

CAN Do

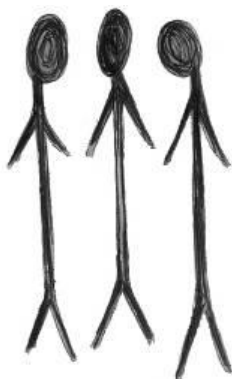


Big Lottery Funded Areas Can Do Evaluation August 2017

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This evaluation has taken place between March and August 2017; our team would like to thank all those who took part in the evaluation or provided data to support it including LCD managers and coordinators, young people participating in Can Do and specifically on Steering Groups and partners working with Can Do across Manchester, Newcastle, Portsmouth, Gloucestershire and Birmingham/Wolverhampton.

We really appreciate your time and input and hope you find this report helpful!

Section One: Evaluation Report, Findings and Recommendations

Introduction

Can Do is a unique volunteering opportunity for young people with disabilities devised and run by Leonard Cheshire Disability (LCD) within the UK. This programme is funded by the Big Lottery in Manchester, Newcastle, Birmingham, Portsmouth and Gloucestershire. This evaluation report concentrates on the five Big Lottery funded areas.

The overall aim of Can Do is to enhance the life skills and independence of young disabled people (16–35) through learning modules, volunteering opportunities and greater community engagement. Volunteering opportunities are offered through three different approaches:

- Building Communities opportunities offer the volunteers the chance to be involved in volunteering on a specific project over an agreed period of time (usually six weeks but this varies).
- One-off opportunities give volunteers the chance to have a one-off experience contributing as a volunteer.
- Steering Group opportunities are specific volunteer opportunities or projects that the Local Steering Group members decide upon and implement.

The outcomes of the wider Can Do programme are identified through the Theory of Change (see Appendix One). There are four outcomes as follows:

1. Young people with disabilities will increase their self-confidence and make informed choices to live a more independent life.
2. Young people with disabilities will increase their skills and capacity to take up volunteering and training opportunities.
3. Young people with disabilities will be more engaged in their communities and feel less isolated and marginalised.
4. Local community groups and employers will feel more informed and confident to be inclusive when supporting disabled people.

The purpose of the evaluation was to capture the impact that Can Do has been able to have in the five areas. Specifically, the evaluation was concerned with the following questions:

1. Is Can Do an effective model of intervention to achieve the project aim?
2. Did Can Do achieve its outcomes and indicators?
3. If so, how did the programme achieve them and how well did they achieve them?
4. What worked and what didn't work?

Methodology

We have used a mix of qualitative and quantitative data both collected by LCD and ourselves.

A number of different methods have been used to collect the primary data for this report. The interview schedules are attached as Appendix Two.

- Eleven interviews were carried out with each of the coordinators and key members of the management team.
- Partners in each area were interviewed with the intention of gaining feedback from a mix of community groups and employers; in some areas it was, however, difficult to find employer partners as well as community groups demonstrating a focus on community partners. This totalled 20 interviews with one area able to provide three interviews only, one area providing five interviews and all other areas four.
- Interviews were also carried out with young people who had taken part in the programme with a focus on Steering Group members. This took place as an interactive focus group where possible, which 47 young people took part in but with additional individual one-to-one interviews with seven young people.

The secondary data includes reports to Big Lottery Foundation, recorded information about the number and details of projects, participants and partners as well as analysis of LCD's individual evaluation with young people. LCD currently has a policy of evaluating based on different levels depending on how much engagement is possible for each of the young people they are working with. These forms of evaluation include:

- Activity diary,
- New starter survey (for Steering Group),
- Exit survey,
- Shorter exit survey if a participant is unable to complete their own survey carried out using emoji paddles,
- Case studies.

In July, a workshop was held to discuss the preliminary findings from this research which was attended by three young people and nine staff members. The full notes from this can be seen in Section Four.

Background Information

In analysing secondary data there are a number of points to make that help give context to this evaluation. We have tried to summarise these below and have a more detailed report of the demographic data which can be found in Appendix Three.

Please note, for the summaries and the full analysis we had missing data for Portsmouth in relation to volunteer recruitment, Building Communities



opportunities, one-off opportunities and Steering Group opportunities. The analysis we have therefore undertaken in these areas is for the other four areas only. We have information on all five areas around the demographics, types of projects and partners.

Volunteer recruitment

In total there were 1585 young people engaged in the programme, exceeding a target of 1500. In year one 341 young disabled people were engaged falling short of a target of 450. 544 young disabled people involved in year two (with a target of 450) and in year three this increased to 700 young people with disabilities and a target of 500

The initial low figures for Gloucestershire and Portsmouth were due to delays recruiting staff and the longer than expected time it took to begin delivery in all five regions. However, after the initial year staff were all established in their areas.

- Birmingham were able have a strong start in their recruitment of volunteers beginning in September 2014 and fulfilling the target for this initial year of 90 volunteers. In the year 2015–16 they then far surpassed their target to have 165 volunteers.
- In Manchester, targets were exceeded in 2014–15 by 15 young people, making 105 in total. The number of new young people joining Can Do was lower in 2015–16 due to a high number of remaining young people from the first year and low numbers of leavers; this meant that 81 new people engaged in 2015–16.
- Newcastle were also able to surpass their target number of 90 young people involved throughout the two years.
- Portsmouth found that the initial year was difficult but spent the summer of 2014–15 making connections for 2015–16 with colleges.
- In Gloucestershire, the first year had lower than expected recruitment with 23 against a target of 90 volunteers; however, in the second year this was surpassed with 138 volunteers with the same target.

Building Communities opportunities

In 2014–15 there were 1187 opportunities offered for young people with disabilities to take part in Building Communities opportunities, falling slightly short of the target of 1610. By the next year 2015–16, this had risen to 1882 opportunities, exceeding a target of 1610 (but excluding the Portsmouth figures so the actual number would be higher).

These projects have included:

- Can Do cooking,
- Caring for animals,
- Choir in the community,
- Creative skills,
- Self-employment skills,
- DJ skills and fundraising,
- Drama and drums,
- Glass painting for exhibition,
- Graffiti,
- Mosaic animals for Rising Sun,
- National Star Campaign Group

- Nature trail (birds, butterflies and ladybirds),
- RSPB sculpture project,
- Supported learning,
- Textile group,
- Creating a banner on disability rights for the People's History Museum.

One-off opportunities

In 2014–15 there were 235 one-off opportunities, far exceeding the target of 160. In 2015–16 this number rose to 280. Birmingham and Gloucestershire were the only areas who had points in 2014–15 where they did not reach or exceed their targets for this. However, it should be noted that Gloucestershire was late to recruit the coordinator role during this period.

Examples of one-off projects have included:

- Learning how to look after pets at an animal shelter,
- Community gardening,
- Beach cleans,
- First aid classes,
- Volunteering at a festival,
- Litter picking,
- Manchester Parade.



Steering Group opportunities

In all areas but Gloucestershire the number of Steering Group opportunities being offered has far exceeded the 160 per year target figures, with 178 being offered in total during 2014–15 and 292 during 2015–16.

Demographics of participants

Seventeen per cent (229) of the participants who gave their age were 17 with the vast majority within the expected Can Do age range but largely in the lower end of this from 17–21. Gloucestershire is an exception to this concentration on the lower end of the age range, working with a high number of 27 year olds.

In total, 5% (72) of those listed on the database were outside of the age range being either over 35 or under 16. Fifty-six of these people were in Birmingham.

There is a slight over-representation of men in Can Do with 59% of the participants in the programme identifying as male. This is especially the case in both Manchester and Portsmouth.

The majority (54%) of people taking part in Can Do are in education with Gloucestershire and Manchester also working with high numbers of people in employment. Birmingham has a large group of young people who are not in education, employment or training.

	Birmingham	Gloucestershire	Manchester	Newcastle	Portsmouth	Grand total
Employed	34	107	84	11	103	339
In education	143	125	187	179	103	737
In training	26			1	4	31
Not in education, employment or training	40	17	5	5	10	77
Other	73	27	35	39	6	180
Grand total	316	276	311	235	156	1364

The most common disabilities given by young people in Can Do were learning difficulties/disabilities. A quarter of participants preferred not to give this information. The disabilities that are represented vary between the different areas, reflecting the different local links which have been built up and routes into Can Do. For instance, over half of the participants with physical impairments are from Birmingham.

Types of projects being carried out

Overall, most projects focus on either life skills or conservation, environment and gardening. However, the life skills projects are mainly focused in Gloucestershire whilst conservation, environment and gardening activities are more evenly spread but feature more in Newcastle. Birmingham has also had a focus on arts, drama, film and music.

	Birmingham	Gloucestershire	Manchester	Newcastle	Portsmouth	Grand total
Accessibility	2	2	4	4	3	15
Art, drama, film & music	12	3	10	6	5	36
Campaigning	4	3	5	9	8	29
Conservation, environment & gardening	5	8	8	12	11	44
Cookery & healthy eating	5	6	3	1	0	15
Fundraising	3	12	8	1	1	25
Life skills	2	23	11	10	7	53
Sports	2	1	3	2	4	12
Work skills	3	9	2	7	8	29
Grand total	38	67	54	52	47	258

When these types of opportunities are split by Building Communities, one-off opportunities and the Steering Group, a large divide is clear with campaigning being mainly a Steering Group focus. Life skills and conservation, together with environment and gardening, are both one-off and Building Communities opportunities.

Building partnerships

Most of the partners that coordinators are working with are local charities which make up 44% of partners. There are a small number of businesses who have been partners making up a further 17%, however a third of these were in Newcastle rather than split evenly between the areas.



Evaluation, Analysis and Findings

Our team analysed the data to identify the key findings and broke down the information across the four outcomes for Can Do. This section of the report summarises the key findings under the four outcome headings with one additional section specifically about the Steering Group as this is such a key part of the Can Do Structure.

Outcome one: Young people with disabilities will increase their self-confidence and make informed choices to live a more independent life.

Across all five of the Can Do areas, staff members who were interviewed were able to draw on a number of specific examples of where Can Do had made a difference to both the perceived levels of self-confidence of young people taking part in Can Do and reported levels received via feedback forms completed by young people.

Young people also believed that there had been a positive change in their confidence. One young person in Newcastle said that she had become closer to people in her class. Participants also thought they had learned how to share information with each other and be more helpful.

