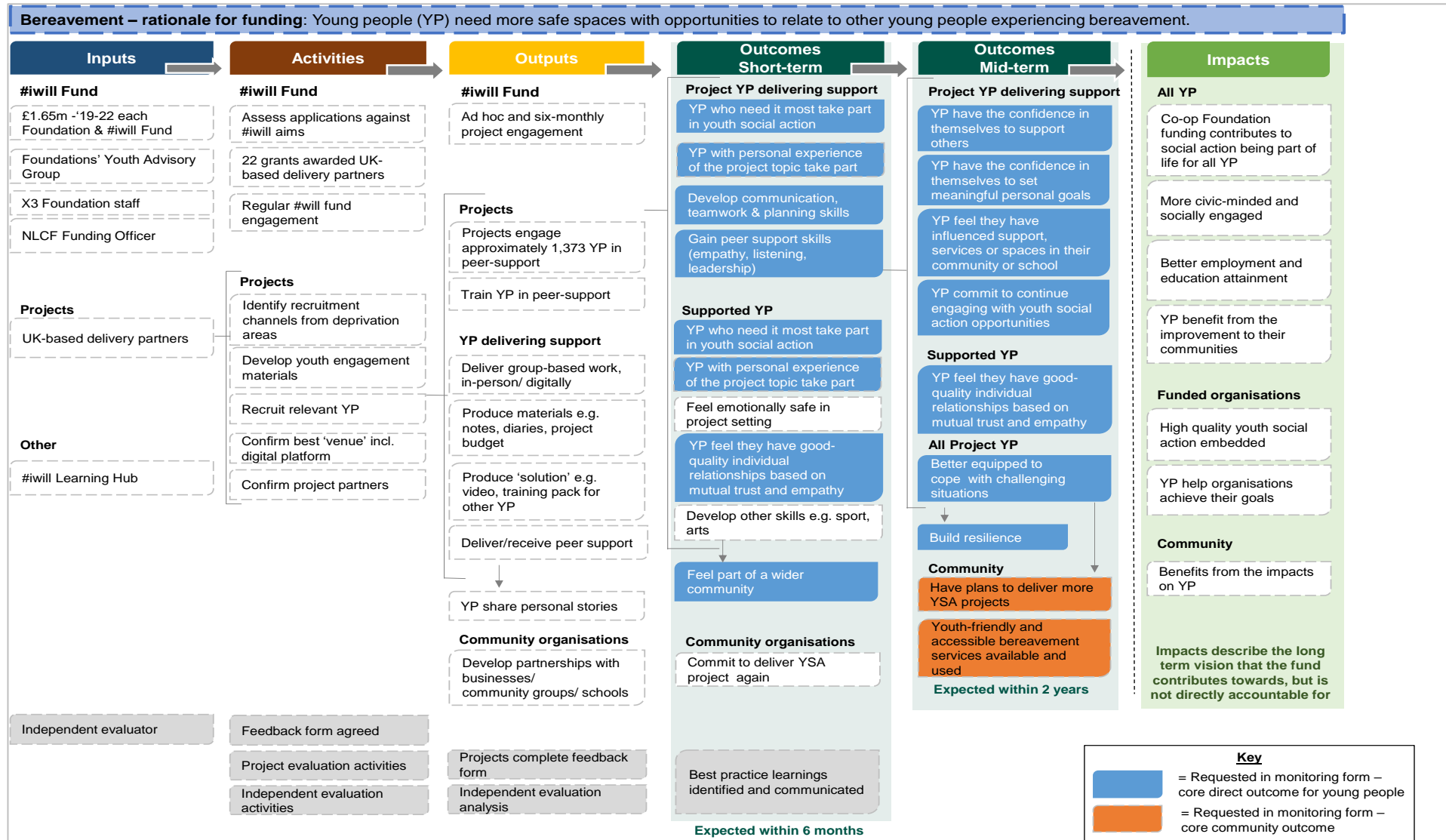
Table C1 outlines the information collected through the bi-annual monitoring form submissions.

Table C1 Project monitoring submissions

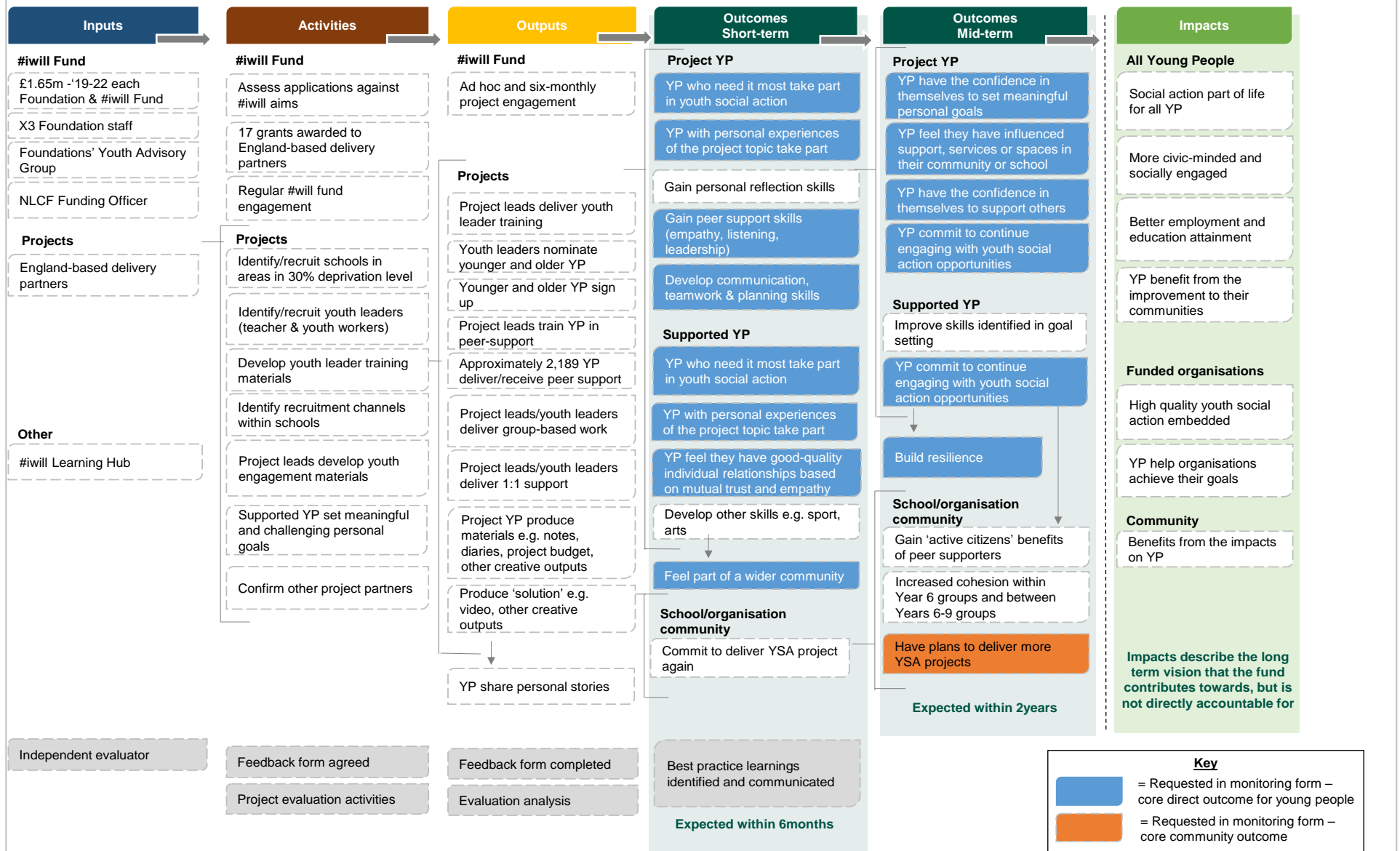
Theme	Types of data collected				
Project delivery setting	Face to face		Online		Blended
Number of staff involved in delivery	Open text				
Frequency in which young people engaged in project	Daily		Weekly		Monthly
Duration young people spent on project	Less than one week	1-4 weeks	1-2 months	3-6 months	More than 6 months
Number of young people participating and benefitting	Number of young people directly participating in YSA				
	Number of young people indirectly benefitting from YSA				
Number of young people achieving seven core outcomes	Wellbeing		Young people are better equipped to cope with challenging situations		
	Confidence		Young people have the confidence in themselves to set meaningful personal goals		
	Connectedness		Young people feel part of a wider community		
			Young people feel they have good-quality relationships based on mutual trust and empathy		
	Skills		Young people develop teamwork and planning skills		
Young people gain communication skills (including speaking, presenting, and listening)					
Influence		Young people feel they have influenced support, services or spaces in the community or school			
Project has achieved wider community outcomes (Y/N)	Bereavement		The wider community benefits as a result of young people receiving bereavement support		
			Develop relationships with businesses/community groups/schools		
			Any other benefits identified		
Community Spaces		Young people benefit from improvements to their communities and take pride in their local area			
		The wider community's perceptions of young people have changed			
		Any other benefits identified			

