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Department  
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Media & Sport



Foundation

# The Co-op Foundation #iwill Fund – Year 2 Methods Annex

May 2023



*Image provided by Youth Focus North East*

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# Topic guides used in Year 2 qualitative research

## Grant manager Interviews Topic Guide (Year 2)

Date

27/6/23

c. 45 minutes

Zoom/Telephone

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

### A Interview purpose and principles

- A1 The key evaluation aims for the Co-op Foundation #iwill Fund programme evaluation as a whole are:
1. Assess the overall impact of funded youth social action on young people and the wider community. This is primarily captured through Management Information (MI) analysis with local examples of outcomes captured through qualitative research with grant managers and young people.
  2. Assess strand-level impact of funded youth social action on young people and the wider community. This is primarily captured through MI analysis with local examples of outcomes captured through qualitative research with grant managers and young people.
  3. Capture lessons learned for designing and delivering youth social action projects overall, and at strand-level. This is primarily captured through qualitative research with grant managers and young people.
- A2 This guide is for use in 44 one-to-one depth interviews with #iwill Fund grant managers of Round 2 projects, excluding devolved nations. Round 2 projects are existing Round 1 projects that received one-year continuation funding from The Co-op Foundation. The interviews will ensure the voice of all grant-holders is captured in our assessment of project impact, as well as gathering insights on best practices and key lessons in #iwill project delivery. These interviews will help us to capture the nuance required to understand the social impact of projects.
- A3 We are in the second year of the evaluation (Year 2) and we will be following up with grant managers who we have interviewed in Year 1 (or their equivalent colleague). We will split the grant manager interviews in two batches across two years, to ensure we gather robust insights and evidence for each reporting cycle. We are currently in year 2 and we will complete the first batch of 22 interviews by March 2023 and the second batch of 22 interviews will be completed in March 2024.
- A4 This guide is intended to be used with a mix of individuals with varying characteristics and backgrounds. As such, it does not contain pre-set questions, but rather lists the key themes and sub-themes to be explored with participants in each interview. Words or short phrases are instead used to indicate the study issues and allows the researcher to determine the formulation of questions and how to follow up. This encourages the researcher to be responsive

to the situation and most crucially to the terms, concepts, language and behaviours used by the participants.

- A5 It does not include follow-up questions like 'why', 'when', 'how', etc. as participants' contributions will be fully explored in response to what they tell us throughout in order to understand how and why views and experiences have arisen. The order in which issues are addressed and the amount of time spent on different themes will vary between interviews but the key areas for discussion are the same.
- A6 Questioning and probing will be framed to ensure we understand participants' situations as they view them. Researchers will adapt the approach, as much as possible, to suit the needs of each participant. The prompts provided are not exhaustive, but rather indicate the types of content we would expect to be covered – this may vary across participants with different characteristics.

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

## Researcher introduction (c.5 mins)

- A7 **Thanks & Introduction:** Introduce yourself and IFF Research – independent research agency
- A8 **About the client:** Co-op Foundation is the Co-op's charity and a match funder for the #iwill Fund.  
*If needed:* Just to recap, #iwill is a national campaign to promote social action among young people, set up by the Department for Digital, Culture, Media and Sport (DCMS) and the National Lottery Community Fund. The Co-op Foundation is one of several organisations that have committed to matching a portion of the #iwill Fund to distribute among youth social action projects.  
  
*For reference:* The Co-op Foundation's matched Fund aims to support 83 youth social action projects across the UK between 2019 and 2023: 48 projects in Round 1 and 35 projects in Round 2 of funding. As I'm sure you are aware, the funding is split into three strands, with [NAME OF PROJECT] part of the [STRAND NAME] which is ...
- 1. Bereavement:** Peer support and youth-led advocacy to help young people with bereavement.
  - 2. Community Spaces:** Youth-led advocacy to improve the design and use of community spaces.
  - 3. School Transitions:** Peer-to-peer support to improve wellbeing during the transition from primary to secondary school.
- A9 **About the research and purpose of the interview:** To understand the **intended social impact** of funded projects and to **identify key successes, challenges, and learnings** from delivery.
- A10 **Co-op Foundation values learning from their funded partners about what works and what could be done differently so that they can celebrate good practice with others in the youth social action space. In this discussion, I would value your reflections and encourage you to share both the successes and challenges.**