Increased self-confidence was particularly demonstrated by participants in a willingness to take on new tasks including public-facing activities or activities which they had previously believed that their disability would have excluded them from. An

example given of this was of a sponsored cycle ride which included a young person in a wheelchair having the opportunity to go on an adapted cycle:

“They feel confident to get out there. They’re not thinking oh I won’t be able to do this due to certain disabilities or whatever. There is the example of a chap in a wheelchair going and doing cycling that he hadn’t thought he could do before.” (Community group partner, Gloucestershire)



Businesses and partners in several of the locations felt that young people were developing confidence and independence skills through a range of personal development opportunities. There was a consensus in Manchester and Gloucestershire amongst organisation that Can Do had increased young people’s confidence and independence, evidenced in a range of ways including staff observation of levels of engagement, increased eye contact and the ability to ask questions.

However, partners who do not work with a group consistently also found that they were limited by the changes they could observe, often only seeing that group for a few hours or on a single occasion.

Coordinators reported that participants in the Steering Group were able to develop their confidence to the greatest extent. In Portsmouth, they were also then able to link this to young people moving into more of a “leadership” role by taking part in the Steering Group and more of a strategic role in terms of advising partners on accessibility issues. For example, the involvement of Steering Group members in working on quality assurance for the “Victorious Festival” in 2016, led to changes to the way the festival is planned and implemented.

“The young woman who had a learning disability spoke in very positive terms about her participation in the project ... she spoke about other Can Do projects that had really improved her self-belief prior to this project ... the film looked at how that had made her feel, and how it elevated her sense of what she can do.”
(Employer Partner, Portsmouth)

Outcome two: Young people with disabilities will increase their skills and capacity to take up volunteering and training opportunities.

Young people prioritised their learning of new skills through Can Do across all of the areas. The group in Newcastle ranked the most important changes from being involved in Can Do as learning new skills and mentioned gardening, toasting marshmallows, building bird feeders and placing them in the trees and making art sculptures. There was a similar picture in other areas with skills being consistently ranked as an important aspect of the programme with the specific skills changing between areas depending on the projects undertaken.

Young people also spoke of appreciating being able to access new opportunities to build skills within the programme. The exposure to a new environment was highlighted

as a really important part of the project by groups who otherwise would not have the opportunity to use these spaces and gain confidence in them.

In Manchester and Gloucestershire, there was a focus on life skills including basic first aid, cooking, planting and the use of public transport. These are skills which help young people gain confidence and also help to promote independence.

Coordinators and partner organisations also recognised that “softer” skills were gained within the programme including communication, working as part of a team, planning activities and working with money. It can be hard to produce evidence of these skills, but they underpin a number of the activities carried out.

Campaigning skills were also recognised in Newcastle giving young people the opportunity to develop campaigns to make changes going forward. These campaigns take part in the Steering Groups and so give an opportunity for development of many skills within this setting.

“Going to London and doing the campaign stuff has made me realise where I want to focus stuff. Not a lot of people know about sight loss and I want to go round schools and raise awareness and educate people on sight. I have learned about how to do a campaign.”

(Young person, Newcastle)

Some of the skills that have been learnt are also directly applicable to the workplace. In Gloucestershire, young people on the Steering Group took part in a food hygiene course because participants had expressed an interest in working in catering.

In Birmingham, staff did not feel that Can Do has impacted on the creation of additional opportunities by way of volunteering, training or paid employment. It was felt there were barriers to working more closely with employers, partly because the young people can be seen as a “disruption” to business, and the support for employers was not necessarily in place to circumvent this.



Although opportunities for gaining skills are increased the connection between this and entering further volunteering or employment is often more difficult. Coordinators expressed concern that they are often unable to follow up on young people who take part in Building Communities due to the short-term nature of the project. In addition, when the young people are studying at a college, they are often unable to enter volunteering or employment opportunities immediately due to their continued studies.

Coordinators recognised that young people taking part in Building Communities came to the end of the programme but were still at the beginning of their journey. As such,

whilst they can signpost opportunities, they are often not (or not immediately) taken up. The progression then largely happens in the Steering Group for those who choose to stay involved in it.

“I am getting more involved in stuff and branching out because there are more people who we started fundraising for like a charity or something you might find somebody who could give me more support ... like finding work or getting more voluntary opportunities. Not from the Steering Group as such but I have been able to look in more areas because it has widened my networks. Not at the minute – I am still doing my college stuff at the minute cos I am trying to get my grades to obtain employment.” (Young Person, Newcastle)

In Gloucestershire, one of the participants who has been part of the National Steering Group was directly able to say that she has had further opportunities due to Can Do. A community group was also able to identify another example:

“[There is] one young lady who does some work already, but it’s got her thinking more about what she’d like to do and some suggestions of what she could do” (Community group, Gloucestershire)

Manchester had the highest number of young people continuing volunteering after the programme with three of the four partner organisations interviewed aware of further volunteering and training and approximately half of the young people feeling that their involvement with Can Do had led to other opportunities. However, the young people who felt that involvement with Can Do had supported their progression recognised it had not done this alone but more in combination with other volunteering, training or employment activities:

“The Vegetarian Society created a volunteering opportunity and offered the right support for me to do the job properly” (Young person, Manchester)

Campaigns have made up around 10% of opportunities and these have been focused on the Steering Groups. In both Birmingham and Newcastle these were singled out by focus groups as important areas for work, with the Birmingham Steering Group galvanised and willing to do more in the way of lobbying around the issues of employment and volunteering opportunities for disabled people.

In Manchester, Can Do has been involved in a number of high-profile campaigns including creating a patchwork banner for the People’s History Museum on disability rights. During this campaign patches were sent across the country to Can Do groups to complete. Over 500 patches were completed, each one representing a disabled



person. The banner was part of an exhibition at the Peoples History Museum and is now in their permanent collection. Manchester Can Do has also had two members of the Steering Group go to events in parliament. One attended a Parliamentary select committee hearing about the challenges disabled people face when seeking employment; the other member received a special invitation to an event to celebrate Can Do. One member of this Steering Group also attended the Conservative Party Conference and took part in a session with Scouts and MPs to discuss barriers and challenges disabled people face.

Each of the areas has taken on some elements of campaigning, but this has differed widely with Newcastle offering twice the number of opportunities as Gloucestershire.

“I have learned about how to do a campaign. [What sorts of campaigns have you been involved in?] Social Care one and learning about how to do a campaign. It is an ongoing campaign so it is still building.”

(Steering Group member, Newcastle)

Outcome three: Young people with disabilities will be more engaged in their communities and feel less isolated and marginalised.

Steering Group members in all areas felt that they had made friends, built a wider network and managed to get out of the house more. However, in both Newcastle and Gloucestershire they were unable to say if they felt more connected to the community with the Gloucestershire group explaining that living in a small area they already feel that they know their community. They then expressed a desire to link into a wider community and reach new areas:

“It is about participating in different activities really and getting more involved in the community.” (Steering Group member, Newcastle)

Coordinators explained that young people become more connected to their community through the programme by gaining more understanding about what’s going on locally and often through getting to know the local area by using public transport or walking to activities.

In addition, there is an engagement with the local community by making young people a visible presence within that community. In several areas, this has happened through art or environmental installations that explain how they were made and by whom. Other areas, such as Manchester, have had public-facing volunteering in busy places such as banks. This engagement with the local community then gives the opportunity to question ideas of what young people with disabilities can achieve:

“One of the great things about being involved has been sharing with the wider community/others the great things that young disabled people can do, not highlighting as is so often the case what they cannot do.”

(Community group, Portsmouth)

In both Portsmouth and Gloucestershire, community groups recognised that there is a great deal of positive power with the young people carrying out a helping role and not

feeling that they themselves are in receipt of help from their community. This then enables a more equitable relationship to be built within the community.

These community connections were, however, limited within college settings as there was a feeling that this community was based around the classroom rather than a geographical location, which was seen as limiting for some of the young people.

“The most important thing for me is feeling that I’ve done something positive towards being involved and feeling that I’ve given something back, big or small.” (Young person, Birmingham)

Getting out and about was rated as very important to the young people who took part in the focus groups, with a recognition that Can Do has been instrumental in supporting this. Whilst in some areas including Manchester young people felt that they got out and about as much as they would like, people who were involved for longer in Can Do seemed more likely to get out and about than those who had joined more recently. There was also a desire to do things outside of regular activities and education or outside of the immediate areas which Can Do has been able to offer.

In both Gloucestershire and Manchester, examples were given of family constraints that contributed to young people not getting out as much as they would like. In both areas, these young people are being supported to build independence by their coordinator:

“As I live on my own, it gets me out the house, I get to meet people and through Can Do I have had several trips to London to the head office to learn about campaigns etc. ... [and] to get out awareness about other disabilities not just my own. I am 27 in July.” (Young person, Newcastle)

There were, however, concerns that young people taking part in Can Do were limited by funding to get out and do the activities that they would like. Coordinators also expressed some frustrations in that when working with young people who are engaged within the education system, there is a conflict between their Can Do projects and the rest of their timetable which can make it more difficult to organise activities outside of these environments.



Outcome four: Local community groups and employers will feel more informed and confident to be inclusive when supporting disabled people.

Of those who are working with Can Do, 63% of the community groups and employers are already working with people with disabilities. In both Portsmouth and Birmingham, all of the partners had worked with groups with disabilities already, but all pointed to the fact that working with Can Do had helped or enhanced their existing work with this cohort in some way, either because it was all coordinated for them and they did not need to do the “outreach” themselves, or because there was the additional support of the coordinator and/or support workers.

“As our charity has been enabling and support people with disabilities for 65 years, we haven’t learnt about disabilities [through Can Do]. The greatest thing has been being out and about in the community, at places of interest. Can Do is another example of us doing this and raising awareness among the general public of young people’s abilities to give something back.”

(Community group, Portsmouth)

Coordinators pointed to the use of developing relationships with the partners over time. This has allowed existing partners to become more confident in the programme and the needs of young people with disabilities. It does also raise some challenges including the lack of diversity of partners, the limited number of partners in some of the areas (as the coordinators only have limited time for partnership building) and the low number of employers as partners in the programme.

In Birmingham, the coordinator was very positive about the impact that Can Do projects had had on raising the awareness of what young people with disabilities were capable of achieving. They pointed to local shopping centres and partners supporting fundraising efforts as examples of where this awareness raising had been achieved.