	School Transitions	There is increased cohesion within the school community (for example, between pupils)
		The wider community's perceptions of young people have changed
		Any other benefits identified

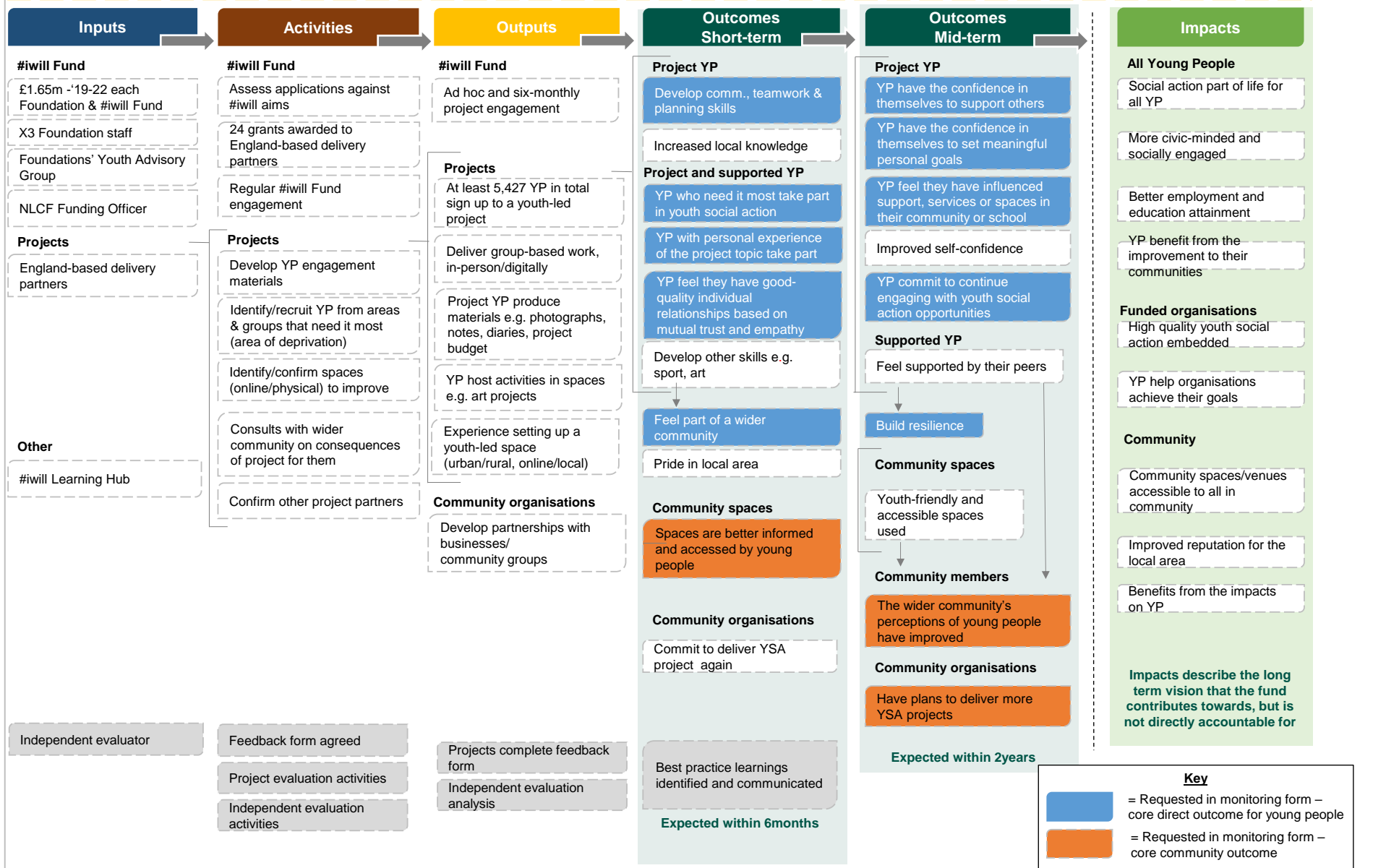
Appendix D: Theories of Change



School Transitions – rationale for funding: YP in school transition years can experience loneliness, anxiety, and disruption to social networks and their identity.



Community Spaces – rationale for funding: There is a need for more youth-friendly community spaces.



Appendix E: Grant Manager Topic Guide

INTERVIEWER TO REVIEW PROJECT SUMMARY AND ANY POINTS FOR CLARIFICATION, AS NOTED IN THE FIELDWORK BOOKING SHEET.

Interview purpose and principles

The aims for Co-op Foundation #iwill Fund programme evaluation as a whole are:

1. Assess the overall impact of funded youth social action on young people and the wider community. This is primarily captured through Management Information (MI) analysis with local examples of outcomes captured through qualitative research with grant managers and young people.
2. Assess strand-level impact of funded youth social action on young people and the wider community. This is primarily captured through MI analysis with local examples of outcomes captured through qualitative research with grant managers and young people.
3. Capture lessons learned for designing and delivering youth social action projects overall, and at strand-level. This is primarily captured through qualitative research with grant managers and young people.

This guide is for use in 22 one-to-one depth interviews with #iwill Fund grant managers who received continuation #iwill funding to deliver the project into Year 3. The interviews will ensure the voice of all grant-holders is captured in our assessment of project impact, as well as gathering insights on best practices and key lessons in #iwill project delivery. These interviews will help us to capture the nuance required to understand the social impact of projects.

We are in the third and final year of the evaluation (Year 3) and we will be following up with grant managers who we have interviewed in Year 1 2022 (or their equivalent colleague). We have split the grant manager interviews in two batches across two years, to ensure we gather insights and evidence for each reporting cycle. A batch of 22 interviews was completed in 2023 (year 2) and we are due to complete the second batch of 22 interviews in 2024 (year 3) by March 2024.

This guide is intended to be used with a mix of individuals with varying characteristics and backgrounds. As such, it does not contain pre-set questions, but rather lists the key themes and sub-themes to be explored with participants in each interview. Words or short phrases are instead used to indicate the study issues and allows the researcher to determine the formulation of questions and how to follow up. This encourages the researcher to be responsive to the situation and most crucially to the terms, concepts, language and behaviours used by the participants.