- A11 **Anonymity and confidentiality:** Anything you say will be in the strictest confidence and results will be anonymised so that they cannot be linked to you, including via the context of your responses.
- A12 **How their information will be used:** IFF Research operates under the strict guidelines of the Market Research Society's Code of Conduct. Your data will be treated with confidentiality. Only the core members of the research team will have access to any of your details. We will not pass any of your personal details on to the client or any other companies and all the information we collect will be used for research purposes only.
- A13 **Right to data:** You have the right to have a copy of your data, change your data, or withdraw from the research at any point. You can find out more information about your rights under the new data protection regulations by going to [iffresearch.com/gdpr](http://iffresearch.com/gdpr). We can also email this to you if you'd like. We will keep your data until the end of July 2024 (by data, we mean your contact details, as obtained for the purposes of arranging this interview, and any recording of this discussion).
- A14 **Reassurances:** No right or wrong answers - we are simply asking for people's views and opinions; you may not know or have a view on something – just let me know and we can move on; comfort – let me know if you'd like a break at any time.
- A15 **Reassurances (if needed):** We will find it invaluable to learn from your practice, including both your successes, challenges and what you may do differently in the future. Your feedback and learnings will be beneficial to other youth social action practitioners and we will always ensure your feedback is treated with confidentiality.
- A16 **Duration:** 45 minutes
- A17 **Reminder about audio recording:** the discussion will be recorded so that we can accurately capture their views, and so researchers can listen back when analysing the data. The recording will be held on a secure part of IFF's servers and only the research team will have access to the recordings. All recordings will be deleted within 3 months of the completion of the project, which is expected to be by the end of June 2024. Confirm whether respondent is happy to proceed on this basis of recording.
- A18 **Any questions/concerns?**
- A19 **Start recording<sup>1</sup>:** acknowledge consent for being recorded

## B Participant/ project overview (c.5 mins)

- B1 Briefly, their role and responsibilities on the #iwill project
- IF SPEAKING TO SAME PERSON AS BEFORE:

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<sup>1</sup> Remember to use a Teams account and select 'save to cloud'

- Check if the role is the same or if they have new responsibilities for their #iwill project
- IF SPEAKING TO NEW PARTICIPANT:
  - In a line or two, their roles and responsibilities in relation to the funded project
  - In a line or two, when did they get involved in the #iwill project

## C Outcomes noticed so far (15 mins)

FOR INTERVIEWER REFERENCE ON PROJECT CORE OUTCOMES:

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

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

C1 Thinking about the period from this time last year until now, **what outcomes have you observed among the young people taking part in the project?** *For each outcome, discuss:*

- **Describe** what that outcome looks like in the context of the project
- **Among what groups of young people** have you observed that outcome?
  - All?
  - Some young people more/less likely than others – why?
- What **features of the project** are helping to bring about the outcome?
- What other **factors**, beyond features of the project, are helping to bring about the outcome, if any?

C2 **What other outcomes**, beyond the intended ones for #iwill, have been looking to achieve with the young people, if any?

- Which outcomes
- Reasons

C3 **You haven't mentioned observing outcome [NAME THE OUTCOME]. Why don't you think those outcomes have emerged?**

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

C4 Have you noticed any **unexpected changes** – positive or less positive- in the young people that your project didn't intend to achieve from the start?

- **Describe** what that change looks like
- **Among what groups of young people** have you observed that outcome?
  - All?
  - Some young people more/less likely than others – why?
- What **features of the project** are helping to bring about the outcome?

- What other **factors**, beyond features of the project, are helping to bring about the outcome, if any?

THEME	OUTCOME
	Services informed by and accessed by young people
	Perceptions of young people more positive

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

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

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

C5 Thinking about the period from this time last year until now, **what outcomes have you observed among the wider community?** For each outcome, discuss:

- **Describe** what that outcome looks like in the context of the project
- What **features of the project** are helping to bring about the outcome?
- What other **factors**, beyond features of the project, are helping to bring about the outcome, if any?

C6 **What other outcomes**, beyond the intended ones for #iwill, have been looking to achieve with the wider community, if any?