The coordinator in Portsmouth was explicit about the fact that one of the benefits of Can Do is that partners often do not know what specific disabilities young people have. This means that partner organisations treat each young person as an individual. However, some partners raised concerns about the lack of specific details about young people accessing the projects. In Birmingham, the business interviewed signalled that better communication and greater clarity around the needs of the group in the run-up to the project would improve the experience and ability to plan sessions appropriately. This was also echoed in Gloucestershire:

“Generally, [we] feel that the young people have been supported, just to the right amount, rather than too little or too much. However, there have been points where possibly more communication of the needs of the young people before they arrive could have been useful.”

(Community partner, Gloucestershire)

Partners also recognised that Can Do has served as inspiration for their own work with young people with disabilities, affecting the types of activities they will then organise:

“It gets us thinking wider about what we can do with people, not just here but in our other services too ... it does make us feel very much aware of and aspire for



a good level of work experience for the people we work with. We see that it's really important to people.”

(Community group, Gloucestershire)

However, partners also pointed to a need for greater clarity around the messaging or marketing of Can Do. In particular, where the activity is described as “volunteering” and the partner organisation doesn't see it as such, it is important to describe it differently.

There was a recognition amongst the partners that barriers to involvement included timetabling, costs and resources (particularly for small organisations), transport and the development of relationships in tight time frames.

In the majority of areas, coordinators expressed difficulty finding a mixture of community and business partners to take part in this evaluation. This is also indicated by the proportional lack of business partners.

In some of the areas such as Newcastle, partnerships were built up over time and have led to close working relationships, yet even then there was confusion over the term “partner” within this context. Due to the nature of the decision-making taking place by the coordinator and the group of young people, it was felt that the community groups and businesses were acting more as a beneficiary than a partner. This became more apparent when money was raised for the organisation, such as in Gloucestershire.

The coordinators play a key role in building the relationships both with partners and young people. This was recognised by the partner organisations across the board. In the majority of areas, it was noted that the input of the expertise of the coordinator enabled the partner to work with a group with differing needs.

It was however noted that communication and clarity by the coordinator was key, particularly in working with local businesses around the needs of the group in the run-up to the project. This improves the experience and ability to plan sessions appropriately for local businesses.

Steering Group

The Steering Groups have been highlighted as where the most significant examples of changes in terms of increased confidence and skills are seen. This is due to these young people taking part in the project for an ongoing period and having more input into activities and taking on roles.

However, the Local Steering Groups varied considerably between the different areas, with some consisting of a group which meets regularly for activities but did little to organise the wider programme and some taking full control, having regular minuted meetings and steering activities based on their own needs. Addressing the level of difference and having further clarity of the role of the Steering Group could be helpful to address this.



It was noted by coordinators that whilst they felt that the Steering Group was able to make the biggest difference to young people’s lives, there were time limits around their capacity due to the other parts of the role:

“It is about participating in different activities really and getting more involved in the community. We meet once a month to plan what we are going to do but meet in-between when we are doing things.” (Steering Group member, Newcastle)

Observations Between Areas

There were many key differences between the areas which are important for the evaluation. A full breakdown of the areas can be found in Section Two of the report.

Role of the Steering Group

In all areas but Gloucestershire, the number of Steering Group opportunities being offered exceeded the target figures. However, the role that these Steering Groups took differed in each area. In Gloucestershire, the Steering Group largely came together for activities rather than to oversee and shape the programme. In Birmingham as well, the Steering Group members noted that there had not been a formal Steering Group meeting in a while. However, both Portsmouth and Manchester demonstrated Steering Groups that were able to lead the programme and were taking an active role. In Portsmouth, this included a meeting which was minuted and in Manchester we were given examples of the Steering Group seeing the need for events or activities and working to organise these for themselves. In Newcastle, the Steering Group was active locally but there was a view that this did not feel particularly linked with the national programme.

Cohort of young people

Whilst each of the areas has a diversity of groups that are engaging in Can Do, there have been patterns for participation. In Newcastle, a large number of young people are in education or training, making up 77% of the reported cohort. This reflects the

close relationship with the college, but will have an impact on the activities that can be conducted, progression from the programme and also the type of community being built. This is in comparison to both Gloucestershire and Portsmouth where closer to 45% of participants come from education or training.

In both Gloucestershire and Portsmouth, there are a higher number of participants who are in employment, reaching 45% of the cohort in the latter. This again will have knock-on effects for needs of the young people. In Birmingham, there were the highest number of young people in Can Do who were not in education, employment or training at 12%. In Manchester, 60% of the young people were in education or training with 27% in employment.

Links with partner organisations

There was a wide variation in the number of business partners that areas were linked to. In Newcastle five were noted, four in Portsmouth, three in Manchester, two in Birmingham and one in Gloucestershire. However, it was hard to tell how embedded the partnerships were and what being a partner constituted, as for some it had been around a particular volunteer project or opportunity and some were more ongoing. In some areas it was difficult for coordinators to suggest businesses or employers to take part in the evaluation.

In Newcastle, whilst there are a high number of organisations involved, they have developed closer relationships with a smaller number of these over the course of the funding. Manchester also appear to have developed several closer relationships with organisations such as the Vegetarian Society and Barclays.

Progression

The opportunities for young people to move from Can Do to other volunteering, employment or training varied considerably and were related to the links with partner organisations and the cohort of young people. Manchester could demonstrate considerably more examples of young people who had taken up new roles after participating in Can Do with three of the four organisations aware of further volunteering and training opportunities for young people. Approximately half of the young people felt that their involvement with Can Do had led to other opportunities. In areas where there are high numbers of young people in education and training such as Newcastle and areas with few business connections such as Gloucestershire, it is more difficult to find examples of progression.

Recommendations

The following recommendations are based on the above themes and the discussions around the themes held at the workshop in London for the Can Do areas in July 2017 (see Section Four).

Steering Groups would benefit from more time and resources

Throughout the evaluation there has been a clear message that the place with most potential to have a deep influence on young people's lives is within the Steering

Group. However, it was felt that at present coordinators do not always have the time that they would like to spend with the Steering Groups to further develop this.

Additionally, the Steering Groups take different forms throughout the country. There could be greater clarity on the role and structure of the Steering Groups and how to develop this potential. The Steering Groups have huge potential to be the driving force around the involvement of young people in the direction of Can Do at a local level and this aspect currently works better in some areas than others, so sharing learning and good practice as well as national guidance would support this further.

Steering Groups to meet more often, nationally and regionally

To facilitate learning and best practice as well as the empowerment of being part of something bigger than their local area, it would be positive for the Steering Groups to come together more. This could include more national meet-ups with more members of the Steering Groups involved, but also developing regional links where two or three Steering Groups could come together.

Can Do alumni

Whilst Building Communities is a time-limited programme and the Steering Group is not for all young people, there is the potential to build an alumni network to ensure that young people can still be supported in their next stages. This could provide peer-to-peer support, details of further volunteering and training opportunities as well as helping LCD keep in touch with the future paths that the young people take.

Buddy scheme for young disabled people within the programme

Although young people enjoyed having the friendship that Can Do was able to offer within the workshops, it was noted that this can take a while to develop and after the programme it is unclear if there is any continuation of this. The introduction of a buddy scheme was suggested to introduce young people to the programme or to the Steering Group if they took part in this, and to develop these friendships on a deeper level.

Broaden the range of partnerships developed

There is currently a focus on working with organisations who are education providers and those who already work with people with disabilities. These partnerships have been successful and developed results. However, now that the programme has already developed these links there is room to broaden the range of partners in order to be fully able to achieve the aim of making employers and community groups feel more inclusive in their work with young people with disabilities. It was recognised that coordinators would like to do this but that there is currently a concern that, due to their targets of volunteers and opportunities, there are restrictions around their capacity.

Communicate the benefits of working with young people with disabilities

It has been highlighted that there could be better communication with partners about volunteering opportunities for young people with disabilities. This could involve creating a preapproved leaflet giving examples or providing coordinators with more support about how to “sell” the idea to organisations who do not currently work with

young people with disabilities. Through doing more engagement work in this way, Can Do is able to make employers more aware of disability and engage more employers within the programme.

Develop greater links within LCD

LCD is a large organisation with many departments that are relevant to Can Do, including campaigns and employer engagement. Whilst there is a current move to create more linkages between these departments this can be strengthened. Support from these departments can ensure that best practice is communicated in both directions as well as providing resources and expert knowledge.

Coordinators to have more contact nationally and regionally

Coordinators working across the country appreciate the opportunity to come together and learn from one another. Local variation has been noted within this evaluation, which could be partially addressed by greater communication between areas.

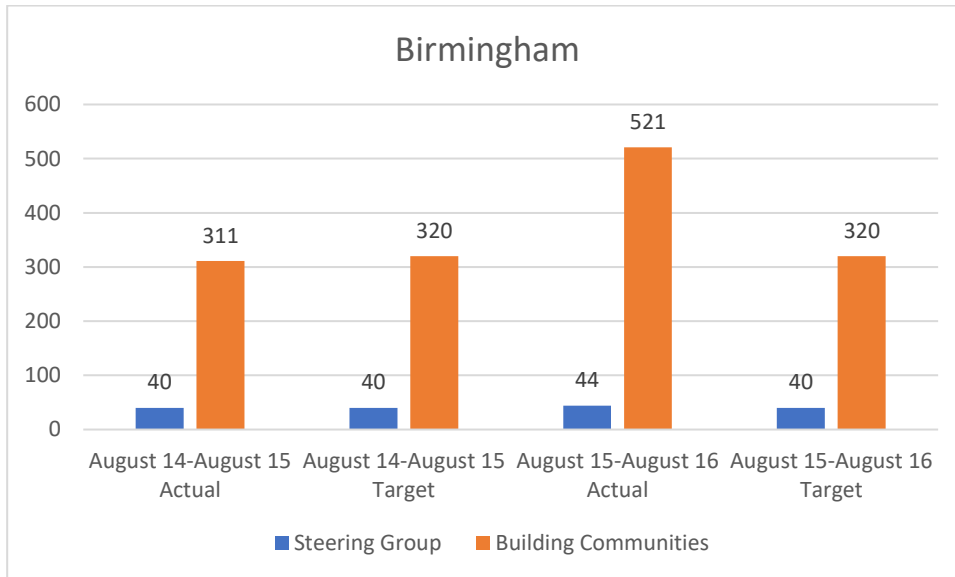


Section Two: Detailed Area Breakdown

Can Do in Birmingham

Numbers of opportunities

In Birmingham, Can Do was able to offer slightly fewer opportunities for Building Communities within 2014–15, but far exceeded this target within 2015–16. The Steering Group targets have been broadly met.