It does not include follow-up questions like 'why', 'when', 'how', etc. as participants' contributions will be fully explored in response to what they tell us throughout in order to understand how and why views and experiences have arisen. The order in which issues are addressed and the amount of time spent on different themes will vary between interviews but the key areas for discussion are the same.

Questioning and probing will be framed to ensure we understand participants' situations as they view them. Researchers will adapt the approach, as much as possible, to suit the needs of each participant. The prompts provided are not exhaustive, but rather indicate the types of content we would expect to be covered – this may vary across participants with different characteristics.

The themes in this guide are intended to be covered across the stakeholders taking part in this stage, rather than in detail in every interview.

Researcher introduction (c.5 mins)

Thanks & Introduction: Introduce yourself and IFF Research – independent research agency.

INTERVIEWER NOTE: Interviewer to use points below flexibly, based on grant manager's questions and knowledge of the evaluation (as established during recruitment and previous experience of the evaluation)

About the client: Co-op Foundation is the Co-op's charity and a match funder for the #iwill Fund programme.

IF NEEDED Just to recap, The #iwill Fund is made possible thanks to £66 million joint investment from The National Lottery Community Fund and the Department for Culture, Media and Sport (DCMS) to support young people to access high quality social action.

IF NEEDED: As I'm sure you are aware, the funding is split into three strands, with [NAME OF PROJECT] part of the [STRAND NAME] which is ...

- 1. Bereavement:** Peer support and youth-led advocacy to help young people with bereavement.
- 2. Community Spaces:** Youth-led advocacy to improve the design and use of community spaces.
- 3. School Transitions:** Peer-to-peer support to improve wellbeing during the transition from primary to secondary school.

About the research and purpose of the interview: To understand the **intended social impact** of funded projects and to **identify key successes, challenges, and learnings** in the final year of delivery.

Co-op Foundation values learning from their funded partners about what works and what could be done differently, to improve their funding practices and to celebrate good practice. In this discussion, I encourage you to share both the successes and challenges.

Anonymity and confidentiality: Anything you say will be in confidence and results will be anonymised so that they cannot be linked to you, including via the context of your responses.

How their information will be used: IFF Research operates under the guidelines of the Market Research Society's Code of Conduct. Your data will be treated with confidentiality. Only the core members of the research team will have access to any of your details. We will not pass any of your personal details such as telephone number, or email address, to any other companies and all the information we collect will be used for research purposes only.

Right to data: You have the right to have a copy of your data, change your data, or withdraw from the research at any point. You can find out more information about your rights under the new data protection regulations by going to iffresearch.com/gdpr. We can also email this to you if you'd like. We will keep your data until the end of July 2024 (by data, we mean your contact details, as obtained for the purposes of arranging this interview, and any recording of this discussion).

Reassurances: No right or wrong answers - we are simply asking for people's views and opinions; you may not know or have a view on something – just let me know and we can move on; comfort – let me know if you'd like a break at any time.

IF NEEDED: Reassurances: We will find it invaluable to learn from your practice, including your project's successes, challenges and what you may do differently in the future. We will always ensure your feedback is treated with confidentiality.

Duration: 45 minutes

Reminder about audio recording: the discussion will be recorded so that we can accurately capture your views, and so researchers can listen back when analysing the data. The recording will be held on a secure part of IFF's servers and only the research team will have access to the recordings. All recordings will be deleted within 3 months of the end of #iwill Fund research evaluation, which is expected to be by the end of September 2024. Confirm whether respondent is happy to proceed on this basis of recording.

Any questions/concerns?

Start recording¹: acknowledge consent for being recorded

Participant overview (c.5 mins)

Briefly, their role and responsibilities on the #iwill Fund project

- IF SPEAKING TO SAME PERSON AS IN YEAR 1 / Year 2:
 - Check if the role is the same or if they have new responsibilities for their #iwill project

- IF SPEAKING TO NEW PARTICIPANT NOT PREVIOUSLY INTERVIEWED:
 - In a line or two, their roles and responsibilities in relation to the funded project
 - In a line or two, when did they get involved in the #iwill Fund project
 - INTERVIEWER NOTE: Establish if involved in last year's delivery Year 2 (2022) or in Year 1 (2021)

Project outcomes (15 mins)

FOR INTERVIEWER REFERENCE ON PROJECT CORE OUTCOMES – YOUNG PEOPLE:

THEME	Young people OUTCOME
Wellbeing	Are better equipped to cope with challenging situations
Confidence	Have the confidence in themselves to set meaningful personal goals
Connectedness	Feel part of a wider community
	Feel they have good-quality relationships based on mutual trust and empathy
Skills	Develop teamwork and planning skills
	Gain communication skills (including speaking, presenting and listening)
Influence	Feel they have influenced support, services or spaces in their community or school

READ OUT: **We'd now like to discuss the outcomes you've observed among the young people taking part in your #iwill Fund project. As a reminder, the intended outcomes for #iwill funded projects are:** [REFERENCE TABLE ABOVE].

ASK ALL

In the past year, **what outcomes have you observed among the young people taking part in the project?** *For each outcome, discuss:*

- **Describe** what that outcome looks like in the context of the project – examples.
- **Among what groups of young people** have you observed that outcome?
 - All?
 - Some young people more/less likely than others – why?
- **What factors helped this outcome come about, and why?**
 - project staffing
 - number of or the composition of young people
 - project activities
 - operating context
 - something else?

ASK IF PROJECT MANAGER HAS BEEN INVOLVED WITH PROJECT FOR MORE THAN A YEAR (i.e. involved in at least some of Year 2 delivery)

What changes, if any, have you noticed in the types of outcomes you have observed, across the duration of the project?

- Describe the nature of the change – examples.
- In what way, if any, were changes in young people outcomes related to the #iwill Fund project activities?
 - What project features, reasons
- In what way, if any were changed in young people outcomes related to external factors?
 - What external factors, reasons
- At what point in the project did you notice these outcomes?
- How did outcomes differ by the characteristics or circumstances of young people, if at all?
 - For which groups of young people
 - reasons for outcomes in these groups and not others

ASK OF BEREAVEMENT PROJECT ONLY

Aside from the intended #iwill Fund outcomes, how would you describe the personal journeys of young people affected by bereavement from project start to current (or end)?

- In what way, if any, were changes to personal journeys related to the #iwill Fund project activities?
 - What project features, reasons
- What changes have you noticed in the young people across time?
- How did these changes differ by the characteristics or circumstances of young people, if at all?
 - For which groups of young people
 - Reasons for changes in these groups and not others?
- At what point in the project did you notice these changes?

ASK ALL

You haven't mentioned observing outcome [NAME THE OUTCOME]. Why don't you think those outcomes have emerged?

- What features of the project might be preventing the outcome from emerging?
- What other factors, beyond features of the project, might be preventing the outcome from emerging?
- What do you think will need to be in place in a project, for the outcome to emerge? Why do you think this?

ASK IF HAVE TIME ONLY

Have you noticed any unexpected changes – positive or less positive - in the young people that your project didn't intend to achieve from the start?

- Describe what that change looks like – examples.
- Among what groups of young people have you observed that outcome?
 - All?
 - Some young people more/less likely than others – why?
- What factors helped this outcome come about?
 - project staffing
 - number of or the composition of young people
 - project activities
 - operating context
 - something else?