- Which outcomes
- Reasons

C7 **You haven't mentioned observing outcome [NAME THE OUTCOME]. Why don't you think those outcomes have emerged?**

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

C8 Have you noticed any **unexpected changes** – positive or less positive - in the wider community that your project didn't intend to achieve from the start?

- **Describe** what that change looks like
- What **features of the project** are helping to bring about the outcome?
- What other **factors**, beyond features of the project, are helping to bring about the outcome, if any?

## D Delivery success and challenges (15 mins)

READ OUT: Let's move the discussion to focussing on delivery success and challenges in particular. While we recognise that the COVID-19 pandemic and cost of living crisis may have created unique challenges, we are keen to hear about these as well as more specific challenges you may have faced related to running a youth social action project.



D1 **Since this time last year, what changes or refinements, if any, have been made to the project, and why?**

- What part of the project did the change relate to?
- When did you decide to make this refinement?
- Practically, how did you go about making this change?

D2 **Why was the change needed?**

- the nature of the problem or challenge that meant a change was needed?
  - Implementing lessons learned from delivery
  - in response to the cost-of-living crisis
  - in response to Covid-19 over the past year
- or, in response to an opportunity?

D3 **What were, or do you expect, the implications of making this change?**

- On project design
- On project delivery
- On young people engagement
- On young people outcomes

D4 **What have been the key successes of project delivery in the past year?**

D5 **What have been the key challenges of project delivery in the past year?**

D6 We'd like to focus on your recent experiences of engaging diverse young people with lived experience now. How has the project **involved young people with lived experience of the problem it is addressing?**

- **Describe** what that looks like in the context of the project
- What **features of the project are helping** to involve young people with lived experience?
- What **other factors**, beyond features of the project, are helping to involve young people with lived experience, if any?
- What **challenges** have you faced in engaging young people with lived experience
- How have you tried to **overcome this challenge**, and what was the result?

D7 We'd like to focus on your recent experiences of **engaging young people who are 'under-served'**.

By 'under-served', we mean they do not have access to the services they need; their voices are not heard; and/or they live in an area with high levels of deprivation.

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

- Describe what that looks like in the context of the project
- What features of the project are helping to involve under-served young people?
- What other factors, beyond features of the project, are helping to involve under-served young people, if any?
- What challenges have you faced in engaging young people who are under-served?
- How have you tried to overcome this challenge, and what was the result?

## E Wrap up (5 mins)

E1 **Thank you for your time so far, we are nearly at the end.**

E2 **Thinking of all that we have discussed, what is one lesson you learned in the last year about designing and delivering a youth social action project you would share with a peer?**

E3 Thanks, and reminder of **confidentiality and anonymity** and that they can **get in touch** if they think of anything else that is important for the evaluation.

E4 Ask for consent to re-contact should we have any additional questions.

E5 Finally, as part of this research we are looking to carry out some discussions with young people who are currently taking part in #iwill-funded projects. Each young person will be given £25 as a thank-you for their time, and we are looking to speak to 2 or 3 young people. In principle, would you be willing for your young people to speak with an interviewer? We can share more information if your project is selected for this.

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# #iwill Fund Evaluation young person's discussion guide (30 - 45 mins)

Age group: 10-15 years

J11029

Date 27/6/23

Teams / Zoom

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## **Interviewer notes:**

- This guide is designed to be used for x3 mini-group discussions, each with 2-3 young people. There are variations in activity by age group (age 10-13 years, and age 14-15 years), to be used flexibly based on the young people in the group.
- Before beginning the interview, please familiarise yourself with the grant manager interview, noting the activities / events that have been carried out so that you can prompt the young people where needed.
- In the event that we will be following up with young people who participated in the case studies in 2021, please re-read the summary of that interview. This will be flagged in the booking sheet.

## A Introduction (5 mins)

- Hello, my name is XX and I work for a research company called IFF Research.
- I understand you have been taking part in a project recently called [PROJECT NAME / PROJECT LOCATION].
- My company has been asked by The Co-op Foundation to find out more about how you have found the project activities.
- The Co-op Foundation is the Co-op's (supermarket) charity and they have been funding projects like your project to help them run the activities.
- The Co-op Foundation is really interested to hear from you about what you think of the activities, what you liked and what could be improved.
- Your views will help improve activities for young people in the future.
- I'm looking for your honest opinion so if you disagree with something your friend has said then it's ok to say that politely!