Staff members

Staff members who were interviewed were able to draw on a number of specific examples of where Can Do had made a difference to both the perceived levels of self-confidence of young people taking part in Can Do and reported levels received via feedback forms completed by young people.

Staff members were very positive about the impact that Can Do projects had had on raising the awareness of what young people with disabilities were capable of achieving and pointed to local shopping centres and partners supporting fundraising efforts as examples of where this awareness raising had been achieved.

Regarding the impact Can Do has had on the creation of additional opportunities by way of volunteering, training or paid employment, staff did not feel that Can Do has been able to do this. It was felt there were barriers to working more closely with employers; Can Do young people can be seen as a “disruption” to business, and the support for employers was not necessarily in place to overcome this.

There was also specific concern raised around Can Do’s ability and effectiveness to work with young people on an individual basis and to act as a “brokerage service”. When young people come to Can Do, the coordinator is able to develop meaningful projects for group volunteering activities with a range of partners. However, if their interest is in an area where there is no project or partner organisation, or the person wants to develop a very particular skill (e.g. IT skills), Can Do is not able to provide

appropriate opportunities for those individuals. It was suggested that greater clarity for young people approaching Can Do is required to prevent disappointment.

Youth focus group

Two separate groups were visited in the Wolverhampton area. The researcher conducted two separate focus groups as there were only four Steering Group members to talk to during one of the focus group sessions. The members who were involved in the Steering Group reported there hadn't been a formal Steering Group for very long, and there did not appear to be a "steering" or strategic element to the group's meetings. It seemed they were still very much engaged on a project-by-project basis as opposed to shaping what projects Can Do might offer young people on an ongoing basis. The Steering Group members contributed an enormous amount of valuable feedback. While there were only four young people, there were some easy to identify key points raised by the group:

- The four Steering Group members were hugely positive about how Can Do had helped them to make new friends, build a wider network, get them out of the house more and enable them to experience new things. There were lots of great examples given.
- The group were very interested in discussing their future prospects and the barriers to employment they and fellow disabled young people face. They were particularly critical about the lack of practical support such as an inability to travel to and from work placements alone. The group were also very sceptical about the accessibility issues found in public spaces and work places they had previously worked or volunteered at.
- It seemed apparent that the group were very galvanised and willing to do more in the way of lobbying around the issues of employment and volunteering opportunities for disabled people
- The group also commented on the cuts to support provided for those with physical disabilities having had a negative impact on their ability to get out and about more.

Partners

Three community partners and two businesses/employers were interviewed. There were limited links to employers and businesses, which was acknowledged by staff during their interviews. It was felt that the focus of the Can Do programme had not, to date, been on generating work experience and/or paid employment opportunities. There was also very little in the way of ongoing volunteering opportunities provided by partner organisations beyond their engagement with the Can Do projects. Some key points:

- The flexibility of the Can Do project is great and means organisations can slot it into their existing provision with little additional work involved
- Particularly with the outdoors projects (Keeping Britain Tidy and Sherwood Visitor Centre), Can Do has been positive in terms of raising awareness within their own organisations and within the "outdoor" communities who use their spaces ordinarily

- All the partners had worked with groups with disabilities already, but all pointed to the fact that working with Can Do had helped or enhanced their existing work with this cohort in some way, either because it was all coordinated for them and they did not need to do the “outreach” themselves, or because there was the additional support of the coordinator and/or support workers.
- The support of the coordinator and colleges involved was greatly needed and appreciated. Overall it was felt that without this input and additional staffing and expertise, working with young disabled people with such a wide range of differing needs would be very challenging.

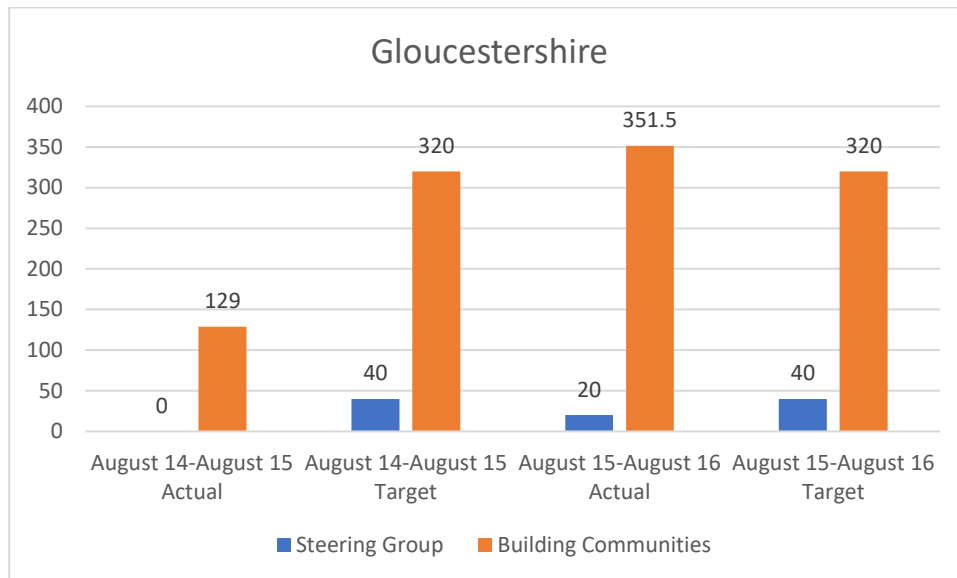
For the business interviewed, better communication and greater clarity around the needs of the group in the run-up to the project would improve the experience and ability to plan sessions appropriately.

Partners also pointed to a need for greater clarity around the messaging or marketing of Can Do. Where the activity is described as “volunteering” and the partner organisation doesn’t see it as such, it is important to describe it differently. For organisations depending on volunteers to carry out business-as-usual activity, they may find that the Can Do volunteering project is less helpful for this purpose, but if they know this it needn’t prevent them getting involved.

Can Do in Gloucestershire

Numbers of opportunities

In Gloucestershire, Can Do has been able to offer consider fewer opportunities for Building Communities within 2014–15 than its target and no recorded Steering Group opportunities. In 2015 to 2016 the target for Building Communities was exceeded but the Steering Group target still fell short.



Staff members

Staff members were very positive about the impact that Can Do projects had on raising the awareness of what young people with disabilities can achieve and pointed to local shopping centres and partners supporting fundraising efforts as examples of where this awareness raising had been achieved.

Staff members who were interviewed could draw on several specific examples of where Can Do had made a difference to both the perceived levels of self-confidence of young people taking part in Can Do and reported levels received via feedback forms completed by young people.

Regarding the impact Can Do has had on the creation of additional opportunities through volunteering, training or paid employment, staff did not feel that Can Do has been able to do this

Youth focus group

Members involved in the Steering Group seemed very much engaged on a project-by-project basis as opposed to shaping what projects Can Do might offer young people on an ongoing basis. The Steering Group members contributed an enormous amount of valuable feedback. Key points raised by the group included:

- Members were hugely positive about how Can Do had helped them to make new friends, build a wider network, get them out of the house more and enable them to experience new things. There were lots of great examples given

including random acts of kindness, learning more about food hygiene and bike rides.

- The group were very interested in making links outside of their immediate area and getting to try more new experiences.
- The group recognised family concerns and care needs which hinder independence and how Can Do is helping them to work on these.
- The group also commented on the cuts to support provided for those with physical disabilities having had a negative impact on their ability to get out and about more.

Partners

There were limited links to employers and businesses within Gloucestershire which was acknowledged by staff during their interviews. It was felt that the focus of the Can Do programme had not, to date, been on generating work experience and/or paid employment opportunities but rather skills and confidence. There was also very little in the way of ongoing volunteering opportunities provided by partner organisations beyond their engagement with the Can Do projects.

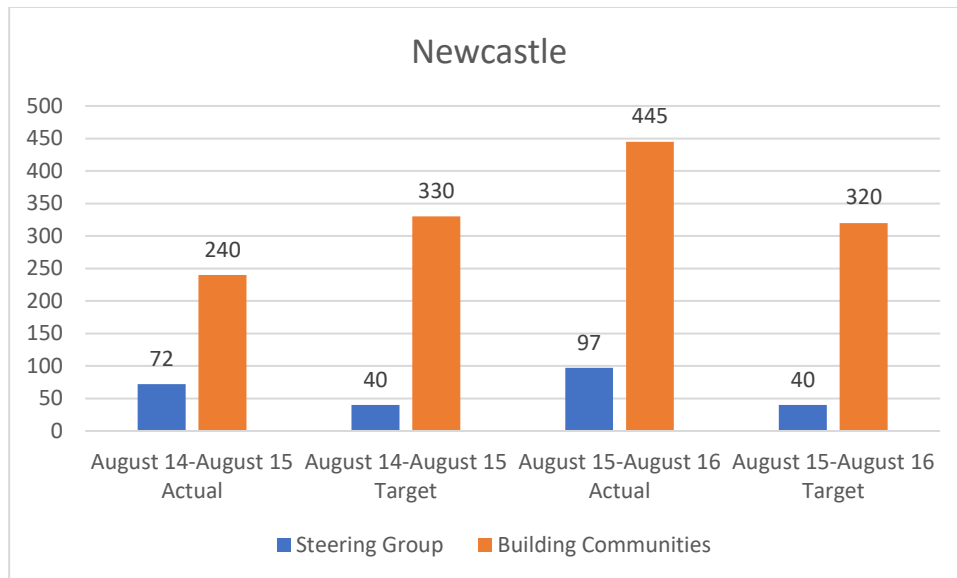
Some key points:

- The flexibility of the Can Do project is great and means organisations can slot it into their existing provision with little additional work involved.
- Can Do has been positive in terms of raising awareness for the partner organisations and increasing the reach of people who use them.
- All the partners had worked with groups with disabilities already, but all pointed to the fact that working with Can Do had helped or enhanced their existing work with this cohort in some way.
- Practical support from Can Do volunteers has been invaluable for these partners, raising money for them and carrying out necessary tasks.
- A community group who worked with some of the Can Do participants when they were younger, noted the importance of young people being able to “give back” to their community through Can Do.

Can Do in Newcastle

Numbers of opportunities

In Newcastle, Can Do offered slightly fewer opportunities than targeted for both Building Communities and the Steering Group within 2014–15, but far exceeded this target for the year from 2015–16.



Staff members

Staff members who were interviewed pointed to the joy of having built up close working relationships with organisations over the period of funding. They also welcomed improved systems that mean they are better able to monitor and evaluate their work.