FOR INTERVIEWER REFERENCE ON PROJECT CORE OUTCOMES – COMMUNITY:

#iwill Fund intended outcomes on the wider community

THEME	Community OUTCOME
1)	Services informed by and accessed by young people
2)	Perceptions of the community about young people are more positive

ASK ALL

READ OUT: We'd now like to discuss the outcomes you've observed among the wider community your #iwill Fund project is based in.

By wider community, this could include, for example, the schools involved as a whole for School Transition projects, other spaces that young people access or spend time in locally, employers and educators, families and carers of young people, or members of the general public in the local area.

As a reminder, the intended outcomes for #iwill funded projects are: [REFERENCE TABLE ABOVE].

ASK ALL

In the past year, what outcomes have you observed among the wider community? For each outcome, discuss:

- **Describe** what that outcome looks like in the context of the project - examples.
- Which **members of the community** have you observed the outcome.
- **What factors helped this outcome come about, and reasons?**
 - project staffing
 - number of or the composition of young people
 - project activities
 - operating context
 - something else?

ASK IF HAVEN'T MENTIONED ONE OF THE WIDER COMMUNITY OUTCOMES:

You haven't mentioned observing outcome [NAME THE OUTCOME]. Why don't you think those outcomes have emerged?

- What features of the project might be preventing the outcome from emerging?
- What other factors, beyond features of the project, might be preventing the outcome from emerging?

ASK IF PROJECT MANAGER HAS BEEN INVOLVED WITH PROJECT FOR MORE THAN A YEAR (i.e. at least some of year 2)

What changes, if any, have you noticed in outcomes on the wider community, across the duration of the project?

- Describe what that outcome looks like in the context of the project - examples.
- Among which members of the community have you observed the outcome?
- When during the project did you notice these outcomes on the wider community?
- In what way, if any, were changes in young people outcomes related to the #iwill Fund project activities?
 - What project features, reasons
- In what way, if any were changed in young people outcomes related to external factors?
 - What external factors, reasons

Delivery success and challenges (15 mins)

READ OUT: Let's move the discussion to focussing on delivery success and challenges. The cost of living crisis and Covid may have created unique challenges; we are keen to hear about these and any other challenges you may have faced related to running your youth social action project.

ASK ALL

What were your main successes in relation to project delivery?

[IF GM INVOLVED IN PROJECT FOR MORE THAN A YEAR: **and what were the particular successes, if any, in Year 3?**

ASK ALL

What were your main challenges in relation to project delivery?

[IF GM INVOLVED IN PROJECT FOR MORE THAN A YEAR: **and what were the particular challenges, if any, in Year 3?**

ASK ALL

What changes or refinements, if any, have been made to the project, and why?

FOR EACH CHANGE, DISCUSS:

- What part of the project did the change relate to?
- When did you decide to make this change?
- Why was this change made?
 - Implementing lessons learned from delivery
 - in response to the cost-of-living crisis (probe for specific impact of this)
 - in response to ongoing impact of Covid-19 (probe for specific impact of this)
 - in response to an opportunity

ASK ALL

What effect did making this change have on your project?

- On project design
- On project delivery
- On recruiting young people to take part in the project
- On young people outcomes
- Something else?

Co-op Foundation expected projects to involve young people with lived experience of the topics or issues #iwill Fund projects were focussed on. How has your project involved young people with lived experience of what your project is aiming to address?

- Describe what that looks like in the context of the project – examples
- What has helped your project to involve young people with lived experience in your project?
- What was a challenge for your project in engaging young people with lived experience?
 - Steps taken to overcome challenge
 - Results of steps taken to overcome challenge
 - Lessons learned

Co-op Foundation also expected projects to engage underserved young people. By 'under-served', we mean they do not have access to the services they need; their voices are not heard; and/or they live in a less socio-economically affluent area.

How has your project involved young people who are under-served?

- Describe what that looks like in the context of the project – examples.

- What has helped to involve young people who are 'under-served', in your project?

- What was a challenge in involving under-served young people in the project?
 - Steps taken to overcome challenge
 - Results of steps taken to overcome challenge
 - Lessons learned

Final comments and wrap up (5 mins)

Thank you for your time so far, we are nearly at the end.

ASK IF HAVE TIME

Thinking about Co-op Foundation's approach to administrating the #iwill Fund to your organisation we would like some feedback that will help the Foundation improve its practices. Your feedback will be confidential:

- What has been helpful in the way the Co-op Foundation administered your grant? Please reflect on the application process if you were involved, level of grant and duration, communications, additional support, learning events, monitoring process, end of grant process.
- What could the Co-op Foundation improve to make in their grant administration approach more helpful to their grant recipients in the future? **Please reflect on the application process if you were involved, level of grant and duration, communications, additional support, learning events, monitoring process, end of grant process.**

Thanks, and reminder of **confidentiality and anonymity** and that they can **get in touch** by 15th March 2024 if they think of anything else that is important for the evaluation.

ASK ALL

Ask for **consent to re-contact** should we have any additional questions.

ASK IF HAVE NOT YET CONFIRMED THEIR YOUNG PEOPLE WILL PARTICIPANT:

Finally, as part of this research we are looking to carry out some discussions with young people who are currently taking part in #iwill-funded projects. Each young person will be given £25 as a thank-you for their time, and we are looking to speak to 2 or 3 young people. In principle, would you be willing for your young people to speak with an interviewer? We can share more information if your project is selected for this.

Appendix F: Young Persons' discussion guide (10-15 years old)

Introduction (5 mins)

- Hello, my name is XX and I work for a research company called IFF Research.
- I understand you have been taking part in a project recently called [PROJECT NAME / PROJECT LOCATION].
- My company has been asked by Co-op Foundation to find out more about how you have found the project activities.
- Co-op Foundation is Co-op's (supermarket) charity and they have been funding [NAMED PARTNER ORGANISATION] to run projects like yours.
- Co-op Foundation is really interested to hear from you about what you think of the activities, what you liked and what could be improved.
- Your views will help improve activities for young people in the future.
- I'm looking for your honest opinion so if you disagree with something your friend has said then it's ok to say that politely!
- There are no right or wrong answers, I'm just interested in hearing how [PROJECT] has been for you.
- If you need me to repeat any of the questions or if I use a word that you don't understand, then just let me know!
- If you'd like to stop the discussion at any time, or if you don't want to take part any more, please let me know and we can end the conversation. If after the discussion you don't want your feedback included in the research, let your project lead know and we will make sure it is not included. .
- Anything you say is confidential, this means that your project leader and Co-op Foundation will not know what you have said personally – your name will not be included as part of your feedback. The only exception to this is if you or anyone else may be hurt or at risk of being hurt. In this instance, I will have to let the project leader know so that everyone can be kept safe, or the emergency services if you are in immediate danger.
- This conversation should take around 45min, depending on how much you have to say.
- [Check with YP whether they are in a place they are comfortable with and that we will be moving onto the questions shortly] I'm going to record the conversation so that I don't have to make too many notes if that's ok? - CONFIRM CONSENT.

Warm-up (5 mins)

It would be great to find out a bit about you and what you are doing at the moment.

INTERVIEWER: QUESTIONS TO BE USED FLEXIBLY AS A WARM UP

- How old are you?
- What year of school are you in?
Interviewer note: if 'college' is referred to, use this language instead of school
- What are your favourite subjects at school?
- What are your least favourite subjects?
- What kinds of things do you enjoy outside of school?

IF SCHOOL TRANSITIONS

- whether you have started secondary school or still in primary

How long have you been taking part in [PROJECT]? e.g. a few weeks, a few months, or most of the year?

Where does your project take place?

- at school
- in a community or youth centre
- online
- somewhere else?