- There are no right or wrong answers, I'm just interested in hearing how [PROJECT] has been for you.
- If you need me to repeat any of the questions or if they are unclear, then just let me know!
- If at any point you feel you would not want to participate in the discussion anymore or you would not want to use your views in the research please let me know and I will make sure this happens.
- Anything you say is confidential, this means that your project leader and The Co-op Foundation will not know what you have said personally – your name will not be included as part of your feedback. The only exception to this is if you or anyone else may be hurt or at risk of being hurt. In this instance, I will have to let the project leader know so that everyone can be kept safe, or the emergency services if you are in immediate danger.
- This conversation should take around 45min, depending on how much you have to say.
- I'm going to record the conversation so that I don't have to make too many notes if that's ok? - CONFIRM CONSENT.

## B Warm-up (5 mins)

**B1 It would be great to find out a bit about you and what you are doing at the moment.**

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

**B2 IF SCHOOL TRANSITIONS**

- whether you have started secondary school or still in primary

**B3 How long have you been taking part in [PROJECT]? e.g. a few weeks, a few months, or most of the year?**

**B4 Where does your project take place?**

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

**B5 How did you find out about this project/activity?**

- Why did you decide to take part?
  - a teacher put you forward at school or college
  - saw it advertised - If so, where?

- How easy or difficult was it to find information about the project?
  - What made is easy/difficult
  - Suggestions for making it easier to find out about the project
  
- B6 How easy or difficult was it to sign up / join the project?
  - What made is easy/difficult
  - Suggestions for making it easier to find out about the project
  
- B7 Have you taken part in anything similar to your project before?
  
- B8 **INTERVIEWER – give an example, appropriate for the nature of the project:**  
*For School Transitions: a project helping other people at school*  
*For Community Spaces: improving green spaces in your area*  
*For Bereavement: a project or activity to help young people talk about bereavement*
  
- B9 **IF YES:**
  - how was it similar to this project?
  - when did you take part?

## C Experience of taking part (10 - 15 mins)

### INTERVIEWER NOTES:

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

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

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

### C1 OPTION A – FEELINGS AND PROJECT (SUGGESTED AGE 10 -13YRS)

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

**INTERVIEWER TO WRITE DOWN FEELINGS.** *Help the young people to develop their feeling words if a limited range is offered e.g., “so as well as [sad/happy/angry etc] what*

*other feelings might we feel? How about e.g. feeling thankful (gratitude), pride, hope...or feeling left out or annoyed ....can you think of any others?"*

**C2 Thanks for such a good range of feeling words. Now let's link this to [PROJECT]. What words would you use to describe how you felt before you joined [PROJECT], so before your first day?**