Staff members were able to draw on many specific examples of where Can Do had made a difference to both the perceived levels of self-confidence of young people taking part in Can Do projects and reported levels received via feedback forms completed by young people. They were also then able to link this to young people moving into more of a leadership role by taking part in the Steering Group.

With regard to the impact Can Do has had on the creation of additional opportunities in volunteering, training or paid employment, staff gave examples of young people having moved onto other volunteering projects. However, it was noted that Building Communities is too short a project to be able to track progression afterwards and there were few examples available of how young people have been able to take on further volunteering education or training.

Youth focus group

The students said the most important changes from being involved in Can Do were learning new skills and specifically mentioned using clay to make things and putting feeders in the trees. They found that attending the Can Do programme really helped them to meet new people and also allowed them to be helpful. With a number of the young people being in education Can Do was, however, felt to be learning in a different environment rather than a volunteering opportunity in a classic sense.

As the young people are not “volunteering” within their own local communities but rather through their educational providers, they are not making connections to voluntary organisations they can continue to work with at the end of their education, which will hinder progression.

From facilitation of the focus group it was noted that the Steering Group members present discussed not having a focus or feeling part of a national movement despite trips to the London office. A discussion around the focus of the Steering Group would be helpful as well as ways to engage members in national or regional processes.

Partners

All the partners had worked with groups with disabilities already, but all pointed to the fact that working with Can Do had helped or enhanced their existing work with this cohort in some way, either because it was all coordinated for them and they did not need to do the “outreach” themselves, or because there was the additional support of the coordinator and/or support workers. One organisation said that their staff had extended their skills in terms of working with the young people in a different environment and undertaking risk assessments because of this. Working as part of Can Do has also given a different perspective to the college in terms of looking beyond health providers as partners in the development of their young people.

However, it was felt there is no real partnership development with other participating organisations, which feel more of a sessional activity provider. Organisations felt that their role could be communicated more clearly and some would be happy to further develop a partnership approach to Can Do.

Some key points:

- There were limited links to employers and businesses. It was felt that the focus of the Can Do programme had not, to date, been on generating work experience and/or paid employment opportunities. There was also very little in the way of ongoing volunteering opportunities provided by partner organisations beyond their engagement with the Can Do projects.
- The support of the coordinator and colleges involved was greatly needed and appreciated, it was felt that without this input and additional staffing and expertise, working with young disabled people with such a wide range of differing needs would be very challenging.



Can Do in Portsmouth

Numbers of opportunities

In Portsmouth, much of the data on the number of opportunities has been unavailable. We do, however, know they didn't reach their 2014–15 targets for both volunteer recruitment and Building Communities.

Staff members

Staff members who were interviewed pointed to the challenges of maintaining relationships with partners after having numerous staff changes over the past few years. However, staff also welcomed improved systems that mean they are better able to monitor and evaluate their work.

Staff members could draw on a few specific examples of where Can Do had made a difference to both the perceived levels of self-confidence of young people taking part in Can Do projects and reported levels received via feedback forms completed by young people. They were also then able to link this to young people moving into more of a leadership role by taking part in the Steering Group and more of a strategic role in terms of advising partners on accessibility issues. An example is the involvement of Steering Group members in working on the quality assurance for the Victorious Festival last year, which has led to changes to the way the festival is planned to be implemented.

About the impact Can Do has had on the creation of additional opportunities by way of volunteering, training or paid employment, staff gave examples of young people having moved on to other volunteering projects. Staff also pointed to an increased emphasis on a work experience element of the project.

Staff were explicit about the fact that one of the benefits of Can Do is that partners often do not know what specific disabilities young people have. This means that partner organisations treat each young person as an individual. Given partners have raised concern about the lack of specific details about young people accessing the projects this may need to be made even more explicit in any communications with future partners. Staff have excellent links with colleges but they did not feel able at present to offer contacts to be interviewed from businesses.

Youth focus group

The researcher facilitated a focus group with nine Steering Group members. The Steering Group allowed for much of their regular agenda to be put on hold to give sufficient time for the focus group to take place. At the end of the meeting, official Steering Group business was attended to, demonstrating that the Steering Group is in the habit of holding structured meetings to discuss Can Do. Members of the group were also very respectful of one another's views and waited patiently for their opportunities to contribute ideas.

The Steering Group members contributed an enormous amount of valuable feedback. There were some easy-to-identify key points raised by the group:

- The Steering Group members were hugely positive about how Can Do had helped them to make new friends, build a wider network, get them out of the

house more and enable them to experience new things. There were lots of great examples given.

- The Steering Group had been involved in multiple Can Do projects and had been involved in a variety of ways with the project before becoming involved in the Steering Group.
- Two young people in the group had gained paid work through their work with Can Do and another young person from the Steering Group is going on to volunteer on a European project this year because of the connections made via Can Do.

Partners

Three community partners were interviewed. There were limited links to employers and businesses, so no suggestions for contacts were made. There were several other community contacts put forward by the staff team; however, none of these responded to requests for contributions.

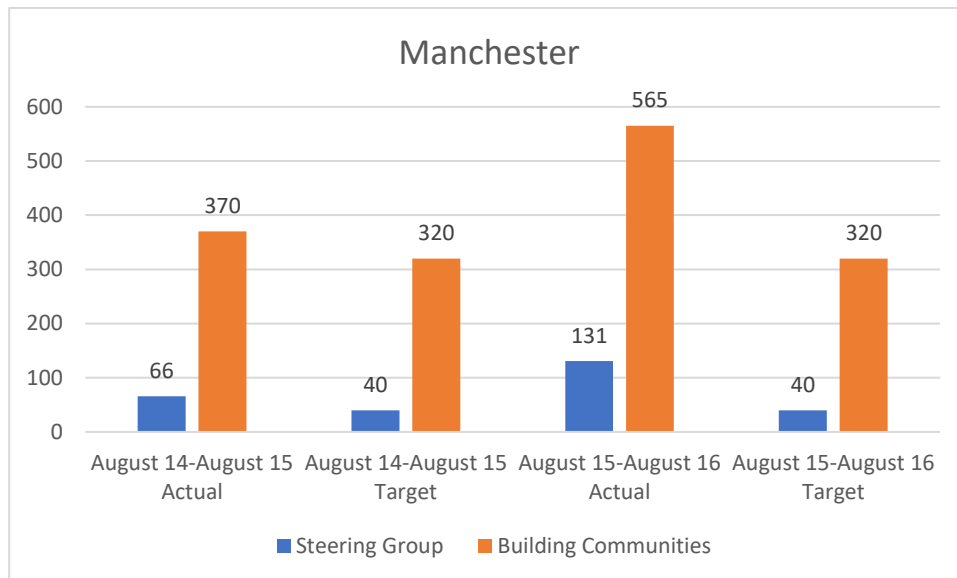
Some key points:

- One of the great things about being involved has been sharing with the wider community/others the great things that young disabled people *can do* instead of highlighting as is so often the case what they cannot do. Young disabled people are doing the helping and not being helped.
- Particularly with outdoors projects, exposure to a new environment was highlighted as a really important part of the project with the groups who otherwise would not have had the opportunity to use these spaces and gain confidence in them.
- All of the partners had worked with groups with disabilities already, but all pointed to the fact that working with Can Do had helped or enhanced their existing work with this cohort in some way, either because it was all coordinated for them and they did not need to do the “outreach” themselves, or because there was the additional support of the coordinator and/or support workers.
- The support of the coordinator and colleges involved was greatly needed and appreciated. On the whole it was felt that without this input and additional staffing and expertise, working with young disabled people with such a wide range of differing needs would be very challenging.

Can Do in Manchester

Number of opportunities

In Manchester, Can Do has been able to offer significantly more opportunities for both Building Communities and the Steering Group than the targets. This was particularly the case in the year from 2015–16.



Staff members

Staff members who were interviewed were able to draw on a number of specific examples of where Can Do had made a difference to both the perceived levels of self-confidence of young people taking part and reported levels received via feedback forms completed by young people.

Staff members were very positive about the impact that Can Do projects had had on raising the awareness of what young people with disabilities were capable of achieving and gave examples of art exhibitions and public-facing volunteering in businesses.

In regards to the impact Can Do has had on the creation of additional opportunities by way of volunteering, training or paid employment, staff were able to highlight several instances of young people in Manchester being able to progress from Can Do into further volunteering or training. They were also able to give examples of the Steering Group driving local projects and tackling observed needs for young people with disabilities in the area.

Youth focus group

All young people who took part in the focus group were involved with various Can Do projects. Most young people were involved in the Local Steering Group with some involvement in National Steering Group

The young people had a range of new experiences through Can Do including meeting new friends and different sorts of people, travel opportunities to new places, and learning new skills. They felt that Can Do had made the following impacts for them:

- Independence – learning practical life skills, getting out and about more.
- Confidence and social skills – through trying new things in a supportive environment (positive feedback on Can Do coordinator support) and mixing with new people and making new friends.
- Learning skills – through a range of creative and practical activities and opportunities.
- Raising awareness of disability – through project work and partnerships with other agencies.

Most young people in Manchester felt that while they do get out and about as much as they would like, Can Do has indirectly helped through building confidence. People involved for longer in Can Do seemed more likely to get out and about than those who had joined more recently. There was one example given of family constraints contributing to not getting out and about as much as desired and how the Can Do coordinator is supportive around this.

There was a consensus that Can Do has supported increase in a range of skills useful in personal lives as well as in the wider world of education, employment or volunteering. These skills have helped develop confidence and promote independence. Approximately half of the young people felt that their involvement with Can Do had led to other opportunities. Those who felt that involvement with Can Do had not done this directly recognised it had indirectly supported their existing volunteering, training or employment activities.

The biggest differences that Can Do had made in the lives of the young people questioned were:

- Providing a range of opportunities to promote independence.
- Raising awareness of what disabled people can do through creating visible legacies.

Partners

In Manchester, the organisations interviewed all got involved with Can Do either through direct contact from the Can Do coordinator or other voluntary sector agencies/projects. They found the successes from their involvement included:

- Young people developing confidence and independence skills through a range of personal development opportunities.
- Raising awareness of disability in workplaces and other settings.
- End of programme recognition of achievements.

Whilst there was a need to make adaptations and adjustments to approaches and practices to ensure they were able to fully engage with Can Do young people, this was possible. There were however barriers due to the length and timetabling of activities, and smaller community organisations found covering costs and resourcing activities a challenge.



Their involvement in Can Do has had a positive impact on organisations, helping them to be more inclusive and developing links and reconnecting with other organisations working with disabled people.