How did you find out about this project/activity?

- Why did you decide to take part?
 - a teacher put you forward at school or college
 - saw it advertised - If so, where?
 - Heard about it from a friend or someone at school
- How easy or difficult was it to find information about the project?
 - What made it easy/difficult
 - Suggestions for making it easier to find out about the project

How easy or difficult was it to sign up / join the project?

- What made it easy/difficult
- Suggestions for making it easier to find out about the project

Experience of taking part (10 - 15 mins)

INTERVIEWER NOTES:

Exercise purpose: help the young person feel comfortable, encourage them to discuss their project experiences in their own words. There are a couple of exercises suggested, split by age range, however these can be used flexibly depending on the response from the young people.

Use Zoom Whiteboard, writing headings for 'Positive', 'Mixed' and 'Negative' emotions. Write down the young persons' words under the headings, and add a few of your own. You can use the 'feeling word map' for reference.

Ok, moving on – I've got a few activities!

OPTION A – FEELINGS AND PROJECT (SUGGESTED AGE 10 -13YRS)

To help us think of some words that best describe how [PROJECT] has been for you, we're going to do a quick activity. I'd like you both to have a think about the different kinds of feelings we can feel. I'm going to get Zoom whiteboard up and we can write them down. Just shout them out to me as they come to mind.

INTERVIEWER TO WRITE DOWN FEELINGS. Help the young people to develop their feeling words if a limited range is offered e.g., "so as well as [sad/happy/angry etc] what other feelings might we feel? How about e.g. feeling thankful (gratitude), pride, hope...or feeling left out or annoyedcan you think of any others?"

Thanks for such a good range of feeling words. Now let's link this to [PROJECT]. What words would you use to describe how you felt before you joined [PROJECT], so before your first day?

- Why is that?
- What's an example when you felt that way before the project started?

Thinking back to when you did your first activity on [PROJECT], how did you feel after you came home that day?

- Why do you think you felt [EMOTION] after taking part in your first activity on [PROJECT]?
- Were there any other reasons that you felt [EMOTION], not linked to [PROJECT]? For example, something else that happened that day?

What other feelings have you felt during the project? (refer to the board)

- what is an example when you felt that way during the project? What was going on?

And now back to the present day. What words would you use to describe how you feel about [PROJECT] now?

- Do you know what it is about [PROJECT] that makes you feel [EMOTION/S] today?
- Why do you think you feel that way today?

OPTION B – WORDS AND PROJECT (SUGGESTED AGE 14 -15 YRS)

What three words would you use to describe [PROJECT]? You can use any words that come to mind.

INTERVIEWER TO TAKE EACH WORD IN TURN.

Thanks for sharing your words, why did you say [WORD]?

- AS APPROPRIATE: What is an example of when you felt [WORD] during [PROJECT]?

INTERVIEWER USE ANTONYM FOR A COUPLE WORDS GIVEN. Have you ever felt [WORD] during the project?

- IF YES - Capture description of what was going on when felt that way
- IF NO – explore what it was about the project that meant they didn't feel that way

Thinking about how you feel now, since the project, what words do you use to describe how you feel?

- Why do you think this might be?
- How do you think the other young people feel after taking part in [PROJECT]?
 - And did you feel similar to [FEELINGS MENTIONED] or did you feel differently? Why do you think this was? Was there an activity that made you feel this way?

I am now going to ask you about the activities that you have done on the project. I am interested in hearing your honest opinions as this will help projects know how to improve in the future. Firstly, what kinds of activities or events have you done during [PROJECT]?

Which activities or events did you like best? Why is that?

NOTE TO INTERVIEWER: note any differences between the young people to promote discussion "It's interesting that you enjoyed abc, and [NAME] enjoyed xyz"

What did you like about [PROBE FOR EACH ACTIVITY MENTIONED]? And what did you dislike?

- Why did you feel that way?

And were there any activities or events that you did not enjoy?

- Probe for which activity and why.

Was there anything that was difficult or tricky about taking part in [the activities mentioned]? Or the project more generally? What was this?

Imagine one of your friends [IF BEREAVEMENT STRAND: in a similar situation] is about to join [PROJECT]. Do you think they will like it? Why / why not?

- IF SCHOOL TRANSITIONS / COMMUNITY SPACES: What do you think they will enjoy the most?
- IF BEREAVEMENT STRAND: What do you think they will get out of taking part?
- Do you think anything will be challenging or tricky for them? Why do you say that?

What has it been like to meet other young people on [PROJECT]?

- What words would you use to describe the other young people on [PROJECT]?

ASK IF PEER-SUPPORT ELEMENT FLAGGED IN GM INTERVIEW

I understand that some people have been helping other young people on your project, this may be called peer-support or being a buddy. Did you get involved in this?

ASK IF BEREAVEMENT STRAND AND ADVOCACY / CAMPAIGNING FLAGGED IN GM INTERVIEW

And did you get involved in any advocacy or campaigning as part of the project? This involves sharing your experiences with people outside of the project. For example this could include talking about your experiences of bereavement to schools, healthcare services or other groups in your community.

IF TOOK PART IN PEER-SUPPORT / ADVOCACY / CAMPAIGNING

- What has that been like for you?
- How did you help the other young people? Can you give me some examples?
- What help did you get from the project, to be able to give this help / [TYPE OF PEER-SUPPORT ACTIVITY MENTIONED] to other young people?
- Is there anything that you would have liked the project to do to help you with [TYPE OF PEER-SUPPORT ACTIVITY MENTIONED]?
- What did you learn from [TYPE OF PEER-SUPPORT ACTIVITY MENTIONED]?
 - Skills e.g. talking, listening,
 - learn about yourself
 - learn about other people

IF DID NOT TAKE PART IN PEER-SUPPORT / ADVOCACY / CAMPAIGNING

Did the project leader give you the option of taking part in peer-support / helping other young people on the project?

- IF YES: what did they tell you about it?
- What did you think of it after hearing about it?
- Why did you decide not to take part?

IF BEREAVEMENT STRAND: And did the project leader give you the option of taking part in any advocacy or campaigning work? [IF NEEDED: This involves sharing your experiences with people outside of the project. For example this could include talking about your experiences of bereavement to schools, healthcare services or other groups in your community.]

- IF YES: what did they tell you about it?
- What did you think of it after hearing about it?
- Why did you decide not to take part?

Strand-specific questions (10 - 15 mins)

INTERVIEWER: Please ask the questions as they relate to the specific project strand.

FOR INTERVIEWER REFERENCE ON PROJECT IMPACTS/OUTCOMES:

THEME	Young people OUTCOME
Wellbeing	Are better equipped to cope with challenging situations
Confidence	Have the confidence in themselves to set meaningful personal goals
Connectedness	Feel part of a wider community
	Feel they have good-quality relationships based on mutual trust and empathy
Skills	Develop teamwork and planning skills
	Gain communication skills (including speaking, presenting and listening)
Influence	Feel they have influenced support, services or spaces in their community or school

Thanks so much for your feedback so far. We're at the next set of questions now – these are about any changes you may have noticed after taking part in the project. Just to remind you, there are no right or wrong answers and I'd like you to be as honest with me as you can.

ASK SCHOOL TRANSITIONS

You told me earlier that you have recently started / will soon be starting secondary school. Before you joined [PROJECT], what words would you use to describe how you felt about starting secondary school?

And which words would you use to describe how you feel now about starting secondary school?

How do you think your project has helped you with starting secondary school?

In what ways has it helped you?

- To find where things are
- To meeting other year 7s joining at the same time.
- Any other ways?