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

**C3 Thinking back to when you did your first activity on [PROJECT], how did you feel after you came home that day?**

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

**C4 What other feelings have you felt during the project? (refer to the board)**

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

**C5 And now back to the present day. What words would you use to describe how you feel about [PROJECT] now?**

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

**C6 OPTION B – WORDS AND PROJECT (SUGGESTED AGE 14 -15 YRS)**

**C7 What three words would you use to describe [PROJECT]? You can use any words that come to mind.**

**INTERVIEWER TO TAKE EACH WORD IN TURN.**

**C8 Thanks for sharing your words, why did you say [WORD]?**

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

**C9 INTERVIEWER USE ANTONYM FOR A COUPLE WORDS GIVEN. Have you ever felt [WORD] during the project?**

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

- C10 Thinking about how you feel now, since the project, what words do you use to you describe how you feel?
- Why do you think this might be?
  - How do you think the other young people feel after taking part in [PROJECT]?
    - And did you feel similar to [FEELINGS MENTIONED] or did you feel differently? Why do you think this was? Was there an activity that made you feel this way?
- C11 I am now going to ask you about the activities that you have done on the project. I am interested in hearing your honest opinions as this will help projects know how to improve in the future. Firstly, what kinds of activities or events have you done during [PROJECT]?
- C12 Which activities or events did you like best? Why is that?
- C13 What did you like about [PROBE FOR EACH ACTIVITY MENTIONED]? And what did you dislike?
- Why did you feel that way?
- C14 And were there any activities or events that you did not enjoy?
- Probe for which activity and why.
- C15 Was there anything that was difficult or tricky about taking part in [the activities mentioned]? Or the project more generally? What was this?
- C16 Was there anything you didn't enjoy during the project? Why was that?
- C17 Imagine one of your friends [IF BEREAVEMENT STRAND: in a similar situation] is about to join [PROJECT]. Do you think they will like it? Why / why not?
- What do you think they will enjoy the most?
  - Do you think anything will be challenging or tricky for them? Why do you say that?
- C18 What has it been like to meet other young people on [PROJECT]?
- What words would you use to describe the other young people on [PROJECT]?
- C19 ASK IF PEER-SUPPORT ELEMENT FLAGGED IN GM INTERVIEW
- C20 I understand that some people have been helping other young people on your project, this may be called peer-support or being a buddy. Did you get involved in this?
- C21 ASK IF BEREAVEMENT STRAND AND ADVOCACY / CAMPAIGNING FLAGGED IN GM INTERVIEW

**C22** And did you get involved in any advocacy or campaigning as part of the project? For example this could include talking about your experiences of bereavement to schools, healthcare services or other groups in your community.

**C23** IF TOOK PART IN PEER-SUPPORT / ADVOCACY / CAMPAIGNING

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

**C24** IF DID NOT TAKE PART IN PEER-SUPPORT / ADVOCACY / CAMPAIGNING

**C25** Did the project leader give you the option of taking part in peer-support / helping other young people on the project?

- IF YES: what did they tell you about it?
- What did you think of it after hearing about it?
- Why did you decide not to take part?
- IF BEREAVEMENT STRAND: And did the project leader give you the option of taking part in any advocacy or campaigning work?
  - IF YES: what did they tell you about it?
  - What did you think of it after hearing about it?
  - Why did you decide not to take part?

## Strand-specific questions (10 - 15 mins)

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



**FOR INTERVIEWER REFERENCE ON PROJECT IMPACTS/OUTCOMES:**

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

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

**ASK SCHOOL TRANSITIONS**

**C26 You told me earlier that you have recently started / will soon be starting secondary school. Before you joined [PROJECT], what words would you use to describe how you felt about starting secondary school?**

**C27 And which words would you use to describe how you feel now about starting secondary school?**

**C28 How do you think your project has helped you with starting secondary school?**

**C29 In what ways has it helped you?**

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

**C30 What is it about the project that you feel has helped you in that way?**

**C31 How does that compare to how you expected it to help you?**

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

**C32 ASK COMMUNITY SPACES**

**C33 Before you started your project, what did you:**

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

**C34 Now that you are taking part in your project what do you think about where you live now?**

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

**C35 Have you done anything new in your local area or community since you started taking part in your project?**

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

#### **ASK BOTH SCHOOL TRANSITIONS AND COMMUNITY SPACES**

**C36 What skills do you think you have learned from [PROJECT]? For example, how you work in a team, or how you communicate (such as speaking, presenting and listening). For each, explore:**

**C37 Can you tell me more about what that looks or feels like?**

**C38 Which aspects of the project helped you with this? Why do you think this is?**

**C39 In what other ways has [PROJECT] helped you?**

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

#### **C40 IF CANNOT IDENTIFY HAVING GAINED ANY NEW SKILLS**

**C41 Some other young people tell us they've learned how to talk to larger groups, or to set up a timetable for planning a community event. Has this been your experience?**

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

#### **ASK BEREAVEMENT**

**C42 How do you think [PROJECT] has helped you? For each, discuss:**

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

**IF CANNOT IDENTIFY HAVING BENEFITED**

C43 **Some other young people tell us they've felt differently about bereavement, or more able to talk about it to other people. Has this been your experience?**

**ASK ALL**

C44 **Is there anything you would have liked to have gained from taking part in the project?**

C45 **Was there anything you were expecting from the project, that didn't happen?**

C46 **What changes would you like to see in the project, to help you benefit from taking part?**

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

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## D Suggested improvements (5 mins)

D1 **Thanks for answering my questions, we have nearly finished.**

D2 **Imagine you were project leader for the day, what one thing would you change about your project to help young people benefit from the project?**

D3 **Do you have anything else that you would like to say about taking part in the project?**

D4 **Do you have any questions you wanted to ask me about the research?**

THANK RESPONDENT AND CLOSE INTERVIEW

I declare that this survey has been carried out under IFF instructions and within the rules of the MRS Code of Conduct.