There was a consensus amongst organisations that Can Do has increased young people's confidence and independence. This was evidenced through staff observation of levels of engagement, increased eye contact and the ability to ask questions. There was also evidence of increased skills with a range of skills developed including life and practical skills and "soft" skills such as communication and team work, increasing the capacity to access and enjoy a wide range of opportunities.

Three of the four organisations were aware of further volunteering and training opportunities for young people after taking part in Can Do.

Organisations identified the following as the biggest differences Can Do has made:

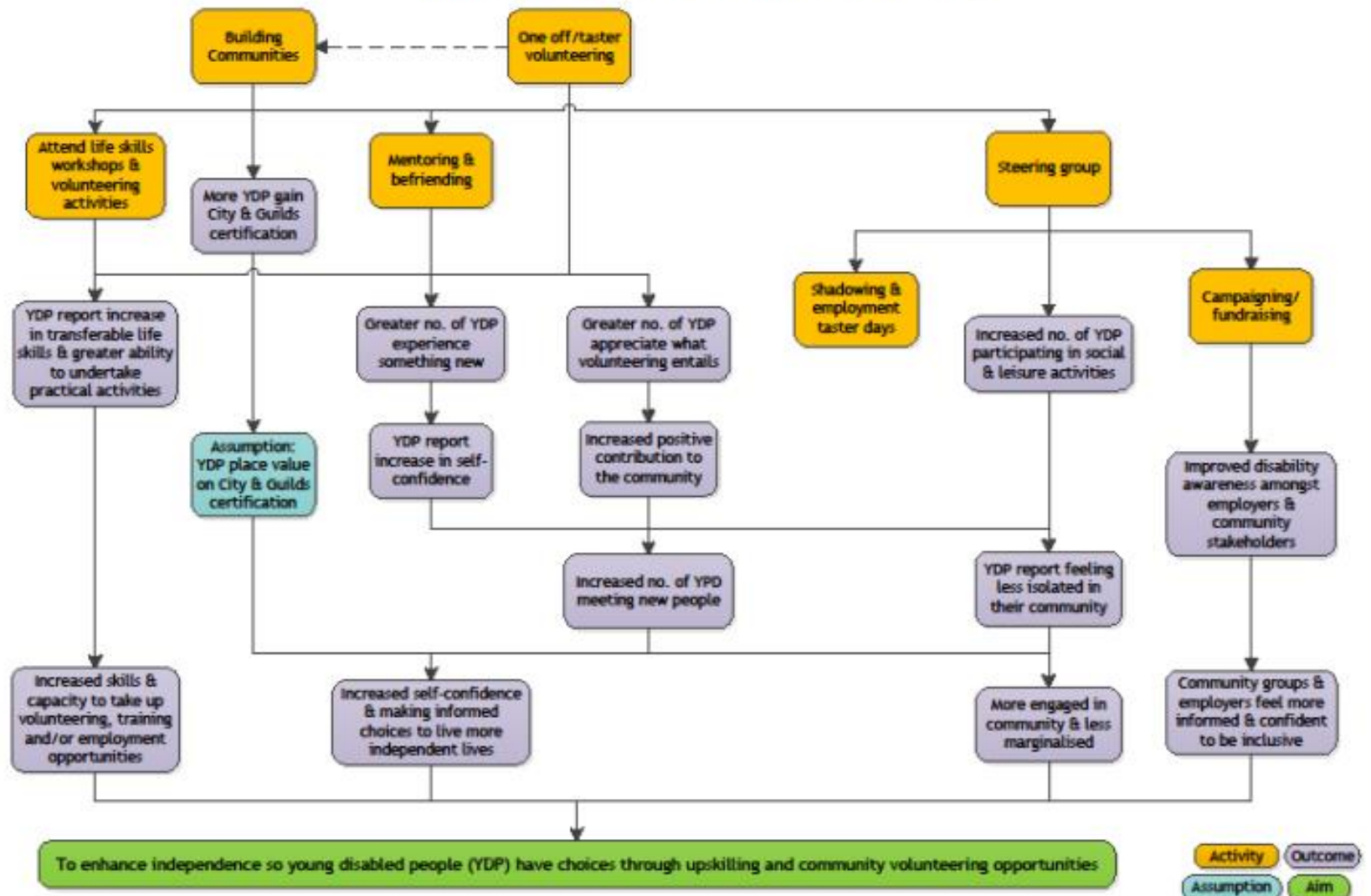
- Developing skills for young people.
- Tackling social isolation through bringing young people together.
- Raising awareness of disability in the workplace.

There was an enthusiasm to work with Can Do again among the partners with a desire for longer projects/programmes that would be able to offer more stability but also more advanced information and less paperwork.

Section Three: Appendices

Appendix One: Can Do Theory of Change

Enterprise & Innovation: Can Do Theory of Change





Appendix Two: Interview Schedules

Can Do Evaluation – Focus Group with Young People Guidance

The purpose of this focus group is to further our understanding of the changes achieved through the Can Do project funded by the Big Lottery Fund. We want to speak to young people involved with Can Do in your area to understand what Can Do has achieved and the bigger impact or changes for young people involved in Can Do.

We really appreciate your input and time to speak to us.

Ensure everyone fills in the smaller survey accompanying the focus group (this can be done with people as they arrive or after but important everyone does it as it will provide further monitoring data)

Allow around 1.5 hours if you can but could be done in an hour

Target is 10 young people from each area who have been involved in Can Do, ideally with at least some Local Steering Group members.

Please record if you can as a back up and take notes using flipcharts and other means. Please provide a full write up and the accompanying recording as back up plus the monitoring forms for each young person.

Take post it notes, flipchart paper and pens, prepare activity cards, rainbow pictures and blank footprints for writing on during the activity (appendix one including blank ones in advance).

Questions

Introductions: Go round the room and ask everyone to say their name, their role with Can Do (although if you already know this from the coordinator you might not need to ask) and the one thing that has been the most important change for them from being involved in Can Do.

Key roles of the group
The most important change from being involved in Can Do

Impact of Can Do: What have I got out of being involved in Can Do ‘what has changed for me?’

- Use impact cards [Appendix A – take four sets] – ask group to select the ones that have made a big difference to them either individually or as a group. Using cut out footsteps put the impact areas that are most relevant on a picture of a rainbow and then use the footsteps to mark out the journey to reaching that impact. So for example if they select making new friends – what steps did they take through the Can Do programme to achieve this e.g. got an opportunity to volunteer, met three people volunteering with me, got involved in the Steering Group etc. (the activity can be fluid and you can use discussion or flipchart with rainbow and steps but once done in their groups ask them to share and feedback. Please take all work they have done to write up and capture comprehensive notes around the key impacts or changes for them)
- Encourage people to make other suggestions of other changes that have happened for them either with blank cards or through group discussion
- Discuss the feedback and open up for wider discussion.



Notes

Ask for a show of hands 'Do you get out and about as much as you would like?'

Number who do get out as much as they would like

Number who don't get out as much as they would like

Has Can Do helped you become more independent or get out more than you were before? If yes why and if no why not? Capture key notes:

Notes

Skills: In what ways has Can Do supported you to increase your skills? (ask for examples through a general discussion and noting on flipchart)

Notes

Show of hands: Has being involved in Can Do led to any other opportunities in volunteering, training or employment?

Number where Can Do has led to other opportunities

Number where Can Do hasn't led to other opportunities

Note some examples:

Community Connections: Ask for a show of hands: 'Do you feel more connected with your communities through being involved in Can Do?' (If yes ask for some examples)

Number who feel more connected with communities

Number who don't feel more connected with communities

How? (examples)

Impact: In your opinion, and knowing the local area, where has Can Do made the biggest difference and how? (discuss and note)

Notes

Appendix A – Impact Cards

Making new friends	Raising awareness of disability
Learning new skills	Volunteering in the community
Getting out of the house more	
Being more active	
Helping others	
Gaining work experience	



Evaluation interviews for LCD Can Do – Employers and Community Groups

Interview schedule

Introduction:

The purpose of these interviews is to further our understanding of the changes achieved through the Can Do project funded by the Big Lottery Fund. We want to speak to employers and stakeholders who have worked with Can Do to understand some of the learning and how the programme has enabled changes for young people and agencies. We really appreciate your input and time to speak to us.

Open questions with prompts lasting approximately 30 minutes

Confidentiality/ anonymity – won't be named in any report but we would like to record the interview for our own record. We might use a quote but won't attribute it by name. Ask for permission for all of this and then please record the interview so we have a record (don't transcribe just take notes but maybe put one or two key verbatim quotes in the notes).

Information used to inform the evaluation and capture the learning

Depending on the role or connection with Can Do you might need to tailor questions to be relevant but this is a broad guide

Questions:

1. What is your role / connection or involvement with regard to the Can Do project and can you talk about how you have been involved? As a follow up ask what has been most important to them about their involvement in Can Do?
2. In your view what have been some of the key successes of the Can Do programme? (ask for examples to be specific where can)
3. What kind of impact has Can Do had on your organisation? Do you feel more confident to be inclusive when supporting disabled people? If so, how? If not, why? (ask for examples and gather concrete examples where you can)
4. For the young people taking part in Can Do in what ways has the programme increased their self-confidence? (ask for examples). Has this impacted on the choices young people have made or increasing independence? If so, how? If not, why?
5. In what ways has Can Do supported young people to increase their skills and capacity? (ask for examples)
6. Has being involved in Can Do led to any other opportunities for young people in volunteering, training or employment? (any examples)
7. Do you think young people feel more connected with their communities through being involved in Can Do and can you give any examples of this? (you can ask about the impact on the young people if being given direct examples)



8. In your opinion, and knowing the local area, where has Can Do made the biggest difference and how?
9. In thinking about your organisations role what has been the most important change that the Can Do programme has supported you in achieving? (see if they can say how or why)
10. What do you think the legacy of Can Do is and do you have any key things you would like to see included in the next phase of delivery?
11. Is there anything else that you think would be helpful for us to know?

Scoping interviews for coordinators and Staff Members

Interview schedule

Introduction:

The purpose of these interviews is to further our understanding of the changes achieved through the Can Do project funded by the Big Lottery Fund. In addition they will help inform the fieldwork during the Can Do evaluation through asking for further local knowledge from coordinators regarding setting up focus groups and interviews in the five local areas.