What is it about the project that you feel has helped you in that way?

How does that compare to how you expected it to help you?

- IF EXPECTATIONS NOT MET: what changes would you like to see in the project to have helped you in that way?

ASK COMMUNITY SPACES

Before you started your project, what did you:

- like about your local area or where you live?
- not like about your local area or where you live?

Now that you are taking part in your project what do you think about where you live now?

- Like
- Dislike
- What do you think has changed?

Have you done anything new in your local area or community since you started taking part in your project?

- What did you do?
- How come you did this? What prompted you to?
- How easy or difficult did you find doing that?

ASK BOTH SCHOOL TRANSITIONS AND COMMUNITY SPACES

What skills do you think you have learned from [PROJECT]? For example, how you work in a team, or how you communicate (such as speaking, presenting and listening).

For each, explore:

- Can you tell me more about what that looks or feels like?
- Which aspects of the project helped you with this? Why do you think this is?

In what other ways has [PROJECT] helped you?

- What feelings has it helped you with?
- Why do you say that? What do you think it was about [PROJECT] has helped you?

IF CANNOT IDENTIFY HAVING GAINED ANY NEW SKILLS

Some other young people tell us they've learned how to talk to larger groups, or to set up a timetable for planning a school or community event. Has this been your experience?

INTERVIEWER: It is important that we take the lead from young people on the Bereavement strand when discussing outcomes as it can be a very sensitive topic for some. Please use the YP's terminology when referring to how the project has helped them, and explore each in turn.

ASK BEREAVEMENT

How do you think [PROJECT] has helped you? For each, discuss:

- Can you tell me more about what that looks or feels like?
- What is it about the project that you feel has helped you in that way?
- Which activities in particular helped you with that? Why do you think this is?

IF CANNOT IDENTIFY HAVING BENEFITED

Some other young people tell us they've felt differently about bereavement, or more able to talk about it to other people. Has this been your experience?

ASK ALL

Is there anything else you would have liked to have gained from taking part in the project?

Was there anything you were expecting from the project, that didn't happen?

What changes would you like to see in the project, to help you benefit from taking part?

- Imagine another young person in a similar situation as you is about to join [PROJECT]. Do you think it will help them? What makes you say that?

Suggested improvements (5 mins)

Thanks for answering my questions, we have nearly finished.

Imagine you were project leader for the day, what one thing would you change about your project to help young people benefit from the project?

Do you have anything else that you would like to say about taking part in the project?

Do you have any questions you wanted to ask me about the research

Appendix G: Young Persons' discussion guide (16-20 years old)

Introduction (5 mins)

- Hello, my name is XX and I work for a research company called IFF Research.
- I understand you have been taking part in a project recently called [PROJECT NAME / PROJECT LOCATION].
- My company have been asked by Co-op Foundation to find out more about how you have found the project activities.
- Co-op Foundation is the Co-op's (supermarket) charity and they have been funding [NAMED PARTNER ORGANISATION] to run projects like yours.
- Co-op Foundation is really interested to hear from you about what you think of the activities, what you liked and what could be improved.
- Your views will help improve activities for young people in the future.
- I encourage you to be as honest as you can in this discussion, there are no right or wrong answers - I am interested in hearing how you have found the project.
- If you need me to repeat any of the questions or if they are unclear, then just let me know! If I use a word or phrase you don't understand, please ask me what it means.
- If you'd like to stop the discussion at any time, or if you don't want to take part any more, please let me know and we can end the conversation. If after the discussion you don't want your feedback included in the research, let your project lead know and we will make sure it is not included.
- Anything you say is confidential, this means that your project leader and Co-op Foundation will not know what you have said personally – your name will not be included as part of your feedback. The only exception to this is if you or anyone else may be hurt or at risk of being hurt. In this instance, I will have to let the project leader know so that everyone can be kept safe, or the emergency services if you are in immediate danger.
- The feedback you provide will contribute to a report about youth activities in the community and this will be published and available for all on Co-op Foundation's and IFF's websites. This report will not identify you personally.
- This conversation should take around 45 min, depending on how much you have to say.
- I'm going to record the conversation so that I don't have to make too many notes, if that's ok? – CONFIRM CONSENT. [Check with YP whether they are in a place they are comfortable with and that we will be moving onto the questions shortly]

Warm-up (5 mins)

It would be great to find out a bit about you and what you are doing at the moment - are you in school, college, or work, or doing something else?

INTERVIEWER: QUESTIONS TO BE USED FLEXIBLY AS A WARM UP

- IF IN SCHOOL: what year group are you in?
- IF IN COLLEGE: what courses are you studying?
- What are your favourite subjects at school / college? What are your least favourite subjects?
- What kinds of things do you enjoy outside of school / college?

How long have you been taking part in [PROJECT]? e.g. a few weeks, a few months, or most of the year?

Where does your project take place?

- at school or college
- in a community or youth centre
- online
- somewhere else?

How did you find out about this project/activity

- a teacher put you forward at school or college
- saw it advertised - If so, where?
- Heard about it from a friend or someone at school/college

Why did you decide to take part?

How easy or difficult was it to find information about the project?

- What made it easy/difficult
- Suggestions for making it easier to find out about the project

How easy or difficult was it to sign up to the project?

- What made is easy/difficult
- Suggestions for making it easier to find out about the project

Experience of taking part (10 - 15 mins)

Exercise purpose: help the young person feel comfortable, encourage them to discuss their project experiences in their own words.

That's great. I'm now going to ask you some questions about how you've found taking part in your project.

What three words would you use to describe your project? You can use any words that come to mind. INTERVIEWER TO TAKE EACH WORD IN TURN.

Thanks for sharing your words, why did you say [WORD]?

- AS APPROPRIATE: What is an example of when you felt [WORD] during [PROJECT]?

INTERVIEWER USE ANTONYM FOR A COUPLE WORDS GIVEN. Have you ever felt [WORD] during the project?

- IF YES - Capture description of what was going on when felt that way
- IF NO – explore what it was about the project that meant they didn't feel that way

Thinking about how you feel now, [DEPENDING ON PARTICIPATION STATUS: since starting / having taken part in the project], what words do you use to describe how you feel?

- Why do you think this might be?
- (IF NEEDED) How do you think the other young people feel after taking part in [PROJECT]?
 - And did you feel similar to [FEELINGS MENTIONED] or did you feel differently? Why do you think this was? Was there an activity that made you feel this way?

I am now going to ask you about the activities that you have done on the project. I am interested in hearing your honest opinions as this will help projects know how to improve in the future.

Firstly, what kinds of things / activities have you taken part in or delivered during [PROJECT]?

How did it feel to take part in [ACTIVITIES MENTIONED]? For each activity, discuss:

- And what was that like for you? How did that feel?
- Why did you feel that way?

NOTE TO INTERVIEWER: note any differences between the young people to promote discussion "It's interesting that you enjoyed abc, and [NAME] enjoyed xyz"

Which things or activities did you **like best? Why is that?**

What activities did you **not like as much? Why is that?**

Was there anything that was **difficult or tricky about taking part** in the project? What was this?

What has it been like to meet other young people on [PROJECT]?

ASK IF PEER-SUPPORT ELEMENT FLAGGED IN GM INTERVIEW

I understand you have been helping other young people on your project, this may be called peer-support or being a buddy. Did you get involved in this?

ASK IF BEREAVEMENT STRAND AND PEER-SUPPORT ELEMENT FLAGGED IN GM INTERVIEW

And did you get involved in any advocacy or campaigning as part of the project? This involves sharing your experiences with people outside of the project. For example this could include talking about your experiences of bereavement to schools, healthcare services or other groups in your community.