Interviewer signature:

Date:

Finish time:

Interview Length

Mins

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# #iwill Fund Evaluation young person's discussion guide (30 - 45 mins)

Age group: 16-20 years

J11029

Date 27/6/23

Teams / Zoom

## Interviewer notes:

- This guide is designed to be used for x9 discussions, each with 2-3 young people. The age range for this guide is 16-20 years.
- Before beginning the interview, please familiarise yourself with the grant manager interview, noting the activities / events that have been carried out so that you can prompt the young people where needed.
- In the event that we will be following up with young people who participated in the case studies in 2021, please re-read the summary of that interview. This will be flagged in the booking sheet.

## E Introduction (5 mins)

- Hello, my name is XX and I work for a research company called IFF Research.
- I understand you have been taking part in a project recently called [PROJECT NAME / PROJECT LOCATION].
- My company have been asked by The Co-op Foundation to find out more about how you have found the project activities.
- The Co-op Foundation is the Co-op's (supermarket) charity and they have been funding projects like your project to help them run the activities.
- The Co-op Foundation is really interested to hear from you about what you think of the activities, what you liked and what could be improved.
- Your views will help improve activities for young people in the future.
- I encourage you to be as honest as you can in this discussion, there are no right or wrong answers - I am interested in hearing how you have found the project.
- If you need me to repeat any of the questions or if they are unclear, then just let me know!
- If at any point you feel you would not want to participate in the discussion anymore or you would not want to use your views in the research please let me know and I will make sure this happens.
- Anything you say is confidential, this means that your project leader and The Co-op Foundation will not know what you have said personally – your name will not be included as part of your feedback. The only exception to this is if you or anyone else may be hurt or at risk of being hurt. In this instance, I will have to let the project leader know so that everyone can be kept safe, or the emergency services if you are in immediate danger.

- The feedback you provide will contribute to a report about youth social action projects and this will be published on The Co-op Foundation's website. This report will not identify you personally.
- This conversation should take around 45 min, depending on how much you have to say.
- I'm going to record the conversation so that I don't have to make too many notes, if that's ok?  
– CONFIRM CONSENT.

## F Warm-up (5 mins)

**F1 It would be great to find out a bit about you and what you are doing at the moment - are you in school, college, or work, or doing something else?**

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

**F2 How long have you been taking part in [PROJECT]? e.g. a few weeks, a few months, or most of the year?**

**F3 Where does your project take place?**

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

**F4 How did you find out about this project/activity?**

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

- Suggestions for making it easier to find out about the project

F5 **Have you taken part in anything similar to [PROJECT] before?**

F6 *INTERVIEWER – give an example, appropriate for the nature of the project:*

*For School Transitions: a project helping other people at school*

*For Community Spaces: improving green spaces in your area*

*For Bereavement: a project or activity to help young people talk about bereavement*

F7 IF YES:

- how was it similar to this project?
- when did you take part?

## G Experience of taking part (10 - 15 mins)

G1 **Exercise purpose:** help the young person feel comfortable, encourage them to discuss their project experiences in their own words.

G2 **That's great. I'm now going to ask you some questions about how you've found taking part in your project.**

G3 **What three words would you use to describe your project? You can use any words that come to mind.** INTERVIEWER TO TAKE EACH WORD IN TURN.

G4 **Thanks for sharing your words, why did you say [WORD]?**

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

G5 **INTERVIEWER USE ANTONYM FOR A COUPLE WORDS GIVEN. Have you ever felt [WORD] during the project?**

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

G6 **Thinking about how you feel now, [DEPENDING ON PARTICIPATION STATUS: since starting / having taken part in the project], what words do you use to you describe how you feel?**