Questions:

12. What is your role with regard to the Can Do project and what do you think are the most important aspects or parts of your role?
13. Has your role changed as the project has progressed (from 2014 to now)? If so in what ways and why do you think this is?
14. In your view what have been some of the key successes of Can Do in the areas you support?
15. For the young people taking part in Can Do in what ways has the programme increased their self-confidence? Has this impacted on the choices young people have made or increasing independence? If so, how? If not, why?
16. In what ways has Can Do supported young people to increase their skills and capacity?
17. Has being involved in Can Do led to any other opportunities for young people in volunteering, training or employment?
18. Do you think young people feel more connected with their communities through being involved in Can Do and can you give any examples of this?
19. What kind of work has Can Do done with local community groups and employers? Do you feel they are more confident to be inclusive when supporting disabled people? If so, how? If not, why?



20. Are there any changes that have taken place due to Can Do that we've not covered above?
21. In your opinion, what has been the most important change that the Can Do project has supported for young people with disabilities?
22. Is there anything else that you think would be helpful for us to know?

Plus, additional fieldwork planning questions:

1. We plan to speak to a number of stakeholders, in your Can Do area. Who are some of the key community groups and employers that you have been working with locally and would suggest we interview?
2. We would also like to interview some young people who have been involved in Can Do through a Focus Group. We were thinking with the Local Steering Group plus any other key young people you want to ask. These would take place in May, it would be great to agree the best way to take this forward?

Appendix Three: Demographics

The wider demographic information which has helped to inform the evaluation

	Birmingham	Gloucestershire	Manchester	Newcastle	Portsmouth	Portsmouth 2	Grand total
UNDER 16	27	2	1	5	0	2	37
16	11	15	29	7	14	2	78
17	50	78	58	14	26	3	229
18	47	25	46	22	25	2	167
19	22	10	55	41	17	1	146
20	12	14	40	48	17	2	133
21	17	0	14	21	32	42	126
22	7	0	19	26	4	0	56
23	9	0	5	20	6	1	41
24	7	1	6	3	0	1	18
25	8	3	13	1	4	0	29
26	11	0	4	11	0	1	27
27	16	116	1	0	0	7	140
28	4	1	4	0	5	0	14
29	7	5	1	5	3	1	22
30	8	0	4	0	2	1	15
31-35	24	6	7	11	1	2	51
36-40	1	0	1	0	0	1	3
40+	28	0	3	0	0	1	32

	Birmingham	Gloucestershire	Manchester	Newcastle	Portsmouth	Portsmouth 2	Grand Total
Female	162	107	111	104	62	16	562
Male	154	169	200	131	94	54	802
Grand total	316	276	311	235	156	70	1364

	Birmingham	Gloucestershire	Manchester	Newcastle	Portsmouth	Portsmouth 2	Grand total
Hearing impairment	7		2	1	1		11
Learning difficulty	48	100	40	22	15	10	235
Learning disability	112	35	27	25	29	18	246
Long term health condition	6		4		4		14
Mental health condition	7	4	2		3	6	22
Other	4	3	7	12	15	2	43
Physical impairment	32	9	5	3	8	5	62
Prefer not to say	1	59	16	94	37		207
Visual impairment	6	2	3	3	1		15
Grand total	223	212	106	160	113	41	855

	Building communities	One-off	Steering group	Grand total
Accessibility	6		9	15
Art/drama/film/music	21	9	6	36
Campaigning	9	2	18	29
Conservation/environment/gardening	25	16	3	44
Cookery/healthy eating	10		5	15
Fundraising	19	2	4	25
Life skills	24	19	10	53
Sports	5	2	5	12
Work skills	13	7	9	29
Grand total	132	57	69	258

	Birmingham	Gloucestershire	Manchester	Newcastle	Portsmouth	Portsmouth 2	Grand Total
Business	2	1	3	5	2	2	15
Charity	10	7	2	8	8	4	39
College	1	2		6	3	5	17
Prospective Delivery Partner	2		2	1			5
Prospective Service Provider		2		2			4
School	5		1	2			8
Grand Total	20	12	8	24	13	11	88

	Building Communities	One-Off	Steering Group	Unknown	Grand Total
Business	6	1	1	7	15
Charity	8	4		27	39
College	5	5	3	4	17
Prospective Delivery Partner	2			3	5
Prospective Service Provider				4	4
School	4	2		2	8
Grand Total	25	12	4	47	88



Section Four: Can Do Evaluation Workshop

Can Do Evaluation Workshop

11th July 2017



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Introduction

This workshop was held to think about some of the emerging themes from the Can Do Big Lottery funded areas of Manchester, Newcastle, Gloucestershire, Birmingham and Portsmouth. Young People from each area were invited along with the coordinators, Senior coordinators, Programme Manager and members of the LCD management team. In total 12 attended, 3 young people, 4 programme coordinators, 2 senior coordinators, 1 programme manager, 2 other LCD managers. Unfortunately due to a problem with the trains on the day the Manchester programme coordinator and young person who were on their way were not able to make it down to London but were invited to feed in any ideas by email. We were really sorry they couldn't attend after all their participation in the evaluation!

Ground rules for the Day

In order to work together we agreed the following ground rules for the workshop:

- Listen
- Don't talk over people
- Speak clearly and up
- Share ideas
- Think it, say it
- Respect each other
- Mobiles on silent

Can Do Achievements

Everyone was asked to work with someone they didn't know and discuss something they have achieved through being involved in Can Do. These were some of the achievements listed:



- Events such as Newcastle dog walking
- Celebrating work and projects
- Dog biscuits making
- Campaigning and raising awareness of disability
- Access surveys
- Expansion – Can Do is growing
- One offs/ongoing work
- Wildlife park- nature trail
- 4 Steering Groups
- Horse riding
- Work experience for volunteers
- Enjoy Steering Group and planning
- Festival of speed
- Homeless shelter work experience
- Partnership opportunities
- Offer young people new opportunities e.g. riding a bike, bespoke experience
- Moving Young people on

Outcomes

Everyone split into three groups and all considered each of the four outcomes for Can Do and how these are achieved. Each group was then asked to pick the main points and report these back.

Local community groups and employers will feel more informed and confident to be inclusive when supporting disabled people

Main points

- Encourages risk taking for organisations to try new things develop what they offer
- By being involved in community projects we are showing the quality and skills disabled people can offer. Making ourselves known

Other points

- Group work
- Gives encouragement to the public so they are more confident working /being with young disabled people
- Took part in a film to promote Can Do and raise awareness. Also for additional funding
- Disability awareness training will help to raise awareness give information of how to support disabled people
- Giving a talk to a school staff and parents and children asked questions by children and parents.

Young people with disabilities will increase self-confidence and make informed choices to live a more independent life

Main points

- Positive attitude
- Shown people you can be independent

Other points

- Getting out more
- Socialising and making new friends
- Increased individual choice for people
- Encouraging independence through the group



- Depends on the project: can increase confidence, independent travelling, cookery, communication, making choices
- Opportunities to experience something new
- You can do it by your self
- Making new friends
- Gives motivations to young people
- Reinforcing independence for those that weren't independent
- Involved in community- impacts on choices, social networks
- Encourages people to try new things
- Barriers: Family and living situations, Can Do is limited on time to engage and make a difference

Young people with disabilities will increase their skills and capacity to take up volunteering, training and/or employment opportunities

Main points

- Steering group are with Can Do for longer so more time to gain skills for training and employment. Achievable because work with for longer
- One-off training opportunities e.g. workshops on independent living food hygiene, first aid. This is sometimes included as part of Building Communities project and is a follow on from training have practical experience adapted to group

Other points

- Partnership working need to sign post
- Taster of volunteering 'plants the seed' so may possibly pursue individual opportunities
- What skills you got?
- Restriction – targets prevent long term evidence of impact focus on recruitment of next participants. Limited support after Can Do
- Can Do encourages other organisations to work flexibly and extend what they themselves offer
- Skills- cleaning, cooking. Help other people and listen to people's ideas
- I learnt things about myself I didn't know
- I want to teach people about disability awareness and what it's like to have disability and visual impairment. Given a talk in school!

Young people with disabilities will be more engaged in their communities and feel less isolated and marginalised

Main points

- Introducing schools/colleges to organisations/opportunities in the community that they don't have time to connect with
- People in the community don't know how to deal with disabilities more education is needed.

Other points

- Connect with specific organisations when volunteering and can go back and volunteer independently
- Meeting new staff
- Dog walk

- Meet new people in college
- Making the community a better place
- Meeting new people
- Reinforces positive relationship between communities that otherwise wouldn't get the opportunity to do
- Supporting communities to be more inclusive
- Experience new activities
- College meeting new people



Key Themes from the Research

Each of the key themes from the research were presented to the group who were asked to work in two groups on sets of the themes asking, what is the big issue? What have the successes been? What the challenges? What are the next steps?

Confidence and Steering Group

The Big Issue

- Differences in Steering Groups and locations
- Having PC time to plan and coordinate Steering Group
- SG may be already 'formed' and make it difficult for new members
- SG comes after work on projects. Takes a while to develop

Success

- Having a friend on the SG can help as a link in
- Need a 'buddy' or a way in
- Build team events- fun activities e.g. kayaking, climbing etc

Challenges

- As individuals progress it is hard to juggle needs of many individuals
- Geography and other commitments
- Adapting an established group as a SG. Need wider spread of young disabled people grow a stronger group

Next Steps

- Access surveys? Youth lead- national opportunities
- Need for Steering Group to have a voice nationally?
- Accreditation? Some recognition that's more formed
- How to measure confidence self-identify evidence in more detail
- Is it social group with volunteering are they ambassadors? What does Can Do want from them?
- Need more time spend on evaluating confidence
- Formalise short film to explain and share



- Minimum requirement? Have we got this?
- Advertise to participants
- Terms of reference document is too wordy, not exciting and open to interpretation

Partnerships and inclusion

Success

- Work experience with a farm. Looking after animals. Team work and team building. It was helpful working together
- Joint agreement (future goal) and good relationships.
- Invited back for more partnership work (country park)
- Partnership demonstrating skills and abilities
- Barclays – private sector employers

Challenges

- It is knowing what is available and how impact on disabled people
- Time is limited i.e. Networking and building relationships, again targets limit this and becomes difficult as we expand
- Terminology isn't clear in the partnership agreement. Need to identify it is a partnership rather than a session
- Expectations in developing relationships

Next steps

- Sharing connections from other areas some nationwide organisations
- Disability awareness training
- Work in partnership with other LCD programmes
- Teaching people what people with LD (and people with disabilities) can do- how to communicate and be inclusive
- Break down barriers agendas- meet organisations objects
- Work experience can use Can Do skills or offer more work opportunities and qualifications.
- Team building exercise taster sessions- open doors. Awareness of Can Do and disabilities
- Link with employer engagement across all programmes and have contact sharing e.g. with corporate partner account management.