IF TOOK PART IN PEER-SUPPORT / ADVOCACY / CAMPAIGNING

- What has that been like for you?
- How did you help the other young people? Can you give me some examples?
- What help did you get from the project, to be able to give this help / [TYPE OF PEER-SUPPORT ACTIVITY MENTIONED] to other young people?
- Is there anything that you would have liked the project to do to help you with [TYPE OF PEER-SUPPORT ACTIVITY MENTIONED]?
- What did you learn from [TYPE OF PEER-SUPPORT ACTIVITY MENTIONED]?
 - Skills e.g. talking, listening,
 - learn about yourself
 - learn about other people

IF DID NOT TAKE PART IN PEER-SUPPORT / ADVOCACY / CAMPAIGNING

Did the project leader give you the option of taking part in peer-support / helping other young people on the project?

- IF YES: what did they tell you about it?
- What did you think of it after hearing about it?
- Why did you decide not to take part?

IF BEREAVEMENT STRAND: And did the project leader give you the option of taking part in any advocacy or campaigning work?

- IF YES: what did they tell you about it?
- What did you think of it after hearing about it?
- Why did you decide not to take part?

Strand-specific questions (10 - 15 mins)

INTERVIEWER: Please ask the questions as they relate to the specific project strand.

FOR INTERVIEWER REFERENCE ON PROJECT IMPACTS/OUTCOMES:

THEME	Young people OUTCOME
Wellbeing	Are better equipped to cope with challenging situations
Confidence	Have the confidence in themselves to set meaningful personal goals
Connectedness	Feel part of a wider community
	Feel they have good-quality relationships based on mutual trust and empathy
Skills	Develop teamwork and planning skills
	Gain communication skills (including speaking, presenting and listening)
Influence	Feel they have influenced support, services or spaces in their community or school

Thanks so much for your feedback so far. We're at the next set of questions now – these are about any changes you may have noticed after taking part in the project. Just to remind you, there are no right or wrong answers and I'd like you to be as honest with me as you can.

ASK IF COMMUNITY SPACES

Before you started your project, what did you

- like about your local area or where you live?
- not like about your local area or where you live?

Now that you are taking part in your project what do you think about your local area or where you live now?

- Like
- Dislike
- What do you think has changed?

Have you done anything new in your local area or community since you started taking part in your project?

- What did you do?
- How come you did this? What prompted you to?
- How easy or difficult did you find doing that?

What changes would you like to see in the project, to help you benefit from taking part?

- Imagine another young person in a similar situation as you is about to join [PROJECT]. Do you think it will help them? What makes you say that?

ASK IF SCHOOL TRANSITIONS

What skills or new things have you gained from being part of the project? For example, how you work in team, or how you communicate (such as speaking, presenting and listening). For each, explore:

- Can you tell me more about what that looks or feels like?
- Which aspects of the project helped you with this? Why do you think this is?

In what other ways has [PROJECT] helped you?

- What feelings has it helped you with?
- Why do you say that? What do you think it was about [PROJECT] that helped you?
- Which activities in particular helped you with this? Why do you think this is?

IF CANNOT IDENTIFY HAVING GAINED ANY NEW SKILLS

Some other young people tell us they've learned how to talk to larger groups, or to set up a timetable for planning a school/college or community event. Has this been your experience?

ASK IF BEREAVEMENT

INTERVIEWER NOTE: It is important that we take the lead from young people on the Bereavement strand when discussing outcomes as it can be a very sensitive topic for some. Please use the YP's terminology when referring to how the project has helped them, and explore each in turn.

How do you think [PROJECT] has helped you? For each, discuss:

- Can you tell me more about what that looks or feels like?
- What is it about the project that you feel has helped you in that way?
- Which activities in particular helped you with that? Why do you think this is?

IF CANNOT IDENTIFY HAVING BENEFITED

Some other young people tell us they've felt differently about bereavement, or more able to talk about it to other people. Has this been your experience?

ASK ALL

Is there anything you would have liked to have gained from taking part in the project?

Was there anything you were expecting from the project, that didn't happen?

What changes would you like to see in the project, to help you benefit from taking part?

- Imagine another young person in a similar situation as you is about to join [PROJECT]. Do you think it will help them? What makes you say that?

Suggested improvements (5 mins)

Thanks for answering my questions, we have nearly finished.

Imagine you were project leader for the day, what one thing would you change about your project to help young people benefit from the project?

Do you have anything else that you would like to say about taking part in the project?

Do you have any questions you wanted to ask me about the research?

Appendix H: Project staff discussion guide

Introduction (5 mins)

I work for IFF Research, an independent research agency. We are carrying out an evaluation on behalf of Co-op Foundation into its #iwill fund, of which [NAME OF PROJECT] receives funding. As I'm sure you are aware, the funding is split into three strands, with [NAME OF PROJECT] part of the [STRAND NAME] which is ...

1. Bereavement: Peer support and youth-led advocacy to help young people experiencing bereavement.
2. Community Spaces: Youth-led advocacy to improve the design and use of community spaces.
3. School Transitions: Peer-to-peer support to improve wellbeing during the transition from primary to secondary school.

[NAME OF PROJECT] has been selected to take part in a case study – firstly thank you very much for agreeing to take part! You were selected as we think your project has some particularly useful learnings that can be passed on to other projects.

The purpose of the case study is to understand the intended social impact of funded projects and to identify key successes, challenges, and learnings from delivering the projects. As part of the case study we will be speaking to staff delivering the projects such as yourselves, the young people taking part, as well as the grant managers. This conversation should take around 60-75 minutes depending on how much you have to say.

Before we start, it is worth noting that given the small number of interviews we are conducting within each project, it is possible that individuals could be identifiable by quotes used in our reporting. At the end of the interview, I will check whether you are happy for us to use quotes from today's discussion.

If there are any questions you don't feel comfortable answering or don't know the answers to, that's fine – just let me know and we'll move on. There are no right or wrong answers, I'm just interested in hearing how things have been for you and the project.

As a thank you for taking part, we are offering your project £100 either via Amazon e-voucher, PayPal, or TransferWise.

Reassurances: IFF Research is an independent market research company, operating under the strict guidelines of the Market Research Society's Code of Conduct. Participation is entirely voluntary and will have no impact on any current or future dealings with Co-op Foundation in any way. We'll be keeping your personal data for up to 12 months after the interview. If you'd like a copy of your data, to change your data, for your data to be deleted or to lodge a complaint, then please follow the process outlined on our webpage: www.iffresearch.com/gdpr/

Check permission to record – just so I don't have to rely solely on taking notes. **ADD IF NECESSARY:** The recording will be stored on a secure, encrypted area of our server at IFF and only the IFF researchers and IFF's in-house quality assurers will have access to it.

Participant and project context (5 mins)

To start, please can you tell me a bit about each of your roles in your organisation and your involvement with [NAME OF PROJECT] to date?

- How did you get involved with [PROJECT]? Had anyone done anything similar previously?

Briefly, can you describe the type of activities that take place in [PROJECT]? We'll talk about the activities in a bit more detail in a minute...

- What's your role in delivering these activities?

Engaging young people in the project (10 mins)

My next few questions are about how young people become involved with [PROJECT].

What kind of young people take part in [PROJECT]?

IF SO:

- Probe for age, ethnic background, whether they are from higher or lower socio-economic areas, and if school transitions/bereavement whether they have lived experience in the issue
- Probe for how many are currently taking part.

IF NOT COVERED EARLIER: To what extent has the project involved young people with lived experience of the issue it is addressing?