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

- G7 **I am now going to ask you about the activities that you have done on the project. I am interested in hearing your honest opinions as this will help projects know how to improve in the future.**
- G8 **Firstly, what kinds of things / activities have you done during [PROJECT]?**
- G9 **How did it feel to take part in [ACTIVITIES MENTIONED]?** For each activity, discuss:
- And what was that like for you? How did that feel?
  - Why did you feel that way?
- G10 NOTE TO INTERVIEWER: note any differences between the young people to promote discussion “It’s interesting that you enjoyed abc, and [NAME] enjoyed xyz”
- G11 Which things or activities did you **like best? Why is that?**
- G12 What activities did you **not like as much? Why is that?**
- G13 Was there anything that was **difficult or tricky about taking part** in the project? What was this?
- G14 **What has it been like to meet other young people on [PROJECT]?**
- G15 ASK IF PEER-SUPPORT ELEMENT FLAGGED IN GM INTERVIEW
- G16 **I understand have been helping other young people on your project, this may be called peer-support or being a buddy. Did you get involved in this?**
- G17 ASK IF BEREAVEMENT STRAND AND PEER-SUPPORT ELEMENT FLAGGED IN GM INTERVIEW
- G18 **And did you get involved in any advocacy or campaigning as part of the project? For example this could include talking about your experiences of bereavement to schools, healthcare services or other groups in your community.**
- G19 **IF TOOK PART IN PEER-SUPPORT / ADVOCACY / CAMPAIGNING**
- What has that been like for you?
  - How did you help the other young people? Can you give me some examples?
  - What help did you get from the project, to be able to give this help / [TYPE OF PEER-SUPPORT ACTIVITY MENTIONED] to other young people?
  - Is there anything that you would have liked the project to do to help you with [TYPE OF PEER-SUPPORT ACTIVITY MENTIONED]?
  - What did you learn from [TYPE OF PEER-SUPPORT ACTIVITY MENTIONED]?
    - Skills e.g. talking, listening,

- learn about yourself
- learn about other people

G20 IF DID NOT TAKE PART IN PEER-SUPPORT / ADVOCACY / CAMPAIGNING

- **Did the project leader give you the option of taking part in peer-support / helping other young people on the project?**
  - IF YES: what did they tell you about it?
  - What did you think of it after hearing about it?
  - Why did you decide not to take part?
- **IF BEREAVEMENT STRAND: And did the project leader give you the option of taking part in any advocacy or campaigning work?**
  - IF YES: what did they tell you about it?
  - What did you think of it after hearing about it?
  - Why did you decide not to take part?



## D Strand-specific questions (10 - 15 mins)

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

### FOR INTERVIEWER REFERENCE ON PROJECT IMPACTS/OUTCOMES:

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

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

### ASK IF COMMUNITY SPACES

**G21 Before you started your project, what did you**

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

**G22 Now that you are taking part in your project what do you think about where you live now?**

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

**G23 Have you done anything new in your local area or community since you started taking part in your project?**

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

**G24 What changes would you like to see in the project, to help you benefit from taking part?**

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

### ASK IF SCHOOL TRANSITIONS

**G25 What skills or new things have you gained from being part of the project? For example, how you work on in team, or how you communicate (such as speaking, presenting and listening). For each, explore:**

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

**G26 In what other ways has [PROJECT] helped you?**

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

IF CANNOT IDENTIFY HAVING GAINED ANY NEW SKILLS

**G27 Some other young people tell us they've learned how to talk to larger groups, or to set up a timetable for planning a community event. Has this been your experience?**

ASK IF BEREAVEMENT

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

**G28 How do you think [PROJECT] has helped you? For each, discuss:**

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

IF CANNOT IDENTIFY HAVING BENEFITED

**G29 Some other young people tell us they've felt differently about bereavement, or more able to talk about it to other people. Has this been your experience?**

ASK ALL

**G30 Is there anything you would have liked to have gained from taking part in the project?**

**G31 Was there anything you were expecting from the project, that didn't happen?**

**G32 What changes would you like to see in the project, to help you benefit from taking part?**

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

## H Suggested improvements (5 mins)

Thanks for answering my questions, we have nearly finished.

- H1 **Imagine you were project leader for the day, what one thing would you change about your project to help young people benefit from the project?**
- H2 **Do you have anything else that you would like to say about taking part in the project?**
- H3 **Do you have any questions you wanted to ask me about the research?**

THANK RESPONDENT AND CLOSE INTERVIEW

I declare that this survey has been carried out under IFF instructions and within the rules of the MRS Code of Conduct.		
Interviewer signature:	Date:	
Finish time:	Interview Length	Mins