Campaigning and community

Big Issue

- Partnership work with campaigns team is developing
- Leave a legacy and leave group confidence to engage again
- Some participants don't understand concept of campaign
- Can Do is inundated as now everyone wants to talk and engage with us

Success

- Campaigns are popular as it is meaningful
- Can Do facilitates new relationships
- Focus groups to develop ideas for campaigns
- Need to be youth led and listen to young people
- Can Do is a great starting point for community
- We are a success

Challenges

- Need an outcome and one that all group agree to
- Young people have different priorities around housing/transport etc.
- Finding time and resources to campaign can be difficult
- Programme coordinators plan project in such a way that it links to community
- Establishing links after Can Do can be difficult without Can Do programme coordinators making it happen
- Sometimes community comes to the group rather than the other way round! This can sometimes make young people feel they haven't worked with the community
- How is community defined? How is it felt?

Next Steps

- Campaigning is now looking to be community lead
- Have to be explicit with young people to explain community
- Preparation before Can Do to link with a partner to prepare group
- Establish real opportunities to build links stronger and closer (geographically)
- Lots of time and thought to get the links to continue e.g. allotment project

- Campaigns team need to work with Can Do and develop some common themes
- Link with campaigns nationally
- Time and resources to support

Skills and progression

Successes

- I learnt about listening and being reliable
- I learnt gardening skills with Can Do
- Gained more knowledge around campaigning and how to make people aware
- Health safety keep ourselves safe what happens
- I feel safe in my workspace on my own



Challenges

- Some participants don't have the capacity to understand what skills they have learnt
- Tracking people and finding out if they want to remain on the database
- We don't work with all participants in the long term hard to measure impact or support progression
- Targets make it difficult to support with long term skills or progression onto more permanent placements
- Can Do isn't always life changing. Can just be a great experience for the young people
- May need to rethink what a case study is
- What do people want from Can Do?
- Identifying skills and improvement of skills

Next steps

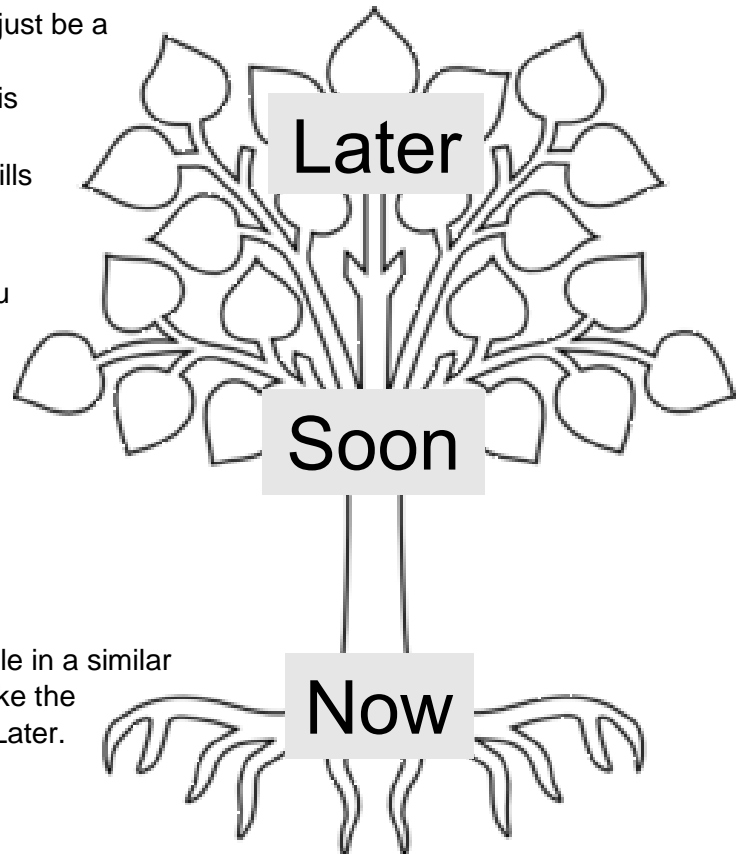
- Ask more specific questions e.g. Do you feel better at art?
- Can Do alumni
- Make employers more aware of disability, engage with employers
- Get more people involved

Now, Soon and Later

Everyone was asked to work in groups of people in a similar role to them and think about what they would like the next steps from Can Do to be Now, Soon and Later.

Now

- More volunteering with young people
- Tell people and organisations about opportunities of volunteering with young disabled people





- Growth and funding for the group
- Disability awareness training in schools, colleges and workplaces
- Review the paperwork including the partnership agreement, setting up alumni and third party input
- Training relevant to supporting volunteers for senior programme coordinators
- Can Do needs more support as its hard to keep on top of work this needs enabling to achieve more.
- Support from people within LCD who have the expertise
- Linking up with other departments within LCD e.g. campaigns employment

Soon

- Open up the sector
- CRM- Consistent data and working with employers
- More sharing of information and best practice to strengthen the programme
- New operating model with portfolio role
- Can Do pamphlet – promotional photos and stories
- Set up Can Do alumni
- Work experience in a restaurant
- Longer term working in groups (reduce numbers/targets to enable this)

Later

- Volunteer placements Buddy Scheme
- Expand
- National conference celebration
- Relationship management using CRM information. Staff resource
- Work opportunities as a learning support assistant
- Getting employment and more experiences
- Hub to be able to offer volunteer roles, drop in, one stop shop and employer support

Evaluation from the Day

To wrap up the day everyone was asked to think of one thing they had particularly enjoyed about the day and one thought they were taking away from it.

One thing enjoyed from the day

- Ducks
- Communicating with others
- The enthusiasm of the team
- Hearing what the Can Do participants think! That you Ewan, Jenna and Chelsea
- Meeting Can Doers, hearing about their experiences and wishes/ideas for the future improvement of programme
- Seeing Ewan's enthusiasm to share this ideas and experience
- Getting to know everyone – introducing game
- I enjoyed meeting Ewan, Chelsea and Jenna
- Enjoyed hearing and giving feedback
- Listening to Can Do volunteers
- Loved meeting everyone from other areas
- Hearing the thoughts of participants from other areas



One thought from the day

- How can I help young people fully understand what they gain from Can Do? Such as confidence etc
- Strengthen and pursue partnerships
- Feeling positive about the future
- Consistency within new operating model
- 3rd party surveys
- I will be looking at the existing Can Do material and working on improving them with today's suggestions such as; Steering Group, process, outcomes detail campaigns.

Appendix 1: Attendees

Name	Role
Ewan Butterworth	Can Do Steering Group Member from Portsmouth
Jenna Featherstone	Can Do Steering Group Member from Newcastle
Chelsea Greeley	Can Do Steering Group Member from Newcastle
Catherine Burton	Programme Coordinator Portsmouth
Ann Henderson	Programme Coordinator Newcastle
Michaela Burch	Programme Coordinator Gloucestershire
Stacey Lewis	Programme Coordinator Birmingham
Jemma Shaw	Programme Manager for Can Do
Ruth Bowen	Senior Programme Coordinator North
Lisa Gilchrist	Senior Programme Coordinator Wales
Tony Adamson	Head of Programmes, Enterprise & Innovation - Programmes
Julie Fisher	Quality and Impact Manager



Can Do Evaluation Workshop

11TH JULY 2017, SLR ROOM

Introductions



- Evaluation**
- OUTSTANDING
 - Excellent
 - Very Good
 - Average
 - Below Average



Aims of the day

- Think about the key successes and challenges
- Consider what we are learning from the evaluation
- Help think about the recommendations from the evaluation



Wider Can Do Outcomes

- Increase self-confidence and make informed choices to live a more independent life.
- Increase skills and capacity to take up volunteering, training and/or employment opportunities.
- Young people will be more engaged in their communities and feel less isolated and marginalised.
- Local community groups and employers will feel more informed and confident to be inclusive when supporting disabled people.



Themes

Emerging Themes From The Research

THE BIG ISSUE



CHALLENGE



The Steering Group

“It is about participating in different activities really and getting more involved in the community. We meet once a month to plan what we are going to do but meet in between when we are doing things.”

Steering Group Member, Newcastle



Confidence

‘The young woman who had a learning disability spoke in very positive terms about her participation in the project... the film looked at how that had made her feel, and how it elevated her sense of what she can do.....’

Employer Partner, Portsmouth



Skills

"I learn something every time when I'm involved in a project, for me it's building on the skills that I've already learned to take forward into future goals and dreams, be that future employment or volunteering in other ways."

Young Person, Birmingham



Progression

'The Vegetarian Society created a volunteering opportunity and offered the right support for me to do the job properly'

Young Person Manchester



Lunch!

Organising and campaigning

“Going to London and doing the campaign stuff has made me realise where I want to focus stuff. Not a lot of people know about sight loss and I want to go round schools and raise awareness and educate people on sight.”

Young person, Newcastle

Feeling more engaged with the local community

“The most important thing for me is feeling that I’ve done something positive towards being involved and feeling that I’ve given something back, big or small.”

Young Person, Birmingham



Partnerships

“As our charity has been enabling and support people with disabilities for 65 years we haven’t learnt about disabilities. The greatest thing has been being out and about in the community, at places of interest, Can Do is another example of us doing this and raising awareness among the general public of young peoples’ abilities to give something back”

Community Group Portsmouth



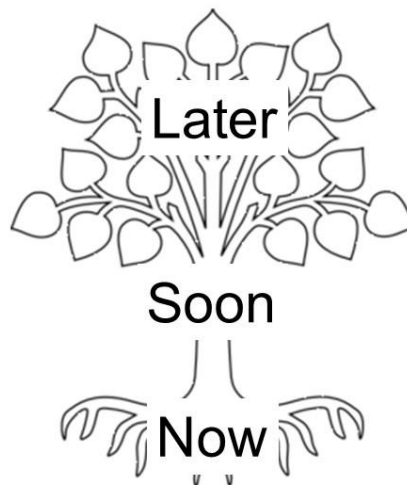
Impact of the current partnerships on inclusivity

“Can Do has an impact on the people we support so yes it impacts us and gets us thinking wider about what we can do with people, not just here but in our other services too”

Community Partner Gloucestershire



Hopes and expectations for the future – your ideas for Can Do



Evaluation

In pairs think about:

- One thing enjoyed you enjoyed about today
- One thought you are taking away from today