And to what extent has the project involved young people who are 'under-served'? By this, we mean...?

- a) They do not have access to the services they need
- b) Their voices are not heard
- c) They live in an area with high levels of deprivation

Views on delivering the project (25 mins)

I'm now going to ask you about your experience of delivering the [PROJECT].

We'll talk in detail about the specific elements of delivery in a moment but first, in your view, can you briefly tell me how you think [PROJECT] has gone so far? Why do you say this?

- What words would you use to describe how the project is going so far?

Thinking about delivery of [PROJECT] to date, what have been the main successes so far?

And what have been the main challenges in delivering the project?

- What lessons have you learned from (overcoming) these challenges?

It would be great to talk through a few elements in detail now... starting with:

NOTE TO INTERVIEWER: if anything has already been covered when talking about successes and challenges, then fine to move past!

Project set-up (3 mins)

NOTE TO INTERVIEWER: delivery staff might not have loads to say on project set up as this may sit more with the project lead – reassure that that is ok

How did you find setting up the project, if you were involved in this stage?

- Probe for: finding a space, developing materials, consulting the community, responding to challenges due to COVID-19

Delivery of activities and format (3 mins)

Where does [PROJECT] take place? If F2F: How suitable a venue do you think this is?

- What makes you say that?

In what format are activities being delivered? example, through Zoom with/without breakout groups, face to face, or some other means?

- [IF USED MULTIPLE DELIVERY MODES] how do you think the different delivery modes affect delivery?
- Have you noticed any differences in how these activities ran? Were the young people more or less engaged with certain activities?

Has [PROJECT] included a peer-support and /or youth advocacy elements?

- IF YES: How has this been working?
- How is it managed by staff / volunteers?

Size and structure of delivery team (3 mins)

Can I just check, is there anyone else that works with you to deliver [PROJECT]?

- Probe for their roles e.g. whether staff or volunteer or partner organisation, and what they do (briefly)
- How well are their skills suited to project delivery?
- How many people in total are involved in delivering [PROJECT]?

Do you think that there is an adequate number of staff and volunteers to deliver the [PROJECT]?

- If not enough, probe for what could help?
- What impact does this have on project delivery?

Reaching young people (3 mins)

What are the main ways that young people hear about the project?

- Do you have any partnerships in place e.g. with schools, community centres, CAMHS, social services?
- Which are more or less effective, and why?
- How else do young people hear about [PROJECT]?

How easy or difficult have you found it to reach young people and tell them about [PROJECT]? And to sign them up?

- Probe for why and the impact Covid-19 has had on this, and any steps they have taken to mitigate against any difficulties they have faced.

Young people’s attendance and engagement (3 mins)

What has attendance been like on the project? Have you noticed any particular drop-off points?

- Probe for at what points young people dropped out, why delivery staff think this is, and whether anything could have been done to support them to remain engaged.
- Have you noticed any particular types of young people dropping off? Why do you think that is?
- Does attendance differ by activity? If so, which type of activity has higher / lower levels of attendance? Why do you think that is?

Which type of activities do you think seem to best help young people to achieve the goals you are looking to achieve? And which activities don’t seem to help as much?

- What makes you say this?
- Probe for whether any particular groups of young people respond well / less well to any of the activities

Perception of project aims and outcomes (15 mins)

FOR INTERVIEWER REFERENCE ON PROJECT IMPACTS/OUTCOMES:

Overall outcomes	Young people...
Wellbeing	<ul style="list-style-type: none"> • build resilience • are better equipped to cope with challenging situations
Confidence	<ul style="list-style-type: none"> • have the confidence in themselves to set meaningful personal goals • have the confidence in themselves to support others
Connectedness	<ul style="list-style-type: none"> • feel part of a wider community • feel they have good-quality individual relationships based on mutual trust and empathy
Skills	<ul style="list-style-type: none"> • develop communication, teamwork and planning skills • gain peer support skills (such as empathy, listening and leadership)
Influence	<ul style="list-style-type: none"> • feel they have influenced support, services or spaces in their community or school
Lived Experience	<ul style="list-style-type: none"> • YP with personal experiences of the project topic take part
Participation	<ul style="list-style-type: none"> • YP who are “underserved” take part in projects

STRAND SPECIFIC OUTCOMES HERE: [internal link]

The following only apply to the strand listed:

Outcome	Strand
Feel emotionally safe in project setting	Bereavement
Increased local knowledge	Community spaces
Pride in local area	Community spaces
Gain personal reflection skills	School transitions
Improve skills identified in goal setting	School transitions

For the next set of questions, I'd like to ask about your views on what difference the project has made to young people.

What do you think have been the benefits, if any, for young people as a result of taking part in [PROJECT]? What makes you say that?

- PROBE FOR specific examples of these impacts, and the difference it has made to young people
- Probe for outcomes they haven't mentioned

Reference table above. For each impact, discuss:

- Probe for what it was they noticed and whether they think any particular activity / aspect of the project brought about this change
- How do you know this effect has happened? E.g. any change in behaviour, YP told you
- For each: were you expecting to see this happen?

Did you expect for there to be any wider community benefits, as a result of running this project?

What benefits, if any, do you think [PROJECT] brings to the wider community, e.g. the [school, local area, community of interest]?

INTERVIEWER NOTE, EXAMPLES COULD INCLUDE:

- Extent to which support, services or spaces are **better informed and accessed by young people**
- Extent to which they feel the **local community's perceptions of young people are more positive.**
- **Any "double benefit"** where the community benefits from the benefits to young people who are part of that community

For each:

- Probe for what benefits they have noticed, how they think these benefits have come about, and who specifically benefits (probing for specific examples)
- How do you know this effect has happened?
- How did these impacts compare with your expectations?

NOTE TO INTERVIEWER: delivery staff might not have loads to say on long term impacts as this may sit more with the project lead – reassure that that is ok

In your view, do you anticipate any future benefits for the young people taking part in [PROJECT]?

- Probe for what, the timescales, and how they think these benefits will come about

Do you anticipate any future benefits for the local community in which [PROJECT] takes place?

- Probe for what and the timescales, and how they think these benefits will come about

Future plans (10 mins)

In these last set of questions, I'd like to find out what you think the future holds for the project.

What do you have planned for [PROJECT] for the remainder of its duration?

- Anything different from already mentioned?

What challenges, if any, do you anticipate in future delivery of [PROJECT]?

- Anything different from already mentioned?
- How do you think you could address these challenges? What support might you need?

Are you planning on doing anything differently? In terms of activities or how you deliver them...? What difference do you think this will make to young people?

Thank you very much. Is there anything else that you would like to tell us about what you have learnt from running [PROJECT] that we haven't covered?

“

IFF Research illuminates the world for organisations businesses and individuals helping them to make better-informed decisions.”

Our Values:

1. Being human first:

Whether employer or employee, client or collaborator, we are all humans first and foremost. Recognising this essential humanity is central to how we conduct our business, and how we lead our lives. We respect and accommodate each individual's way of thinking, working and communicating, mindful of the fact that each has their own story and means of telling it.

2. Impartiality and independence:

IFF is a research-led organisation which believes in letting the evidence do the talking. We don't undertake projects with a preconception of what "the answer" is, and we don't hide from the truths that research reveals. We are independent, in the research we conduct, of political flavour or dogma. We are open-minded, imaginative and intellectually rigorous.

3. Making a difference:

At IFF, we want to make a difference to the clients we work with, and we work with clients who share our ambition for positive change. We expect all IFF staff to take personal responsibility for everything they do at work, which should always be the best they can deliver.



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